

Newsletter

Volume 11 Issue 10
June 2014

CROW Comments

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www.crowoeyc.com

**Children's Resources on
Wheels (CROW)
programs include :**

**Ontario Early Years
Centre**

**Licensed Home Child
Care**

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

We Believe:
That programs and services for families should be open to everyone

Father's Day is June 15

Father's Day is celebrated on the third Sunday of June. It is a day for people to show their appreciation for fathers and father figures. Father figures may include stepfathers, fathers-in-law, guardians, foster parents and family friends.

*"The rose is the official flower for father's day.

*"Fathers, like mothers, are not born. Men grow into fathers and fathering is a very important stage in their development." David Gottesman

*"Any man can be a father, but it takes someone special to be a dad." Ann Geddes

*"A dad is...someone who wants to catch you before you fall, but instead picks you up, brushes you off, and lets you try again." Unknown

*"A dad is ...someone who wants to keep you from making mistakes, but instead lets you find your own way, even though his heart breaks in silence when you get hurt." Unknown

*"A dad is...someone who holds you when you cry, scolds you when you break the rules, shines with pride when you succeed, and has faith in you even when you fail." Unknown

Playgroup cancellation: Playgroups at the Perth Union Library on June 4 and 5 are cancelled. The library is getting some new carpets on those days. Please join us on June 11 and 12.

Regular Playgroups end on June 13. Summer playgroups start June 18. They will run **Monday, Tuesday, Wednesday and Friday 9-11 am.** here at our centre in Smiths Falls. **There will be no playgroups on Monday, June 23 and Wednesday, June 25.**

CROW Sprinkler Party is August 20 at the Mill of Kintail from 11 a.m.—2 p.m. We will be accepting donations at the gate which will go to the Mill of Kintail and United Way. Rain date is August 21.





Resolving Conflicts—Promoting Peace



Licensed Home Child Care

Wait for children to be moderately settled before you begin conflict resolution.

Conflict has many negative connotations, evoking images of violence, aggression, hatred, turbulence and even war. Parents and caregivers value peaceful environments and want their children to lead conflict-free lives. Yet a certain amount of conflict contributes to children's social development, problem-solving skills and emotional security. Children learn to become peacemakers when they deal effectively with the inevitable conflicts in their families, daycares, schools and neighbourhoods. If children's lives were totally devoid of conflict, they would not learn how to become peacemakers. Parents and providers can take the following concrete steps to help children learn the conflict resolution skills needed to create a more peaceful world.

Six Steps to Successful Conflict Resolution

1. Focus and calm children

- keep children involved in the conflict together with you, while you soothe and focus them.
- comfort children who are distraught.
- wait for children to be moderately settled before you begin the conflict resolution process.

2. Give attention to each child

- all children in the dispute - "victims" and "perpetrators" - need to know you are there to assist them equally.
- children who are the "victims" need your attention first.

3. Help children to understand and state their problem

- help children understand the conflict is a shared problem, with two sides.
- ensure each child has a chance to state their perceptions of the problem, including the causes and the effects. What happened (effects)? And why (causes)?
- help children to examine the entire problem. Children often know what happened (the effect, such as being kicked), but may not know why this happened (the cause, such as a retribution for earlier name calling).

4. Let children negotiate a variety of solutions to the problem

- allow children to propose a variety of suggestions for solving.
- consider the ages and developmental levels of the children. Very young children will probably lack the cognitive flexibility and language skills necessary for resolving their conflicts alone.
- parents or caregivers need to take an active and directive role when helping very young children resolve conflict. Ask children how they think they can solve the problem. If the children offer no suggestions, provide some and gauge their reactions.

- as much as possible, children over 3 years should be encouraged to negotiate their own solutions.

5. Empower children to reach their own solution to the conflict

- encourage older children to reach their own solution to the conflict. Parents and pro-

viders can gently direct the negotiation process, but the actual solution should come from the children's own problem-solving efforts.

- adults are often more involved in generating a solution with younger children. Ensure that young children are satisfied with the resolution.

6. Monitor mutually agreed-upon solutions

- ensure that children follow through with their negotiated solutions.
- if the negotiated solution is not working, begin the conflict resolution process again.

Remember the end goal of conflict resolution is empowering children to reach their own solutions.

Violence is the outcome of extreme conflict situations. Violence in children's disputes can be avoided when parents and providers use the six conflict resolution steps *before* the conflict escalates to the extreme. Children who learn to negotiate in a peaceful and competent manner develop valuable communication skills necessary for their future social problem-solving.

—adapted from Canadian Child Care Federation resource sheet #55



Ontario Early Years Centre



Literacy Page

Let's Discover The World!

WHY? Parents and caregivers are their child's first and most important teachers. When a child feels safe and secure and can count on you and others to meet his/her needs, it fosters his/her development and confidence to try new things and explore the world. Starting from birth you can provide your child with many simple experiences that will inspire him/her to explore, create and learn about the world. The more experiences your child has in his/her life, the more language he/she learns and the easier it will be when he/she begins to read.

Tips for Children of all Ages

Provide specific praise. This will help your child feel good about him/her self. Focus on the positive things your child does. ("wow, you worked hard building your tower!")

Explore and discover together.

Everyday experiences with you are just as valuable as special trips and holidays. Explore your neighbourhood, go to the library, visit a pet store, play outside, etc.

Encourage independence. Give your child the chance to do things for him/her self like pouring milk into a cup. Encourage and support your child as he/she tries, and tries again. It takes practice to learn a new skill.

Follow your child's interests. Children learn best when they choose their own areas to explore. For example, if your toddler hands you a leaf, take advantage of this by talking about it. If your 3 year old is interested in dinosaurs visit the library to find books about dinosaurs.

Turn off the TV. TV is a reality of everyday life and there are a lot of good things on TV, however it is important to set limits

on TV. The Canadian Pediatric Society recommends **no TV** for children under 2 years and a maximum daily screen time of one hour for children 2-5 years of age. This recommendation also applies to computer and video games.

See, touch, taste and smell. Find ways for your child to learn about the world by using all his/her senses. At the grocery store, let your child pick a fruit they have never tried before. Explore how it feels, tastes, smells and looks. The more senses your child uses, the better he/she will learn.

Have fun together. Get down to his/her level, give him/her all your attention, and enjoy your time together. This quality time is more valuable than the latest toy.

—adapted from Building Language and Literacy at Home sheet. A project of the Sudbury Community Emergent Literacy Committee.

Parents and caregivers are their child's first and most important teachers.





Parenting Page

Summer's Here!

I love summer. The season of possibilities! Warm weather, sunshine, BBQ's, family vacation, so much to look forward to! How then is it possible that about July the fifth we have intensely bored children saying, "There's nothing to do!?" Whether your kids are whiny and bored, spiraling into a hyper state or just looking for something to do, here's a list of summer activities to nudge the mind and body into action.

Summer is the season
of possibilities.

| | |
|--|---|
| <ul style="list-style-type: none"> °Make a sidewalk picture or game °Play in the park °Build a sand castle °Go fishing °Take a family road trip °Wash a Car °Catch a frog °Make mud pies °Read the book and go on a bear hunt °Go star gazing °Watch an outdoor concert °Pick a wild flower bouquet °Have a water fight °Grow a garden (flowers/ vegetables) °Paint a rock °Paint with water (concrete, wood, ect.) °Go for a bike ride °Pick berries °Go to a drive in movie °Explore your home town °Feed the ducks/ birds °Make a puppet show °Roll in the grass/make sand angels °Camp in the back yard °Fly a kite | <ul style="list-style-type: none"> °Catch/ hatch a butterfly °Make s'mores °Go to a farmers market °Play Frisbee or catch °Do something nice for a neighbour °Fireworks/ Canada Day Celebration °Swim at the local pool or beach °Visit a different playground °Have a campfire °Make an outside fort °Run through a sprinkler °Have a picnic °Play road hockey °Host a BBQ or roast hotdogs °Go to playgroup or have a playdate °Have a lemonade stand (donate \$) °Blow bubbles °Draw in the dirt °Go canoeing °Take a hike °Read outside °Go on a treasure hunt °Watch the sunset °Make ice cream/ snow cone °Write a letter to grandma |
|--|---|

And the best one of all ... go to the **CROW SPRINKLER PARTY** August 20th at the Mill of Kintail near Almonte .

Enjoy your family this summer. The time we spend having fun and working together builds strong emotional bonds, teaches problem solving and social skills that help us through our daily lives and challenging times. If you have a preschooler entering kindergarten this fall, please check out our newsletter archives on our website www.crowoeyc.com. June 2013 has my article on tips and activities to help prepare them for this exciting experience.

Enjoy your summer of possibilities!





Parenting Page

Car Travel With Preschoolers

Travelling offers both parents and children exciting opportunities. It gives the entire family an opportunity to relax and enjoy each other's company. It can, however, also present problems—five minutes in the car can seem like hours to the weary traveler who wants to know, “are we there yet?” Planning and preparation go a long way to making car travel enjoyable. With the appropriate toys, games and activities, an extended car trip can be a time for your child to learn and a chance for both of you to play.

General Tips

1. Keep your child safe. Children under 18kg (40 lbs) must be in regulation car seats. Regulation booster seats are recommended for children 18-27 kg (40-60lbs). Children under 12 years should always sit in the back seat. Seatbelts must be worn at all times.
2. Doors should always be locked and, if windows are open, heads, arms and hands should be kept inside.
3. Some children are prone to motion sickness. Keep the car cool and well ventilated. Do not smoke in the car. Have plastic bags available in case your child vomits. Reading while travelling

may increase motion sickness. You should also carry a first aid kit in the car, including a thermometer, liquid acetaminophen, bandaids, gauze and tape.

4. Carry nutritious low sugar snacks like graham crackers, cheerios, cheese, bananas, grapes, orange sections.
5. Start driving early in the day and don't drive for too long. Young children also need frequent stops for stretching and running.

Boredom Relievers

Overcome boredom and restlessness with games, toys and books. Sharp-edged, hard or heavy toys should not be carried on car trips. Do not store toys on the rear window ledge where they could become “flying missiles” if you need to stop suddenly. Pack a travel kit with such items as new books, crayons, colouring books, finger puppets, magnetic marking boards and sticker books.

Suggested Games

*window wonders (1-2 years): Look out the window and talk about what you see. Make animal noises, car noises, etc. Let the child wave at other cars.

*Simon Says (2 and up): Parent moves a body part (hands on head) and says, “Simon says, “put your hands on your head.” The child imitates.

*Counting Games (3 and up): Count everything you see (blue cars, trucks...)

*I Spy (3 and up): “I spy with my little eye something that is ... Describe something you see and let the children guess. Then let them choose something for you to guess.

*Storytelling: Let each person tell one sentence of a story. An adult can start and each person adds a new sentence. (e.g.

“Once upon a time there was a great big green giant who...” Vary the difficulty with that age of the child.

*Entertainment: Bring along a variety of CD's for your car. These activities are very relaxing for children. Borrow book CD's from your local library. Rent a DVD player to play movies while you drive.

For more information: www.caa.ca www.tc.gc.ca

—adapted from Canadian Childcare Federation Resource Sheet #4

Planning and preparation go a long way to making car travel enjoyable.



Crafts

Submitted by Issie Mullen

Farmer, Farmer - Action Rhyme

Farmer, farmer, dig and plant (pretend to dig and plant)

Farmer, farmer, dig and plant. Farmer, farmer, dig and plant.

Dig and plant the soil.

Mr. Sun shine so bright (make circle with hands above head; shine down on ground)

Mr. Sun shine so bright. Mr. Sun shine so bright.

Shine and warm the soil.

Mrs. Raindrop, fall, fall, fall (raise hand up high; bring fingers down like raindrops)

Mrs. Raindrop, fall, fall, fall. Mrs. Raindrop, fall, fall, fall.

Fall and water the earth.

Tiny seed, grow, grow, grow (crouch down in a little ball; grow slightly on each "grow")

Tiny seed, grow, grow, grow. Tiny seed, grow, grow, grow.

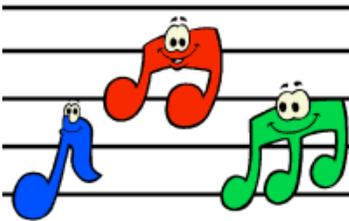
Grow up big and tall. (raise hands high and spread out arms, like towering plant)

Lovely plant, bud and bloom (cup hands around face and slowly open them up, like a flower blooming)

Lovely plant, bud and bloom. Lovely plant, bud and bloom

Bud and bloom for me..

For some fun try the Action
Rhyme above.



Bubble Bottle

You need: an empty plastic water bottle for each child, clean sock, dish soap, water and a small bowl.

Have the adult cut the bottom off the water bottle. Put 3 tablespoons of water into the small bowl. Squirt about a tablespoon of soap into the water bowl. Let your child mix the water and soap. While your child is mixing, talk about what you think would happen with this mixture and your bubble bottle. Would it create tiny bubbles? giant bubbles? Any bubbles at all? Next help the child place the sock over the bottom end of the water bottle. Ensure the sock is snug fitting.

You may need to use a rubber band around it to keep it snug. Dip the sock end of the bubble bottle in the soapy mixture and blow in the top of the bottle to make some bubbles!

MAGIC Ice Chalk

You need corn starch, baking soda, water, liquid watercolour paint, food colouring, ice cube trays or similar freezer safe containers.

Ice chalk is very easy to make. Fill each ice cube slot or similar container with 30% baking soda and 40% corn starch. Then add a couple drops of liquid watercolour paint or food colour and fill the rest of the way with water. Gently mix, and then put in the freezer for 4-6 hours. You can skip the baking soda and just make regular chalk ice, however the MAGIC ice really is fun!



Playgroups

Please Note: June 4 and 5 playgroups at Perth Library are cancelled. Summer playgroups start June 18 at our centre in Smiths Falls.

| Day | Location | Time | Staff | Dates |
|-----------|---|------------------|------------|--------------------|
| Monday | Almonte - Holy Name of Mary School | 9:00 am—noon | Linda | June 2, 9 |
| Monday | Carleton Place—Carambeck Community Centre | 10:00—11:30 am | Issie | June 2, 9 |
| Monday | Smith Falls - Duncan J. Schoular School | 10:00—11:30 am | Andrea | June 2, 9 |
| Monday | Perth—Dance Studio | 9:30—11:30 am | Cindy | June 2, 9 |
| Monday | Smith Falls - OEYC | 9—11 am | | June 30 |
| Tuesday | Almonte - Naismith School | 9:00 am -noon | Linda | June 3, 10 |
| Tuesday | Almonte - Holy Name of Mary School evening | 6—7:30 pm | Linda | June 3, 10 |
| Tuesday | Carleton Place - Arena, 75 Neelin Street | 10:00 - 11:30 am | Issie | June 3, 10 |
| Tuesday | Montague — Montague Centennial Hall | 9:30 - 11:30 am | Andrea | June 3, 10 |
| Tuesday | Smith Falls - OEYC | 9:00-12:00 noon | Lori | June 3, 10, 17, 24 |
| Wednesday | Almonte - Holy Name of Mary School | 9:00 am—2:30pm | Linda | June 4, 11 |
| Wednesday | Carleton Place - Carambeck Community Centre | 10:00 - 11:30 am | Issie | June 4, 11 |
| Wednesday | Lanark—Maple Grove School | 9:30—11:30 am | Andrea | June 4, 11 |
| Wednesday | Perth—Perth Library | 10:00—11:30 am | Cindy | June 11 |
| Wednesday | Smiths Falls - Trinity United Church | 9:30 - noon | Lori | June 4, 11 |
| Wednesday | Smiths Falls—OEYC | 9—11 am | | June 18, 25 |
| Thursday | Almonte - Naismith School | 9:00 am—2:30pm | Linda | June 5, 12 |
| Thursday | Carleton Place - Arena | 10:00 - 11:30 am | Issie | June 5, 12 |
| Thursday | Lanark—Maple Grove | 9:30—11:30 am | Andrea | June 5, 12 |
| Thursday | Perth - Perth Library | 10:00 - 11:30 am | Cindy | June 12 |
| Thursday | Smiths Falls - Trinity United Church | 9:30 - noon | Lori | June 5, 12 |
| Friday | Smiths Falls - OEYC | 9:00—11:00 am | Parent Run | June 6, 13, 20, 27 |



Workshops

| Workshop—Pre-registration is necessary— call OEYC ext 300 | Date | Time | Location |
|---|---|---------------|---|
| Sprinkler Party | August 20, 2014 Rain date: August 21 | 11 a.m.-2p.m. | Mill of Kintail Conservation Area 2854 Concession 8 Ramsay |

Staff Directory

| Ontario Early Years Centre | Ext | Licensed Home Child Care | Ext |
|--|-----|--|-----|
| Diane Bennett, Executive Assistant | 313 | Kelli Cassidy, Director | 309 |
| Kathy Boelsma, Early Literacy Specialist | 312 | Sherry Harder, Accounting & Admin Support | 301 |
| Emily Cassell, Data Analysis Coordinator | 316 | Janice LePage, Home Visitor | 306 |
| Sue Cavanagh, Executive Director | 303 |  <p>CROW Licensed Home Child Care A Program of Children's Resources on Wheels</p> <p>Do you need child care? Would you like to be a child care provider?</p> <p>Contact Us 613-283-0095 hcccrow@bellnet.ca</p> | |
| Linda Cybulski, Playgroup Facilitator | 304 | | |
| Jan Forsythe, Finance Manager | 302 | | |
| Cindy Goodfellow, Playgroup Facilitator | 307 | | |
| Janet Wheeler Lackey, Resource | 311 | | |
| Linda Lalonde, Reception/Office Manager | 300 | | |
| Issie Mullen, Playgroup Facilitator | 311 | | |
| Jane Paul, Parent Education Coordinator | 305 | | |
| Andrea Snyder, Playgroup Facilitator | 318 | | |
| Lori Wintle, Playgroup Facilitator | 310 | | |