

# *Rosebud Playschool*

## *Family Handbook*

Welcome to Rosebud Playschool!

At Rosebud Playschool childhood is honored and held sacred. It is a place for children to feel free while simultaneously having the sense of being lovingly held and protected. We offer an environment and practices based upon our deep understanding of child development through both mainstream and anthroposophic (the philosophy out of which Waldorf Education arose) lenses. Here we explore the world through our senses, engage in real and purposeful work, express our creativity, experience the joy and wonder of nature, allow imagination to flourish, practice being in community, and foster reverence and gratitude. Each child and family is respected and received with non-judgemental warmth.

This handbook is written with the intention of supporting a connection between school and home. It is my hope we can build a relationship in which you feel free to bring us any questions or concerns you may have. Together, we will create a warm and loving community for the families and children at Rosebud Playschool!

### **Operational Policies**

For the 2026-2027 school year, Rosebud Playschool is in operation between 9am and 1pm, Monday-Thursday, excluding school holidays/breaks. Children aged 2-6 years old are served in this program. Robin's Nest is a separate program, operating from 1-3pm.

- **Drop-off:** Between 9:00 AM and 9:15 AM. Please try to have your child arrive by 9:30 AM to help them fully integrate with the group. Late arrivals may disrupt their ability to settle in with peers, though we understand it will be unavoidable at times.
- **Pick-up:** Between 12:50 PM and 1:00 PM. Timely pick-up is essential, though we understand extenuating circumstances may occasionally arise.

- **Late Pick-up Policy:** One late pick-up (after 1:05) is excused each month. Beyond this, a \$10 late pick-up fee will be added to next month's invoice for every additional late pick-up.
- If, for any reason, someone who is not on your approved pick up list will be picking your child up, please let me know in advance, in writing (a text is fine).

Parents are welcome to enter the cubby room as early as 8:45. Please help your child remove their outdoor shoes and put on their indoor shoes, put their water bottle in the basket, and sign in. At 9am we will be ready to welcome the children, and will open the door to the classroom. A quick goodbye at the doorway is almost always best; we ask that parents do not enter the hallway/classroom space at drop off unless your child would like your assistance in the bathroom. If you need to relay a message, there will be a pad of paper next to the tuition basket–jot it down and hand it to me!

### **School closures/absences**

Please report all **absences**; you can email ([zoe@rosebudplayschool.com](mailto:zoe@rosebudplayschool.com)) if you know dates in advance, or send a text message for last minute absences. It is very helpful for us to know the reason and probable length of the child's absence.

There are scheduled dates when school is closed. These closures are factored into the annual tuition rate, and do not affect monthly installment payment plans.

If your child is absent for any reason including illness, appointments or travel, full tuition still applies.

Rosebud Playschool may be closed for up to four unscheduled days per school year, due to inclement weather or teacher illness. These four days do not affect tuition due.

### **Tuition/ Fees:**

Tuition may be paid by check or cash, (place in the basket in the cubby room marked "**payments**") Checks should be made out to Rosebud Playschool. You may also send your tuition payments via Venmo (*please do not choose the option that will charge fees*) (@Zoe-Rothfuss). **Tuition is due by the 5th of each month; invoices will be mailed one week beforehand. A late payment fee of \$35 dollars** will be applied to your next tuition payment if payment is received after the 5th. Tuition and fees will be prorated in the case

of mid-year enrollment. End-of year statements of childcare payments will be provided by January 15th, via email. Hard copy available upon request.

## **Communication**

Good, open communication is a key element in the success of your child's education. To facilitate good communication, this program includes:

- Regular newsletters
- Parent-teacher conferences
- Parent meetings
- Phone conversations (as needed)

In addition, **brief** exchanges of information about illness, accidents, disposition, etc. can be exchanged at drop-off, or you may write me a note and slip it to me as you drop your child off (my focus needs to be on the children during this time). Please be mindful of the way you speak about your child in front of them.

Parents are expected to attend parent meetings, work with teachers as concerns or issues arise, and communicate about challenging situations in your child's life. Please email if you have classroom related questions, problems or concerns, and we will find a time to speak. Email is preferred for non-urgent needs; please do not text during school hours unless there is an urgent need to communicate something regarding your child (for example an early pick-up). Communication between parents and teachers should be respectful in language and tone. Communication about concerns, curriculum, etc should be directed to the lead teacher.

## **Length of Commitment/Disenrollment**

At the signing of your enrollment agreement, parents are committing to pay the annual tuition rate. If a family decides to withdraw their child from Rosebud Playschool before the close of the school year, they must provide at least 30 days written notice, or will be responsible for paying the next month's payment installment (if on the 10-installment payment plan), regardless of attendance.

A family may be asked to disenroll if the tenets of this handbook are being consistently disregarded (repeated excessively late-pick ups, disrespectful communication, non payment of tuition, etc) or if it is clear that the needs of the child are not being met in this program.

## **Rhythm**

From the time we are nestled beneath our mother's heartbeat, we live in rhythm. Young children are deeply nourished and supported by rhythm, as are we all! At Rosebud Playschool, our days follow a predictable rhythm, always striving to have a healthy balance between expansive, free times and more focused, teacher-led or quiet times. Each activity has its own sequence with familiar songs and movements. Each day of the week has its own special color, snack, and activity. Each season of the year has a mood with festivals and unique sensory experiences.

Through this rhythm the children experience a sense of security and confidence because they know what to expect. Young children thrive when this sense of rhythm is provided in the home as well. Regular mealtimes, bedtimes, and weekly activities create a sense of security for the growing child. You can support the work and play your children will engage in while at Rosebud Playschool immensely by ensuring that your child arrives at school well rested (ideally with 11-12 hours of sleep each night,) and well nourished with a healthy breakfast that includes fat and protein.

Attention to the rhythms of the Earth is important at Rosebud Playschool; we value a deep connection to Nature and Spirit. At school we will engage in nature-based mealtime blessings, moments of wonder and gratitude, and especially nurture the innate connection between children and the divine in Nature (after all, we humans are part of Nature). Our seasonal festivals primarily relate to the changing relationship of the sun to the earth through the year, and many have their roots in European pagan and Christian traditions, though we always strive to create meaningful experiences that speak to universal truths. If your family has cultural or religious celebrations you'd like to share, I am always interested to hear about how you'd like to bring this part of your child's life into the school community.

## **Curriculum**

Waldorf Education recognizes that there are three definite phases in childhood development, each lasting about 7 years. The primary needs for the young child up to age 7 are unhindered movement, sensory exploration, the freedom to play, bodily nourishment, and loving care and protection. The brain is developed through these avenues, and analytical, overly detailed, abstract thinking and explanations do not serve early development. Formal academic instruction is not indicated until the body-mind foundation has been laid in the first six-seven years. Young children think primarily in pictures and images, so appealing to this state of consciousness is often best accomplished through imaginative stories with pictorial archetypal characters. The child under seven also naturally imitates as part of their developmental path so Waldorf Early Childhood

educators use this inclination to imitate to guide the children through the day, without overly explicit instructions, often through song and movement.

Literacy is taught through the emergent literacy model; games, songs, stories, and verse teach syntax, structure, word order, and phonological awareness. Love of story is fostered through oral storytelling, puppetry and plays. Math skills are also brought in lively and meaningful ways, such as finger plays or counting napkins for the table. A sense of purpose and contribution to the community comes in many ways: children help prepare the daily snack, clean the classroom, care for animals, and work in the garden. Social learning, empathy, emotional literacy, and impulse control are focuses of growth, and curiosity and scientific discovery is encouraged through interaction with the natural world. Fine-motor skills are acquired through finger-games, handwork projects and crafts, while gross-motor faculties are attained through circle time, open-ended movement, outdoor play, and equipment to support movement in all planes of space. Special attention is paid to sensorimotor systems (such as the vestibular and proprioceptive systems) and movement patterns (reflexes) which, when fully consolidated in early childhood, provide a sound foundation for successful academic learning later.

Important elements of the program include:

- Story brought through verbal telling, puppet shows, and play-acting
- Seasonal crafts and celebrations that connect us to the cycles of nature
- Shared mealtimes of organic, whole foods
- Sensory experiences with sand, water, mud, and other natural materials
- Intentional, respectful caring of the physical body towards self and other
- Artistic activities such as drawing, watercolor painting, clay modeling, plant dyeing, and crafting
- Practical work activities such as chopping vegetables, raking, sewing, kneading dough, processing herbs, and building fires
- Connection to nature through time in the forest in all seasons and weathers, caring for domestic and wild animals, gardening, and honoring the cycle of the year
- Modeling of kindness, empathy, reverence and gratitude
- Abundant opportunity to engage in the true work of early childhood: child-initiated/directed play

### **Risk**

We believe in protecting children from hazards, and are also strongly committed to giving children the opportunity to take physical risks, as we are aware of the indisputable connection between unhindered gross motor exploration and brain development. We may

warm ourselves with open flames outside, use a wood stove inside, use choppers and knives for food preparation/woodworking, and interact with domestic (and wild) animals and insects. While these experiences carry a certain risk, they are extremely valuable for your child's learning and development, especially in the areas of resilience, intrinsic motivation, and self-confidence.

Please note that we also spend extended time outdoors each day, and though every effort will be made to provide a hazard-free environment, your child will likely encounter insects including ticks and mosquitos and plants such as poison ivy. Climbing of trees is allowed, though teachers will not help a child up into a tree, and will use verbal guidance to help a child who feels stuck get down (so that the child is using their own abilities, and not getting into situations they can't get out of). Minor bumps and bruises, scrapes and cuts, dirt and mud are evidence of a day spent in good old fashioned play! Injuries will be cared for lovingly by teachers with homeopathic and herbal remedies (with parental consent).

In case of injury or emergency, we will administer first aid, contact parents immediately, and call 911 if needed. In the case medical care is needed due to an injury sustained at school, an incident report will be filed and provided to the parents. Evacuation and emergency plans are posted in the cubby room.

### **Nutrition**

We will share one hearty nutritious meal each day, which the children have helped to prepare in some way. All efforts will be made to source foods which are organic or locally-produced, and foods with artificial colors/flavors/preservatives will never be offered. Warm tea made from herbs (often harvested from our garden) will be served alongside the meal, which will begin with the lighting of a candle and sharing a nature-based blessing of our food. A small snack will be provided shortly before pick-up time, a "squirrel snack" of dried fruits and nuts. Please let us know if your child has any food restrictions, and we will do our utmost to accommodate them.

### **Diversity, Equity, and Inclusion**

All people and families are welcome in the Rosebud Playschool community. We strive to include both traditional archetypes (such as Mother Earth and Father Sun), as well as provide representation of many types of people and families. We will not teach or preach about diversity issues, but the experiences of the children will be such that an openness to others will be cultivated. It will be communicated that each person gets to decide for themselves who they are (which often finds its expression in make-believe games, for example when two children both want to be the "mom", the teacher may simply say, "some families have two moms" or "everyone gets to decide for themselves who they are"). We will carefully hold the line between what information we believe to be developmentally

appropriate and essential to foster a healthy foundation of love, acceptance, and empathy and what we believe can wait until later. Your questions and concerns about this topic are always welcome and will be received with non-judgemental curiosity and interest.

### **Visiting the Classroom**

Visitors are welcome but it is preferred that advance arrangements are made. Visitors are generally given a quiet task to perform while observing the morning activities, and are asked to refrain from talking too much. Visitors may include parents, grandparents or other family members, student teachers, and others interested in Waldorf Education. Families will be invited in for their child's birthday celebration as well as other special times throughout the year.

### **Discipline**

Young children respond to kind and loving yet firm guidance and it is with this awareness that discipline is approached in a Waldorf Early Childhood setting. The root of the word "discipline" is disciple; Waldorf Childhood teachers strive to be worthy of a child's imitation. Therefore, first and foremost, an all-pervasive, unconditional love is the foundation of all discipline within the classroom at Rosebud Playschool.

Disruptive behavior is always guided in a gentle, non-threatening, yet effective manner: calmly yet firmly (and adjusted based on individual children's needs). The rhythm of the day helps to "hold" the children as well and there is generally less need for disciplinary measures when a regular routine or rhythm is practiced. When disruptions or conflicts between the children occur, each child is given the freedom to express their needs while the teacher is near and listening. If guidance is needed, the teacher models positive conflict resolution skills or uses creativity to redirect the situation, for example directing a child whose hands have been rough to instead use them to help with a domestic task or to bring a hurt friend a drink of water and the healing basket, rather than forcing a relatively meaningless "I'm sorry". We may suggest asking the hurt friend if they'd like a hug (and always respecting the answer). Children learn and live in movement; an act of service is more developmentally appropriate and impactful on both parties than words.

You will be notified, and your child may be sent home, if they display excessive and/or repeated aggressive or defiant behavior or intense emotional upset (such as intense physical aggression, running away from the teacher, or unmanageable and prolonged crying/outbursts). If your child is having these types of difficulties at school or home, let's have a conversation, and create a plan so that we can establish consistent methods of discipline both at home and at school.

**Biting:**

Often, biting crosses a line for both parents and children, and so we have found it necessary to hold a strong boundary in this area. If one child bites another hard enough to break the skin, the child who has bitten is likely to be sent home for the remainder of the day, and will need to be picked up immediately. The incident will be followed up with a phone call. And while we will all hold this with love and absolutely no shame, I ask that once the child arrives home, things are rather “boring”; no screen time or special outings, etc. This policy is intended to offer the children the most clear and consistent message that school is not a place where biting can ever happen (hopefully that will of course transfer to no biting elsewhere).

**Suspected child abuse/neglect:**

As outlined in statute N.C.G.S 7B-301 and N.C.G.S. 14-318.6 every adult in North Carolina is a mandated reporter of suspected child abuse.

**Media**

Waldorf early childhood programs work carefully to support the development of the child’s physical and spiritual bodies. During these first critical years of development, children need human interaction, imaginative play and lots of physical movement. There is substantial and compelling research demonstrating the negative impact of electronic media upon the neurological development of the child. Therefore, it is requested that the families within this program agree to strongly limit their child’s exposure to screen media. We ask that you refrain from exposing your child to any videos during our school week: from Sunday evening until Thursday morning (if the child attends four days). When a child watches television the evening or morning before attending school, they have a difficult time listening to a story, watching a puppet show, or engaging freely in play because their mind is already filled with the pictures they saw on a screen, and they are occupied “digesting” what was taken in. We recognize that this ideal may be challenging for some families. However I am confident that we can work together and I am always available to support your family if you have questions or would like suggestions about healthy media habits. Knowing that Friday (or another) evening is “movie night” can help a child learn to postpone gratification and also supports relaxation around the issue with its rhythmical quality.

**School Attire**

We will be outside for extended periods each day, regardless of the weather. Warmth is vital to the child's growth and development. The importance of physical warmth cannot be overstated. Young children use the same forces to develop their internal organs as they do to keep their bodies at a homeostatic temperature. In other words, when a child is cold

they use their energy to keep their temperature up at the expense of growth and maturation. When a child is cold and wet they are more susceptible to illness, as there is less available energy to fight off viruses.

Children have smaller bodies and they lose heat much more quickly than adults. Small children do not accurately sense their own warmth, so asking one if they are cold is not a reliable way to gauge their need. If their hands and feet are not warm, then they are not wearing enough clothing. If their neck or other body parts are sweaty, they are likely overheated. We cannot explicitly teach children to develop awareness of their body temperatures; this is a sense that grows in consciousness over time from within the child. However, we can help them learn by checking in with them and feeling their hands and the backs of their necks, to provide moments of self-awareness and language with which to express their inner condition. We can also work to develop good habits of wearing appropriate layers and materials for the weather.

In addition, the sensory experiences offered by natural materials are invaluable for sensory and brain development, and your child is likely to get dirty! Movement and sensory input are how neural pathways are laid down, so clothing that allows for free exploration and movement is crucial.

### **Labeling your child's items is the key to dramatically reducing their chance of being lost!**

#### **DRESS:**

- Please dress your child in **comfortable layers** that are well-fitted, easy to move in, simple to remove (please avoid one-piece outfits like overalls), and okay to get dirty. Many layers help us adjust to varying temperatures!
- Please **no "dress up" clothes** such as costumes, tutus, fancy dresses or shoes, and also please avoid "flipping" sequins.
- **Long sleeves** and **warmth** are important to remember most days; in our climate mornings and evenings are cool!
- Clothing should please be **free of advertising** or **licensed characters**, as well as **frightening** or **"political" images/messaging**, as these will impact the children's ability to engage freely in imaginative play that comes from within themselves
- **Shoes** should ideally allow your child to be successful in learning to put them on and take them off independently. Please no laces until your child is competent at tying. They should be non-slip and well-fitted, not so large they are falling off or causing tripping. Please do not send your child in flip-flops, crocs, platform shoes, clogs, (and, ideally no light-up shoes). Shoes should be appropriate for the day's weather.

- Please save **jewelry**, including **necklaces, rings, bracelets, decorative hair bows,** and **watches** for home or other outings. They inevitably come off and become a distraction during focused times such as circle and story, or are lost causing great distress. IF your child has specific developmental needs (i.e. stimming) or has a constant companion like an amber necklace, let's have a conversation.
- Please also save **fingernail polish, hair dye, fake tattoos and makeup** for school breaks, or ideally until the middle-school years! Children of that age are looking for ways to push the boundaries of self-expression, and if all of the more "tame" options have been used up, they will go to more extreme lengths to display their burgeoning self-identity.

### **The following should be left at school:**

- **Indoor shoes**- Any type of **non-slip** shoes that a child can put on and take off easily would be appropriate. Soft-soled shoes or boiled wool slippers with non-skid bottoms are great as are simple slip-on canvas sneakers.
- **Extra clothes**-Please provide the following to be kept at school: one long-sleeved and one short-sleeved **shirt**, two pairs of **pants**, two or more pairs of **socks** and **underwear**, and a **warm sweater or sweatshirt**. It is also helpful to have a complete change of clothes in their backpack as backup.

### **Please bring the appropriate items to school each day:**

*If drop-off is outside, please have your child arrive in their outerwear. If you encounter resistance about hats, mittens, etc, we can help the children put those items on when they arrive.*

- **Rain gear** – Please provide your child with WATERPROOF rain pants, rain jacket and/or a full rainsuit and waterproof boots. Windbreakers are not waterproof! Snow boots are often not waterproof. Unlined rain gear will dry more quickly and is preferred: layers can always be added underneath for warmth. Neoprene boots like Bogs will work in all seasons, for both rain and cold, and are HIGHLY recommended.
- **Sun Protection**- Please provide a **sunhat** during the warm months if you'd like your child to wear one. If you wish for your child to wear **sunscreen**, please apply it before you bring your child to school.
- **Water bottle**

• **Packed lunch** if they are enrolled in Robin's Nest

• **Warm winter gear (needed off and on from October-April):**

- Warm **base layers** (Wool, silk, or synthetic--not cotton)
- Warm **socks** (fleece or wool)
- Insulated **coat** (add a thin **fleece** and/or **down vest** for versatile extra warmth)
- Insulated **waterproof snow pants** or snow suit for cold/wet conditions
- Insulated **boots** (preferably waterproof) for cold. Regular shoes do NOT cut it!
- Warm **hat** that covers the ears. On extra cold days a **neck gaiter** or **balaclava** (fleece or wool)
- **Mittens/gloves**; (stretchy "magic" gloves are fine for fall/spring, insulated waterproof snow mittens or gloves are necessary for winter/cool rainy days. It is best to get gloves and mittens with a cuff that goes over the jacket sleeve. Bright colors are easier to keep track of than earth tones)
- **If a child is not dressed appropriately for the weather, they may need to be sent home for their own health and well being.**

## Health

Your child's health is important to us all. Please keep your child at home if they are ill. This protects the well-being of the entire group. If your child develops symptoms of illness during the day, we will contact you immediately. At school we will use homeopathic and herbal/natural remedies such as arnica and comfrey salve for minor injuries; your permission will be confirmed in the enrolment forms. We wash hands often, add clove essential oil to our hand soap as a pinworm preventative, and disinfect surfaces with plant-based antimicrobial formulas.

Please keep your child at home if they have:

- A fever above normal temperature (24 hr exclusion applies for fevers of 101 or higher--child must have been fever-free for 24 hours before returning to school)
- Heavy nasal discharge (especially dark yellow/green-colored)
- A constant cough
- Vomiting or diarrhea (24 hr exclusion applies)
- Symptoms associated with a communicable disease--reddened eyes, sore throat, headache, pain, lethargy/low energy, loss of appetite, rashes, etc.
- Any known contagious malady such as pinworms, head lice, pink eye, chicken pox, etc.

If your child develops a communicable disease, please contact us at once. I will then alert other members of the class (your privacy will be protected). If, in our opinion, a child is unable to participate fully in a normal day, whether due to illness, fatigue or unusual

distress, we will contact the family to pick them up. Children should be kept home if they are not completely well. Remember, it is important for young children to have 11-12 hours of sleep each night and to eat a healthy, protein-rich breakfast before coming to school.

## Transition to School

### A few simple ways to ease separation anxiety:

1. **Visit our school with your child.** Join us for any scheduled gatherings or workdays. Becoming familiar with the environment and the teachers with their trusted caregivers nearby will ease the transition for the children, who are taking a brave step away from home into the outer world. In addition, a sense of contribution and ownership of the environment helps the child feel connected and comfortable (working together at home on a project for the classroom is helpful, too; ask me how you can help!)

2. **Demonstrate trust in the teachers.** A quick goodbye is almost always easiest for all involved; when a parent lingers at drop off it almost always just prolongs the child's anxiety and distress. Be confident in the decision you have made on behalf of your child! Your child senses when you are feeling anxious and when you are feeling relaxed and comfortable about a situation or person, and they often will feel as you feel. If you are experiencing anxiety about your child entering school, it may be helpful to contemplate this feeling, and find a way to bring yourself ease. Then you will be able to show your child that you have confidence in their ability to be part of this new experience.

We are comfortable and accustomed with being handed a protesting, crying child! **Please HAND YOUR CHILD to us; rather than having us “take” the child.** In most cases, once you are out of sight, your child will be totally fine. If your child continues crying for more than 5-10 minutes, we will text you to check in. Sometimes it's easier to say goodbye to one parent or caregiver than others. Consider having that caregiver do drop-off until things become easier.

3. **Plant the seed for the new experience.** A few nights before the first day of school and as part of the bedtime rhythm, speak simply about what is to come. Once you have tucked your little one into bed, you may want to say something like, “Soon the first day of school will come and we will drive to school where your teachers and new friends will be waiting for you. I will bring you to school and hug and kiss you and say good-bye, and you will join your teacher and your new friends. When you're at school, you'll get to ... “ (swing, eat a yummy snack, play in the sandbox etc). Planting this seed of what is to come at bedtime will

help your child begin to internalize and digest the new experience that is awaiting them. This is especially helpful to do the night before the first day of school.

4. **Reading aloud or telling a pedagogical story** can also be helpful. Children's brains are wired to understand story and images better than logical words. Let the message speak to the child, without explaining or imposing your adult analysis onto the experience. *The Brave Little Chick*, shared below, is especially helpful for a student who is reluctant to separate from parents. This is usually the first puppet show we will share with the children. *The Kissing Hand* and *Little Owls* are books that can help as well.

5. **Avoid asking your child if they want to come to school** or how they feel about this decision. It is reassuring to children to know that the adults are in charge—if they feel the decision is up to them, they can feel overburdened and anxious. Asking them how they feel about something that they may have a hard time conceptualizing can be counter-productive; you can validate their feelings "it might be hard to say good-bye to mama, but I know you'll have so much fun, and your teachers are so kind, and will help you with anything that you need" and offer statements like "I know you will love digging in the sandbox with the big shovels!" or "tomorrow you and your friends will eat rice with cheese for snack—yum!"

## Appendix One: Pedagogical story

### The Brave Little Chick

By Zoë Rothfuss

*This is a story useful for the time surrounding the beginning of the school year and resulting separation anxiety. In Waldorf Education, stories are often used therapeutically, and the power of a story to help resolve a range of common childhood behaviors and situations is well recognized. The repetitive text is soothing and reassuring to the young child, as is the message of the young chick safely and excitedly venturing out from the warm familiarity of the egg. For the first few weeks of school, the children will experience this story as a puppet show told with felted wool puppets.*

There was once a little red hen. She wandered all around the barnyard, scritch and scratch on the ground, searching for tasty tidbits to eat. Sometimes she went down to the sparkling brook to take a sip of cool water, and sometimes she visited with the other hens in the barnyard, brock, brock, brock!

One day, the little red hen laid a round, shining egg in her nest. She knew that this was a very special egg, and she fluffed up her feathers, and sat down right on top of it, to keep it warm and safe.

There she stayed for a long time. She did not wander around the barnyard, scritch and scratch on the ground, searching for tasty tidbits to eat. She did not go down to the sparkling brook to take a sip of cool water. She did not visit with the other hens in the barnyard, brock, brock, brock!

Inside the egg, there was a little chick. It was wonderfully warm and cozy inside the egg, and the little chick felt so very safe and happy.

The little chick was growing bigger and bigger every day and soon, he began to feel a bit cramped inside the egg. But it was still wonderfully warm and cozy inside the egg, and the little chick felt so very safe and happy.

The little red hen kept sitting on her egg, but she began to think longingly of scritch and scratch on the ground, searching for tasty tidbits to eat. She began to think longingly of taking a sip of cool water from the sparkling brook. She began to think longingly of visiting with the other hens in the barnyard, brock, brock, brock!

Inside the egg, the little chick was growing bigger and bigger every day. He was feeling more and more cramped inside the egg. But it was still wonderfully warm and cozy inside the egg, and the little chick felt so very safe and happy.

The little red hen kept sitting on her egg, but she was feeling very hungry for some tasty tidbits from the barnyard. She was feeling very thirsty for a sip of cool water from the sparkling brook. She was missing her friends in the barnyard, brock, brock, brock!

Inside the egg, the little chick was not so little any more. He had grown bigger and bigger every day until he was a great big chick indeed. His egg was still wonderfully warm and cozy, and he still felt so very safe and happy inside of it, but it was simply too cramped...he did not have enough room to play! He began to wonder what it was like outside of his egg, what it was like in the wide world, and what kind of fun adventures he could have there.

He was a very brave chick, and gathering up all of his courage, he began to peck the shell with his strong beak. He pecked and pecked until he had made a tiny opening in the shell, and the light of Father Sun streamed in. Excitedly, the little chick pecked and pecked to make the opening larger.

Then through the opening he leapt, and he was out in the wide world. He looked around, and there were some other chicks, over by the sparkling brook. He ran toward them, and they peeped hello. All that day, the little chick explored the barnyard with the other chicks. He scratched and scratched on the ground, searching for tasty tidbits to eat. He went down to the sparkling brook to take sips of cool water. He visited with the other chicks in the barnyard, peep, peep, peep.

And when Father Sun began to prepare for his night's sleep, and went to his bed behind the hills, the little red hen called to her chick, brock, brock, brock. There in the nest, wonderfully warm and cozy, safe and happy, the little chick fell asleep.

## Appendix Two: Outerwear/Gear Recommendations

Please be in touch if you need assistance acquiring high quality gear for your child; we realize it can be quite an expense. Items sold at big box stores such as Target simply do not hold up or provide adequate warmth and protection in a nature-based program.

The Littlest bird (in the asheville mall) and other consignment shops are excellent sources of gently used gear. [REI](#), [Lands End](#), and [Sierra Trading Post](#) are good sources as well.

**Outdoor School Shop:** <http://outdoorschoolshop.com/schools/rosebud-playschool/>

A special collection curated for our particular geographical location. Polarn O. Pyret and Bogs are two brands we recommend.

**Discount of 15% with code: ROSEBUD** Use this [link](#) for \$10 off your first order

**Oaki** <https://oaki.com/>

The full-rain suits are recommended, as are the rain bibs and jackets. The winter boots are nice and insulated, and the snow suits are very warm and waterproof.

**Discount of 25% with code: ROSEBUD**

**Danish Wool** <https://danishwool.com/>

Wool/silk blend tends to be the most comfortable for sensitive skin. The Lanacare balaclavas are very warm and soft, highly recommended. Also the boot liners/bed socks are excellent for those who tend to have cold feet and need an extra layer of coziness.

**Discount of 25% with code: ROSEBUDS26**

*Not valid on sale items, Factory Outlet, or ManyMonths brand items.*