

Child Care Services Newsletter

Fall 2004

CCSU Phone #s

Calling from out of town? Please call toll free, 1-800-661-0408 and ask for the extension of the person you wish to speak with.

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Please visit our website:
<http://www.hss.gov.yk.ca/prog/fcs/ccare.html>

Or drop by 9010 Quartz Road

CCSU is open Monday through Friday
8:30 – 5:00.

CCSU is closed for our regular unit meeting
Thursdays 9:00 am until noon unless this falls
on the last day of a month, in which case the
office will be open to distribute cheques.

Yukon
Health and Social Services

Employment Standards

The *Employment Standards Act* sets out the legal requirements regarding employment in the Yukon. The Act applied to all workers except employees of Y.T.G. The Act specifies employer's responsibilities with regard to wages and record keeping.

The Act requires that all employees, regardless of age, receive at least minimum wage, which currently is \$7.20 per hour.

Source:

<http://www.gov.yk.ca/depts/community/labour/index.html>

RCMP Clearance

R.C.M.P. clearance is required for people working in Child Care. To obtain this clearance, an individual signs a form authorizing that the information be released to the Manager of Early Childhood and submits this form to Child Care Services. There is no charge for this as long as you do not have a criminal record or require fingerprints. This procedure is used to screen out any potential child abuse concerns. Individuals can work with children in a child care facility as long as they have started this screening process, however, they may not be left alone with children at any time until clearance has been received. Individuals working in the field must update their R.C.M.P. clearance every 5 years. Also, if an individual is absent from the field for one year or more or if they are changing from one facility to another, they should update their clearance.



Child Care Providers may wish to copy this survey for use in their programs

Sample Parent Satisfaction Survey

The purpose of this survey is to help your child care provider know what you think is working well and where you feel some improvements could be made.

1. How old is your child (or children)

Age Number of children in this age group

q 0 to 18 months _____

q 19 months to 2 years _____

Age Number of children in this age group

q 3 years 5 years _____

q 6 years and older _____

2. How long has your child been attending the day home?

q Less than 6 months

q Between 6 months and one year

q One to two years

q More than two years

3. How clear is the information and communication from your care provider about the following topics:

Topic	Excellent information	Adequate Information	Would like Information
Payment, refund, subsidy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meals and snacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Overall, how satisfied are you with your child care arrangement?

Very satisfied

Somewhat satisfied

Not satisfied

If not satisfied, what would help to make you more satisfied? _____

What do you like best about your child care arrangement? _____

5. How satisfied are you with the payment policies?

Very satisfied

Somewhat satisfied

Not satisfied

If not satisfied, what would help to make you more satisfied? _____

6. Are there any changes you would like to see in the child care program?

q More learning activities _____

q More reading time _____

q Less time watching TV _____

q More outdoor time _____

q Healthier meals _____

q Other _____

7. Is there anything else you'd like to comment on ?

November 20th National Child Day

National Child Day is a day when people across the country take time each year to celebrate Canada's most precious resource — our children.

It's a day to remember that children need love and respect to grow to their full potential. It's a day to marvel at their uniqueness and all they have to offer. It's a day to celebrate the family and think about how adults affect the development of children close to them.

National Child Day was proclaimed by the Government of Canada on March 19th, 1993 to commemorate two historic events:

- the adoption of the United Nations *Declaration on the Rights of the Child* in 1959 and
- the UN adoption of the *Convention on the Rights of the Child* in 1989.

The inherent rights of people under age 18 fall into three basic groups:

- Provision: their right to an adequate standard of living, health care, education and services, and to play.
- Protection: their right to protection from abuse, neglect, exploitation and discrimination.
- Participation: their right to express their views about things that affect them and to participate in communities, programs and services for children.

Source: http://www.cccf-fcsge.ca/ncdnov20_en.htm

Halloween Pumpkin Hunt

Object of the Game: Find all the hidden pumpkins, the person who finds the most points wins.

What You Need:

10 miniature white pumpkins
10 miniature orange pumpkins
10 miniature gourds
Or yellow, white and orange
construction paper & scissors
Black felt tip marker



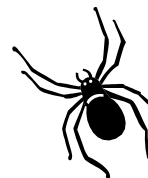
What To Do: Buy ten white miniature pumpkins, ten orange miniature pumpkins, and ten miniature gourds. You can also use construction paper and cut out the same making ten orange, ten yellow and ten white pumpkins. Using a black marker, draw funny faces on each pumpkin and gourd. Write the number 1 on the backs of the white pumpkins. Write the number 5 on the backs of the orange pumpkins. Write the number 10 on the backs of the gourds (or yellow paper pumpkins). Hide them in your yard or house, wherever the party is being held. Then instruct the guests to find as many of the pumpkins and gourds before you say "Stop!" When they are done, everyone adds up the number and the one with the most points wins.

Source: <http://www.spookmaster.com/pumpkin-carving-patterns-partygames.htm#HPH>

Edible Spiders!!

Ingredients:

Round Crackers
Straight Pretzel Sticks
Raisins
Creamy Peanut Butter or Cream Cheese



Spread peanut butter or cream cheese on two crackers. Press 8 pretzel sticks into peanut butter on one cracker (for the legs). (May want to break pretzel sticks in half) Press 2 raisins into peanut butter at top for the eyes. Top with remaining cracker, pressing peanut butter or cream cheese side into the pretzels and raisins. Eat!

Source: <http://www.alphabet-soup.net/hall/pumpkin.html>



Flow Chart Planning

Introduction to Flow Charting

Are you one of the people who always want to give the children in their care a rich environment? Are you unsure at times of how to include all areas of child development in your organization?

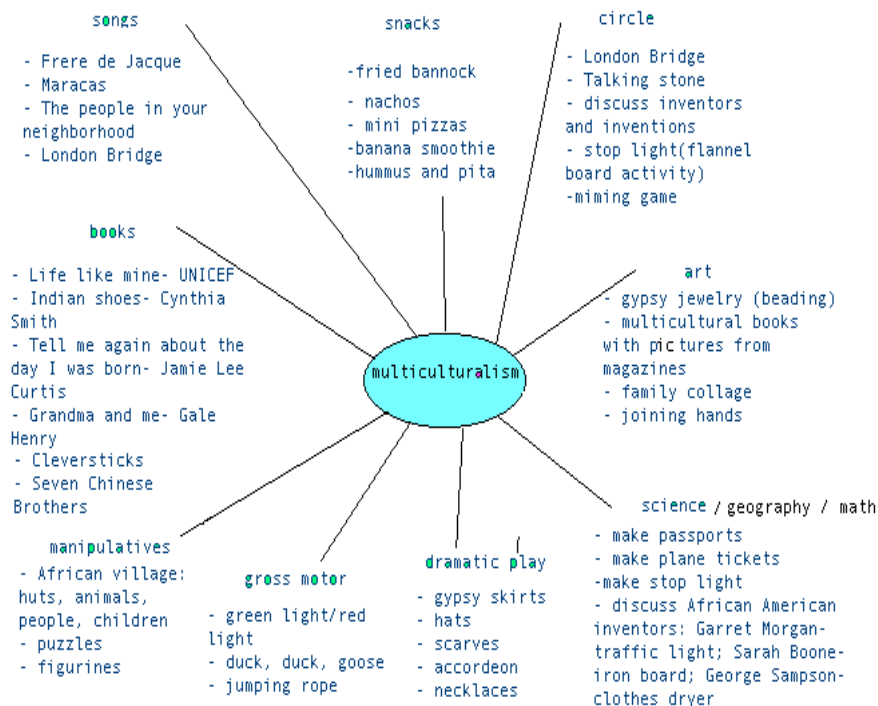
Well then this article is perfect for you. We'll start at the beginning: a flow chart (also called a mind map or curriculum web) is an organizational tool that allows an Early Childhood Educator to generate and record ideas for activities and projects the children will enjoy. In recording these ideas you may group them together according to the various areas of the room (circle area, dramatic centre, science area, etc) or by different areas of development (social, physical, intellectual, creative, emotional, spiritual.). Flow Chart planning is a great way to plan curriculum either on your own or jointly with other colleagues.

How to make a flow chart

- ◆ Choose an interesting topic. This can be of interest to children in your group, of interest to you, based on your observations of children's needs.
- ◆ Start from the center of the page and work out, adding ideas as they occur to you
- ◆ Use just key words, or wherever possible images.
- ◆ Make the center a clear and strong depiction of the general theme of the chart.
- ◆ Create sub-centers for sub-themes.
- ◆ Put key words on lines to reinforce the structure of your notes.
- ◆ Print rather than write in script. It is more readable and memorable.
- ◆ Use color to depict themes, associations, and to make things stand out.
- ◆ Anything that stands out on the page will stand out in your mind.
- ◆ Think three-dimensionally.
- ◆ Use arrows, icons or other visual aids to show links between different elements.
- ◆ Don't get stuck in one area. , If you dry up in one area go to another branch.
- ◆ Put ideas down as they occur, wherever they fit. , Don't judge or hold back.
- ◆ Break boundaries. If you run out of space, don't start a new sheet; paste more paper onto the chart. (Break the 8x11 mentality.)
- ◆ Be creative. Creativity aids memory.
- ◆ Get involved. Have fun.

Using the flow chart method lets you put all the relevant information in one place and organize it easily. In addition to planning your curriculum this way you can also plan a meeting, organize your information for a newsletter; plan a field trip, or your next vacation!

Sample Flow Chart for Multicultural Curriculum



Here are some additional ideas to promote a multicultural perspective and appreciation.

Photo Albums

Add photo albums to your library: photos of the children in your classroom, magazine pictures of people from around the world, or separate albums each of the various countries you and the children learn about.

Presents All Around

Bring in several presents, some wrapped very pretty, simple, and then just a plain box, inside they all have the same gift; I usually put in stickers. The children look at the boxes we talk about them and then open them. The message is that even though the presents are all wrapped differently, the inside is the same; just like people.

Painted Peanuts

Paint peanuts all different colors. The outsides are different but the insides are the same.

References:

From the web:

- www.preschoolrainbow.com
- www.enchantedlearning.com
- www.parents.com
- <http://www.peterussell.com/MindMaps/HowTo.html>
- <http://www.cfc-efc.ca/docs/cccf/00000091.htm>
- <http://www.peterussell.com/MindMaps/HowTo.html>
- <http://www.icomm.ca/daycare/cardsb07.html#CIB0870>
- <http://www.preschoolbystormie.com/>

Print Resources:

- *The Kids' Multicultural Art Book: Art and Craft Experiences from around the World*, by A. Terzian
- *The Multicultural Game Book*, by Louise Orlando
- *Multicultural Snacks*, by Susan Hodges
- *The Kids' Multicultural Cookbook*, by Deanna Cook
- *Hands around the World: 365 Creative Ways to Encourage Cultural Awareness and Global Respect*, by S. Milord

Programming Ideas

Activities for Learning about Rights

Wants-Needs-Rights

Help children think about the difference between their wants, their needs and their rights by taking turns completing these sentences.

You might say: I want [*to be a good listener.*] I need to [*be well-rested.*] I have a right [*to breathe clean air.*]

A child might say: I want [*to be liked.*] I need [*to have lots of hugs every day.*] I have a right [*to speak for myself.*]

I want [*to go to the movies.*] I need [*help sometimes.*] I have a right [*to be loved.*]

Encourage children to draw pictures or help them to print words that represent their wants, their needs and their rights. Talk about the differences between wants, needs and rights. Can you decide on a definition for each word together?

Ribbons

Provide three colours of ribbon — red, yellow, blue — for children to cut, pin together and wear. Each colour stands for what children everywhere really need, and what you offer every day:

Provision – a red ribbon means caring for me.

Protection – a yellow ribbon means keeping me safe.

Participation – a blue ribbon means listening to me.

Talk about ways we are cared for, kept safe and valued:

I am cared for [when you welcome me with a big hug when I arrive.]

I am kept safe [when you put sunscreen on me.]

I am valued when [you let me choose where I want to sit.]

Special Person

Help children think about ways they are special and ways others are special by using these sentence starters:

I am special [because I am me.] You are special [because you are you.]

I am special [because I have a baby sister.] You are special [because you have a bed in two houses.]

I am special [because I can tie my shoes.] You are special [because you wear glasses.]

Friends*

Help children celebrate all sorts of friends by using these sentence starters:

Ways friends can be the same: [My friend Simi likes pepperoni pizza too.]

Ways friends can be different: [My friend Jonathon doesn't like to swing high like I do.]

Ways friends have fun together: [Alice and I like playing dress-up together.]

Ways friends care for each other: [Ben always waits for me when I get ready to go outside.] *adapt this activity by discussing families.

Puppets

Encourage children to act out real events that were not rights-respectful using puppets for role play. Perhaps Leslie knocked over Annie's block castle. Have the children act out what happened with the puppets and help them find ways to resolve the conflict in ways that respect everyone's rights.

Source: http://www.cfc-efc.ca/docs/cccf/rs063_en.htm

