



for the Kids and You!

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ANNOUNCEMENTS & UPCOMING EVENTS.

Holiday Reminder

- Remembrance Day, Wednesday November 11th

SMFDH office is closed all holidays

For Your Information

- Back to Standard Time, Sunday, November 1st
- National Child Day, Friday, November 20th

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If you have a family member giving back-up care while you are away from the day home on an appointment, the parents must be notified of this change.

National Child Day

2009 marks the 20th anniversary of the U.N. Convention on the Rights of the Child

In 1993 the Government of Canada designated November 20th of each year as a national day of the child. This is in recognition of the United Nations Convention on the Rights of the Child.

The Convention is based on four Principles:

- The best interests of the child should be the first consideration for actions that affect a child;
- All children have the right to life, survival and development.
- All children have the right to participate; and,
- All rights belong to all children without discrimination or exception.

Wearing a blue ribbon on November 20th shows that you support Canada's children having prime consideration in all economic, social and political decisions, policies, programs and expenditures.

Celebrate National Child Day by reflecting on the joy of your childhood. Share your reflections with your day home children. Read a special book with a child . . . Enjoy!



Wellness

Physical wellness is about taking care of our bodies. Physical exercise should be done regularly in order to receive the benefit. A brisk walk each day, a morning run, pilates, yoga, swimming, weight training, aerobics, deep water workout, will strengthen your immune system, build cardio muscles and keep you feeling energized. Eating fruits, vegetables and healthy protein gives the body the fuel it needs to maintain health. Hydrate your body every day by drinking water. Adequate sleep is another must—7 to 8 hours a night is optimum.

Attendance Forms—

A Reminder

Please take the time to complete the attendance form accurately. It should have all details completed including children's birthdates, parent's signature and initials with the hours added accurately.

Most of the attendance forms that came in this month were correct—so thank you to all of you who take those extra few minutes to make sure all was complete.

Southgate Medallion Tribute

Honoring Differences

Reference: Diversity in Early Care and Education Honoring Differences by Janet Gonzalez-Mena

Cultural background, race, religion, and age determines how a provider relates to children. Providers bring to child care their own values and beliefs. The basic care needs like feeding, cleaning, and dressing are universal. How a provider meets these needs is where differences become evident.



Parents as well have their own beliefs and values. Sometimes it is difficult to understand another person's perspective when it conflicts with our own. For example a provider may have a daily routine for outdoor play but a parent may believe that her child will get sick being outside in cold weather.

Providers need to get to know what the parent's goals, values and beliefs are regarding the education and care of children. Respecting another's values and beliefs even if different from your own is part of giving good care. As an example, each day a provider would carefully wash up a day home child just before the mother came to pick the child up. The provider always had the child in clean clothing, washed hands and face and combed hair before the parent arrived. She knew and respected the parent's belief that children should be well groomed.

What is Good for Children?

- Adults in children's lives respect each other.
- The adults work to understand each other's perspective.
- They understand how the day home program and family values may differ but they work together.
- The adults continue to talk together.

Ways to Work Through Differences

1. One way of dealing with differences is through a process called RERUN.

R: reflect on your own feelings and thoughts and that of others. The objective is to keep doors of communication open. Sometimes we respond when

we are emotional and close these doors.

E: is for explaining but only after active listening. By listening more than talking we are better able to understand other person's position.

R: is for reason. Give a reason for your explanation, if you know it. But your priority should be to understand the other person's point of view.

U: is for understanding. After listening, self-reflecting and talking you are better able to understand the other person's perspective.

N: is for negotiating. You can only negotiate when you have a good understanding of each other.

2. Building relationships and understanding takes time. Not all differences of opinion get resolved. Sometimes you might not be able to resolve the differences but you can manage them by coming half way.
3. Be flexible but also keep in mind your own beliefs, values and knowledge of child development.
4. Be aware of what works for you and what does not. Know your limitations—what demands and requests you are able to meet or not. Be clear about your bottom line. For example: a parent may request that their baby be put to bed with a bottle. The caregiver can respond by saying, "This may be a preferred method at home but due to agency guidelines, I will feed the baby the bottle and then put him to bed."
5. Get to know the families in care. Learn about their culture, language, food, ways of raising children, guiding children. Be open to these differences.
6. The best way to get to know your families is through communication. Open dialogue is helpful. Having a good relationship helps when you have to negotiate about differences in opinion.
7. REMEMBER the goal for both parent and caregiver is **what is best for the child.**

Fire Safety Workshop

The Fire Safety Workshop was well attended on Saturday 24th. The Fire Inspector, Jim Czelenski, covered many areas related to how to be safe from fire. More than ever fire prevention is crucial to saving lives. With the newer materials in homes and furnishing people have 2 to 3 minutes to exit a home otherwise they will succumb to thick black, toxic gas, and intense heat which a person cannot withstand. In case of a fire the rule is stay low and go, go, go.

It is recommended that day home providers not use a fire extinguisher. Your focus should be on getting the children and yourself out of the home safely. Once outside you should stay with the children. Do not re-enter the home and leave the children alone outside. Make sure someone has called 911.

Providers are required to have a fire extinguisher on the premises. Store it so that it is readily accessible and on the way to an exit. The size and type recommended is a 5lb ABC ; a 3A 10BC is a good size for a home. Smaller ones are not recommended for a home. Check your fire extinguisher this month. Can you remove it from the bracket readily? Is it the proper size? Has it been serviced within the year?

Smoke alarms save lives. There should be a smoke alarm on every level of the home. Provincial law requires that a smoke alarm be checked each month.

Kitchen fires are almost always preventable. Keep your stovetop and surrounding counter top free of clutter. Never leave cooking unattended. Cook on the back burners as much as possible; turn pot handles inward; turn burners off immediately when finished cooking. If a frying pan catches on fire, slide the lid on from the side of the pan, turn off the burner and leave the pot on the stove to cool.

When you do hear the smoke alarm: always respond. Teach everyone to gather at the door and exit the home together and go to the meeting place.

Fire drills held monthly are a good way to educate the children and prepare them to be safe should there be a fire. In the winter why not have the fire drill when they are dressed and ready for outdoor play.

Other information of fire safety will be delivered to you this month by your Consultant.



Creating a Flow Chart for Toddlers

The flow chart on page 4 this month is by a provider with younger children in her day home. She decided to chose a simple seasonal science topic. Then she chose 3 questions that she knew would be of interest to the children—Who lives in leaves?, Where do we find leaves? What do leaves look like? The activities are simple yet meaningful for the age of the children. For instance they read *The Very Hungry Caterpillar* and then went outside to look under the leaves for little critters. Leaves in the sand box, leaves in the water table, gluing leaves on paper, are all perfect opportunities for investigating and experiencing the world around them. Thank you Swati.

Anyone for Banana Ice Cream?

It's simple, nutritious and quick. Freeze 5 bananas in the freezer. Put the frozen bananas in the blender and blend with 1/2 cup of milk. Serve.

