CCRR TEAM

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Smithers & Area CCRR
1471 Columbia Drive
Smithers BC V0J 2N0
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Newsletter of the Smithers & Area CCRR Program
~serving the communities of Topley, Houston, Telkwa, Smithers, Moricetown, the Hazelton’s, Kitwanga, Stewart, Iskut, Dease Lake, Telegraph Creek and Atlin~

Your Community’s Best Source of Child Care Information and Resources

HOURS OF OPERATION
NOW OPEN FRIDAYS!
Monday to Friday 9:00am - 4:00pm
Closed 12:00 - 1:00pm for lunch
CLOSED: November 11th—Remembrance Day
December 25th to Jan 4th—Christmas holidays

Late Night Opening
Mark the following date on your calendar:
Can’t get in during the day? We will be open until 8:00pm on this day for your convenience.
Thursday November 19th

Happy Holidays

From the CCRR staff
Stay & Play

A drop-in play group experience for caregivers and tots (0-3 yrs)

**Tuesdays 1 - 2:30pm**
**Wednesdays 10:00 - 11:30am**
1471 Columbia Drive
*Facilitators Kathy Petursson & Amber Solomon*
(250) 877-7779

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National Child Day is celebrated in Canada on November 20 in recognition of the UN Declaration on the Rights of the Child.

Canada made a commitment to ensure that all children are treated with dignity and respect. 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.

In honour of National Child Day — MOST for Children Early Childhood Development Committee is offering
FREE family photo sessions.

For families with children 0-6 years old. Includes free sitting and one 5x7” print.
Families have the option of buying more prints for $10 each.
Please bring cash or cheque.

Saturday November 21st  11am-2pm and 4-7pm
CDC’s in-town building - 1471 Columbia Drive

Spaces are limited.
Please phone (250) 877-7779 or email kathy.petursson@bvcdc.ca to book a time.

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Baby Massage

**Mondays Nov. 9th to Nov. 30th**
1:00 — 2:30pm

**Location:** Child Development Centre
1471 Columbia Dr.

For caregivers with infants 0-12 months

To register call Ellen at (250) 847-4122 ext. 39
There is no cost to participate
CCRR will be offering a book study for child care providers. Sign up and receive a free copy of the book. In March, come to the CCRR for a discussion on the book & refreshments, and receive a certificate for professional development hours. The book topic will be something on best practices or professional development. Attendance at the discussion is mandatory in order to receive your professional development certificate.

Interested participants must register with the CCRR by December 18th.

Phone (250) 847-8824 or email: smicrr.referral@telus.net

The Responsible Adult Course consists of 6 of the 12 Good Beginnings lessons and covers basic concepts of child development, child guidance, health, safety and nutrition and programming. This course meets the requirements of Licensing for 20 hours of training for “Responsible Adult” as stipulated by the Child Care Regulations. Available as a distance course through the CCRR, the Responsible Adult Course costs $125.00. A Professional Development certificate is issued upon completion.

Contact the staff at the CCRR (250)847-8824 to get started.

Saturday November 28

‘Best Choices: The Ethical Journey' Training Series’

ECEBC recognizes its responsibility to promote ethical practices and attitudes on the part of Early Care & Learning professionals. Participants will have the opportunity to explore personal values, beliefs and assumptions, and examine the complexities in ethical decision making.

This training is open to ALL care providers and Professional Development certificates will be available.

Phone the CCRR (250) 847-8824 for more information.
Children both need and want to take risks in order to explore their limits, venture into new experiences and for their development. Any injury is distressing for children and those who care for them, but the experience of minor injuries is a universal part of childhood and has a positive role in child development. An ideal environment for developing and testing skills in safe, creative play environments. Children need opportunities to:

- Develop skills in negotiating the environment (including risks);
- Learn how to use equipment safely and for its designed purpose;
- Develop coordination and orientation skills;
- Take acceptable risks; and
- Learn about the consequences (positive/negative) of risk taking.

Risk does not always have a negative outcome. Many positives can come from taking risks. Therefore, it can be helpful to think as risk being divided into two components:

- **A CHALLENGE**: something obvious to the child where he/she can determine their ability and decide whether to take that risk
- **A HAZARD**: something unseen or not obvious to the child that often results in injury!

**Both are RISKS!**

Some hazards may have value in that they can be an opportunity for learning. Try to avoid treating each potential hazard with the same degree of seriousness. Consider:

- which hazards need to be modified or removed?
- which hazards might be acceptable or desirable because they create opportunities for children to gain access to potential benefits?
- what hazards need to be created to enhance children’s opportunities to gain potential benefits?
- what is to be done about identified hazards, if anything?
- can this hazard actually be reframed and managed as a challenge?

By weighing up the positives as well as the negatives of a risk in a playground, providers and parents are more likely to be able to provide for managed risk which is engaging, developmentally appropriate and beneficial for children of all ages.

**Article:** [Risky Play and Children’s Safety: Balancing Priorities for Optimal Child Development](#)
Positive Ways to Reframe Children’s Behavior

Reframing a negative personality trait can lead to positive results. Try to think of the list below as a resource to help you think more positively. It won’t make you a master of positive reframes, but it is a great starting point to get you thinking in a different direction.

**If you use this word:**

<table>
<thead>
<tr>
<th>Aggressive</th>
<th>Assertive</th>
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<tbody>
<tr>
<td>Anxious</td>
<td>Cautious or concerned</td>
</tr>
<tr>
<td>Boisterous</td>
<td>Enthusiastic</td>
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<tr>
<td>Bossy</td>
<td>A leader</td>
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<tr>
<td>Chatterbox</td>
<td>Communicative</td>
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<tr>
<td>Clingy</td>
<td>Loving</td>
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<tr>
<td>Controlling</td>
<td>Determined</td>
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<tr>
<td>Disruptive</td>
<td>Eager</td>
</tr>
<tr>
<td>Dreamy</td>
<td>Imaginative</td>
</tr>
<tr>
<td>Explosive</td>
<td>Dramatic</td>
</tr>
<tr>
<td>Fearful</td>
<td>Sensitive</td>
</tr>
<tr>
<td>High strung</td>
<td>Energetic, enthusiastic</td>
</tr>
<tr>
<td>Hyper</td>
<td>Loves to move</td>
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<tr>
<td>Intense</td>
<td>Focused; dedicated</td>
</tr>
<tr>
<td>Obsessive</td>
<td>Deliberate</td>
</tr>
<tr>
<td>Picky</td>
<td>Selective</td>
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<tr>
<td>Self-centered</td>
<td>Proud</td>
</tr>
<tr>
<td>Serious</td>
<td>Contemplative</td>
</tr>
<tr>
<td>Shy</td>
<td>Reflective</td>
</tr>
<tr>
<td>Stubborn</td>
<td>Tenacious; persistent</td>
</tr>
<tr>
<td>Troublesome</td>
<td>Challenging</td>
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<tr>
<td>Whiny</td>
<td>Willing to communicate</td>
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**Little Flowers**

**Parent and Tot Drop-in**

**Has started once again**

**Every Monday**
New Hazelton @ The New Hazelton meeting place

10:00am – 2:00pm

**Every Tuesday**
South Hazelton @ Church basement

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**Moe the Mouse™** curriculum box is available through the lending resource library at the Hazelton & Area Early Child Development Services & the CCRR.

Moe the Mouse, a cuddly stuffed toy that caregivers can tell stories, sing songs, read books, make sounds and interact with the kids. This resource can be used to develop speech and language skills through its gentle nature and simple repetition of its main elements, with a love of storytelling, music and imaginative play.

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**Do you need to renew your**
Red Cross Child Care First Aid? Get a list going: Call **NORTHERN SUN TOURS @**
1-250-847-4349
Or email: info@northernsun.bc.ca

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Amma hiiluxw as ‘niin
Amma hiiluxw ahl apligitna
Amma hiiluxw as ‘niin

**Good Morning To You**
Good morning to you
Good morning to you
Good morning to everyone
Good morning to you

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**Hazelton’s Resource Educator - Arlene Morrison** can be reached @ 4215 Field Street
MAIL: Box 206, Smithers, BC V0J 2N0
PHONE: 250-842-5044   FAX: 250-842-5048

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**Readers read because they want to, so the secret to encouraging our children is the same for reading as it is for play, creativity, sports, hobbies, or any other intrinsically rewarding activity. We must put away our agendas.**

~ Janet Lansbury
Caregiver's Corner

Caregiver's Holiday Dinner

Friday November 13, 2015
6pm CDC’s in-town building
1471 Columbia Drive

Come out and enjoy a free catered dinner and do some visiting with your fellow caregivers.

Please RSVP by Nov. 7th
(250) 847-8824

A Fall Make & Take took place on October 28th. The Child care providers that attended went home with a flannel activity and a cooperative game made from felt.

Congratulations to Nikki Blinn-Berg on her completion of the Good Beginnings Family Child Care Training. Nikki runs 2 Peas in a Pod Family Day Care.
Frozen Foam Dough

1– 342 gram box cornstarch
1 can shaving cream

Mix gently together until dough reaches a pliable consistency. Freeze for 3-4 hours. Remove from freezer and let the children play!

Mitten Painting

Start with odd mittens (the ones without a mate!) A tray with a variety of winter colors of paint—white, gray, light blue, etc., paper. Have children put a mitten on their hand and then dip it in the paint. Encourage them to make prints on the paper.

*To add more interest you may choose to add a sprinkle of glitter to the wet paint.

10 Little Mittens Hanging on the Line

Make 10 different decorative mittens (or use the children’s mittens). Get a clothesline and secure the ends. Hang 10 mittens with clothespins and act out this action rhyme

10 little mittens hanging on the line...
one went away, and then there were nine
9 little mittens near the gate...
one went away, and then there were eight.
8 little mittens blowing near heaven...
one flew off, and then there were seven.
7 little mittens hanging near the sticks...
one fell off, and there were six.
6 little mittens by the old beehive...
one came off, and then there were five.
5 little mittens very near the door...
one went away, and then there were four.
4 little mitten hanging from a tree...
one went away, and then there were three.
3 didn't know what to do...
one went away, and then there were two.
2 little mittens drying in the sun...
one went away...and then there was one.
1 little mitten didn't want to be alone...
He went a way, and then there were none.

Have a different child comes up each time and take a mitten off of the clothes line.

A great winter book to read. This book is available at the CCRR in Big Book format.

The ‘Winter Wonderland’ and ‘Arctic Winter’ Curriculum Boxes are available to borrow at the CCRR
Igloos
Materials needed: Table, large white sheets, blankets and mittens, cooking items such as pots, pans, pretend food
Cover the table with large white sheets and play house in an Igloo House.
*Remind them that their house is made of snow so they will need mittens and blankets.

January’s Cold
January’s a cold month- Shiver, shiver, shiver!(wrap arms around self and shake) Button up (pretend to button your coat) Cover your ears (pretend to put on your hat) Quiver, quiver, quiver

Shredded Paper Penguins
White Paper for shredding, black construction paper, scissors, glue, scraps of orange paper
Start by having children tear or snip with scissors the white paper. Then put glue on the black construction paper and add the torn white paper. Add penguin details using the picture example.

Icy Hand Dancing!
Materials needed: A bowl of ice cubes (do not let the children see them!); a metal tray; a CD player.
Tell the children you are going to drop something and ask if they can guess what it is. Drop an ice cube on a metal tray. Let them guess! Try a few more times. If they don't guess, give clues (It's cold. It's hard. etc.).
Have the children sit in a circle. Tell them they are going to pass the ice cube around the circle as the music plays. When you pause the music, they should freeze (HA- get it!) and the child with the ice cube holds it while you count to 1. Play music and repeat, next time count to 2. Next time ask, what number is next? We counted to 1 and then to 2? Continue as there is interest!
EXTENSION: To get them up and moving, play a game of "Freeze Dancing" with the music! If you're really brave, give them each an ice cube to dance with!

Snowman Bean-Bag Button Toss
Make a very large snowman out of paper and tape it to the floor. Draw a face on your snowman. Draw 3 buttons on the snowman's chest. Provide the children with a bin of bean bags and have them toss the bean bags to try and cover the buttons!

New for the Sensory Bin!
Crushed Ice Winter Storm!
Materials Needed: Crushed ice, scoops, cups, spoons, mittens
Cold but fun!

What I Do In Winter
This is more of a chant than a song. Have the children act out what you fill in the blank:
It's snowing, it's snowing, I'm __________ this morning.
Suggestions: I'm shoveling; I'm putting my boots on; I'm shivering; I'm throwing snowballs; I'm building a snowman.
Ask the children for ideas as well!
VARIATION: You could act it out and let them try to guess what you are doing and then act it out with you!
Hi to all of the Centres in our Outreach area!
While I was researching articles for the newsletter, I came across a free download article on Hiring a Substitute Caregiver. You can locate it on the Westcoast Childcare Resource Centre website, under publications. It gives good suggestions regarding How to hire a sub, what to look for and roles and responsibilities.
There are other free downloadable resources available on their website. Check them out! Along with the frustrations of finding qualified persons to work in child care settings, I also looked at ‘Continuity of Care’. What follows is a portion of an article that I found at www.zerotothree.org:

Continuity of care—or the lack of it—in a child care program has important implications for the group experience. A child with a new caregiver has to work hard to get her messages across. The caregiver can only guess at what she wants. There is confusion and stress for both child and caregiver. If a child deals with change by acting out his frustration, this will have an impact on the entire group. With a caregiver who knows him, however, a child can express need less dramatically. The better somebody knows a child, the more subtle the cues are that will inform that person of what it is that the child needs.
Continuity of care is important for caregivers and parents as well as for children. When infants and toddlers are moved to a new room as they reach a new developmental stage, caregivers don't get to see the fruition of their work. Parents often experience tremendous grief when they first place their infants in child care. Trust in the caregiver builds slowly, as they realize that the caregiver is attached to their child, loves their child, and supports the special parent-child bond. With a change in caregivers, not only the child, but parents as well will grieve and have to build trust all over again.

Keeping some continuity through routine can help the child self-regulate and adjust to change. It is also important to note that what works for one child does not necessarily work for another.

Glenda Patterson
Resource Educator