



**Southgate Medallion  
Family Day Homes**  
Excellence in Child Care & Early Learning

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**Southgate Medallion Tribute**

**Risky Play Workshop**

**South East Edmonton Early Childhood Community Coalition Fall Gathering  
SATURDAY, OCTOBER 27 8:45AM- 11:30AM**

St. Anthony's Centre (10425- 84 Ave)

**8:45AM REGISTRATION; 9-11:30AM Workshop**

Risky play is one of the most dynamic & exciting types of play experiences for children to participate in. It can also be one of the most challenging & anxiety-provoking activities for caregivers & parents to support. This interactive session will focus on providing an understanding of the various types of risky play, why it is beneficial for children's overall physical & mental development & well-being, & how parents and educators can better support risky play.

**TO REGISTER:** email Marzena at [se.coalition2@gmail.com](mailto:se.coalition2@gmail.com)  
or call 780-909-5886



**Core Training:  
Sessions are repeated  
every 6 months**

Interview and Portfolio *Thurs Oct 18*

Standards *Thurs Nov 15*

Location: *7:00 - 9:00pm*  
3058—106 Street

**Core Training  
Graduates**

The following **Providers** have completed their 6 core training sessions:

**Congratulations to:**

**Lindy Li, Cathreen Lole, Kazi Islam, and Girija Prakash**

**Congratulations to Cathreen Lole and Girija Prakash** for completing their Family Child Care Training

[Click here to find the Alberta Curriculum Framework](#)  
This website shows how to document children's learning including learning stories .

**Alberta Health Services Nutrition Workshops:  
What's the Scoop with Veggies and Fruit?**

Time: 6:30pm to 7:45pm Dates and locations:

**October 15<sup>th</sup> - Whitemud Crossing Edmonton Public Library**

**October 16<sup>th</sup> - Jasper Place Edmonton Public Library**

**October 24<sup>th</sup> - Meadows Edmonton Public Library**

**October 30<sup>th</sup> - Abbottsfield - Penny McKee Edmonton Public Library**

[Click here to register in advance](#)

**Welcoming Sarah to the Southgate Medallion Team**

Sarah James has 15 years of working experience with children. She has two bachelors' degrees (B.A & B.Ed).

She has a diploma in Early Childhood Education from MacEwan University. Sarah has worked in various child care environments. She is a supporter of Jean Piaget's philosophy of "learning through play" where children can explore and learn when they get to play with different things. She values individuality and uniqueness of children. Sarah is looking forward to working with the team members, providers, children and families to learn new things.

**Welcome Sarah!**

**Attendance Records– Fax ONCE**

**Attendance records (time sheets) must be in to the office on  
WEDNESDAY, October 31st**

**Send your timesheet in once the last child has been picked up.**

**Look it over to ensure all spaces are filled in properly. Late and incomplete fees will apply.**

**You may Email your timesheet to : [info@southgatemedallion.com](mailto:info@southgatemedallion.com)**

Like us on

[Facebook!](#)

Have a look!  
Includes great activity ideas, information on early learning and new providers with the Agency.

## How To Foster Independence and Build Empathy in Preschoolers and School Aged Children

As children approach the school years there is a huge shift in what providers and parents can offer a child. While ABCs and 123's become goals in the classroom there is a huge leap in the cognitive and social emotional development. Children now need to be able to prepare themselves for transitions, achieve these goals on their own and spend time fostering and developing relationships with peers without the assistance of their teachers and parents.

### Modeling and Building Empathy

Research suggests that empathy is something we can develop and strengthen. Empathy is the ability to look at a situation someone else is going through and try to feel what that person is feeling. It is like

putting yourself into the persons perception, or their shoes and wondering what would I feel like if it was happening to me? Parents and other child care providers can build on a child's ability to understand empathy through various activities and interactions. Getting

down to the child's level and using age appropriate conversations are important when working on their understanding of empathy. Using open ended questions and I messages will also help school-age children create observations. "I wonder why he's crying," "It must be hard" and "What makes the baby sad" are great opening conversations to begin the conversation. Children are not always sure they are feeling empathy when their peers become hurt, and may show it on their facial expressions and have questions or feel confused. Adults can begin to foster these new milestones by asking them questions

and even offering empathy for the child when they are hurt. If a child in your care feels sad when a friend mistreats them, or a parent leaves them model empathy so they can feel the pride and compassion of your support. Saying things such as "It must be hard when mom goes to work" and "Are you afraid your friend is mad at you?" Allow the child to discuss their feelings and fears with you and validate their words.

### Activities to Build Empathy with Children:

**Read books** such as, *How Full Is Your Bucket? For Kids* Hardcover by Tom Rath (Rath, 2009) and *Be Kind* by Pat Zietlow Miller (Miller, 2018).

**Role model.** Try to limit yourself from labeling their feelings and telling them its okay, try listening and asking questions instead.

Set up **activities** such as turn taking activities, **story telling** from the perspective of characters or **volunteer** in your community. You could volunteer to serve/cleanup or help a neighbour.

### Creating Independent Children

Independence begins to strengthen and flourish in preschool and build in elementary. Knowing how to tie your shoes, zip up a coat and help themselves to an activity will lay a strong foundation for children's confidence and beginning to be self-sufficient.

**Why would you want a child to be independent knowing it is usually**

**quicker and easier if you do it yourself?** Because children thrive in many developmental objectives when being offered the space and time to figure it out on their own. Buttoning buttons and zipping up zippers strengthens their fine motor skills helping build strength to hold a pencil.

**Feeling over whelmed and hurt helps them build empathy,** knowing how it feels personally when something doesn't work out how they thought it would. It also teaches them to ask for help.

References: *4 ways to cultivate empathy in the classroom.* (2018, January 15). Retrieved from TED - Ed Blog: <https://blog.ed.ted.com/2018/01/15/4-ways-to-get-your-students-to-be-more-empathetic/>

## Nutrition Corner: Menu Checklist

Review your menu to ensure you have chosen healthy foods low in sugar and fats and high in fibre.

### Food groups:

- I have included 3 food groups at breakfast
- I have included 2 food groups at snacks
- I have included 4 food groups at lunch

### Breakfast:

- I serve cereals low in sugar which are not sugar coated
- Oatmeal served is low in sugar
- I include one dairy serving at breakfast

### Snacks:

- I serve vegetables/fruit and grains at snack
- I do not serve dairy products at snack

### Lunch:

- I include one dairy serving at lunch
- I serve meat or an alternate at lunch
- I serve vegetables at lunch
- I serve a grain at lunch
  
- I have removed unhealthy commercially prepared foods from my menu such as baked goods, processed meats, macaroni and cheese packages, canned soups, deep fried foods, chips, desserts, sugar coated cereals, cereal bars, fruit cups, and granola bars
- Foods offered are free from food safety concerns such as choking risks and allergy concerns. Foods are cut up into small pieces for children under 2 years.
- I bake my own cookies and muffins adding fruit and/or vegetables
- I have removed juice from my menu and serve water instead
  
- My menu includes a variety of foods rather than repeating the same

foods over and over. I serve a variety of fruits and vegetables each week.

I choose whole grains such as whole wheat breads and crackers, tortillas, pita, bagels, noodles and brown rice.

I include healthy fats such as avocados, coconut, olive oil, fish, and nuts to older children.

I encourage children to try new foods and offer them regularly, not just once.

### Multicultural:

- I have included foods from other cultures on my menu
  - quinoa, couscous, barley
  - hummus, tzatziki
  - naan bread, pita bread, tortillas, flatbreads, roti, rice crackers
  - kefir, plain yogurt, cottage cheese, different cheeses (gouda, Havarti, mozzarella, goat cheese, feta cheese, ricotta)

## Reviewing Standards of Care

**Std 3:** Yellow emergency cards are complete for all children in care. One set is kept in the first aid kit and is taken outdoors on each outing or to play in the back yard.

Post the other set of cards in your playroom area.

### Std 8: Supervision

Children under 19 months are within sight at all times, even when you answer the door.

Use a baby monitor if you are not staying in the nap room so children can be heard.

**Std 9:** Child guidance strategies must be positive and respectful. Tell children what behavior you expect in a kind and gentle manner. State your expectations positively.

**Std 10 A**—Respond to all injuries by applying first aid or calling 911 if necessary. Call the parent. Call the agency. Fill out the incident report the same day. Have the parent sign the form. Send the form to the agency the same day if possible. Critical incidents are when a child needs medical attention and must be reported to the agency immedi-

ately!

**Std 10B**—Safety gates must be in place at the top and bottom of stairs indoors and outdoors. Pressure mounted gates are only allowed at the bottom of stairs, mounted gates or doors at the top of stairs.

Medications, vitamins and herbal remedies must be locked at all times. Emergency medications must be out of reach—Epipen, inhaler, Benadryl. Personal products in washrooms must be out of reach of children. Cleaning products must be out of reach.

# Share Your Best Practices

Tell us how you meet the three Accreditation Standards below: Categories are:

## Interactions and Physical Environment

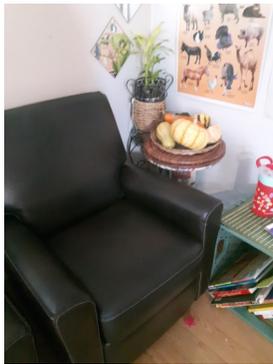
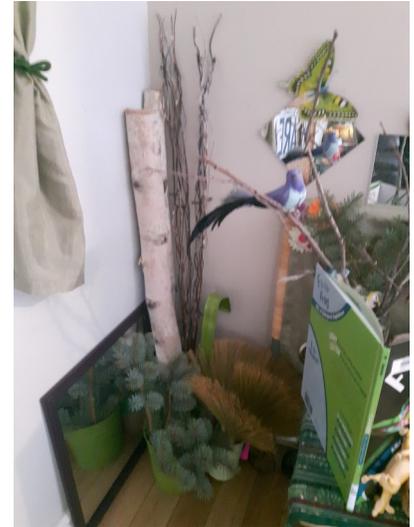
### Program Planning

### Respectful and Supportive Relationships with Families

Share your ideas on how you meet the standards so we can all learn from each other. Submit your written response and /or photos to your Consultant.



Maribel incorporates natural items into the décor in her playroom. Plants on shelves, gourds in a natural bowl, birch logs and twigs standing in a corner, pine boughs, coconut shells, twigs in a bowl, and more!



Nasima is meeting many Accreditation Standards while providing children an opportunity to paint outdoors with recycled items (pop cans, bottles, cardboard tubes):

Daily outdoor play

Providing a variety of outdoor activities to meet all areas of development

Modifying an activity to include all age groups

Using recycled items



## Nirmala's Learning Story: Textures

Our theme of the month was texture, and children were very engaged. They enjoyed playing with textures of materials such as fabric pieces, different papers, bubble wrap and more.

We discussed the different kinds of textures of different materials such as fabric paper and bubble wrap, I explained a texture and then they would repeat. For example, I would say paper is smooth then I would give them a paper to feel. As they felt it they would say smooth.

The children were interactive and engaged in the multiple activities such as playing with shredded paper, crumpling papers and feeling the difference. The children would toss the paper around and place it on each others head. When they touched the crumpled paper, they would say "ouch rough." The other children smiled and giggled at each other and would say "Yeah, rough". This way the children learned social and emotional skills, playing together, and sharing.

My next step in teaching the children would be to add more variety of materials and more unique activities the children will enjoy. Some materials I could add are pinecones, rice, and beans.



Making a flowchart based on **children's multiple interests** in your group: Write the date in the middle, look at your written child observations to determine children's interests, add activities to the flowchart that go with each child's interests, write the child's initials beside the activity planned for that child. Add all children's interests/activities to the flowchart so you only need to create one flowchart. It covers all children's interests in your day home.



Use scrub brushes with water and soap on fence, table, chairs, toys, sidewalk. (K,D)  
Grasp bat or golf club (K,D)

Walk barefoot on textures—grass, cement, rocks, sand, gravel, water. (K)

Make a clothesline and hang clothes with clothespins. (D)

Put a variety of fabrics inside needlepoint rings. Provide scarves of different textures (K,D)



Hair Salon:  
Brushes, curlers, cut cords off old hair dryer or curling iron, mirror, plastic scissors that won't cut, empty shampoo bottles and hair spray. (K,D)

Paint with finger paint on aluminum foil. (K,D)  
Grasp pencils, markers and scissors (D)

Create art with loofahs and sponges dipped in paint. (K,D)

**Art/Crafts**

Shake maracas (K,D)  
Dance with scarves and throw them in the air and catch them. (K,D)  
Dance with sponges on feet. (K)

**Music**



Make numbers with pool noodles.  
Make color patterns with cut up pool noodle pieces.

Grasp ropes to find out how many hands long by measuring fist after fist along rope. (D)

**Math**

Light Table/Box: add window clings or stretchy toy creatures. How far and they stretch? (D)

**Science**

Temperatures: Feel a hot pad or hot water bottle, an ice cube, warm wax, and a hair dryer (K)

Put textured balls in a natural basket or bowl to feel and use in open ended play (K,D)

**Dramatic Play**

Bakery: Baking pans and utensils with play dough. Give bakery boxes to sell their goodies. (K,D)

**Sensory**

Make feely bags and add items to bags such as feathers, rocks, pinecones, leaves. Ask the children to guess what they feel. Younger children can just feel the items. (K,D)

Play dough: Add items with different textures to the play dough such as potato masher, meat tenderizer, and silicon baking tools (K,D)

Make slime:  
[Click here](#) for recipes

**BOOKS:**  
Language and Literacy: clamp, clasp, clench, clutch, embrace, contact, feel, caress, cuddle, pat, rub, scratch, stroke, hug.  
**BOOKS:**  
Fabric books for infants  
Hands Are Not for Hitting by Martine Agassi  
Ten Little Fingers, Two Small Hands by Kristy Dempsey  
Here Are My Hands by Bill Martin

**References:**  
Pinterest.com [Click here.](#)  
Loose Parts 2: Inspiring Play with Infants and Toddlers  
[Epl.ca](#)

**Determine children's interests for your flowchart by observing children at play:**  
K was touching a soft blanket and holding it close to her face. She put her head on a soft pillow and smiled. D was grasping a paintbrush in different ways during a painting activity. He used a fist grasp and pincher grasp.