

*Never help a
child with a task
at which he feels
he can succeed.*

~Maria Montessori



Program Manager's Report



Happy 2016!! It has been a rewarding experience working with each of you and may this new year bring forth many rewarding moments for us to share in 2016.

Once again we started our new year off with a "bang"; we hope that you joined us for our 2016 Children the Heart of The Matter Conference. We had a spectacular lineup of speakers this year with Dr Adele Diamond and Dr Vanessa Lapointe as our Keynote speakers. Once again it was a successful conference and we hope you enjoyed yourselves!!! I'd especially like to thank the CCRR team for all the time, work and planning that goes into this event ...these women are awesome!!!!

Congratulations to Daljit Sahota on the birth of her beautiful baby girl. While Daljit is off on her maternity leave, we welcome Preet Brar, our newest member of the CCRR Team.

Our Winter 2016 Training Calendar is now out so please take some time to check out the great workshops we have available for the winter season. Register early to avoid disappointment, as our workshops fill up fast.

We have been receiving feedback from many of you regarding our services; we appreciate your input and we are looking at ways to better serve you. We value your comments so please contact us at any time to share your thoughts. You will also have the opportunity to share with us by completing our annual surveys. We will be contacting you with our Early Childhood Resource Library survey, Registered License Not Required survey and our Stakeholder survey. Please take the time to complete these important measurements of services.

Options Community Services is preparing to welcome Syrian Refugees to our community as part of a community support response. Learn more about Options Community Services Immigrant Services and what we do to help refugees in our community: [http://www.options.bc.ca/immigrant-services/citizenship-and-immigration-canada-\(cic\)-settlement-program](http://www.options.bc.ca/immigrant-services/citizenship-and-immigration-canada-(cic)-settlement-program). Do you have questions about the Syrian Refugee Crisis?: <http://www.amssa.org/escaping-conflict-the-syrian-refugee-crisis-explained-webinar/>. Please watch for more information and more ways that you can help Syrian refugees.

May is Child Care Month and we're planning our annual Child Care Provider appreciation evening for you. Please save the date of May 16. We hope you can join us as we celebrate you and the work that you do with children.

Sharlene Wedel





PROFESSIONAL DEVELOPMENT CALENDAR

Winter 2016

Training topics included in this session:

- * Understanding Anger
- * Supporting Immigrant & Refugee Children
- * Inspiring Environments
- * Traumatized Children
- * Social Skills
- * And much more!

options Please share our training calendar with staff and colleagues

Looking for professional development opportunities? Our Winter Training Calendar is packed with exciting and informative workshops and courses!

Visit our website for all the details!

childcareoptions.ca

early years learning store

Upcoming Sales

February
30% off one
science item

March
30% off
all puzzles

April
30% off
all puppets

May
30% off an item
(excluding Felt
stories)

Some exceptions may apply, see in-store for details

#100-6846 King George Boulevard, Surrey, BC

Did you know...

As of December 31, 2015 on our database:

Number of library subscribers: 275

Number of RLNRs: 59

Number of LFCC: 164

Number of IHMA: 63

Number of Group 3-5 years: 48

Number of Infant/Toddler: 16

Number of Preschool: 78

Number of Out of School: 35

Number of Multiple license: 129

Number of Multi-age: 91

October 1 to December 31, 2015:

Number of library items borrowed: 1846

Number of families assisted with child care subsidy: 588

Number of families assisted with child care referrals: 408

Number of attendees at training: 458

Project Nights

Bring your felt stories, big books, folder games or whatever project you're working on for your child care setting, or get started on something new while you're here!

We'll have the laminator, book binder, die-cuts light box and big books to copy all set up for you to use.

Project nights are held from 5:30-7:30 pm on the following Thursday evenings:

February 18

March 17

April 21

May 19

Cost: This is a free event other than any laminating, copying, or supplies you may purchase while you're here.

Note: The laminator is also available on Saturdays when the office is open.

What happened in the Library...

TOY SALE

On October 17, 2015 the library held a toy sale for all family child care subscribers.

The library storage was becoming overwhelmed and we wanted to make room for new more compact materials.

Thank you to all the subscribers that came out for the sale! It was a great success and with the funds collected we were able to add new items!



For example, check out our **NEW** Step Rocking Boat!



What is happening in the Library...

LOOSE PARTS BINS

Our newest project in the library is creating loose parts bins. These bins will have an assortment of small items that can be incorporated into existing play areas or used on their own. The purpose of the loose parts is to not have a single purpose at all! These items can be manipulated, combined, taken apart, stacked, sorted, piled, whatever the children feel inspired to do. The materials are often found, reused or recycled and can vary from plastic to natural.

Our goal for the loose parts bins is to make it easy for our subscribers to incorporate beautiful, engaging and open ended materials into their centres.



Look for our loose parts
bins

COMING SOON!

We hope the bins will inspire you to start or expand your own loose parts collections. To help we have books like, **"Loose parts: inspiring play in young children"** by Lisa Daley which explain the philosophy behind loose parts and inspire with beautiful pictures. The Vancouver store **Urban Source** is another great resource because they collect loose parts for you! They work with local companies to take overstocked or "to be discarded" materials and organize them into bulk style bins. They have items ranging from paint chips to pen caps, paper cut outs to wood slices and, their stock is constantly changing! You can buy single items or fill a bag for a set price. Pictures of our trip to Urban Source are above.

- Jackie King & The Library Team

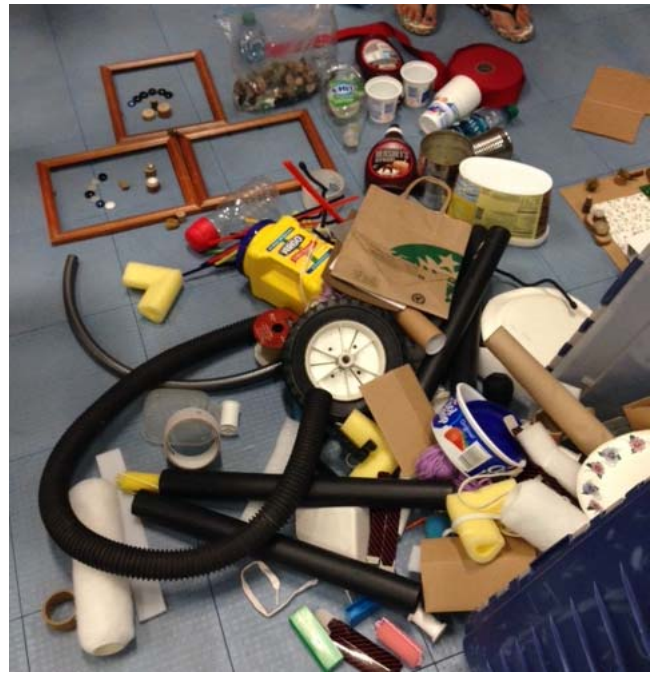
What are loose parts?

Loose parts come in all shapes, sizes, and materials. They can be big cardboard boxes to small buttons, natural pine cones to manmade rubber tubes. There are three things all loose parts share in common; they are captivating, open-ended, and mobile. Their captivating quality draws kids in; it may be because of their texture, shape, colour or design. Loose parts are open-ended because the children can play with the loose parts in their own creative and unique ways. Lastly, loose parts are mobile, meaning the children can pick them up move them and combine them with other items.



Examples of loose parts:

- Natural play areas - water, sand, dirt, logs, sticks, pinecones, moss, leaves, flowers, feathers, rocks, pebbles, seeds, nuts....
- Outdoor areas - balls, hoops, ropes, tires, containers, cups, digging tools, fabric, scarves....
- Art activities - glass stones, rocks, sand, frames, sticks, leaves, tiles, fabric, ribbon....
- Indoor play areas - paper tubes, marker caps, straws, clothes pins, fabric scraps, buttons, spools, popsicle sticks, beads, wire, foam, clothes hangers, boxes, paint chips, hair curlers, pots & pans....



What are the benefits to loose parts?

- Active learning - gives children control to manipulate their environment and learn from what they do;
- Creative thinking - helps children consider multiple possibilities and meanings in their world;
- Physical development - both fine and gross motor skills are used;
- Socio-emotional development - requires key elements of learning like collaboration, negotiation, and risk taking;
- Developmentally inclusive - children of all ages and learning abilities can be involved because there is no right way to play;
- Sustainable/affordable - are often found, reused or recycled materials;
- Supports curriculums - can be used to explore math, physical sciences, dramatic/symbolic play, art, literacy, sensory exploration and movement & music... and much more!



Cinnamon no-cook natural play dough recipe

2 cups all purpose flour
1 cup salt
2 Tbsp cream of tartar
2 Tbsp cinnamon
3 Tbsp oil

Add all the ingredients together in a bowl, then slowly stir in 1 1/4 cups boiling water (adult job). Mix, let sit about 10 minutes to cool and then it's ready for play. This can be stored in an air tight container for a few weeks.



Natural Playdough

Try making playdough that has no food coloring. Children can add things they find on a walk, such as leaves, sticks, small stones, acorns and flowers.



Sensory Table ideas

If you don't have a sensory table, a great way to offer those activities is to use a plastic bin with a lid. It is very practical as it is easy to store and doesn't take up much room. Just set it up on the table. What do you put in your sensory bin? Try rice with some funnels, scoops and empty pop bottles.



Thriving through Nature: Fostering Children's Executive Function Skills

Intended to be of broad interest to adults responsible for the care of children—including parents, grandparents, teachers, educators, and nature advocates—Thriving Through Nature describes why the development of executive function skills is important and how experiences in nature can play a critical and positive role in this process.

http://www.childrenandnature.org/wp-content/uploads/2015/08/CNN_ExecutiveFunctionToolkit_8-14_15_final.pdf



PLAY



Back to Nature and the Emerging Child Saving Movement: Restoring Children's Outdoor Play

https://www.childrenandnature.org/wp-content/uploads/2015/04/LWS_Vol1_03.pdf

"When children pretend, they're using their imaginations to move beyond the bounds of reality. A stick can be a magic wand. A sock can be a puppet. A small child can be a superhero."
~ Fred Rogers

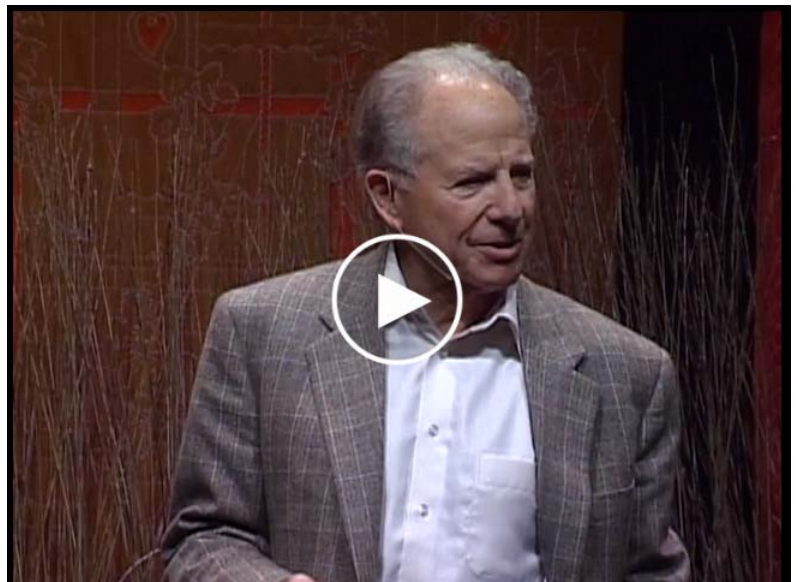
Play: Mental Health and Well-being

<http://www.playwales.org.uk/login/uploaded/documents/INFORMATION%20SHEETS/Play%20-%20mental%20health%20and%20wellbeing.pdf>

Ted Talk: Play is More Than Just Fun

A pioneer in research on play, Dr. Stuart Brown says humor, games, roughhousing, flirtation and fantasy are more than just fun. Plenty of play in childhood makes for happy, smart adults and keeping it up can make us smarter at any age.

<https://www.youtube.com/watch?v=HHwXlcHcTHc>



Tools for Teachers...

Social Emotional Learning Resource Finder

The Faculty of Education at the University of British Columbia, with generous support from the Edith Lando Charitable Foundation, has created the Social and Emotional Learning (SEL) Resource Finder - a unique, online resource about social and emotional learning (SEL) and mental health (MH) in children and youth. The site is targeted to adults who work with children and youth including pre-service and practicing teachers, school administrators, after-school program facilitators, and coaches.

<http://www.selresources.com>

Books and Tips That Promote Life Skills from Mind in the Making

Mind in the Making (MITM), developed by Families and Work Institute (FWI), is an unprecedented effort to share the science of children's learning with the general public, families and professionals who work with them. The 'Mind in the Making' Book Collection combines children's books with tips for building Seven Essential Life Skills. Books are listed in a life skill category and have corresponding tip sheets available for download.

<http://mindinthemaking.org/firstbook>

The Macaulay Library

The world's largest natural sound library is now online.

<http://macaulaylibrary.org>

Natural Start Alliance

Natural Start connects the people who teach young children—whether they are professionals or parents—with the tools they need to create great educational experiences that help young children explore the natural world, understand their environment, and build lifelong skills that will help keep them active and engaged in their communities.

Naturalstart.org

Webinar: Anaphylaxis 101 for Child Care Professionals by Food Allergy Canada

This free resource provides key information about anaphylaxis management in the child care setting and covers topics such as symptoms, causes, the importance of policies and procedures, ways to minimize risks, emergency response, and other online resources.

<https://youtu.be/jldQzG688rU>

Collaborative for Academic, Social and Emotional Learning (CASEL)

CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

<http://www.casel.org>

Anaphylaxis in Schools & Other Settings

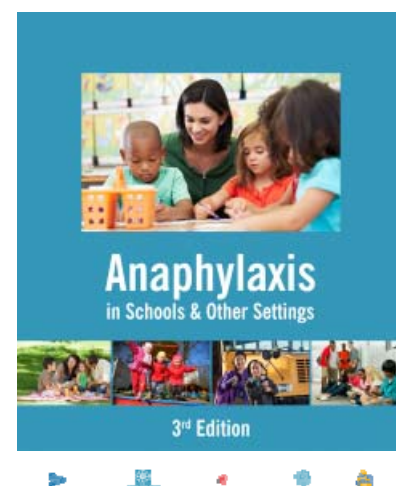
National Guidelines for Anaphylaxis Management in Canadian Schools

<http://foodallergycanada.ca/resources/national-guidelines/>

Hey Sigmund

Where the science of psychology meets the art of being human.

<http://www.heyigmund.com>



Child Care Provider Drop-ins: Who can attend and what are the benefits?

It is easy to feel isolated when working on your own with young children and even though we love our work, the days can feel long. The goal of the Care Provider Drop-ins is to offer a place for care providers to meet once a month to network and visit while the children get to play in a new environment. Come and get to know people in your community.

Drop-ins are open to all providers offering care in their home. This includes RLNR, Licensed Family Child Care as well as In-Home Multi-age.

We encourage you to come out to all of our drop-in locations.

Please RSVP at 604-572-8032

Cloverdale

Cloverdale Mini-Rec Centre, 17635 58 Avenue, Surrey
2nd Tuesday of the Month 9:30-11 am

Newton

Early Years Centre/Child Care Options Resource & Referral
100-6846 King George Blvd, Surrey
1st Wednesday of the Month 9:30-11 am

Ladner

Ladner ECD Hub, 205-5000 Bridge Street, Delta
Last Friday of the month 10-11:30 am



Child Care Subsidy

Child care providers must complete the Child Care Subsidy Child Care Arrangement (CCA) Form. Providers can fill in all their information online, print, and keep the forms on hand. Then as new families come to the facility (who require Child Care Subsidy) they can complete the CCA with all the family information, dates and fees. The family can include it with the Child Care Subsidy Application and other documentation required, then fax or mail it to the Child Care Subsidy office in Victoria.

Processing Times

Note: If you have submitted documents by fax or mail, please allow:

- Child Care Subsidy benefits - please allow 15 business days to hear from Victoria;
Child Care Subsidy payments - 14 business days to process your claim.

Please do not submit duplicate documents as this causes delays in processing times.

Special needs Supplement

Parents eligible for Child Care Subsidy who have a child designated with special needs who requires child care, may be eligible to receive the Special Needs Supplement (SNS). The SNS provides up to an additional \$150 per month towards the cost of child care. The total of the Child Care Subsidy and the SNS may not exceed the child care provider's rate. If the parent is eligible for the SNS, this will be indicated on the Benefit Plan. The SNS is entered separately for each child on the monthly claim form.

Child Care News

Child Health BC (CHBC) is looking for your help in getting a better understanding of awareness and usage of existing healthy eating & physical activity resources within early years settings. This survey should take less than 5 minutes to complete, and we would greatly appreciate your feedback.

<http://surveys.automatesurvey.com/s?p=W55433533S2120&h=1144504>

The South Asian Early Childhood Development Task Force has produced videos to raise awareness about the importance of early childhood development within the South Asian community. These are in Punjabi.

Vignette 1: What is ECD?

<https://www.youtube.com/watch?v=Lumj15aUxhl>

Vignette 2: Nutrition in Early Childhood with Dr. Bhurji

<https://www.youtube.com/watch?v=mE4SoYTRwNI>

Vignette 3: Importance of Play in the Early Years

<https://www.youtube.com/watch?v=8UiVSo1SJg0>

The Child Care Advocacy Association of Canada is excited to share an important new document, a Shared Framework for Building an Early Childhood Education and Care System for All.

https://ccaacacpsge.files.wordpress.com/2016/01/sharedframework_jan2016.pdf

Upcoming Conferences

February 27, 2016 Vancouver Family Child Care Conference
Vancouver, BC

<http://www.bcfcca.ca/wp-content/uploads/2014/04/Make-a-CHANGE-Conference-flyer.pdf>

March 5, 2016 It's All About Me Conference
Abbotsford, BC

<http://www.childcarechoices.ca/pages/files/abbotsford/2016-Its-All-About-Me-Registration.pdf>

May 5-7, 2016 ECEBC Conference
Richmond, BC

http://ecebc.ca/events/files/conference2016/2016-conference-brochure_web.pdf

The Provincial Office for the Early Years has produced three videos as well as a corresponding poster about the importance of the early years.

Why Are the Early Years Important to a Child's Healthy Development?

Video: http://www.mcf.gov.bc.ca/early_years/index.htm and click on the link

Poster: http://www.mcf.gov.bc.ca/early_years/pdf/why_are_the_early_years_important.pdf

Why are the Early Years a Smart Investment?

Video: http://www.mcf.gov.bc.ca/early_years/index.htm and click on the link

Poster: http://www.mcf.gov.bc.ca/early_years/pdf/why_are_the_early_years_a_smart_investment.pdf

Why Should we Support Vulnerable Children?

Video: http://www.mcf.gov.bc.ca/early_years/index.htm and click on the link

Poster: http://www.mcf.gov.bc.ca/early_years/pdf/do_all_children_have_an_equal_chance.pdf

Welcoming Refugee Families

Tip sheet produced by Care for Newcomer Children (CMAS)

Respect and genuine empathy go a long way toward building trust. After reflecting on any biases you may have and greeting the family with a smile, it's important to look for and build on the family's strengths. When caregivers see families as experts in caring for their children, families feel welcomed and valued. And when caregivers honestly seek to learn from families, a partnership may slowly develop.



This type of partnership between parents and caregivers can not only help to lessen the effects of separation anxiety and culture shock, but can also help caregivers to learn more about the child, including how to comfort them and how to integrate them into the program.

Increasing Comfort Levels:

- Assign one caregiver to interact with families at the start and end of the program to begin building a trusting relationship. Understand that some parents will need time to gain confidence and warm up to you.
- Make an effort to learn how to say "hello" or "thank you" in Arabic (or in the other languages spoken by Syrian families in your program).
- Learn and use the parent's name.
- Be patient. Promote settlement by gradually introducing changes to help the refugee child and family feel comfortable.
- Reflect on any biases you may have and rethink stereotypes.

Facilitating Communication:

- Provide parents with materials that are translated and/or written in simple English or with visuals. Recognize that not all families may be able to read Arabic, even though they may speak it fluently.
- Try not to overwhelm the parents with too much paperwork and registration information all at once. You may choose to modify your registration process to collect and provide information over time, with a focus on immediate needs, health and safety first. Think about the basic information that you need to be able to care for the child and gradually gather all other registration information.
- Speak about one topic at a time (e.g., one key point) and keep conversations short.
- Reduce language and add props and gestures to explain your needs. For example, hold up a diaper and show two fingers if you want the parent to bring an extra diaper tomorrow.
- Find out basic information about the child but avoid asking too many questions or being intrusive about their past.
- Be aware of differences in nonverbal communication and communication styles. These can vary tremendously across cultures. Eye contact, physical space, touch, animation and voice tone are some of the differences that may lead to miscommunication and/or misunderstandings. For example, Syrians may communicate in an intense way; standing close, speaking in loud voices and using large gestures. In Canada, we might consider this to be rude or aggressive, but this is likely not the parents' intention.
- Share simple information daily on the child's activities, mood and achievements. Match your language to that of the family. Keep your speech simple and speak slower (but not louder) for parents with less English. Use consistent language and check for comprehension.
- Where possible, use an interpreter but be sensitive to the fact that some parents might not want to share personal information with anyone. Never use children as interpreters.

Continued next page...

Drawing on the Parents' Expertise:

- Always try to find out about the parents' methods before imposing your own. For example, ask for their advice about how to help their child eat or use the washroom. Watch how the parent comforts the child so you can more closely imitate their actions. You can also ask the parent for suggestions on comforting their child.
- Focus on positives and what the child/family can do. For example: When you introduce the child and family, avoid saying "They don't speak English." Instead, say "This is Rasha. She speaks Arabic."
- Respect different methods of child-rearing, as well as family goals and knowledge.
- Consider your biases and understand that there is no one "right" way.
- Be aware that physical disciplining is an acceptable practice in Syria. Parents will need assistance in understanding different expectations in Canada.
- Respect efforts and celebrate successes with children and their parents

NOTE: The strategies suggested in this tip sheet are meant to help programs welcome refugee families, but you know your program best. Use only the ideas that work for the unique challenges and strengths of your program, children and families.

Reprinted with permission from CMAS Canada.

The following resource has much more information as well as other excellent tip sheets, on topics such as guiding behaviour, coping with stress and more!

Caring for Syrian Refugee Children: A Program Guide for Welcoming Young Children and Their Families

Produced by Care for Newcomer Children (CMAS)

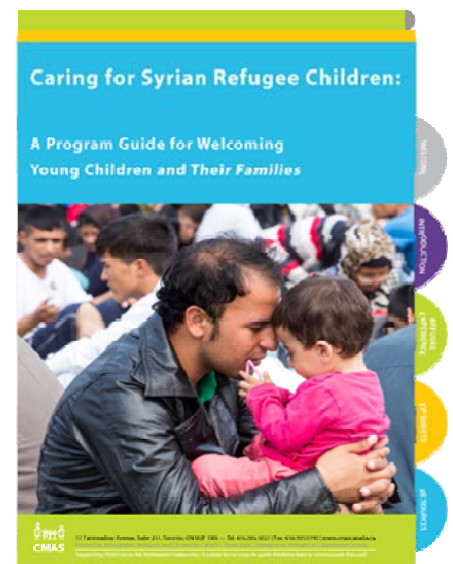
As part of Canada's commitment to resettling Syrian refugees, many programs will be providing care for Syrian refugee children in the coming months. Over the past 15 years, CMAS has supported programs in their work with immigrant and refugee children. And now, as Canadians work together to welcome Syrian refugees and help them to settle successfully, we're pleased to offer you this resource called [Caring for Syrian Refugee Children: A Program Guide for Welcoming Young Children and Their Families](http://cmascanada.ca/wp-content/uploads/2015/12/Supporting_Refugees/Caring%20for%20Syrian%20Refugee%20Children-final.pdf).

This guide can be downloaded at: http://cmascanada.ca/wp-content/uploads/2015/12/Supporting_Refugees/Caring%20for%20Syrian%20Refugee%20Children-final.pdf

This guide will provide program staff with the information and tools they'll need to better understand and respond to the unique experiences and needs of Syrian refugee children. In it, you'll find:

- information on the Syrian culture so that you can understand the cultural context these families are coming from;
- a "crash course" in the refugee experience so that you'll know what to expect and will understand the effects of trauma and culture shock and how to respond to them;
- tip sheets that will help you to welcome and communicate with families, adapt interactions and physical space, support home language maintenance and more. The practical strategies and suggestions the tip sheets contain are designed to be taken straight off the page and put into practice. They can also be quickly and easily printed out to share with your team.

Please see pages 12 and 13 for even more resources on caring for refugee children.



Helping Syrian Families Feel at Home

By Dr. Deborah MacNamara

A sense of home is something we take for granted until we are uprooted from it or find ourselves without one. A move to a new house, a renovation, or being transplanted to a new city or province can be unsettling and difficult. It is hard to imagine what it would be like to flee one's home and country as a result of war or conflict. It is a fate I would not wish on anyone and yet it is the reality for millions of Syrian children and parents today. And so our country along with many others, have opened their arms to Syrian families in the hopes they will find a home with us. But a sense of home is more than just an address or a country to live in – it is about human connection.

What are the things we can do to help our newcomers settle into their Canadian home? How can we help care for their children in a way that supports families in adapting to life here? What do we do with all the differences between us, the lack of shared language, shared history or cultural understandings – is there a way to cross the divide of all that separates us?

The answer is yes, and it is about attachment. It is about the hunger for human connection that unites us all. It is about the need to belong, to be seen, heard, understood, to care for others and be cared for. Most people want a safe home, have a desire to work and to contribute to a community, and love their children and plan for their future. These are the things we share in common and they are more important than the place we were born, the colour of our skin, or the language we speak. We will help our newcomers feel at home when we focus on building a relationship with them.

How Can We Cultivate Relationships with Newcomers?

The question we should ask to guide our interactions with newcomer families is - what can we do so they will feel at home with us? In borrowing from attachment science and common sense, there are a number of things we can actively do to build relationships.

- **Collect and Connect** – The people we need to build a relationship with first are parents. It is their role to introduce their children to the people who will care for them. Kids should look to their parents for a sense of who they should trust and follow. We need to honour and support these instincts in a child.

Connecting with parents is simple enough and includes smiling, a nod in agreement, laughing, or trying to find things you share in common. It starts with having a desire to connect and conveying warmth, delight, and enjoyment. It is about extending a genuine invitation for a relationship so their children will follow and eventually accept your offer to care for them.

- **Gradual Entry** – Relationships take time to develop and cannot be pushed. It may be helpful for a parent and child to visit the daycare or preschool a number of

times to build a relationship with the caregiver. In this time the child is introduced to the structure and routine as well as feel more comfortable there. The more a family feels disoriented because they have been separated from things that were familiar, the more important it is to give them predictable and reliable routines to hold on to.

- **Bridging the Distance** – When the child seems to be feeling comfortable in a relationship with a care provider, the parent might leave for small amount of time but give the child something to hang on to of theirs. It could be a keychain, a locket, or picture – it just needs to remind the child of their parent. The parent should also tell the child when they will return and what they will do together so the child can hold on to this. A child should not be left with a caregiver without signs there is a relationship forming as it will only increase the child's alarm.
- **Take a Strong Lead in Caring for a Child** – Separation is the most impactful of all human experiences and we need to remember this as we care for newcomer families and children. If we want a child to feel at home with us we need to show them we understand what they need. They may feel anxious, unsure, excited, scared, or sad and helping them with these feelings when appropriate can go a long way. We don't need to ask the child about their past experiences but rather assure them we are there to take care of them in the present. It may be helping them with the simple things they struggle with like putting on their jacket, washing their hands, or reading them a story. They need to look at the adults in their life and count on them for care taking.

My parents were both immigrants to Canada and I have enjoyed listening to their stories over many years as to how this country became their home. It was the people they met, the neighbours to talk to, jobs to go to, and schools to send their children to, that made them feel they were part of a community and they mattered. It was the kindness of strangers to the meals and laughter shared with neighbours that built the relationships that have sustained them.

To help someone feel at home takes time, patience, and good will. Most of all it requires us to open our hearts and to imagine for just one moment what it would be like if we were separated from everything we were attached to. We would see that the simple acts of kindness matter a lot. We would see that houses are just things and human relationships are what help us feel we belong somewhere. We would realize that what newcomers need is already inside of us to give – an invitation for relationship that is generous and warm.

Dr. Deborah MacNamara is a Counsellor in private practice and on Faculty at the Neufeld Institute. Please see www.macnamara.ca for more information.

Resources to help refugee children and families

Caring for Kids New to Canada website
<http://www.kidsnewtocanada.ca/>



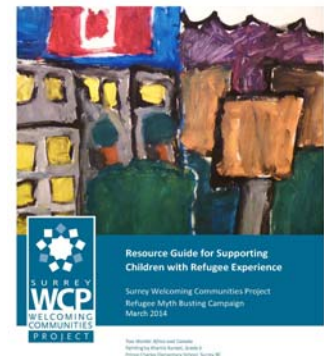
Provincial Refugee Mental Health line
Toll-free line at: 1-866-393-3133
Monday to Friday 9:00 am - 5:00 pm



Syrian Refugee Resettlement Resources
<http://www.amssa.org/syrian-refugee-resettlement-resources/>

"Promising Practices" of Early Childhood Education for Immigrant and Refugee Children in British Columbia Report
http://www.ecebc.ca/news/AMSSA_Promising_Practices.pdf

Students from Refugee Backgrounds - A Guide for Teachers and Schools
<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/diverse-student-needs/students-from-refugee-backgrounds-guide.pdf>



Resource Guide for Supporting Children with Refugee Experience
http://www.issbc.org/system/cms/files/1716/files/original/Resource_Guide_-_Supporting_Children_with_Refugee_Experience.pdf

Activities to Promote Creative Development

- Point out shapes, colours, patterns and textures to your child as you walk in the neighbourhood or go through parks together. Are there sculptures to stop and notice, bright posters or chalk art on the sidewalk? Can you see flowers in gardens or find different stones and leaves? Help your child see the beauty in everyday things.
- Turn cooking into a creative art experience. Your child can participate in rolling and cutting out cookies in different shapes or icing and decorating cupcakes. She can learn about colours and shapes as she helps to assemble a salad using green lettuce, red tomatoes, orange carrots, white mushrooms and purple onions.
- Provide lots of paper and a variety of materials including pencils, crayons, markers, chalk, pastels and paints. Encourage your child to tell you about what he is drawing and write down his words. Long before your child can read or write, he can create pictures and artwork that can tell you wonderfully detailed stories.
- Turn recyclable materials into beautiful junk that your child can use to create three dimensional structures like houses and vehicles. As she glues and tapes boxes, tubes, bottle lids, cone cups, and other interesting things together she will learn about different shapes and discover new uses for old things as well.

Excerpt from Comfort, Play and Teach. For the full list of activities please visit: http://www.imhpromotion.ca/Portals/0/IMHP%20PDFs/Comfort%20Play%20Teach/CPT%20Top%20Ten%20Activities_Creative%20Art_IMHP.pdf?ver=2013-07-22-095535-487

For more great activities and resources, visit the Infant Mental Health Promotion website at www.IMHPromotion.ca, and click on the resources tab and select Comfort, Play Teach.



Contact Us



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WEBSITE: www.childcareoptions.ca

Office Hours

Monday	9:00 am - 8:00 pm
Tuesday	9:00 am - 12:00 pm
Wednesday	9:00 am - 4:00 pm
Thursday	9:00 am - 8:00 pm
Friday	9:00 am - 4:00 pm
Saturday	1st & 3rd of each month 9:00-3:00 pm excluding long week ends

Library Hours

Monday	12:00 pm - 8:00 pm
Tuesday	9:00 am - 12:00 pm
Wednesday	Closed
Thursday	12:00 pm - 8:00 pm
Friday	9:00 am - 4:00 pm
Saturday	1st & 3rd of each month 9:00-3:00 pm excluding long week ends

Office Closures

February 8	Family Day
February 23	Staff Planning Day
March 25	Good Friday
March 28	Easter Monday
May 23	Victoria Day



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SURREY LOCATION:

Early Years Centre - #100-6846 King George Blvd, Surrey
Office hours: Please see times listed above.

DELTA LOCATION:

Harbour Centre - #205-5000 Bridge Street, Ladner
Office hours: Please call our main office for hours.

SOUTH SURREY LOCATION:

Kensington Prairie Community Centre - 16824 32 Avenue, Surrey
Office hours: Please call our main office for hours.



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