



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

November 2018  
Volume 37, Issue 11

## Southgate Medallion Tribute

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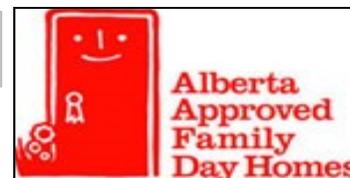
### National Child Day—November 20th

National Child Day has been celebrated across Canada since 1993 to commemorate the United Nations' adoption of two documents centered on children's rights: the [United Nations Declaration of the Rights of the Child](#) on November 20, 1959, and the [United Nations Convention on the Rights of the Child](#) on November 20, 1989.



By ratifying the United Nations Convention on the Rights of the Child in 1991, Canada made a commitment to ensure that all children are treated with dignity and respect. *This commitment includes the opportunity for children to have a voice, be protected from harm and be provided with their basic needs and every opportunity to reach their full potential.*

**Celebrating National Child Day is about celebrating children as active participants in their own lives and in communities, as active citizens who can and should meaningfully contribute to decision-making.**



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

Standards *Thurs  
Nov 22*

Child Development *Thurs  
Dec 13*

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

### Reflecting on Your Art Area

Meeting the creative needs of the children in your care is part of the Family Day Home Standards. **Think about what creative activities you offer to children daily:**

How do you feel about children using messy art materials?

Do you have a designated art area in your day home?

Do you set it up with open-ended items to explore each day?

Do you offer a variety of materials throughout the week?

Are your art materials accessible to children?

Are the art materials organized so children can help themselves?

Are your art materials displayed attractively on the table to invite the children to come and use them?

Do the children have free expression to use materials however they choose?

Do you allow children to explore the materials without creating a finished end product?

Do they children have a place to display their artwork? Can they see it at their eye level? Can they reach it?



Talk with your Consultant to ensure you understand why all of the questions above are important in developing creativity in children.

#### Core Training Graduates

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

**Congratulations to:**

**Vinitanjali Saxena  
Thirosha Bandaranayake**

#### Remembrance Day Sun, Nov 11th

If children stay home Nov 12th write "A" for absent on your attendance sheet. If you close your home write "PNA"

[Click here to find the](#)

[Alberta Curriculum Framework](#)

This website shows how to document children's learning including learning stories .



Like us on  
[Facebook!](#)

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

### Attendance Records– Fax ONCE

**Attendance records (time sheets) must be in to the office on**

**FRIDAY, November 30th**

**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)**

# Inspiring Play Spaces with Natural Materials

## Why it's important to include natural materials in your day home environment:

1. Natural materials have **sensory benefits** for children. They feel different textures, smell different fragrances, and see different colors.
2. It is important for children to practice their **hand-eye coordination** through natural materials and loose parts.
3. Children develop a **respect for nature** and the environment.
4. Children's **awareness of the environment** around them increases as Providers create these settings.
5. **Scaffolding** and future activities can be centered on the children's environment.
6. Natural materials are obtainable at local parks, around your home, and neighbors or friends can help you collect them. There is an endless supply in nature **without a cost** attached.

## Examples of Natural Materials to Collect:

Pinecones	Leaves	Twigs	Rocks
Feathers	Sand	Dirt	Tree Cookies
Stones	Shells	Flowers	Wood Chips

## Setting Up Materials As Invitations To Play: Provocations!

A provocation is an **invitation to play** with open ended materials including natural items. They are **displayed attractively** on a table so children are drawn to it and want to **explore the materials** in their own ways.

**Choose items to set out such as:** plates, tree cookies, bowls, tiles, picture frames, muffin tins, wood crates, or mini table top easels. Arrange the natural materials with one or two of the above items.

**For example:** A muffin tin with rocks and small acorns or pine cones to sort with tongs.

**For example:** Tree cookies with leaves, twigs, rocks and wood chips. Add animals or people figures too.

## Reflection on Your Invitation To Play (Provocation)

### Reflection on the invitations for play (provocation)

What went well?

What can be changed?

What can I add?

Ask the children what they can add or change.

Take photos of the children playing with the items so you can use them for your photo documentation or include with a learning story.

**Share your documentation with the children** to talk about what they learned. **Share your documentation with the parents** to show what the children are learning in your day home.

Websites to visit:

<http://childnature.ca/>

[https://www.edmonton.ca/attractions\\_events/john-janzen-nature-centre.aspx](https://www.edmonton.ca/attractions_events/john-janzen-nature-centre.aspx)

**Books about natural materials**

[Loose Parts: Inspiring Play in Young Children. Part 1, 2, 3.](#)

[A Little bit of Dirt. 55+ To reconnect children with nature.](#)

References: Ranson, A.(2012, August 9) 60 Nauryre Play Idea's for Kids. Retrieved from <https://theimaginationtree.com/60-nature-play-ideas-for-kids/>

(2018, August 27)Natural Learning Spaces.Retrieved from <https://www.naturalresources.sa.gov.au/adelaidemtoftyranges/education/for-educators/natural-learning-spaces>

## Nutrition Corner: Reading Labels

Reading Nutrition labels:

Below, the label says **one serving** of crackers would be 10 crackers.

So you know that when you serve crackers, 10 is one serving. More than that constitutes more servings.

### Nutrition Facts:

#### Per 10 crackers (20g)

Amount	%Daily Value
Calories 90	
Fat 3 g	5%

**Daily values are given are for adults, not children.**

Children aged 2-3 years need 3 servings of grain products per day. Children 4-5 years old need 4 servings of grain products per day.

One serving size is always posted on the label to guide you as to how much to serve/eat at a time.

One serving of crackers contains 90 calories.

One serving of crackers contains 3 grams of fat which makes up 5% of the daily fat intake in the entire day.

Watch the sugar content on labels because it will tell you how much sugar is in one serving of that food.



**INGREDIENTS**  
WHOLE GRAIN ROLLED OATS (WITH OAT BRAN), SUGAR, NATURAL AND ARTIFICIAL FLAVOURS, SALT, GUAR GUM, CALCIUM CARBONATE (THICKENER), VITAMINS AND MINERALS: IRON (COATED WITH HYDROGENATED SOYBEAN OIL), NIACINAMIDE, THIAMINE MONONITRATE (VITAMIN B1), CALCIUM PANTOTHENATE, PYRIDOXINE HYDROCHLORIDE (VITAMIN B6), FOLIC ACID. CONTAINS OAT AND SOY INGREDIENTS. MAY CONTAIN WHEAT.

**Nutrition Facts**  
Per 1 packet (43 g)  
Amount % DV\*  
Calories 170  
Fat 2 g 3 %  
Saturated 0.3 g + Trans 0 g 2 %  
Cholesterol 0 mg  
Sodium 190 mg 8 %  
Carbohydrate 34 g 11 %  
Fibre 3 g 12 %  
Soluble Fibre 2 g  
Insoluble Fibre 1 g  
Sugars 14 g  
Protein 4 g  
Vitamin A 0 %  
Vitamin C 0 %  
Calcium 6 %  
Iron 40 %  
Thiamine 70 %  
Niacin 8 %  
Vitamin B6 15 %  
Folate 10 %  
Pantothenate 10 %  
\* DV = Daily Value

When considering oatmeal, look at the label above.

One package is one serving.

There are 170 calories in a package.

Fat is 2 grams which makes up 3% of the daily intake of fats. It also shows cholesterol, sodium, carbohydrates, fibre and protein amounts per serving.

Sugar is 14 grams = almost 4 tea-

spoons of sugar per package. One teaspoon is 4 grams.

Look at the ingredients list:

The order of ingredients in the list is determined by weight of each ingredient from most to least. Rolled oats is the first ingredient, then sugar, flavours, salt, etc...

Look for foods low in sugar (which is not listed in the first three ingredients) and salt and higher in fibre.

Look for whole grain foods.

Juice should be 100% juice with no added sugar. Water is better.

Sugar can be disguised in the ingredient list. Look for these words to identify sugar in an ingredient:

Glucose

Fructose

Honey

Sucrose

Corn syrup

Barley malt

Dextrose

Agave nectar

Cane sugar

Source: Healthy Eating for Children in Child Care Centres, Alberta Government, Oct 2013.

## Reviewing Standards of Care

### Std 12: Menus

Children must remain seated while eating and drinking.

Infants may not be put to bed with a bottle due to the choking hazard as they fall asleep with milk in their mouth.

Menu should be available to parents and Consultant.

### Std 4A: Your Residence

Your home must be in good repair.

Window in every room used for child care

Adequate heat—should not feel cold in winter.

Your home must be kept clean and tidy. Remove clutter. Adequate space for play activities.

### Std 3: Yellow Emergency cards

All blanks must be filled in on the cards.

Updated work info and address changes for parents must be filled in on yellow cards. Send updates to your Consultant too within a week. (Std 2)

Have a set of yellow emergency cards in your bag with your first aid kit that you take outdoors. Take it out in your backyard too.

### Std 2: Attendance forms

Keep the attendance form up to date daily. Mark exact times a child arrives and leaves. Parents initial the attendance form daily and sign a full signature at the beginning of the month. Fill in your daily safety check and toy washing on the back.

Refer to your [Family Day Home Standards Manual](#) for more information on the 13 standards of care.

# Share Your Best Practices

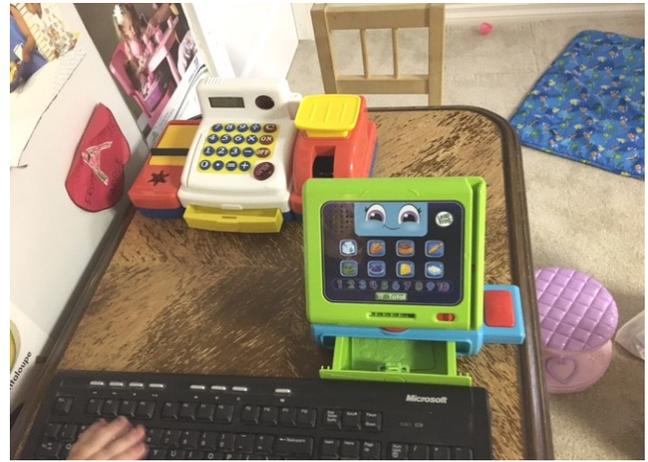
Tell us how you meet the three Accreditation Standards below: Categories are:

**Interactions and Physical Environment**

**Program Planning**

**Respectful and Supportive Relationships with Families**

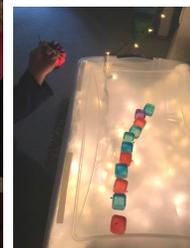
Share your ideas on how you meet the standards so we can all learn from each other. Submit your written response and /or photos to your Consultant.



Bidula taught the children about healthy food - Kidney beans, red lentils, seeds etc. Bidula had the food items displayed in see through containers along with labels for each food. A check out was also set up to buy the foods.



Rekha used recycled bottles for colored water and shakers. She added a light to use to for the colored water as well. Rekha also provided large recycled buckets and spoons for drums.



Madhu set up invitations to play in her home to invite the children to play with the materials. Children explore natural materials both indoors and outdoors in her program.

## Dhruti's Learning Story:



In the morning, K made a tower, then he made a helipad for his sister, L and another girl R. L and R made a pretend runway using wood blocks for the plane. Afterwards L and R called that runway a road and started driving toy cars on it. They took some more cars and drove them on the runway said “road”, “my road”. L put a toy plastic gate on the road. I asked her, “Is this the bridge?” so she said “No, it is a tunnel”. I observed the children’s interest about the cars and tunnel. When they were done with their activity of building pretend block roads and cars, I gave them an Ikea cardboard tunnel to extend their activity. They tried putting different cars through it. The children loved playing with their tunnel. By the end of this activity, children found heavy cars go fast and travel more distance than light weight cars.

### **Curriculum Connection - Making links to holistic goals**

#### **1. Wellbeing:**

##### **1.1 Emotional health and positive self-identities”**

Children pursuing interests, passions, and strengths

Growing in their capacity to express their feelings, concerns, and needs

Experiencing a growing sense of self- confidence, self-respect, and ability to take initiative

##### **1.2. Belonging:**

Children build respectful relationships with their friends through participating in group initiatives

##### **1.3. Physical health:**

Children learn body awareness, control, agility, and hand-eye coordination

They learn and stretch their physical limits

#### **2. Play and playfulness:**

##### **2.1 Imagination and creativity:**

Children develop dispositions for flexible and fluid thinking, invent symbols and develop systems of representations, and create imaginary scenarios in which they explore new possibilities and take possession of their worlds.

Children learn to employ creative approaches to identifying and working out for their practical problems and they test their strengths, speed, agility, and control over movement

Children learn about the properties of objects by this playful, exploring and investigating experience.

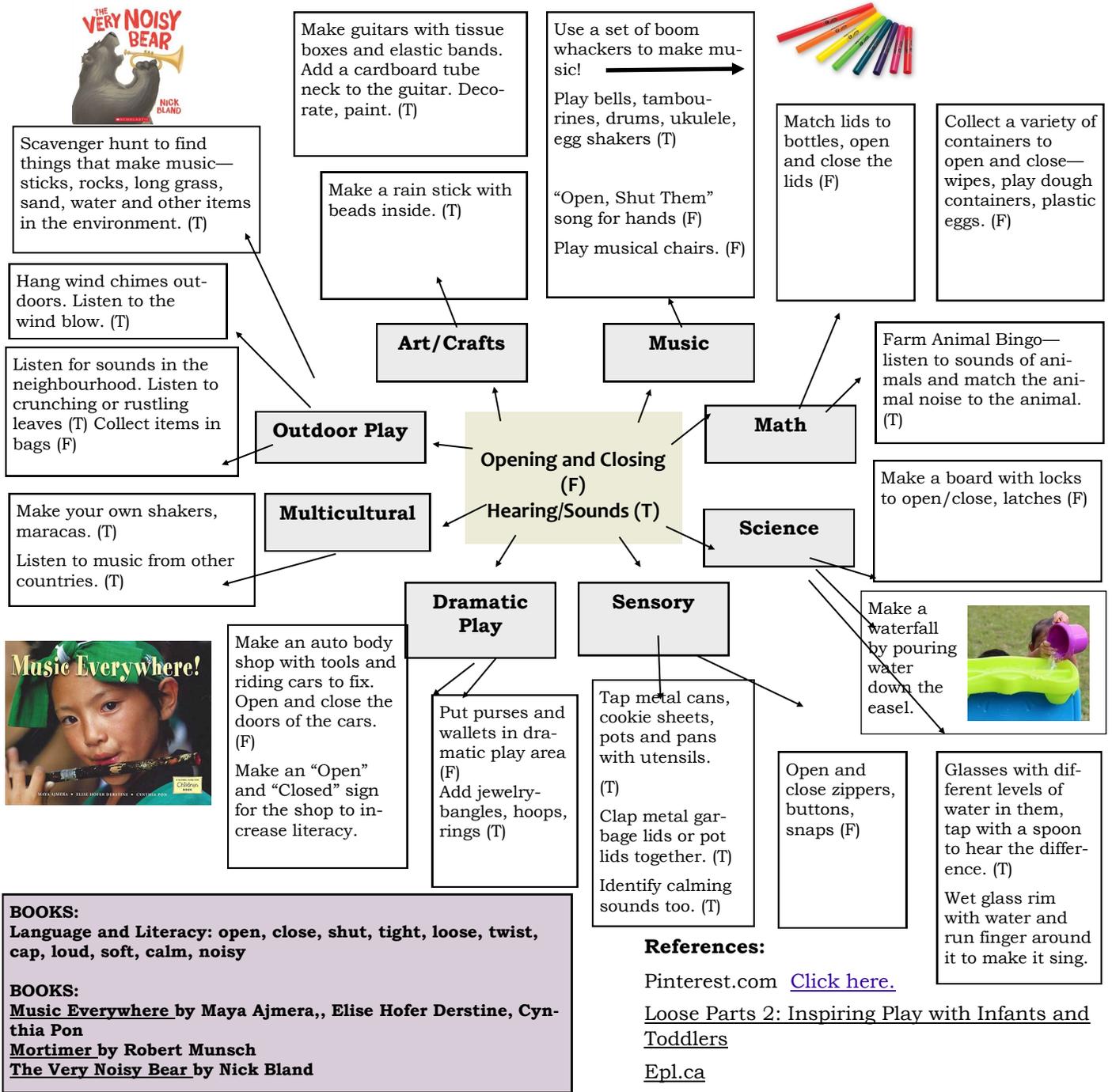
#### **3. Communication and literacies:**

##### **3.1 Communication practices:**

Children learn to communicate their thoughts, feelings, and ideas with other children and adult. They use their language skills to express, inform, clarify, or celebrate their achievements.



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.



**Determine children’s interests for your flowchart by observing children at play:**

Fatima opened a flip top lid on a bottle and closed it many times. Trisha screams loudly outside and listens to hear her loud voice. She whispers softly in her friends ears.