

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

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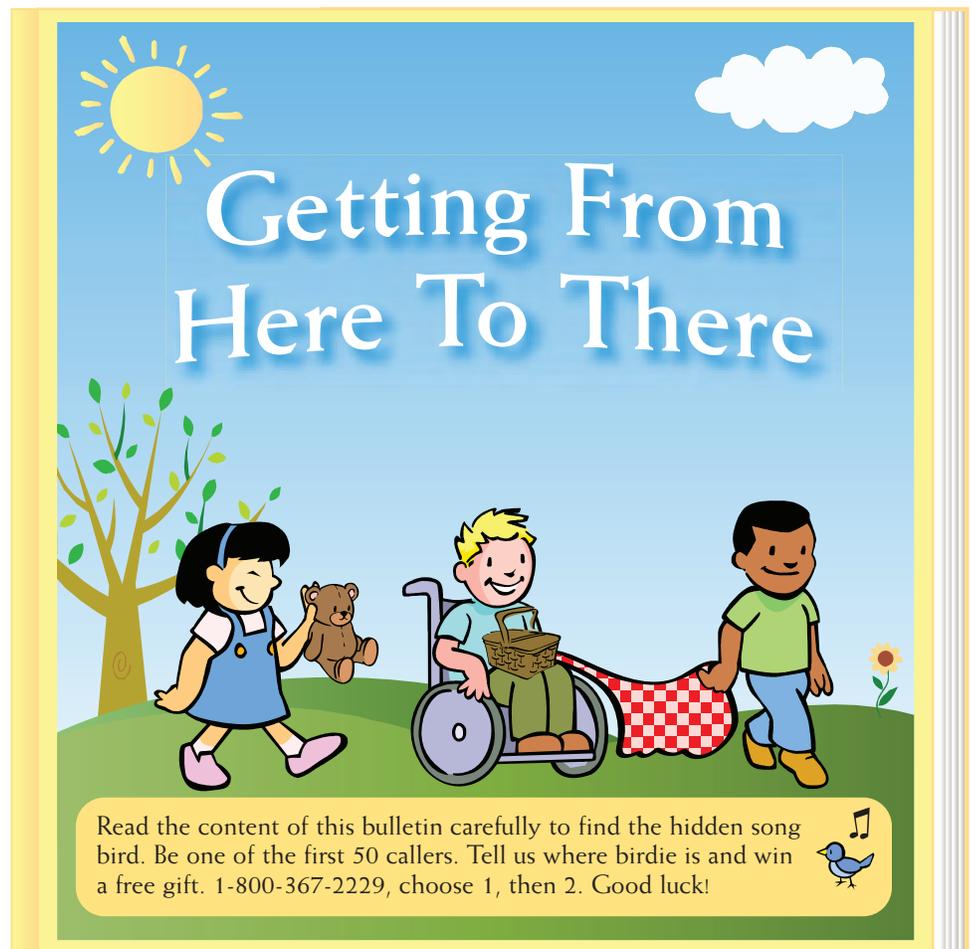
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The NC Child Care Health and Safety Resource Center promotes safe and healthy environments for children in child care settings. Project Director: Dr. Jonathan Kotch, MD, MPH, FAAP

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Remember grabbing a blanket with friends and hauling it outside for a teddy bear's picnic? So much of the pleasure was in the process of planning and preparing. What tea cups to use, what the teddy bear should wear, and where to set up the picnic. A lovely picnic soon transitioned to a new adventure. After all, teddy bears get tired and need to nap. Adventurous children have things to do and places to see.

This summer's double issue focuses on children **getting from here to there**. Some of these transitions are routine, such as going outside or having tummy time. Learning to pedal a tricycle or going to kindergarten are bigger transitions. As children move through their day, week, month, and year, they may face changes with excitement, fear, or bewilderment. Support them on their real or imagined journeys. Acknowledge their feelings and accomplishments along the way and prepare them for what is to come.

This is the Way

This is the way we
eat our cereal,

[pretend to eat]

Eat our cereal,
eat our cereal,

This is the way we
eat our cereal

At breakfast
in the morning.

This is the way we
drink our milk

This is the way we
bite our banana

This is the way we
chew our toast

~ Sing to the tune of *This is the
Way We Wash Our Clothes*

For Families: Making time for
breakfast is making time to be healthy.

- Cold or hot whole-grain cereal topped with fruit and 4-6 ounces of yogurt
- Whole-grain waffles topped with peanut butter and fruit; milk
- Breakfast smoothie (milk, fruit, teaspoon of bran; whirled in a blender) with whole-grain toast
- Vegetable omelet; bran muffin; milk

For Educators: Oats are whole grains, high in fiber, low in fat, and have zero cholesterol. They are rich in disease-fighting antioxidants, zinc, B vitamins and iron. Eating oats improves immune response, reduces heart disease and blood pressure, and helps control weight. Goldilocks ate them in porridge when it was “just right”!

References:
Smith C, Hendricks C, Bennett B. *Growing, Growing Strong: A Whole Health Curriculum for Young Children*, 1997.

Cryer D, Ray, AR, Harms, T. *Nutrition Activities for Preschoolers*; 1996.

Breakfast...Get Ready to Go!



Breakfast refuels the body's blood glucose levels after a night without food. Blood glucose supplies the brain with nutrients and fuels muscles for physical activity. Skipping breakfast may result in a growling stomach or a grumpy person and it makes it difficult to do well in child care.

What Does Hungry Mean? Read *Dinosaur Roar!* by Paul and Henrietta Stickland. Ask what hungry means. What should a dinosaur do when she is hungry? Encourage children to talk about being hungry.

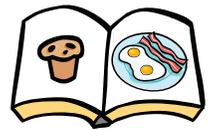
Explain that everyone gets hungry and hunger goes away after eating. Extend the activity: Invite a veterinarian. Ask how animals show they are hungry. What sound does a dog make when hungry? Ask the children to growl. “Have you heard your stomach growl?” Stomach muscles move at the time someone usually eats. Without food in the stomach, the movement sounds like a growl or rumble. Have the children use a stethoscope to listen to stomach growls.



What Did You Eat for Breakfast? Make a chart of the different foods children eat for breakfast. Write the foods eaten on the bottom row of the chart. Put the names of the children who ate the food in the spaces above the food listed. Compare the number of names above each food. “What foods were eaten the most? The least?”

			Todd
Chloe		Jasper	Niya
Mason	Ethan	Molly	Quinn
Darius	Ida	Zoe	Amy
Milk	Eggs	Cereal	Fruit

Create a Breakfast Book Taking the information from the breakfast chart, write down what each child ate on her or his page. Children can draw their breakfast foods or decorate their page with photos or pictures of breakfast foods. Collect the pages to make a book. Place *What We Ate For Breakfast* in the book corner. Add breakfast foods to dramatic play. Talk with children about breakfast and how it gives a body the energy it needs to think and play.



Children's Books

Goldilocks and the Three Bears
by Valeri Gorbachev 2003

Good Morning Little Fox
by Marilyn Janovitz 2001

Max's Breakfast
by Rosemary Wells 1999

Pancakes, Pancakes!
by Eric Carle 1998

Getting Outdoors in Summer

In North Carolina children can spend much of their time in child care in the outdoor learning environment. The summer is no exception. Early educators have a few details to attend to before going out with children.



- Before opening, do a daily outdoor safety check. (NC Child Care Rule 0604(n) and 1719 (1)). Remove hazards, debris, evidence of vandalism, and broken toys or equipment. Maintain the surfacing under equipment and empty containers that have standing water.
- Balance the schedule for outdoor time with diapering/toileting, eating and nap routines.
- Check the air quality and heat index. Adjust the schedule accordingly.
- Apply sun screen 30 minutes before going out.
- Gather the materials for structured activities. In addition to vigorous active play, nearly all indoor activities can be done outside. Rotate toys to stimulate interest and support all areas of development. Bring out old favorites now and again.
- Gather supplies: Sign-in/sign-out sheet, first aid kit, tissues, water, cups.
- Assign children to be helpers when they are able to help carry items outdoors.
- Put on wide brimmed hats and sunglasses and head outdoors.

Believe you can and you're halfway there.

~ Theodore Roosevelt



For Families: Leave an extra pair of sun glasses, a wide brimmed hat, and light weight long sleeved shirts and pants in children's cubbies. These items protect them from too much exposure to the sun's rays. Provide early educators with a signed permission form to administer medication (sun screen) for your child.



For Educators: Be Sun Smart. Thirty minutes before going out, apply sun screen on children older than six months of age who have a signed permission form. Check the Air Quality at <http://xapps.enr.state.nc.us/aq/ForecastCenter>. Check the temperature and follow guidance on Child Care Weather Watch: www.idph.state.ia.us/hcci/common/pdf/weatherwatch.pdf. Keep infants younger than six months of age out of direct sunlight.

Reference:
Perpetual Preschool. Transition ideas. Retrieved May 25, 2011 from www.perpetualpreschool.com/transitionideas.html



Days in the Shade Take a small group of infants out in a stroller, in arms, or with help from another caregiver. Put a blanket in the shade and provide balls, rattles, and books. Point out birds, trees, and other children. What are they doing?

Merrily We Stroll Along On the way from indoors to the outdoor learning environment sing *Merrily We Roll Along* with a variation. Choose the kind of movement the children will use to get outdoors: strolling, walking, hopping, or sliding. Then sing:

Merrily we stroll (walk, hop, slide) along ... on our way outside.

Then add: *Hello Lydia, Hello Sam, Hello Juan, how are you today?*

Repeat this verse until all of the children have been included.

End with: *Merrily we stroll (walk, hop, slide) along ... on our way outside.*



Children's Books

Going Out
by Stella Baggott 2010

Move!
by Robin Page 2005

Mud Pies and Other Recipes:
A Cookbook for Dolls
by Marjorie Winslow 2010

Whacky, Whirling Wheels

Wheels on the Bus

The wheels on the bus go
round and round,
round and round,
round and round.

The wheels on the bus go
round and round,
all through the town.



For Families: Encourage children to start out with the proper safety equipment from the “get-go.” If a child gets used to wearing a helmet on a tricycle or other wheeled vehicle, the habit will become well established. Buy a helmet that meets the bicycle helmet safety standards of the Consumer Product Safety Commission (CPSC).



For Educators: Young children put many things into their mouths. Small non-food objects are responsible for many choking incidents. Look for age guidelines when selecting toys. Choose wheeled toys for these activities that pose **no choking** hazard risk. Test toys using a standard small-parts cylinder (choke tube tester) which has a diameter of approximately 1 1/2 inches. When a toy requires supervision, put it away as soon as the activity is finished.

Wheels on the Bus Read the book *Wheels on the Bus* by Raffi. Encourage children to sing along. They can make their own pretend bus by lining up chairs and getting aboard. Add props to enhance the experience: paper plate steering wheels for driving the bus, horn for beeping, pocketbooks or wallets for purchasing tickets, and dolls for the fretful babies onboard.



Where are the Wheels? How many wheels can children think of? Ferris wheel, water wheel, pinwheels, and wheels on vehicles: strollers, wagons, wheelchairs... Display photos of wheels at children's eye level. How many wheels can they find? Rotate the wheeled toys to each play center for children to explore and turn!



Follow the Wheels Have the children create roadways for wheeled toy vehicles to travel along. Play *Follow the Wheels*. Model the game by being the first “leader” to lead the children and their vehicles along the roadway. Children can take turns being the leader. Vary the game:

- On the bike path, children can follow each other on bikes, wagons, push toys, etc.
- Have “workers” create distinctive tracks in sand with big-wheeled machines. Follow these wheels up the big sand mountain, down into valleys, through caves and tunnels, and over bridges. What other paths can the wheels take?
- Lay a long sheet of plain paper on the floor in the art area or outside on a flat surface. Give children toy vehicles and pie pans containing different colors of paint. After rolling the vehicle wheels through a little paint, children can make tracks on the large sheet of paper and then follow each other's tracks. Imagine where the vehicles are going. What happens when they get there?
- Push around a large wheeled toy. Encourage infants who can scoot, crawl or walk to follow. “Look! The wheels are going round and round. Let's go! Let's follow the wheels.”



Children's Books

Big Wheels
by Anne Rockwell 2003

What Do Wheels Do All Day?
by April Jones Prince 2006

I Spy Little Wheels
by Jean Marzollo 1998

What Is a Wheel and Axle?
by Lloyd G. Douglas 2002

Counting 1 2 3 4 5

Children learn to count by singing songs, repeating rhymes, and manipulating objects. As they begin to understand the relationship between numbers, counting and objects they will become more accurate in their counting. Add math concepts to children's play. "LaShanda, take 5 giant steps." "Will, which is bigger, the grape or the pear?"

5 Little Toes Remove an infant or toddler's shoes and socks. Recite *This Little Piggy Went to Market*. Starting with the big toe, wiggle a toe for each of the "piggies." Repeat with the other foot. Let children fill in words when they are familiar with the rhyme.

5 In The Bed

Read *Roll Over! A Counting Song* by Merle Peek. Five children lie down on the "bed," a blanket on the grass. Sing the song. One child on the end rolls off the blanket each time the chorus says, "and the little one said, 'Roll Over!'" Repeat until there are none in the bed!



5 Fruit Friendship Salad

Make a graph with flannel pieces or cut out photos from magazines and ask preschoolers to choose their favorites. Friends name their 5 favorite summer fruits. Toddlers can pick a favorite from a selection in a basket.

Supplies: Use utensils that are safe and developmentally appropriate. Gather sturdy blunt tipped knives, plates, and bowls. Take advantage of fresh fruits in season: melons, berries, peaches, tangerines, and bananas.

Instructions:

1. Clean, rinse and sanitize the work surface.
2. Staff and children wash their hands. Wear gloves when distributing food.
3. Give each child their knife, plate, bowl, and some of each kind of fruit.
4. Children cut their fruit on the plate into bite size pieces and put them in their bowl.
5. Children wash their hands.
6. Cover their bowls and refrigerate until snack time.
7. Discard trash and compost peels.
8. Clean, rinse, and sanitize the work surface.
9. Staff wash their hands.



Picnic Snack Outdoors: Serve the fruit salad with crackers and water.



Children's Books

Count on It! Five
by Dana Meachen Rau 2009

Five Little Monkeys
by Lynne Avril 2010

*Eating the Alphabet:
Fruits & Vegetables from A to Z*
by Lois Ehlert 1994

Five Little Ducks

Five little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack."
But only four little
ducks came back.

Four little ducks three
little ducks came back.
Three two came back.
Two one
One none of the
five little ducks came back.

Sad mother duck
The sad mother duck said
"Quack, quack, quack."
And all of the five little
ducks came back.



For Families: Fruits and vegetables are full of essential vitamins, minerals, and fiber that help everyone stay healthy. Try to eat at least 5 fruits and vegetables daily. Add berries or bananas to cereal or yogurt at breakfast. Snack on carrot and celery sticks. Find a list of fruits and vegetables in season and easy recipes at www.fruitsandveggiesmorematters.org.



For Educators: Promote children's math literacy during daily activities. Create opportunities to expose children to numbers, counting, sorting, geometrical shapes, patterns, comparisons, size differences and sequencing. Ask them to gather 3 (5, or 8) friends, flowers, toys, or books. Sing songs with numbers. Have children make a graph of favorite vegetables, books, or activities.

Bicycle, Bicycle, Tricycle, Trike



Bicycle, bicycle, tricycle, trike
I love feeling free
on the seat of my bike
With the breeze on my face
and the wind in my hair
If it's 2 wheels or 3
well I don't really care
It beats travelling by car
where you don't see a thing
Yes cycling is fun,
but remember one thing

No helmet, no cycling
You must wear a helmet upon
your bike head
No helmet, no cycling
You must wear a helmet
upon your bike head

~ Prue Whoo

Source: www.songsforteaching.com/transportation/bicyclebicyclericycletrike.php. Used with permission.

For Families: Help children practice riding tricycles and bikes. A park or playground gives space to practice. Be patient and encourage their efforts. Once they learn to ride tricycles, plan a family bike ride. Use training wheels and trail-a-bikes as needed. Children will enjoy pedaling along with a family. Always put on a helmet and buckle the chin strap before riding. Remove the helmet soon after riding.



For Educators: Go over bicycle safety rules with children. Pay attention to "traffic signs" on the playground. "Beep! Beep! Coming through!" Supervise children closely. Make sure the first aid kit is handy for the occasional bare-kneed boo-boo!



Pedaling and Pretending

Albert Einstein said, "Life is like riding a bicycle – in order to keep your balance, you must keep moving." Riding tricycles expends energy as it takes children on pretend journeys. It develops their coordination, and strengthens leg and hip muscles. It also reduces their risk for obesity and increases their heart rates.



Pedaling Practice Infants and toddlers may practice pedaling before they learn to ride tricycles. Lay an infant on his back and hold his legs. Help him move his legs like pedaling. A young toddler can sit on a riding toy and move it with her feet on the floor. Sing a bicycle song to encourage children to move their legs.

Busy Street Each day provide a variety of props for preschoolers to use to extend their pedaling activities. Build an obstacle course for children to navigate on different riding toys. Set up obstacle courses in many areas of the outdoor play environment. Use:



Orange cones or plastic buckets turned upside down.



Sidewalk chalk to draw roads, paths, stoplights, stop signs, rivers, and trees along the way. How about a restaurant with a drive through window? Children can "drive through" on their bikes. They may also create a meandering path to an imaginary land.



Jump ropes laid side by side to represent a bridge. They can be placed by the roadside for a place to stop and play on the way to their destination.



A supply of construction paper and crayons to make arrow, stop, caution, and street signs. Give children tape so they can post their signs.



Community Helpers Use tricycles and other riding toys in dramatic play. Have children select their favorite riding toys.



Some can be fire fighters, driving the "fire truck." "Hurry! Hurry! There's a fire to put out!"



Others can be police officers, going around the neighborhood on their bikes. What about a school bus driver, taking children to the school?

Children's Books

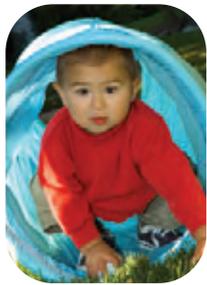
Bear on a Bike
by Stella Blackstone 2001

Let's Ride Bikes
by Allia Zobel-Nolan 2005

Bicycle Safety (Stay Safe!)
by Sue Barraclough 2007

Whose Vehicle Is This?: A Look at Vehicles Workers Drive - Fast, Loud and Bright (Whose Is It?)
by Sharon Katz Cooper 2006

Moving and Learning



Young children soak up language, discover early math concepts, and recognize their feelings through movement. Children gain knowledge and skill more easily when they are actively engaged in play and exploration. They learn new words and concepts as they move *over* the chair, and *through* the tunnel. When children *stomp*, *pounce*, or *slither*, their understanding of these words is immediate and long lasting. By creating shapes with their bodies, they begin to learn simple geometry. What movements reveal feelings? Shake with anger, jump for joy, smile with pleasure.

Children learn as they play.
Most importantly, in play
children learn how to learn.

~ O. Fred Donaldson

Language

- Engage children in acting out fairy tales and nursery rhymes, such as *Jack and Jill*, *Humpty Dumpty*, and *Goldilocks and the Three Bears*. This helps them understand and remember the order of events.



- Ask children to demonstrate opposites. "Walk a straight line. Now try walking a crooked one." "Throw the ball up. Watch it come down. Catch it!"



- Help children create a large alphabet letter with a jump rope. Encourage them to trace the shape by walking, jogging, tiptoeing, hopping on it. Younger children can touch or crawl around the jump rope after the letter is created.

Math

- Help children learn to count by clapping hands or stomping feet – one, two, three, four, five times. Do it again. They will copy the pattern.



- Have children lie on the ground and make shapes with their bodies – a circle, triangle or square. It will take two children to make a star!

- Can they demonstrate size with their bodies? "What is the difference between *big* and *little*? How about *long* and *short*?" Encourage them to use their whole body to show creative concepts of size.



Feelings Sing songs like *If You're Happy and You Know It* with the movements. Start with basic feelings like happy, sad, angry and silly. "If you're silly and you know it, make a face." As children learn more about their feelings, add words and actions that describe brave, frustrated, loving or surprised.



move their bodies as if they are the wind. "You are a gentle breeze!"

For Educators: Children learn concepts through movement. Model activities and encourage children to participate. Movement also improves mood. When moving, the brain releases endorphins – the body's natural happy chemicals. Join the activities and feel good!

Reference: Moving and Learning: The Movement Education Specialists. *Activities*, Retrieved April 21, 2011 from: www.movingandlearning.com/Resources/Activities.htm

Children's Books

Feelings to Share
by Todd Snow and
Peggy Snow 2007

The Amazing Action Alphabet
by Esther Kehl 2007

Shape by Shape
by Suse MacDonald 2009



You say goodbye
and I say hello
Hello, hello
I don't know
why you say goodbye
I say hello
Hello, hello
I don't know
why you say goodbye
I say hello

~Beatles

Tears are OK! Crying is an emotionally appropriate response to saying goodbye to the comfort, security, and love children have for people, places, and things. Acknowledge their feelings, and then encourage them to see the exciting new things that will be possible.



For Families: Smooth transitions can be accomplished when families prepare a child in advance for the transition. Talk about feelings. If the child knows what to expect, he or she will feel more comfortable going into a new situation. Reading books about transitions with children is another way to spur conversations. Curl up with *The Hello, Goodbye Window* by Norton Juster!

For Educators: Strengthening the ties between programs and families helps create smooth transitions for adults and children. Orient children and families new to a program or classroom. Prepare an orientation packet that introduces the teacher(s) and includes daily routines, schedule and photos of program activities. Create partnerships with local elementary schools to help with the transition to kindergarten.

Resource: NC Child Care Health and Safety Bulletin, August 2002 issue on Transitions.



Hello, Goodbye!



Going from a known environment to one that is different and unfamiliar can be stressful – even when it is a positive experience. A transition may be met with a mixture of delight and concern. Children need time to adjust to new people and situations. Patience and understanding on the part of the adults in their lives will help children learn how to approach new situations with confidence – a skill needed for successful transitions all through life.

Hello

- **Share experiences.** Invite children to come and talk about their experiences in kindergarten. Children can ask questions. *What kind of toys do they have? What do you do all day? What kind of food will they have?*
- **Plan a field trip** to the new school or room which many of the children will attend. Visit the classroom, playground, cafeteria, etc. Talk about the things they see and what the new class will be like. Take photos.
- **Create a photo album** of a new child care program or school. Pictures might include: the entrance, activity areas, class pet, early educators and children, or a school bus. Place albums in the book area.



Goodbye

- Prepare for “end-of-year” transitions. Have children add favorite poems, songs, activities and photos to their **Memory Book** throughout the year. Videotape the children engaged in activities and share them at the end of the year.
- Have children help **plan an “end-of-year” celebration.** Organize a family picnic or potluck.
- **Create a display of children’s work** to share at the celebration. Gather a sampling of each child’s work, such as: paintings, sculptures, graphing projects, or puppet shows. Include a description dictated by the child, and/or a photograph of the child working on the project. Have children **make invitations** and invite their families to the celebration.
- **Gather to celebrate!** Share stories, songs and memories. Have children share their memory books with their families.



Children’s Books

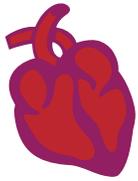
Bye-Bye Time
by Elizabeth Verdick 2008

I Am Too Absolutely Small for School
by Lauren Child 2005

Miss Bindergarten Gets Ready for Kindergarten
by Joseph Slate 2001

The Kissing Hand
by Audrey Penn 2006

Lub Dub Lub Dub Lub Dub



Where is this sound coming from? The heart!

The heart, located just left of the middle of the chest, is a muscle about the size of the person's clenched fist. The heart contracts and relaxes about 70-110 times a minute when at rest, depending on children's ages. The heart squeezes and pumps blood to all parts of the body through a vast network of blood vessels. When the heart is pumping, the valves close to keep blood flow in the right direction, making a "lub-dub" sound. As blood circulates, it fights infections and removes waste products. Blood delivers life giving oxygen, nutrients, and hormones to every cell in the body.

♥ **Know Your Heart** Offer a stethoscope so children can hear the lub-dub sound as the heart pumps blood. Have them look at a picture of a real heart and then construct a heart from play dough. They can use colored straws for blood vessels. Where is the blood coming from? Fill a clean dishwashing detergent bottle with water. Squeeze it to demonstrate how the heart squeezes blood through the body. Children will see how hard the heart works to circulate blood.



♥ **Build Your Heart Muscle** Have children engage in active play at least one hour each day to strengthen their heart muscles. Try dancing to music indoors and outdoors. Jumping rope alone, with a partner or with a group gets the heart pumping. Running, climbing, riding, wiggling – there are lots of ways to be active. Have children feel their hearts beating inside their chests before and after exercising.



♥ **Feed Your Heart** Find heart-healthy foods – foods low in saturated fat and low in salt. Prepare many different colors of heart-healthy foods, including vegetables and fruits. Have plates of different colors. Give each child a plate and let her/him to choose foods that match the color of their plate. "Try your food. How does it taste? Want to try a different color?"



My Heart

My heart beats inside
My chest, chest, chest.

It works all day.
It never gets a rest!

Listen to my heart
It goes pitter-pat

What a hard working heart
To make a sound like that!



For Families: Heart diseases can be genetically passed down to younger generations in a family. Learn about your family's health history. Make a family health tree or portrait together. Then, compile a list of healthy habits that may reduce the risk of heart disease for your family.

For Educators: Heart disease is the leading cause of death among American women. High blood pressure, high cholesterol levels and obesity are risk factors. To reduce the risk of heart disease, eat healthy, get physically active, and maintain a healthy weight. Never start smoking or, if a smoker, quit smoking. Have your blood pressure, cholesterol and blood glucose checked regularly.

References: KidsHealth. *Your Heart and Circulatory System*. Retrieved on April 6, 2011 from <http://kidshealth.org/kid/htbw/heart.html#>

American Heart Association. *Activities for Kids*. Retrieved on April 6, 2011 from www.heart.org/HEARTORG/GettingHealthy/HealthierKids/ActivitiesforKids/Activities-for-Kids_UCM_304155_SubHomePage.jsp

Children's Books

*American Heart Association
Kids' Cookbook*
by American Heart Association
1993

Hear Your Hearts
by Paul Showers 2001

Our Hearts
by Charlotte Guillain 2010

The Magic School Bus Has a Heart
by Anne Capeci 2006

Walking Weather

When you are walking
to . . . or . . . from,
I wonder whether
You notice the weather.
When you go walking
from here . . . to . . . there,
Are you aware?
There's more to walking
than getting somewhere!
To listen, to feel,
to become aware
Of all kinds of walks
And all kinds of weather,
and how great it is
to put them together!

~ Nancy Sweetland

© 1999 National Wildlife Federation.
Used with permission.

For Families: An after-dinner walk or weekend hike can be made into a special family routine. These walks can be an ideal time to share the day's news, joys and sorrows. Discoveries and explorations are part of being together, and being actively engaged in having fun!



For Educators:

Be prepared for neighborhood walks. Bring the first aid kit, all emergency contact information and permission slips. Remember properly stored medications, sunscreen and a cell phone! Using knotted travel ropes or holding hands will help keep children together. Adults should be at the front and back of the group. Account for the children every few minutes.



Walk On By!

Take a walk and get fresh air and exercise, explore nature, develop healthy routines, and learn to recognize landmarks. In summer months, walk in early morning when the air is cooler and there is less risk of sunburn. Set out for a neighborhood park or nearby woods, or for a trip around the block. Along the way children might see people working, shopping, gardening, driving, and playing at school. Walking adventures give children ideas for dramatic play.



Walk On The Wild Side "What wild animal do you want to be on our morning walk?" Discuss this animal and how it moves. Encourage the children make it into a guessing game. Hop like a bunny, gallop like a horse, swoop like a bird!

Stop, Look and Listen Practice pedestrian safety before heading out on walks in the community. Make a cross walk in the classroom or outside. Put a stop sign at a crosswalk. Ask children to stop at the stop sign and stand still as trees, with their arms by their sides. "Stop! Listen! Do you hear any cars, trucks or buses coming?" "Look left, look right! Now look left again! Is the road clear? When is it safe to cross the street?"



A Walk In The Woods Returning frequently to the same place in the woods allows children to see the changes in nature through the season. Let them feel the change in temperature under shade trees and out in the full sun. During a dry spell, children can see the

lowering water levels in a river. "Where are animals going?" "Look. The squirrels are hiding in the shade!" Give each child a notebook and ask them to draw pictures of what they see. Write down their words as they describe their pictures. Change the focus by observing plants on one visit to the woods and animals, insects, or clouds another time.



Children's Books

All in the Woodland Early
by Jane Yolen 1991

Henry Hikes to Fitchburg
by D. B. Johnson 2000

Walk With Me!
by Stella Blackstone 2009

*Walking with the Seasons in
Kakadu*
by Diane Lucas 2005

With A Friend



An Italian proverb says, "One who finds a friend finds a treasure." Early friendships help children develop social and emotional skills. Some children are at ease in the social world while others need help in learning the language of friendship. Children make friends when they invite others to play, share things with others, and help each other. Plan activities for two to four children to promote their friendships.

Be an Animal Friend Read the book *My Friends* by Nancy Tafuri to infants. Make a sound or show the movements for the animal on each page. Wait and see if they imitate the animal. "Are you a kitty?"

Counting a Silly Walk Take a walk with a few toddlers. Make up some silly steps to do together. Take two large steps and three tiny steps. Count 1, 2 large steps ~ 1, 2, 3 tiny steps ~ 1, 2 large steps... Ask toddlers to use large voices for the large steps and tiny voices with the tiny steps.



Two Peas in a Pod Have children make a pair with a friend. Pitch a tent in the cozy corner for a few weeks. Allow a pair of

children to play together in the tent. Place props, such as flashlights, blankets, and pillows, in the tent. Children can imagine they are on a camping trip. Encourage them to play flashlight tag and sleep in this special hide-a-way.



Friendship Story Make a special story-starter box with several questions about a friend. Questions can be "What do you like about your friend?" "How do you make a new friend?" "What did you do with your friend today?" Encourage children to share their friendship stories.



Younger children can draw their friend's picture. Ask them about their drawing. "Who is this? What are you guys doing?" Create a *Friends Book*. Include photos of children playing and working together. Write the words they use to describe what they are doing in the photos. Then they can read the book together.

My Friend

My friend is nice
We like to play
We play together every day
We laugh and cry
And laugh again
Because, you see, we're
Friends
Friends
Friends!

~ Jane S. Zion

Source: www.tooter4kids.com/Friendship/poems.htm

For Families: When playing with friends, children are naturally curious about their differences. Encourage children to see that their difference is what makes them unique. Talk about how children are alike and different. This helps them be more aware and accepting of themselves and others and opens the door to friendships.



For Educators: Help children learn friendship skills by modeling friendship behaviors and create a friendly classroom. Encourage cooperative play by using toys and equipment, such as balls, puppets, board games, a parachute, and a see-saw. Acknowledge children's friendly interactions. After their play, reinforce their positive social behavior.

Reference: Raines S, Miller K, Curry-Rood L. *STORY S-t-r-e-t-c-h-e-r-s for Infants, Toddlers, and Twos: Experiences, Activities, and Games for Popular Children's Books*, 2002

Children's Books

Help! A Story of Friendship
by Holly Keller 2007

Join In and Play
by Cheri J Meiners 2003

How to be a Friend: Guide to Making Friends and Keeping Them
by Laurie Krasny Brown and Marc Brown 2001

Travels with Toot & Puddle: Three books About Friendship
by Holly Hobbie 2003

Large Muscles Are for Moving!

It is a happy talent to know how to play.

~ Ralph Waldo Emerson



drawing by Elliot, Age 6



Large muscles develop from head to toe and from inside to outside. Infants first learn to control their head and trunks. Then they work on arms and legs. Children sit, crawl, stand, and then walk. Through practice children gain coordination, add skills, and increase strength. Because children develop at their own rate, early educators should plan activities that use a variety of materials that encourage all children to participate. They can adapt the play as needed. For example, a buddy system can be used to pair children of different ages and abilities.

Tummy Time! Lay an infant on her tummy on the carpet or a blanket. Place toys of different shapes, sizes and textures in a circle just out of reach. Interact with the infant to encourage her to reach for or creep towards the toy.



Sit Up and Take Notice Place an infant on the ground. Roll a ball toward him. Encourage him to reach out and push the ball back. Roll the ball back and forth.

For Families: Like strong engines, muscles are the body's powerhouse. Each person has over 600 muscles, making up about 40% of their body weight. Muscles help people eat, talk, walk, blink and breathe. Active play helps children build large muscles and develop coordination.

For Educators: Participating in children's play is good for adult's health, too! Walking, running and skipping are good for the heart. Lifting, climbing and throwing balls build strength. Stretching and bending increase flexibility. All activity burns calories and contributes to healthy weight, and also reduces stress.

Reference: Brotherson, S. *Understanding Physical Development in Young Children*. Retrieved on May 16, 2011 from www.ag.ndsu.edu/pubs/yf/famsci/fs632w.htm

Hop In The Hoops Place different colored hoops outdoors. Walk, skip, run, walk sideways, and run backwards around the hoops! Hop in and out. Make it more complex by adding colors and numbers. "Hop twice in the yellow hoop; now hop to the green hoop!"



Bean Bag Toss Place several large buckets about four feet from a starting line. Divide children into teams. Assign each team to a bucket. Have a child from each team throw a beanbag into their bucket. "Throw under-handed! Throw over-handed! Throw from a seated position!" As skill develops, move the buckets farther away.

Relay Away! Individually or in pairs, have children move as fast as they can from the starting line to a set point and then back. "Ready, set, go!" When one child returns, the next takes off! Differ how the children move, according to their abilities. Fast walking, galloping or crawling add to the fun.



Children's Books

From Head to Toe
by Eric Carle 1997

Get Up and Go!
by Nancy Carlson 2008

Hamster Camp: How Harry Got Fit
by Teresa Bateman 2005

Twist
by Janet Wong 2007

Cool Water on a Hot, Hot Day

Water is a natural learning tool. Children learn about liquids when they pour water and watch it trickle into a bucket. They learn what sinks and what floats. Why do ripples form when a child drops a stone in water? Where does water go when it evaporates? Children discover the properties of water through exploration.



Splish, Splash Fill a plastic dishpan with 2 inches of water. As the toddler pats the water, talk about how it feels. "Is it cold? Slippery? Are you splashing?" Give them a plastic measuring cup. "Scoop the water. Pour it out. Let's do it again!" Add plastic toys. Talk about what the toddler is doing with the toys.



Float, Sink, Fill Give toddlers boats, metal jar lids and sponges to play with at the water table. Plastic boats float. What do metal lids do? Sponges fill with water. "Squeeze the sponge. Where did the water come from?"



Cold, Colored Water Put colored ice cubes in a tub of water. Let the children feel the water. Is it cold? Hot? Does the ice sink or float? Watch the ice melt. What happens to the water?

How Much Water? Gather containers of different sizes and shapes. Ask the children to predict how high the same amount of water could come in each container. Pour that amount of water into each container. Compare how high the water comes with the children's predictions.



Water Race Punch 10 holes in 2 plastic cups. Fill 2 large buckets with water. Mark fill lines on the 2 large buckets 2/3 from the bottom of the bucket. Place the full buckets next to each other and the empty buckets 20 feet away. Divide children into 2 groups behind the full buckets. The first child in each group fills the cup with water, runs and pours the water into the empty bucket, and runs back. The next child repeats the process. The first group to reach the fill line wins.



Have you watched
the fairies
when the rain is done,

Spreading out their
little wings
to dry them in the sun?

~ Rose Fyleman

For Families: Water makes up 60% of the human body. Water regulates body temperature, protects body tissues and organs, and lubricates joints. Nutrients and oxygen travel in water to the body's cells. Drinking water keeps people hydrated. Offer children water at each meal and snack, any time they are thirsty, and before and after active play, especially during hot weather.



For Educators: Encourage water exploration by providing some of the following materials: boats, containers, corks, dishes, dolls, fishing poles, funnels, paintbrushes, ping pong balls, squirt bottles, plastic eye droppers, rafts, scoops, sponges, strainers, troughs, tubes, water wheel, and whisks. Closely supervise all water play.

Children's Books

Water Dance
by Thomas Locker 2002

Water, Water Everywhere
by Cynthia Overbeck Bix 1995

Water, Water
by Eloise Greenfield 1999

Babies on the Move

A new baby is like the beginning of all things - wonder, hope, a dream of possibilities.

~ Eda J. Le Shan

For Families: As infants explore their environment with movement, they develop motor skills and an awareness of where their body is in space. Provide opportunities for infants to use their large muscles for kicking, reaching, crawling, and pulling to a stand. Smile and talk with infants during these activities. These interactions enhance infants' language and social skills, and strengthen healthy attachment.



For Educators: Add movement to daily routines, such as diapering and feeding. Move an infant's legs like pedaling a bicycle while changing a diaper. Adapt activities to match each infant's abilities and development. Provide non-mobile infants with plenty of safe space that is protected from mobile infants, toddlers, and preschoolers.

References:

Cryer D, Harms T, Bourland B. *Active Learning for Infants*. Dale Seymour Publications; 1987.

Patrick K, Spear B, Holt K, Sofka D, eds. (2001). *Bright Futures in Practice: Physical Activity*. Retrieved on May 17, 2011 from www.brightfutures.org/physicalactivity/pdf/Infancy.pdf

Silberg J. *125 Brain Games for Babies*. Gryphon House, Inc.; 1999.



The first year of life is an explosive period of growth in motor skill development. Infants learn to hold their heads up, reach or grasp objects, roll over, sit, pull up, scoot, crawl, and then walk. Daily opportunities to move their bodies in many different ways promote their physical development. Their favorite people, toys and places motivate them to move their body.



Roll Baby Roll! Lay a baby on his back on a soft and flat surface. Shake a rattle or stuffed animal in front of his face. As he watches, slowly move the rattle or stuffed animal to the side. Use words to encourage him to reach and grab it. Repeat this activity until he rolls himself over. Place the baby on his tummy. Can he roll over from tummy to back?

Help a younger infant learn to roll over. Hold her ankle and thigh on the same side. Cross this leg over the other leg. If her body follows, let her finish rolling over by herself. If not, gently help her roll over.



Crawling Path Make a path from blankets and fabrics. Infants can practice scooting and crawling. Use textured fabrics for tactile exploration. On the path, place objects for infants to reach for and scoot or crawl towards. Add pillows to crawl over and boxes to crawl through. Infants may choose to push these obstacles out of their way. Place a mirror near the end of the path. "Who do you see?" Talk with babies about what they are doing on the path.



Let's Bounce Bouncing infants in a variety of ways helps them learn to balance, and eventually to walk. Place him on his tummy on your lap or knees. Rock him from side to side. Repeat the activity with the baby on his back. Always support a baby securely. When a child can stand with support, hold her hands and rock her back and forth while singing "Row, Row, Row Your Boat."

Children's Books

First Steps
by Lee Wardlaw 1999

Row, Row, Row Your Boat
by Annie Kubler 2003

Walk On!: A Guide for Babies of All Ages
by Marla Frazee 2006

Welcome, Baby!: Baby Rhymes for Baby Times
by Stephanie Calmenson 2008

Child Passenger Safety



To travel safely in vehicles, children and adults should use car safety seats, booster seats or seat belts. In March 2011 the Academy of Pediatrics offered new recommendations for car seat safety for children birth through adolescence.

Infants and Toddlers

Infants and toddlers under 2 years of age who have not reached the highest weight or height allowed by the manufacturer of the car seat should ride in the back seat in

- infant seats
- rear-facing car safety seats.

Toddlers and Preschoolers

Children 2 years or older, and children less than 2 years whose height or weight surpass the limit for their car seat, should ride in the back seat in

- convertible seats
- forward-facing car safety seats with a harness.

Children should use a belt-positioning booster seat only when they have reached the highest height or weight allowed for the car seat.



School-Age Children

Children who have reached the highest height or weight limit for their forward facing car seat should use a

- belt-positioning booster seat until the vehicle seat belt fits properly.

Children who are 4 feet 9 inches tall, and between the ages of 8 and 12 years, can usually transition to a lap and shoulder seat belt. Children should ride in the back seat until they turn 13 years old.

Children 13 Years and Older (and Adults)

Children who are 4 feet 9 inches or more should ride with a lap and shoulder seat belt buckled securely.

Let's Take a Trip Place maps, travel books and 2 infant car seats in the dramatic play center so children can plan a trip. Transform a large cardboard box and chairs into a car with two

seats in front and two in back. The "adults" sit in front and the babies go in their car seats in the back. "Everybody buckled up? We're going to the zoo!" Add a song or two to keep the babies happy.



Riding in My Car

Take me riding in the car, car;
Take me riding in the car, car;
Take you riding in the car, car;
I'll take you riding in my car.

Sit up high in your car seat;
Sit up high in your car seat;
I'll buckle you safely in your
car seat;

And take you riding in my car.

~ Adapted from *Riding in My Car* by Woody Guthrie



For Families:

Looking for a car safety seat?

- Buy a new car seat if possible. Used seats may be damaged or recalled. All car safety seats sold in the U.S. must meet federal standards.
- Find a car seat the child fits in securely and comfortably when the straps are adjusted.
- Be sure the car seat can be properly and securely installed.

For Educators: Refer families to www.buckleupnc.org/contacts_local.cfm to locate local car safety programs. *Permanent Checking Stations* are local stations that check the safety and installation of car seats. *Buckle Up Kids* provides low cost car seats and information for families.

Reference:

HealthyChildren. *Car Safety Seats: Information for Families for 2011*. Retrieved April 28, 2011 from www.healthychildren.org/English/safety-prevention/on-the-go/pages/Car-Safety-Seats-Information-for-Families.aspx

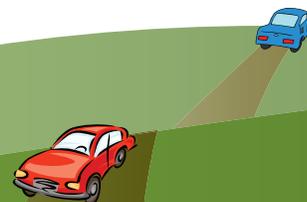
Children's Books

Clifford Takes a Trip
by Norman Bridwell 2011

Olivia Takes a Trip
by Ellie O'Ryan 2010

My Car Trip
by Sindy McKay 2005

Staying Safe in the Car
by Joanne Mattern 2007





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Bulletin Board

NEW Crib Standards – Plan Ahead to Replace Cribs

The new federal standards for cribs address the deadly hazards found on cribs with traditional drop-side rails. They require more durable hardware and parts, and mandate more rigorous testing. These standards go into effect June 28, 2011 for manufacturers, retailers, importers, and distributors. They apply to all full-size and non-full-size cribs, including wooden or metal cribs and stackable cribs. Beginning December 28, 2012, all child care centers and homes that provide cribs must meet these standards.



What to Do

- **Before December 28, 2012** replace all cribs with cribs that meet the new standards. Immobilizing an older crib will not make it meet the new standard.
- **Dispose of older cribs** so they cannot be reassembled and used. Do not sell, donate, or give away cribs that do not meet the new standards. The Consumer Product Safety Commission (CPSC) recommends taking the crib apart before discarding it.
- **Verify that each new crib meets the new standard**, especially if the crib is purchased before June 28, 2011. It is not enough to look at a crib. Check to see that the crib has a label attached to it that has the date of manufacture. Ask for a Certificate of Compliance that includes: a description of the product, contact information for the importer or manufacturer, the rule # 16CFR 1219 (full-size cribs) or 1220 (non-full-size cribs), contact information for the records keeper and location of the testing lab, and the date and location of manufacture and testing.

Reference: Consumer Product Safety Commission. *Child Care Providers Your Guide to New Crib Standards*. Retrieved on April 21, 2011 from www.cpsc.gov/cpscpub/pubs/5023.pdf

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U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES



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Share your comments and request articles or information.

June is



National Fruit and Veggies Month
National Safety Month

July is

UV Safety Month
Social Wellness Month



July 10: Teddy Bear's Picnic Day

August is

National Immunization Awareness Month
Get Ready for Kindergarten Month
Pedestrian Safety Month



August 1–7: World Breastfeeding Week

August 7: Friendship Day

August 8–14: Exercise with Your Child Week