

Ontario Early Years Centre

Monthly Newsletter



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Ontario Early Years Centres



A Place For Parents And Their Children.

Helping Children Build a Solid Foundation

CROW is dedicated to supporting and strengthening childcare, family life, child development and community links in Lanark County

Children's Resources on Wheels is a United Way Member Agency.



Family Literacy Day is Tuesday, January 27. You should encourage family literacy in your home and community. You can encourage this by:

- Booking some time everyday to to read with your children.
- Creating a special reading place in your home, which includes your children's favourite books.
- Starting early! Even newborns benefit from reading to them. It's never too early to read to your children.
- Remember, children learn by example – if your recognize the importance of reading, your children will too!

Please read page 3 of this newsletter for more information and ideas for Family Literacy Day.

Parent Support Zone Calendar

The parent support zone calendar will be coming out in your January 29 issue of the EMC. This time the calendar will have fewer pages and will cover only Lanark County.

Reminder: When there is inclement weather please listen to Jack FM92.3 to see if we are closed. If school buses have been cancelled across Lanark County we will be closed. Also, if the temperature is

-20C or higher the outreach playgroups will be closed on that day. If you are not sure about the closure please call your playgroup facilitator (the number and extensions are on the back page).

Please Note: If you would like to receive the newsletter electronically please give us a call with your email address.



The Ontario Early Years Centre & Licensed Child Care are programs of Children's Resources on Wheels (CROW)

Provider's Page
Submitted by CROW Licensed Child Care

Fear and Courage

Healthy fears are a part of everyday life. They help adults and children recognize and respond quickly to danger. Sometimes, however, fears keep people from things they want to do. Caregivers can help children deal with their fears in many ways. Here are some suggestions to consider.

- **Establish an Atmosphere of Acceptance and Respect.** Children need a safe place to express their fears openly. Any fear is very real to children, no matter how unreasonable it appears to us. Avoid responding to children's fears by ridiculing, shaming, punishing, overprotecting, or ignoring.
- **Understand How Children's Fears Develop.** Some fears are very normal at certain ages. With time, children usually outgrow these fears. Infants fear loud noises, strangers, and separation from parents. Toddlers fear strangers, separation from parents, and the unknown. As their imaginations grow, preschoolers and school-age children fear the dark, being injured, animals, being left alone, and death. In addition to these fears, older school-age children worry about not living up to the expectations of parents and teachers. During adolescence, teenagers often worry about the possibility of things such as nuclear war and natural disasters.
- **Establish A Predictable Routine.** A consistent daily routine provides children with a sense of power and control. It lets them know what to expect. Children's fears often stem from a lack of information about what is happening in their lives. When special activities occur or changes in the routine are necessary, talk with the children about what will happen.
- **Prepare Children For Stressful Situations.** Activities such as field trips, visitors, or fire drills can be frightening. Often, children are afraid because they do not know what to expect. Before the event happens, talk with the children. Ask them what they think will happen. Help them understand what is likely to happen. Involve children in a group discussion following the experience to discuss what really happened.
- **Teach Children How To Cope With Fear.** Use words like "afraid", "fear", and "scared" to talk about how children feel. Talk about some of the fears you experienced when you were young. Talk with children about things you did when you were afraid. Explain how and why you did those things.
- **Recognize Children's Moments of Personal Courage.** Take the time to notice when children courageously face personal fears. Express pride when you see them conquer a fear, such as climbing the jungle gym or joining a group of new friends.

Recognize when children's fears are excessive. Consider the following questions when reaching this decision. How long has the fear persisted? Is the fear harmful to the child? Is the fear interfering with normal behaviour or relationships? Is the fear preventing the child from actively participating in life?

Plan activities that allow children to express their feelings. Children can express their feelings of fear and courage through singing songs, dictating and writing stories, reading stories, drawing pictures, or role playing.

--written by Charles A. Smith, Ph.D. Human Development Specialist
--taken from www.nncc.org/Guidance/dc16_fear.courage

Literacy Page

Family Literacy Day is January 27, 2009

Family Literacy Day is one of many days when families can take time to explore, share ideas and encourage each others hobbies and interests. This day will help promote the importance of families playing together as a means to help develop literacy and numeracy skills.

The following 10 ‘road tested’ tips are popular activities suggested by families who organize Family Literacy Day events:

1. Write your own adventure. Write a short story as a family with alternative endings written by each family member.
2. Sing favourite songs. Find out more about the songwriter or singer on the internet. Make up your own songs.
3. Research and write you family’s history. Use the internet, family letters and documents as resources, and interview your relatives.
4. Read a classic adventure together. If your children like Survivor, they will love Treasure Island.
5. Surf the internet together to find great sites that support your hobbies.
6. Volunteer as a family to read at a children’s hospital or at a senior’s centre.
7. Read news articles and magazines and then discuss current affairs together.
8. Have your children create the map for your next road trip then they can navigate by reading signs and billboards. Create a trip journal.
9. Make a particular night “board game” night. Maybe invite another family for a challenge.
10. Create a family book club. Read and discuss the books together.

For additional Family Literacy Day tips and activities visit www.abc-canada.org.fld.

--adapted from The Family Literacy Planning Committee From News Canada



Parenting Page

Cigarette Smoking and the Effects on Children

Today, children are at great health risks and danger from cigarette and tobacco smoke aside from the young teenagers and adults who are active as well as passive smokers. Children belong to a high risk group as they get exposed to passive smoke, environmental tobacco smoke (ETS) or better known as the second hand smoke. Cigarette smoking effect on children is very dangerous because at a very young age, they are still in the developing age and also their breathing rate is faster than the adults.

Children's breathing rate is much faster than the adults. An adolescent or young adult breathes around 16 times in a minute while a child breathes way more than this rate. A normal 5 year old can breathe more than 20 times a minute which can sometimes increase to 60 times every minute. As the breathing of children is more, the cigarette smoking effect on children becomes more intense as they take in more air that is filled with cigarette smoke. Because of this, the children's lungs will receive a higher percentage of toxins and poisons than that of the young adults.

The different cigarette smoking effects on the children and there children are numerous. Its detrimental effect is that babies who are born to mothers who smoke during pregnancy are much more prone to be born below the normal weight than those who are born to mothers who do not smoke. Cigarette smoking significantly affects a baby's weight because of developing a less resistant body. Another cigarette smoking effect on children is high percentage of occurrence of sudden infant death syndrome to be suffered by babies whose mothers are smokers. Likewise, babies with smoking mothers are at greater risk of suffering from learning disabilities and cerebral palsy.

In the case of young children, one cigarette smoking effect on children is the development of the condition of respiratory difficulties and illnesses such as asthma. If children are already asthmatic, it can get worse by second hand smoke. Second hand smoke is one of the leading causes of new asthma cases and other respiratory complications every year. Another very serious cigarette smoking effect on children is the development of pneumonia or pulmonary bronchitis. In the United States alone, many pneumonia sufferers caused by cigarette smoking are children.

Other cigarette smoking effects on children are as follows:

- Children have increased water or fluid in the middle ear, developing in a hearing and even speech problems.
- Children's lungs function less efficiently. Likewise, their immune system becomes less strong and protective than that of young adults.
- Another cigarette smoking effect on children is the inability of the child's body to develop fully; their height and weight development is adversely affected. The child exposed to cigarette smoking has a great tendency to not fully achieve his over-all physical and intellectual development. Babies whose mothers smoke during their pregnancy are born with a deficiency in height and weight.

--adapted from ezinearticles.com

Good Judgement Takes Practice

In a world where teens and young adults face many choices, parents want children to develop their thinking skills so they learn to make good decisions. You can use everyday opportunities to teach decision making and to give children chances to practice.

Child-led play

Playtime is perfect for letting children practice decision making. Children can choose for themselves which colour of block goes on the top of the tower, what gets served at the dolls' tea party or whether they play on the swings or the slide at the park.

Offer choices

Even very young children can start making simple choices: which glass they will drink their juice from, which shoe to put on first. Choices get more elaborate as the child gets older: what clothes to wear to school, at what time to do homework.

Set limits

Parents need to determine the limits within which choices get made. For instance, your child can choose to go to bed in red or blue pyjamas, but you set the bedtime. Your child may choose what gift to buy for a friend's birthday, but you decide on the price range. Your children's age and their individual abilities will influence which decisions you allow them to make.

Ask questions

Parents can ask questions to stimulate children to think about the factors that go into making a choice. For example, if your child is deciding what to wear today, you could ask questions about the weather and the planned activities: Is it raining? What is the temperature? Do you think it will be warmer later in the day? Will you be playing outside? Your own experience will tell you what things you need to ask questions about. If you dictate the choices, the child won't learn or practice the steps in the process.

Teach information gathering

Sometimes a child doesn't yet know how to get the information that is required. In the above example of dressing for the weather, you could show your child how to read the thermometer or find the weather forecast on TV or radio or in the newspaper. There will also be times when you will be the one to supply the information; they then can decide how to use it.

Practise with stories

You can encourage thinking about the consequences of choices when you read books or tell stories to your children. Ask them what they think will happen next, what would have happened if the character had done something different, what they would do in that situation.

Give responsibility

When you let children decide for themselves, they may make choices different from yours. This is why it is important to set limits and give them responsibility for decisions in cases where you can live with their choices.

Allow consequences

Allow children to experience the consequences of their actions. Sometimes these consequences will be uncomfortable for the child. However, if you rescue them, you send them the message it doesn't matter what decision they make, their parents will fit what goes wrong.

Resist feeling incompetent

Sometimes, when you let your children make their own choices, other will blame you for what goes wrong. It takes strength and conviction to stand up to this attitude from others. A sense of humour helps too.

Be patient

Learning to make good decisions takes time, and mistakes along the way are part of the learning process. As Mark Twain observed: "good judgment comes from experience. And where does experience come from? Experience comes from bad judgement." It takes patience to raise a thinking child.

--adapted from Canadian Association Family Resource Programs handout

Songs, fingerplays and crafts

Snowman

Cut a circle from a left over Christmas card. Use the white side of the circle to make the snowman's face. Colour eyes, nose and mouth. Cut out a hat shape from another Christmas card, glue onto snowman's head. Cut two more larger circles from Christmas card. Make a cut from the outer edge to the centre of each circle and interlock the circles at the cuts (to make a 3-D effect). Punch a hole at the top. Use one pipe cleaner to join the head to the body, and another to make a loop for hanging at the top.

Indoor Snow Game

Spread cotton balls all over the room. Divide children into two teams. Give each team a sand bucket and a small shovel. Play some fun music. The first person on each team starts to fill their bucket until the music stops. When the music stops, they dump their bucket into their teams empty box. Then the next 2 children on the teams take a turn. Play continues until everyone has had a turn. Check boxes to see which team collected the most "snow". The team with the least amount of "snow" gets to clean up the rest of the mess!

Outdoor snow game

Tie a white cloth to the end of a short stick. Give each child a chance to hide it by staking it anywhere within a predetermined set of boundaries. Keep track of how long it takes for the rest of the group to find it. Whoever hid the flag that takes the longest time to spot wins the game.

Snowflakes (tune: Twinkle, Twinkle, Little Star)

Snowflakes, snowflakes falling down,
On the trees and on the ground.
I will build a man of snow,
Tall black hat and eyes of coal,
If the sun comes out today,
I will watch you melt away.

Cutting with scissors

When mastered at approximately 2.5 years child can hold the paper and make single snips. By age 5 years child is able to cut curves and circles.

**buy small kids scissors with plastic loops (about 4 cm. in size). If your child is a leftie, look for scissors with an ambidextrous design and model the steps with your own left hand.

**place thumb through the top ring of the scissor handle, and middle finger through the bottom ring. The outside of the bottom ring rests on the underside of the index finger. Tuck fourth and fifth fingers into palm of hand.

**open thumb and middle finger and place the paper edge between scissor blades.

**close fingers and snip

TIPS: Have your child sit at a small table with feet flat on the floor. A sticker on a thumb reminds kids to cut with their thumb facing the ceiling. Have child practice cutting thin plastic straws, lightweight cardboard strips (recycle magazine inserts) and playdough "snakes". All are easier to cut than paper.

Build a Little Snowman (tune: I'm a Little Teapot)

Build a little snowman, starting with his feet.
Put on lots of snow, and pat it all so neat.
Then make a round ball, and put it up on top.
Then the sun will come out, and make the snowman hot.



Playgroups

| Day | Location | Time | Staff | Dates |
|-----------|--------------------------------|-----------------------------|-------------|-----------------------|
| Monday | Almonte | 10:00 - 11:30 | Leanne | January 5, 12, 19, 26 |
| Monday | Carleton Place – St. Gregory | 10:00 – 11:30 | Issie | January 5, 12, 19, 26 |
| Monday | Smiths Falls | 9:00 – 11:00 | Lori | January 5, 12, 19, 26 |
| Tuesday | Carleton Place - Arena | 10:00 – 11:30 | Issie | January 6, 13, 20, 27 |
| Tuesday | Lanark | 9:30 – 11:30 | Jane | January 6, 13, 20, 27 |
| Tuesday | Smiths Falls | 9:00 – 11:00 5:00 – 7:00 | Lori | January 6, 13, 20, 27 |
| Tuesday | Stanleyville | 10:00 – 11:30 | Linda | January 6, 13, 20, 27 |
| Wednesday | Almonte | 10:00 – 11:30 | Leanne | January 7, 14, 21, 28 |
| Wednesday | Carleton Place – St. Gregory | 10:00 – 11:30 | Issie | January 7, 14, 21, 28 |
| Wednesday | Perth | 9:30 – 11:30 | Jane | January 7, 14, 21, 28 |
| Wednesday | Ramsay | 9:30 – 11:00 | Linda/Janet | January 7, 14, 21, 28 |
| Wednesday | Smiths Falls | 9:00 – 11:00 | Lori | January 7, 14, 21, 28 |
| Thursday | Carleton Place - Arena | 10:00 – 11:30 | Issie | January 8, 15, 22, 29 |
| Thursday | Clayton | 10:00 – 11:30 | Linda | January 8, 15, 22, 29 |
| Thursday | Lanark | 9:30 – 11:30 | Jane | January 8, 15, 22, 29 |
| Thursday | Montague | 9:30 – 11:00 | Leanne | January 8, 15, 22, 29 |
| Thursday | Smiths Falls | 9:00 – 11:00 | Parent run | January 8, 15, 22, 29 |
| Thursday | Smiths Falls – old high school | 9:30 – 11:00 | Lori | January 8, 15, 22, 29 |
| Friday | Smiths Falls | 9:00 – 11:00 | Parent run | January 9, 16, 23, 30 |

Food Sensitivities: Playgroup participants!! Please avoid bringing snack foods that contain or may contain traces of nuts.

Upcoming Events

| | |
|--|--|
| Topic: Mother Goose on the Loose (6 sessions) Place: Ontario Early Years Centre, Smiths Falls | Date: Feb. 4 – Mar. 11 Time: 1 – 2 p.m. |
| Topic: Stress Management Place: North Lanark Community Health Centre, Lanark | Date: Feb. 12 Time: 6:30 – 8 p.m. |
| Topic: Putting the “Grand” Into Parents Place: Mississippi Mills Public Library, Almonte | Date: Feb. 24 Time: 7:30 – 9 p.m. |

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| Children’s Resources on Wheels Staff | |
|---|--|
| Ontario Early Years Centre | Licensed Child Care |
| <p style="text-align: right;">EXT</p> <p>Michele Aunger, Data Analysis.....316 Diane Bennett, Administrative Assistant.....313 Kathy Boelsma, Early Literacy.....312 Emily Cassell , Data Analysis, maternity leave316 Linda Cybulski, Playgroup Facilitator304 Leanne Dwyer, Playgroup Facilitator318 Sandy Keeler , Acting Executive Director.....303 Janet Wheeler Lackey, Toy Library/Resource.....311 Linda Lalonde, Reception300 Pauline Levesque, Office Support305 Dayna McCumber, Parent Ed.....307 Deb McGuire maternity leave307 Issie Mullen, Playgroup Facilitator311 Jane Paul, Playgroup Facilitator305 Lori Wintle, Playgroup Facilitator310</p> | <p>EXT</p> <p>Kelli Cassidy, Director 309 Sherry Harder, Administrative Assistant 301 Janice LePage, Home Visitor 306</p> <p style="text-align: center;">Lanark County Child Care Programs</p> <p>Licensed Home Child Care offers home based care throughout Lanark County for children ages 6 weeks – 12 years.</p> <p style="text-align: center;">Caregivers Needed</p> <p>We are currently taking applications throughout Lanark County. Contact us for more information.</p> <p style="text-align: center;">Lanark Village Child Care Programs located at Maple Grove School</p> <p>Preschool Program</p> <p>Joe Ann Hodgins, Supervisor.....613-259-3389 Catherine Cole, Cook613-259-3389 Barb Bonsall613-259-3389</p> <p>School Age program</p> <p>Nikki Dailey.....613-259-3389</p> |

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