



An update from the Clover Room...

The Clovers had a great first month of 2018. The children enjoyed doing lots of art, especially colouring and drawing. They also enjoyed our science based activities, like adding food colouring to snow to see how it changes colour, putting our hands into soil, feeling the different textures and looking for surprises. With many of our activities, including our loose parts play, we are encouraging the children to use their imaginations to explore new possibilities and ideas.

Check out the learning stories displayed around our room. These stories capture moments during our time with the children and allow us to reflect on what is happening in the room and how we can extend the Clovers' learning. As always we welcome your feedback and hope you enjoy the stories as much as we do.

Self help skills are important for us to learn and we are enjoying becoming more independent and doing tasks by ourselves, like getting dressed to go outside, cleaning off our dishes and putting our shoes on. Sometimes it can be hard for the children, but they don't give up easily and keep trying until they achieve success. Then we get to hear the best words of all "I did it!" We are proud of all the new skills the Clovers are learning and appreciate your encouragement and support at home with these new skills.

We are excited to welcome Daphne back to the room this month and look forward to all the stories she will share with us. Sonali is going on vacation the second week of February, so Maddy will be back again to help out in the Clover room.

The Clover Educators | Sonali, Daphne and Maddy | 780-852-4666

February 2018 Activity Calendar

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2 Wear pink!	3
4	5	6	7 Show & Tell	8	9 Wear red!	10
11	12	13	14 Show & Tell	15	16 Wear purple!	17
18	19 CLOSED FOR FAMILY DAY!	20	21 Show & Tell	22	23 Wear white!	24
25	26	27	28 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. 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.
- **TOYS FROM HOME:** Are welcome on Show & Tell days only.
- **EXTRA CLOTHING:** Please send an extra change of clothing, including socks and underwear, with your child, as well an extra hat and mittens.

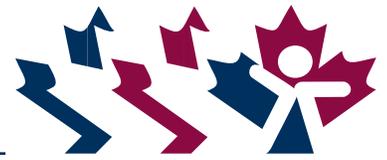
Special Dates:

- 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.