



## An update from the Sunflower Room...

The first month of 2018 was filled with fun and exercise! With gymnastics beginning on Wednesdays, each day of the week the Sunflowers are working their minds and bodies.

Though there were some very cold days in January, for the most part, we continued to play outside. We're very lucky and thankful that the Jasper Activity Centre welcomes us to play in the gym on the days that are too cold to go outside. When we play in the gym, we still get exercise, burn some energy and get to learn through play and develop our gross motor skills. Each week the Sunflowers meditation time is getting stronger and the children are learning how important it is to re-energize during big days of activity.

Painting is still a big interest in the Sunflower room. It's very exciting to watch as the children experiment with colours and new textures. We have been incorporating more loose parts play into our days as well, which gives us a chance to use our imagination and creative thinking skills.

February will continue with weekly gymnastics visits, as well as skating, swimming and library time. If you have hockey sticks and pucks at home, you are welcome to bring them on skating days.

**REMINDER: Wildflowers Childcare is closed on Feb. 19 for Family Day.**  
We wish you all a wonderful day!

**Sunflower Educators:** Jessica, Paloma, Megan & Martine  
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## February 2018 Activity Calendar

SUN	MON	TUE	WED	THU	FRI	SAT
				1 Skating	2 Library Visit	3
4	5 Story Time @ Library	6 Swimming	7 Gymnastics Show & Tell	8 Skating	9 Library Visit	10
11	12 Story Time @ Library	13 Swimming	14 Gymnastics Show & Tell	15 Skating	16 Library Visit	17
18	CLOSED FOR FAMILY DAY	20 Swimming	21 Gymnastics Show & Tell	22 Skating	23 Library Visit	24
25	26 Story Time @ Library	27 Swimming	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:

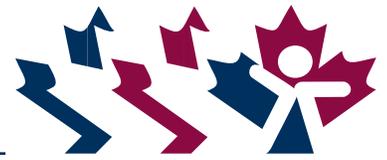
- **LABELS:** Please label everything. Need new labels? go to [campaigns.mabelslabels.com](http://campaigns.mabelslabels.com) and select the 'Friends of Jasper Childcare' to support the centre.
- **ALLERGIES:** We are a peanut and tree-nut free centre. Items that read "may contain nuts" will not be served.
- **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 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



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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).**