

**Southgate Medallion
Family Day Homes**

#209, 11 Fairway Drive
Edmonton, Alberta T6J 2W4
Phone: 780 438-4012
Fax: 780 435-6605
info@southgatemedallion.com
www.southgatemedallion.com



Southgate Medallion
FAMILY DAY HOMES

Tribute

Volume 29, Issue 11

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**ANNOUNCEMENTS &
UPCOMING EVENTS**

“Circle of Food and
Friendship”
Provider Potluck Dinner
Thursday, November 4th
6:15 pm
Whitemud Creek
Community Centre
951 Ogilvie Blvd

Daylight Savings Ends
Sunday, November 7th

**Office Closed
Remembrance Day
November 11th**

Multicultural
Events Calendar
November 2010

November 1
All Saints Day
Christian

November 2
Day of the Dead
Dia De Los Muertos — Mex-
ico
Dia De Finades — Portugal

November 3
Bunka No Hi
Japan

November 5
Diwali
Sikh, Hindu

November 11
Remembrance Day/
Veterans Day
Canada/USA

November 17
Eid—ul—Adha
Islam

Celebrate National Child Day - November 20th

“The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through other media of the child’s choice.

-Article 13 of the United Nations Convention on the Rights of the Child

The Canadian Child Care Federation has chosen **Article 13** as the theme for **National Child Day** this year. As you plan an activity to celebrate with the children in your day home keep this theme in mind.

Ask: What do you think about snow? (Or any topic of interest to the children.)

Offer children a chance to express their thoughts on a topic. Offer many ways to seek information on the topic through media options of the child’s choice such as books, props, or computer search. Allow responses in verbal form, such as dramatic play, or in written form, such as a story or picture written/drawn on a whiteboard.

Offer a children an opportunity to express their thoughts artistically through play dough, painting, or a variety of craft materials.

Allow the child time to talk about their work and record their response. Show the child you are interested in their ideas and value their work. Support the child to gather information and complete their project.

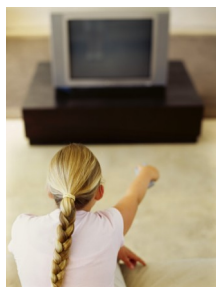
On National Child Day, and every day after, show the children in your day home that you understand and respect their right to freedom of expression.



On November 20th give a child the right to freedom of expression .

Television

A great deal of research has been done on the effects of television on children’s lives. Experts suspect babies younger than two years old view TV as a confusing array of colors images and noises. **They don’t understand the content and do not have enough time to process the images when flashed before them.**



Watching violent images increases the risk of violent behaviour and desensitizes children.

Babies and toddlers have a literal view of the world and can not tell the difference between real and pretend. **They believe TV characters live inside the TV set. This confuses their understanding of the world and interferes with learning of what is right/wrong.**

Television watching can be addictive. **The more TV the children watch, the more they want to watch.** They become drawn to the set and it can be difficult to turn the TV off. **Children who watch too much TV become passive and lose their natural**

creativity. They have a difficult time keeping themselves busy. They lose valuable time that should be dedicated to “play” as the foundation of a healthy childhood and the primary way children learn.

Children who watch too much TV are at risk for obesity, poor social development and aggressive behavior.

Your Day Home Consultant prefers the TV to be off at all times and urges you to plan learning activities that promote healthy child development instead. If you must use TV please limit to 30 minutes a day of quality children’s programming.

WAYS TO CARRY OUT CHILD CENTERED GUIDANCE

Child Centered Guidance is the way you respond to a child's behaviour. Guidance helps children to learn self control, self management, limits, and how to get along with other people.

Child Centered Guidance aims to resolve a situation with the child's best interest in mind. It may take some repeated effort to ensure that:

THE CHILD'S BEST INTEREST IS THE MAIN FOCUS

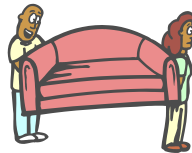
MODIFY THE ENVIRONMENT

Engage children in play activities.

Stimulate learning with a variety of activities that match their interests.

Move furniture, combine toys, play in a different room or go outside.

For easier naptime transitions try cleaning up toys then having a story time afterward to settle down.



ACTIVE LISTENING

Listen to what the child is saying.

Acknowledge and accept his/her feelings.

Repeat back your understanding of a message and name the feeling.

Trust in the child's ability to work through their feelings.



ALLOW CHILDREN TO BE IN CONTROL OF THEIR ACTIONS

Describe a drawing rather than evaluate :

Evaluate: "Good drawing".

Describe: "You drew something new on your car. Are those wheels?" The child will be free to evaluate their own drawing rather than drawing to please the adult. This gives the child control over their own work no matter what someone else thinks.

Describe a child's actions: Ex. "You set the table. That makes it easier for me when I am cooking." The child will know what was helpful for next time and can choose to act accordingly.

Ask rather than judge:

Judge: "Good sharing".

Ask: "Why did you share your toy with your friend?" Asking the child to reflect on their own work and decide how they (not us) feel about it, puts them in control of their actions.

Invite reflection rather than comment: Instead of commenting on the block tower, ask a question. "How did you put the big blocks on the bottom and the small blocks on the top? By inviting reflection you are allowing the child to judge their own work and to make their own decision about what they are doing or making. When we simply say, "that is a great tower you built" we take away the child's opportunity to judge the work for themselves because we have already done so.



DISTRACTION/REDIRECTION

Redirect children in a way that is related to his/her motives and interests. Distract younger children with toys or objects of interest such as mobiles, music, and books.

Make substitutions for older children. "Ryan you can use this feather duster while you wait for a turn with the toy vacuum."

POSITIVE PHRASING

Put comments in a positive rather than a negative phrase.

Say, "Please walk" instead of "No running".



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NEGOTIATION AND PROBLEM SOLVING

Be a facilitator to help children find a positive solution.

Use negotiation to help children see the other's point of view.

Once a problem has been resolved, help with the outcome. "John you have decided to let Tim go down the slide first. I will help him off the end of the slide so you can have a turn quickly."



"I" MESSAGES

"I" messages let the child know how a behaviour is affecting others and gives the child an opportunity to change the behaviour.

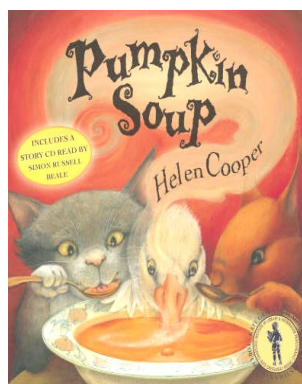
"When I see you climb on the table, I feel scared that you will get hurt if the table tips over."

- There are 3 parts to an "I" message:
1. Use non-blaming developmentally appropriate words to help the child understand the effects of the behaviour.
 2. Explain how you feel about the behaviour. " I feel happy when ..."
 3. Give an explanation for your feeling on that behaviour.

Pumpkin Soup

- 2 medium onions chopped
- 3 Tablespoons butter
- 2 cans chicken broth
- 2 1/2 cups water
- 5 cups pumpkin - cubed
- 1 teaspoon salt
- 1/4 teaspoon black pepper
- 1 cup milk

In a deep pot, sauté onion in butter over medium heat until golden in color. Add chicken broth, water, and pumpkin cubes. Boil and simmer 20 minutes. Remove from heat and puree the mixture in a blender or food processor, then return to the pot. Add milk to puree and bring to a boil over medium heat. Adjust seasonings to suit your taste.



Nicole Collingridge read this book to the children and they made pumpkin soup for lunch afterward.

- ★ ★ ★ ★ ★ ★ ★ ★
- ★ Stephanie ★
- ★ Berkenbosch ★
- ★ found a ★
- ★ folding mat ★
- ★ for nap time ★
- ★ at Winners for ★
- ★ \$25.00. It folds ★
- ★ up neatly into ★
- ★ a case when ★
- ★ not in use. ★
- ★ ★ ★ ★ ★ ★ ★ ★

Best Practices

Yolanda Rosero helped the school aged children in her home plan a Halloween party. They went to a dollar store to buy supplies. Yolanda took a cake decorating course with her granddaughter so they could teach the children how to make fun treats for the party. The children planned some games and crafts.



Just add water. Water play, in many forms, is at the top of the list of routine activities at **Huifen Huang's** day home. Is there anything more wonderful than water play to a pre-schooler? They discover if rocks sink. Will soap float? Can you hold water in your hand? Pouring and filling with cups, sieves and funnels can calm and soothe children as they investigate with sensory play.



