



An update from the Buttercup Room...

We hope everyone had a great start to 2018! January brought some cold days, but that didn't stop us from bringing the outdoors in. Our sensory bin was full of bubbles, feathers, bubble wrap and even snow, allowing us to explore new textures, colours and temperatures.

The Buttercups are still working on using our words to express what we want or feel.

Things we learned in January:

- How to play basketball with a hair curler and ball and how the ball could either go up and down or pop out the top.
- How to throw feathers in the air to make them float down.
- How to squeeze balls of snow to make water drip out.
- How to pop bubbles with our hands and sometimes our cheeks and noses.
- How to cuddle and be gentle with our baby dolls.
- How to use paint to make mittens on coloured paper.

Moving forward:

Sensory activities were a big hit in January, so the Buttercups will be exploring new materials in February. This will help the children develop an understanding of textures and temperatures.

The Buttercups are looking forward to more adventures outside, if the weather permits. Going outside gives us lots of opportunities to be imaginative, creative and work on our motor skills.

The Buttercup Educators | **Courtney and Andrea** | 780-852-4666

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 and select the 'Friends of Jasper Childcare' to support the centre.
- **SUPPLIES:** Please ensure your child's bin has enough supplies.
- **ALLERGIES:** We are a peanut and tree-nut free centre. Items that "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.
- **EXTRA CLOTHING:** Please send an extra change of clothing, including socks and underwear, with your child, as well as 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



mabel's labels

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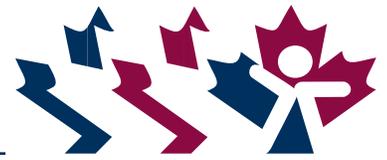
Please label all of your child's stuff, from their water bottles to their hats and clothes.

To order Mabel's Labels, visit campaigns.mabelslabels.com & select Friends of Jasper Childcare



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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.