



## An update from the Bluebell Room...

The Bluebells are learning a lot of new sports. They are all getting to be good skaters, and they are looking forward to being back on the ice every week in February. They are also having a blast at the swimming pool, splashing around and playing in the water. Gymnastics has been going on for a few weeks and the children love balancing on the balance beams, jumping on the trampoline, doing summersaults and tumbling around.

The children have also been busy learning through play. They built birthday cakes with the round wooden blocks and Playdough and painted beautiful pictures. Some of the Bluebells even drew detailed pictures of what happened at home over the holiday season. The children also built a stage and put on a concert! They sang songs and took turns being on stage.

Our imaginations are growing and we are really enjoying watching what the children come up with up. Setting up blankets on the floor to create a picnic with lots of snacks that they made for all their friends to enjoy. A hair salon was also set up in our room and the children took turns pretending to cut their each other's hair. Paw Patrol characters and puppies can be seen running around the Bluebell room too, the children's imaginations are endless and we really enjoy cultivating their creativity in this area.

The Bluebells are happy that the weather has warmed up. On warmer days the children love playing in the snow, shovelling snow and going for walks around town. While on our walks, the children often stop to look at the trains choo-chooing past the station. The Bluebells also love playing on the train next to the Old Fire Hall, taking turns driving and fixing up the train to make sure it's ready for us to go on an adventure.

We are looking forward to many more fun adventures in our new room.

**The Bluebell Educators:** Madeleine, Kharisma and Nikki | 780-852-6524

## February 2018 Activity Calendar

SUN	MON	TUE	WED	THU	FRI	SAT
				1 Swimming	2 Walk or Park	3
4	5 Story Time @ Library	6 Skating	7 Gymnastics Show & Tell	8 Swimming	9 Walk or Park	10
11	12 Story Time @ Library	13 Skating	14 Gymnastics Show & Tell	15 Swimming	16 Walk or Park	17
18	19 CLOSED FOR FAMILY DAY	20 Skating	21 Gymnastics Show & Tell	22 Swimming	23 Walk or Park	24
25	26 Story Time @ Library	27 Skating	28 Gymnastics Show & Tell	FEB. 28 — PINK SHIRT DAY wear pink to stand against bullying		

**Please send weather appropriate clothing everyday - mitts, toque, warm boots, snow pants, sweater, winter jacket**

- In addition, your child should have: indoor shoes, a water bottle and an extra FULL set of clothes.

## Reminders:

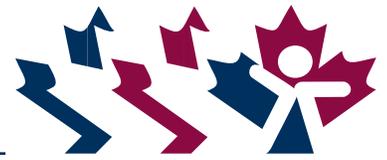
- **LABELS:** Please label everything. Need new labels? go to [campaigns.mabelslabels.com](http://campaigns.mabelslabels.com) and select 'Friends of Jasper Childcare'.
- **ALLERGIES:** We are a peanut and tree-nut free centre. Items that read "may contain nuts" will not be served.
- **PICK UP & DROP OFF:** Connect with your child's teacher at pick up and drop off before you leave.
- **TOYS FROM HOME:** Are welcome on Show & Tell days only. Please keep toys at home the rest of the week so they don't get lost or broken.
- **EXTRA CLOTHING:** Please send an extra change of clothing, including socks and underwear, with your child, as well an extra hat and mittens.

## Special Dates:

- Feb. 14 - visit to the Grandmas & Grandpas
- Feb. 19 - Closed for Family Day
- Feb. 22 - Story Night Fundraiser
- Feb. 28 - Pink Shirt Day



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## Problem-Solving Skills – Enhancing Children’s Resilience

Young children need support to develop skills and abilities that will help them solve problems, deal with conflict and bounce back from disappointment. These are life skills that build a child’s self-esteem, a sense of competence and contribute to social and emotional well-being. When children have relationships with responsive adults who model a calm, flexible approach to handling life’s challenges, they learn by example how to face their own frustrations and setbacks.

### Critical Abilities and Resilience

Research shows several critical abilities that help us develop resilience:

- **Being in charge of our emotions** – keeping calm in stressful situations so we can express our feelings in a way that will help rather than hurt the situation;
- **Controlling our impulses** – stopping to think before we act, and finding ways to wait, even though we want something right now;
- **Analyzing the cause of problems** – figuring out the “root” of the problem;
- **Empathizing with others** – understanding what it’s like “to walk in their shoes;”
- **Being a “realistic” optimist** – seeing the situation “as it is” and at the same time, keeping a bright outlook by doing what we can to make the best of it;
- **Believing in our competence** – having faith in our ability to tackle life’s problems and bounce back;
- **Reaching out** – asking for help when we need it, offering assistance to others and taking opportunities that present themselves.

### Tips to help children develop resilience

- *Talk “out loud” when facing daily challenges.* “I can’t get the lid off the paste jar. This is frustrating! I’m going to take a few deep breaths and try one more time. There! I did it. Sometimes we just need to calm down a bit when we are having trouble.”
- *Offer a different point of view.* Simon sighed and put the scissors back on the table: “I’m so stupid. I can’t even cut anything.” His mom gently replied, “You’re not stupid. Lots of kids have trouble using scissors at first. You just need a little practice. Remember how proud you felt when you practiced and learned to kick the soccer ball.”
- *Help children see that many disappointments and setbacks are temporary* and don’t have to affect their whole day. For example, when a child says, “I never get to play with Kalem. Now my whole day is ruined,” acknowledge his feelings, then gently help him gain perspective. “You really wanted to play with Kalem. It’s disappointing because you had so much fun together this morning. Let’s get you started on something else that will be fun.”
- *Regularly encourage children to talk about the events in their day.* Some children will initially focus only on the negative things that happened to them. Acknowledge the child’s feelings about the hard parts

of their day and then encourage them to look for the positive parts. Finding these “goodtime nuggets” is one way children can develop a sense of realistic optimism.

- *Give children plenty of opportunities to explore what’s causing the problem, how they feel about it and what they can do about it.* Initially, help them to identify the problem and think about possible solutions. “There is a problem here because you both want to play with the same toy. That’s making you feel pretty frustrated. Let’s think of some ideas to solve the problem.”
- *Step back.* Once you’ve given children structure and guidance to solve problems, it’s important to let them try out their solutions and see the results for themselves.
- *Model that making mistakes is simply part of the learning process.* Help them persevere in their problem-solving efforts by showing them that it often takes time and effort to find solutions that work.
- *Foster an “I can do it” attitude in children by giving them accurate and specific feedback* that describes their effort and accomplishment, e.g., “You decided to take turns with the fire truck. That’s a good solution. Now you both feel happy.”

**For more information about promoting children’s resilience, visit [www.reachinginreachingout.com](http://www.reachinginreachingout.com).**