



The Child Care Professional

Winter 2014

This Issue...

Environment as a Teacher	3-4
Respecting and Responding to Diversity in our Child Care Programs	5-7
Caregiver Corner	8-9
Activity Pages	10-11
Resource Library News	12

Inserts...

- Winter Calendar
- Winter Training Schedule
- Parent Page
- Networking: Exploring Light



www.ccr.bc.ca

Season's Greetings to all members and friends of the CCRR! Another year is coming to an end! As the New Year approaches we find ourselves reflecting on the previous year, and looking ahead to 2014.

As always, CCRR staff have been spending a lot of time in the community—meeting families and sharing information about child care and child care subsidy. We are regular visitors at newcomer programs, StrongStarts, Parent & Baby drop-in programs, Healthy Baby events, and resource fairs—in short, wherever families gather is where you will find our outreach team! Many families have told us that they became aware of our services through a CCRR outreach activity.

CCRR training opportunities continue to be in demand with most workshops filling slowly but steadily. Our wide range of opportunities—offered evenings/weekends/and in various venues—means that most members have been successful in registering in many of the workshops they were interested in attending. Over the last year we have found new workshops and presenters and have received many positive comments regarding our training schedule. Your input is important to use so please keep forwarding your suggestions! Our winter training schedule is full of wonderful opportunities so please have a look.

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YMCA Child Care Resource & Referral

*"Your community's BEST source of child care
information & resources!"*

Tri-Cities

1130 C Austin Avenue
Coquitlam, B.C. V3K 3P5
P: 604.931.3400 F: 604.931.3440
E: tricrr@vanymca.org

Burnaby/ New Westminster

Unit 161 5172 Kingsway
Burnaby, B.C. V5H 2E8
P: 604.294.1109 F: 604.294.6278
E: bnwccrr@vanymca.org

vanymca.org/ccrr

For Regional Child Care Resource & Referral information
visit www.childcareresource.ca

Please see the calendar insert for statutory holiday
closures, late nights and Saturday openings

Circle of Friends Family Resource Program

James Park Elementary
1730 Coquitlam Avenue, Port Coquitlam
P: 604.931.3400
Tuesdays, Thursdays & Fridays,
9:00 a.m. - 12:00 p.m.

Please note: Circle of Friends Family Resource Program
operates on the school calendar.

*This information is provided as a convenience and for
informational purposes only. Links and references to any
organizations or websites are provided for information
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kind. The YMCA of Greater Vancouver is not responsible
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does not endorse the content, products, services or views
expressed within them.*

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The communities we serve are busy places, and we try to ensure that our child care community, and the families they serve, are aware of any events, initiatives, and opportunities to give feedback. As our newsletters are produced on a quarterly basis, most of this information is distributed via our email updates. If you haven't subscribed we encourage you to do so by emailing wendy.harvey@vanymca.org.

On behalf of the entire CCRR team, we wish you a very happy holiday and look forward to seeing you in the new year.

~ Diane

2013 Prime Minister's Awards for Excellence in Early Childhood Education

Congratulations to YMCA CCRR member Rosangela Giacobetti, operator of Munchkin Land Family Daycare in Burnaby for being a recipient of this year's Prime Minister's Award for Excellence. This educator's insightful and innovative ideas lead her students to explore and appreciate life from the smallest of flowers to the tallest trees.

Visit <http://www.ic.gc.ca/eic/site/pmaece-ppmepe.nsf/eng/home> to view all of this year's awards recipients.

Win a Milestones Gift Certificate!

Each year the CCRR asks child care providers and others accessing our services to participate in a **Program Evaluation**. The survey results provide us with crucial information which we use to evaluate our current activities and assist us in planning for future activities.

Please help us by completing this 5 minute survey now. It can be accessed on line at <http://www.surveymonkey.com/s/6SHKQNT>. Paper copies of the survey are available in our offices.

Those completing the survey will have an opportunity to **enter a draw for a \$50.00 Milestones gift certificate**.

Thank you for your participation.

Environment as a Teacher

by Sim White M. Ed.

The schools in Reggio Emilia have been admired for the environment and the way the space has been presented to thoughtfully provoke and encourage us to think about how children learn and actively engage in their surroundings. The *Reggianni* have taken the examination and articulation of the environment to a new level.

Reggio Emilia is not just about beautifying spaces but also about considering the reasons why we are creating and organizing the areas. The space is thought out and has purpose. As we make decisions regarding spaces we must relate back to our understandings of the image of child and our values that underlie those images. In Reggio, it is considered to be a living space that actively participates in the educative process. We want the environment to inform and engage.

A way to start thinking about this process is to walk through the space and ask oneself the message behind the choice of materials we choose and think about the space...does it encourage and invite the children to interact with others or does it hinder it? As Loris Malaguzzi would say "the walls speak with the children's learnings."

We want to create an environment that stimulates interaction, learning, exploration, discussion, and curiosity. Engaging children in a space means learning to listen. This is a task that can be very challenging. In reflecting on adapting the space to suit the needs and interests of the children, shaping the environment with your philosophy and values doesn't mean things always stay the same. As children use the space, continually consider whether it is working to support your objectives. A space that we arrange thoughtfully one month may not work another month.

In Reggio Schools the environments support the imagination and creativity of each child. The inside of the centres are warm and inviting and calm. One can see the environment as an educator and when one begins to notice how our surroundings can take a life of their own that contributes to the child's learning. "In order to act as an educator for the child, the environment has to be flexible: it must undergo frequent modification by the children and the teachers in order to remain up to date and responsive to their needs to be protagonists in constructing their knowledge" (Lella Gandini, 1998).

There are elements of natural light and attractive presentations such as brightly coloured tablecloths, small bowls of flowers, vases, real glass and water containers shaped like wine bottles and cutlery and pottery from local artists for table settings. Entries capture the attention of both children and adults through the use of mirrors (on the walls, ceilings and floors) photographs and children's work is displayed for all to see. The space shows respect and presence to say welcome to our school. In Reggio Emilia schools, there is a Piazza where everyone can meet and talk. The goal is to provide an environment where everyone feels at home. Participation and strong interconnected relationships between children, families and teachers are encouraged. This shows the value that is placed on children and the families.

Collaboration in the Reggio schools is based on the co-constructivist view that one makes sense of experiences and understandings through interaction and close relationships with others. The validation of a child's self-identity is crucial and is constructed out of relationships formed with people and things in the environment.

The classroom space must support the building of relationships and sense of community. Malaguzzi (quoted in Gandini, 1998) refers to space as "...a sort of aquarium that mirrors the ideas, values, attitudes, and cultures of the people who live within it" (p. 177). We can pay close attention to the ways that space can be made to speak and invite interaction. The role of the environment in teaching and learning draws deeply on how young children perceive and use space to create meaning. Become excited about seeing things through children's eyes. We can start this by imagining ways to use space and recalling our own significant childhood experiences that stood out. As I think about all of this I can truly say that my journey towards self-fulfillment is emerging.

When making decisions about the physical space in the classroom, we realize that we must think carefully about how they reflect our



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beliefs and values. We want our environment to provide a “sense of well-being to children, educators, and families, and at the same time to favour learning and exploration” (Gandini, 1998, p. 163). She continues to say that the organization of the space has the ability to spark feelings of comfort, a variety of learning and conversational possibilities, as well as promote relationships.

We are on a journey of self-discovery and reflection and one of the greatest transformations has been the way that we have become rejuvenated in our teaching and learning with young children. As I reflect on all that I have seen and learned, I am awed by the simplicity and complexities of the Reggio Emilia philosophy. As I analyze and draw out the one quality that I find most worthwhile in this, I think of one word: Respect. Now I have learned to stop and enjoy the wonders of childhood. If I slow down long enough to be curious, I can find out how children reveal themselves. And maybe, just maybe I can find myself too.

<http://www.reggiochildren.it>
<http://zerosei.comune.re.it/inter/>
<http://www.reggioalliance.org>

About the Author

Sim White holds a Master degree in Education from the University of Victoria. Her extensive experience as an ECE professional spans over 25 years. Sim has worked for 15 years as an ECE instructor at local colleges and has coordinated a wide variety of child care programs. Sim is committed to teaching the Reggio Emilia Approach.

Reference

Gandini, L. (1998). Educational and caring spaces. In C. Edwards, L. Gandini, & G. Forman (Eds.). *The hundred languages of children: The Reggio Emilia approach-advanced reflections* (2nd edition, pp. 161-178). Norwood, NJ: Ablex.



The Hundred Languages of Children

No way.
 The hundred is there.
 The child is made of one hundred.
 The child has a hundred languages
 A hundred hands
 A hundred thoughts
 A hundred ways of thinking
 of playing, of speaking.
 A hundred always a hundred
 ways of listening
 of marveling of loving
 A hundred joys
 for singing and understanding
 a hundred worlds to discover
 a hundred worlds to invent
 A hundred worlds to dream.
 The child has a hundred languages
 (and a hundred hundred hundred more)
 but they steal ninety-nine.
 The school and the culture
 separate the head from the body.
 They tell the child to think without hands
 to do without head
 to listen and not to speak
 to understand without joy
 to love and to marvel
 only at Easter and Christmas.
 They tell the child
 to discover the world already there
 and of the hundred
 they steal ninety-nine.
 They tell the child
 that work and play
 reality and fantasy
 science and imagination
 sky and earth
 reason and dream
 are things
 That do not belong together.
 And thus they tell the child
 that the hundred is not there.
 The child says
 “ NO WAY - the hundred is there.”

*Loris Malaguzzi
 Founder of the Reggio Emilia Approach*

Respecting and Responding to Diversity in our Child Care Programs

by Gyda Chud



Diversity in our communities continues to be on the rise, with families of cultural backgrounds who are long time residents, and newcomer immigrant and refugee families. How can we integrate best practices in serving these families, their children and helping to shape the adults of our future? This article is designed to offer some suggestions for the critical role we play as significant role models, ambassadors and teachers in the early years.

Our Common Humanity

Regardless of our differences, we are united across time and place by our common humanity! All of us have basic needs to be met; all of us experience emotions; all of us have a right to education, safety and peaceful co-existence and all of us have the capacity to love, show compassion to others and reflect on our own communication and behaviour. Common humanity also highlights the universals of parenting. All parents love their children and all parents want the best for their children.

While this may seem all so evident, it remains at the heart of our work with children and their families. In spite of our diversity, it is important that we recognize these similarities and know that they serve as the foundation for relationships building, trust, caring and a sense of belonging.

Diversity and Culture

Just as we have our commonalities, our diversity speaks to the ways in which we are all unique and different. This is true in terms of our personal styles, our nature and our nurture. Apparently, there are over 1500 definitions of the term culture! Yet at a basic level, culture shapes our behaviour, communication, values, beliefs, perspectives--virtually everything about us. All culture is learned from our family, peers, communities, religious and spiritual affiliations and life experiences. A key aspect of culture is that we can choose to hold fast to these learnings; we

can adapt, adjust and revise these learnings and in some cases we can choose to let go of certain cultural learnings that for a myriad of reasons we do not want to carry forward. Such is the case for many newcomers and also for us! An enlightening activity is to spend some time considering at what levels we hold steadfast to our own cultural roots, in what ways we have modified or adjusted these, and even to name where we may have made a decision to leave certain cultural learnings behind us. This exercise will help us better understand and extend compassion to those families who are in the process of experiencing these dynamics.

Although we typically think of culture as it relates to place of birth, language and religion, it is important to remember that each of us belong to a multitude of cultures. A helpful visual image is that of a flower that has a huge number of petals, each of which represents a cultural connection. For example, our educational, rural or urban, socio-economic experiences, gender, along with food preferences, interests, gifts and talents are key cultural components or petals that contribute to making us who we are!

Knowing Ourselves

Our early childhood profession reflects our larger demographics. Some of us are younger, some of us older; some of us are immigrants and some of us were born here. Yet unless we are of Aboriginal or First Nations background, ALL of us are descendants or "descendants of descendants" of immigrants! Focusing on this reality is fundamental to letting go of the "us and them" paradigm, connecting to our own ethnic and cultural roots and reflecting on any biases, stereotypes or over generalizations we might hold, at both a conscious and unconscious level.

Our Child Care Environment

Our commitment to diversity entails a close and careful look at the environment we provide. Is diversity evident in your wel-

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come area, walls, cupboards, bookshelves and learning centres?

What could you add to demonstrate your respect and responsiveness to the families you serve?

Several suggestions might include:

- A large door poster that translates the word WELCOME into the first language of your families
- A large poster that names all the different languages spoken by the families in your program
- Photos of the children in your program, with their names written both in English and their first language
- Books in your Library that reflect cultural and linguistic diversity
- A wide range of musical instruments, music recordings and songs that parents might have from their own backgrounds
- Clothing and accessories from other cultures in the Dramatic Play area
- Kitchen, packaging and home accessories that are common to different cultural groups
- Signage around your room in a multitude of languages
- Art projects and science explorations that introduce children to a variety of materials relating to different cultural perspectives
- Pictures, toys, games and puzzles showing people of all genders, all ages, races, and differing abilities

Daily Interactions

As we "meet and greet" families, a respectful interaction would be to use words of greeting in their language. Families will welcome our interest in learning some of these words, and while they want their children to learn English, they will feel a sense of respect from us as we demonstrate our desire to extend to them. Share with parents that while their child will absolutely learn English in your program, research shows us how important it is to maintain first languages at home. Those of us with bilingual or trilingual skills have SO much to offer! This approach will also help parents who feel that they should only speak English at home to help their children learn the language, or feel ashamed that their own English is not at the level they would like to model for their children.

We have become accustomed to use the term ESL when referring to children who are learning English. Although this term comes from a "good place," it is in fact presumptuous and perhaps even arrogant. Many children and their families may indeed be speakers of 3, 4 or more languages! So, rather than assume that English is a second language for them, more respectful terms to use are ELL---English Language Learner or EAL--English as an additional language. So true, that when we change our language, it changes our thinking!

Great success has been had when we introduce new language

to ALL the children, and they in turn take pride and pleasure in counting, saying hello, please, thank you and good-bye in the first languages of their friends and peers.

Help children value their home languages and in so doing, demonstrate that all of us have a language, and that our own languages--while different--are a part of our common humanity.

There are so Many Ways to be Right

In our interactions with children, it is important to affirm that there are many different ways we behave and believe. The phrases "Some people think---" or "Some people do it this way--- there are many ways to do it" offer an open-ended response to our diversity and help children understand and respect differences. An activity that highlights this concept is "How many ways can we do this!", where we invite children to share all of their ideas for problem solving around a particular issue.

Celebrations and Festivities

Marking various holidays is an important part of our program. In addition to the celebrations that are common here, be sure to also include a variety of cultural occasions. Again, this provides an opportunity to talk about these as part of our common humanity, and at the same time, ways we name and celebrate holidays differently. Examples are various Festivals of Light and welcoming a New Year. Still, take care about assumptions that suggest we all have the same traditions, customs and routines even when celebrating the same festival. Just as not all families may celebrate Christmas in the same ways, so too not all Vietnamese families celebrate New Year in a similar fashion!

Extend invitations to family members to visit your program and share these festivals with the children and take advantage of this as a way to introduce and respect diverse cultural learnings.

In most settings, it is not appropriate to focus on religious elements of a celebration, to ensure we do not inadvertently offend, confuse or err in our presentations.

Find Teaching/Learning Moments to Focus on Four Key Goals

Louise Derman-Sparks, a groundbreaking author and Professor, believes that there are 4 key goals in building an anti-bias perspective for the children we care for. These are:

- Helping every child build a knowledgeable, confident self identity
- Introducing children to the richness of diversity within the context of our common humanity
- Encouraging children to become critical thinkers about bias, stereotyping, discrimination and prejudice
- Supporting children to be activists and advocates in the face of hurt, harm or offence to self and to others

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Look for opportunities to highlight these goals by offering language such as:

- Do you think all grandmothers look like the one in this book?
- What name do you call your grandma?
- Let's bring pictures of our grandmas' — put them on the wall, and ask your parents to write the name you call them in your family
- Do you think this is fair? Do you think this is right? Do you think this is a kind thing to do?
- What can we do to help people remember to be kind, caring and helpful?

Be a Role Model in Searching for Answers

Encourage the children to join you as you model--through words and deeds--your curiosity and interest in differing beliefs, customs and behaviours. None of us have the answer to everything, and we can help children gain the attitudes, knowledge and skills for respecting diversity by offering the following:

- I have never had sushi before and I really want to try it.
- Some people think there is a Tooth Fairy, some people are not sure, and some people have different ideas about our baby teeth coming out. What idea does your family have?
- I wonder why our neighbour has red banners and flowers beside the door? Let's ask her and learn.

Hopefully, these are some concrete and practical ideas that you can use in your program, as we work collectively to honour diversity for today, tomorrow and beyond!

About the Author

Gyda Chud was the Dean of Continuing Studies at Vancouver Community College, a position she held for 8 years, until she recently retired. Prior to this, Gyda was the Program Coordinator for Early Childhood Education at VCC and also taught at Langara and Douglas Colleges. She is a board member of child care organizations at both the provincial and pan Canadian levels and a lifelong advocate for our sector.

Start with Play

The early years in a child's life can be some of the most important and rewarding. Children are learning about the world around them and are developing life skills that can help them to grow and thrive. Visit the Start with Play website for some fun and creative resources that can help with social, emotional, physical, intellectual and creative development of children in your care.

<http://earlychildhooddevelopment.ca/startwithplay/>

Change in Child Care Licensing Regulations

There have been recent amendments in the licensing regulations regarding reportable incidents.

The definition of "choking" has been amended to require facilities to report incidents of choking where first aid practices were administered (such as the Heimlich maneuver), in addition to reporting choking that required emergency medical care or transfer to hospital.

To read about the changes and how they affect your child care facility please access the information at <http://www.health.gov.bc.ca/ccf/pdf/q-a-incident-reporting-2013.pdf>

The Early Years Conference 2014 *Shaping Childhood: Factors that Matter*

January 30-February 1, 2014
Hyatt Regency Vancouver

Interprofessional Continuing Education is presenting a conference that will explore the complex nature of the social, physical and biological environments that shape children's development. Multiple elements interact to create dynamic contexts that contribute significantly to early and lifelong wellbeing. Similarly, children influence their environments to shape their developmental paths. All of these factors matter.

To view a conference brochure or to register online visit <http://www.interprofessional.ubc.ca/EarlyYears2014/default.asp>

BC Family Child Care Association's 2014 Record Keeping Calendar for Child Care Professionals is now available!

- Focusing on nutrition & fitness
- Family child care tracking sheets for your business (attendance, expense pages, yearly summary page)

BCFCCA Members: \$20.00
Non-members: \$25.00

Order your copy today - order forms are available at www.bcfcca.ca

Caregiver Corner



Welcome to Caregiver Corner, a profile of a local child care professional. In every issue we publish photos and interviews with child care providers who will share their stories and ideas about what makes their program work. This issue's profile is with Afsar Aminpour, owner and operator of Lovely Daycare in Port Moody.

Please tell us about your centre.

My name is Afsar Aminpour and I am the owner of the Lovely Family Daycare, located on Union Street in Port Moody, BC. I am a mother of two and a grandmother of a 2-year-old grandson. My daycare is open 5 days a week from 6:00 am to 6:00 pm providing child care for families.

How long have you been providing child care?

I received my Early Childhood Education Certificate specializing in Special Needs and Infant/Toddler in October 1997 from Vancouver Community College. After graduating I worked at two different centres as a substitute teacher. I started my own family daycare in September 1998.

What made you want to become a child care provider?

Ever since I can remember I loved and enjoyed taking care of children. I enjoy taking care of them and making sure that they are happy and healthy at every age. This is the main reason for becoming a child care provider.

Do you have a personal philosophy about child care?

I believe that every child has a right to be accepted and respected. She/he needs a developmentally appropriate environment and positive guidelines to form her/his positive self-concept and help unfold her/his potential.

Describe a typical day in your centre.

Our day in the centre starts with morning breakfast. We have

arts and crafts hours where we cut shapes and coloured pieces of materials. We have lunch and before nap time we have reading time where each child picks their favourite book to read while getting ready to take a nap. After nap time we dance and sing songs. Weather permitting we play and dance to our songs outside in the backyard. We play with toys and socialize and learn to share.

What are some of your favourite activities to do with children?

My favourite activity is arts and crafts where we draw and/or cut shapes and colour different pieces of materials. In my opinion this helps them express themselves freely.

What are some of the challenges you face as a family child care provider?

Not having sick days and the help and support we need for insurance coverage. We provide children with their home away from home and yet we need to struggle with finding the best healthcare insurance as professionals.

What do you find most rewarding as a child care provider?

The best reward for me is to see kids separate easily from their parents to come to my daycare. The happiness in their eyes is priceless.

What does quality child care look like to you?

Quality child care provides children a safe environment where they can learn and grow to their full potential.

Do you know of any resources in your community that would benefit child care providers?

Continued...

The Child Care Resource and Referral Program has been a great resource for me. They are there to provide us child care providers with any information we may need like books, toys and good advice. They also provide great continuing education and informative classes to help keep us up to date with what we do. I feel lucky that I am able to be part of this organization and use their resources.

Do you have any advice for someone new to child care?

If you don't like children this is not a job for you. But if you love children you will be in a pure and innocent heaven in which you will be able to watch them take their first steps in life. Make sure to get to know resources like the CCRR, which will help tremendously in both your personal and professional life as a child care provider.

We want to hear from you!

If you are a child care provider working in Anmore, Belcarra, Tri-Cities, Burnaby or New Westminster and would like to be profiled in an upcoming issue, please contact Geeta at 604.937.1239 or email: geeta.harpalani@vanymca.org.

The opinions expressed in this profile do not necessarily reflect those of the YMCA CCRR.

Introduction Workshops for Family Child Care Providers

Are you new to providing family child care? Are you looking for a refresher? Come and join CCRR Outreach staff as they present introductory family child care workshops on a variety of topics. Please contact the Outreach Consultant listed to register for the workshops that interest you.

These workshops are limited to prospective and existing family child care providers.

An Introduction to Guiding Behaviour

Date: Saturday, March 8, 2014
Time: 9:30 am – 12:30 pm
Location: Tri-Cities Office
Fee: \$15.00
Contact: Rheen Herrick @ 604.294.1109 extension 223

Positive guidance focuses on building self-esteem and developing pro-social skills. This workshop will discuss the importance of child development, knowledge of the individual child, relationships, and positive strategies in guiding behaviour. Communication with families will also be discussed.

An Introduction to Safety and Emergency Procedures

Date: Wednesday, March 26, 2014
Time: 6:30 – 8:30 pm
Location: Tri-Cities Office
Fee: \$10.00
Contact: Raegan Stewart @ 604.937.1238

One of the most important responsibilities as a care provider is providing a safe environment for children. In this workshop we will discuss ways of providing a safe environment in which children are free to explore in. We will look at the importance of supervision and things you can do to prevent accidents in your child care. Your requirement to report any suspected incidents of abuse or neglect will be outlined.

Activity Page

Mirrors, Light and Shadow

by Rheen Herrick

Play with mirrors, light and shadow is a dynamic part of knowledge building for children. Consider this; a mirror is a human-made object. Reflections, light and shadow are natural. When we use human-made items, such as mirrors or a flashlight, as part of our exploration we not only learn facts about reflections, light, and shadow, but we also scaffold a broader knowledge. We engage in the study of how reflections, light and shadow relate to children's lives and about the *relationships* between reflections, light, shadow, and people!

Some tools to have in your program include:

- Flashlights - large and small
- A variety of mirrors – hand held, full length and small framed mirrors
- Magnifying glasses
- Natural items such as sheer leaves, agates and stones that can be seen through, transparent shells
- Sheer fabrics
- Overhead projector
- Light table

You do not need all of these items to begin your explorations. Be creative when using resources, and allow children to invent ideas, too!

Keep in mind that toddlers may be nervous of dark rooms and shadows. Be sensitive to this normal anxiety that some children experience. Introduce light and dark play with friendly stories, and by using flashlights in a lit room before using them in a dimmer room. The room does not have to be completely dark to enjoy the interplay of light and shadow. Dim just a few lights to keep children comfortable with this exploration.

Light and Shadow:

- Drape sheer fabrics in an area of the room that catches natural light. It provides shade, while also creating a magical feeling of privacy. Children enjoy quiet spaces, and are tuned in to the way light changes and how shadows are cast. Place sturdy magnifying glasses and some trays of natural transparent items in the space.
- Play a game with flashlights. Use flashlights to make large and small shadows in the room. Set some interesting objects around the room, and allow children to locate them using only the flashlight. Some examples might be: bird's nest; large conch shell; colourful fall leaves and, of course, mirrors!

Mirrors and Perspectives:

- Add visual interest to block play with plexi-glass mirrors. Plexi-glass is safer than actual glass, because it is more difficult to break. Attach them to the inside of large, sturdy cardboard boxes. Open an end of the box, so the



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other three sides act as walls. Use duct tape to attach the mirrors around the bottom and middle of the 'box walls'. Duct tape also smooths the mirror edges for safety. Add play materials such as stacking wooden blocks. Children like to look at perspectives and angles. A conversation will almost certainly occur that explores 'behind; over there; beside; upside down; see through' and so on.

3 Dimensional Explorations:

- If you can locate an old fashioned overhead projector, you are lucky! Use this to project a variety of shapes onto a blank wall or screen. Many objects can be projected such as blocks, cones, wheels, items from nature, and so on. Extend this activity by setting up an environment nearby with similar materials. Provide a variety of drawing materials as well. How do the children use the materials? Take photographs to document their observations and ideas. Keep their project standing, as children enjoy returning to their creation over days. Let the children decide when they are complete with this exploration.

Up Close:

- Set up a table with several small hand held mirrors. Also, set out large individual sheets of paper and various markers. Children may be inspired to draw self-portraits. This is a lesson in self awareness, rather than a drawing exercise. For this to have meaning to the children, they need the freedom to draw what *they* see.

Light Table Discoveries:

- Look for colourful, transparent or translucent items to place on the light table. This will give children an opportunity to create "new" colours when they layer and explore with them.
- Light table activities may include using anything found in nature, or for exploring paintings created out of transparent paper. Make coffee filter paintings with water colours and then lay them on the light table.
- Place old negatives or slides on the light tables. What happens?
- Try dimming the lights in the room and have the light table stand out as a focal point.

Reflections:

A long time ago, I was the mom of a 3 year old boy. I recall one day, as we were enjoying a swim at the local pool, that he noticed the reflections of trees on the surface of the water. He excitedly reported that he saw '*shadows of trees in the water*'. How interesting! I shared with him that we were seeing a reflection of the trees cast on the surface of the water. A new word, and so many ways to grasp this concept, took hold. We had a lot of fun figuring out shadows, reflections and mirror images, and he was captivated with the study. He was scaffolding new knowledge with his basic awareness of shadows.

Look for opportunities to help children understand the concepts of these words through experiences. Look at the reflections in puddles and comment on this. Hold a mirror up to the puddle and look again. Can you see the reflections in the puddle in the mirror? These are reflections of reflections! Does a shadow cast a reflection in a mirror? Explore.....

Check this out!

This season the YMCA CCRR is offering a workshop on exploring light and shadows. View details about "**Exploring Light and Shadows with Inspiration from Reggio Emilia**" in our *Winter 2014 training Schedule*. Presenter Wendy Halfnights will help foster your own awareness of "light" and new strategies on how to use light tables, shadow screens and overhead projectors in your environments and projects. The Reggio Emilia approach values using light as a material or a language to help support investigations and different learning styles. This workshop will offer endless opportunities to invent, imagine, wonder and problem solve with children.

Resource Library News

Are you interested in resources at our Burnaby/New Westminster or Tri-Cities offices, and can't find the time to travel? Let us know! We will be transferring resources between our two offices every Tuesday upon your request.

Pick up a copy of our toy lending library catalogue, and let us know what we can transfer for you!



Rainbow Design Blocks - There are endless possibilities for children to design, create, build and discover spatial relations.



Wooden Dominoe Rally set - Start a chain reaction with this colourful set. This resource will encourage children to develop creative and imaginative play.






Sorting & Numbers Box - One activity with scores of possibilities. Sort by colour, shape and category. Introduce counting through



Gears Gizmo - Creation in motion. Gears that challenge the imagination and teach how things work on a simplified basis. Great for dexterity!



Deluxe Spirograph - Produce mathematical roulette curves and designs with this amazing activity.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 Cookie Day	5 Burnaby Open 1:30 p.m.-8:00 p.m. National Bird Day	6	7 Members Registration Day!
8	9	10	11 Tri-Cities Open till 8:00 p.m.	12 Non Members Registration Day!	13	14 Burnaby Open 9:00 a.m.-2:00 p.m.
15	16	17	18	19 Burnaby Open 1:30 p.m.-8:00 p.m.	20	21 Winter Solstice
22	23	24 Christmas Eve Tri-Cities office open 9:00 a.m.-2:00 p.m.	25 Christmas 	26 Boxing Day & Kwanzaa 	27	28 
29	30	31 New Year's Eve Tri-Cities offices open 9:00 a.m.-2:00 p.m.				
<p>Tri-Cities 1130 C Austin Avenue, Coquitlam, B.C. V3K 3P5 P: 604.931.3400 F: 604.931.3440 tricrr@vanymca.org</p>			<p>Burnaby/New Westminster Burlington Square, Unit 161 5172 Kingsway, Burnaby, B.C. V5H 2E8 P: 604.294.1109 F: 604.294.6278 bnwccrr@vanymca.org</p>			
<p>Mondays: 9:00 a.m. - 4:30 p.m. Tuesdays: 9:00 a.m. - 4:30 p.m. Wednesdays: 9:00 a.m. - 4:30 p.m. 2nd & 4th Wednesday of each month from 9:00 a.m. - 8:00 p.m. Thursdays: 9:00 a.m. - 4:30 p.m. Fridays: 9:00 a.m. - 4:30 p.m. Saturdays: 9:00 a.m. - 2:00 p.m.</p>			<p>Mondays: CLOSED Tuesdays: 9:00 a.m. - 4:30 p.m. Wednesdays: 9:00 a.m. - 4:30 p.m. Thursdays: 9:00 a.m. - 4:30 p.m. 1st & 3rd Thursday of each month from 1:30 p.m. - 8:00 p.m. Fridays: 9:00 a.m. - 4:30 p.m. Saturdays: OPEN from 9:00 a.m. - 2:00 p.m. on December 14th January 11th and February 1st</p>			

Please Note:



The Tri-Cities office is open from 9:00 a.m. - 2:00 p.m. on December 24th and 31st
Closed on December 25th, 26th, 28th, January 1st, February 8th and 10th

The Burnaby/New Westminster office is closed December 24th - January 1st, 2014

January 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 New Year's Day 	2 Burnaby Open 1:30 p.m.-8:00 p.m.	3	4
5	6 Epiphany	7	8 Tri-Cities Open till 8:00 p.m.	9	10	11 Burnaby Open 9:00 a.m.-2:00 p.m.
12	13	14	15	16 Burnaby Open 1:30 p.m.-8:00 p.m.	17	18
19	20	21	22 Tri-Cities Open till 8:00 p.m.	23	24	25 Robbie Burns Day
26	27 Family Literacy Day	28	29	30	31 Chinese New Year	

February 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Burnaby Open 9:00 a.m.-2:00 p.m.
2 Groundhog Day	3	4	5	6 Burnaby Open 1:30 p.m.-8:00 p.m.	7	8 
9	10 BC Family Day 	11	12 Tri-Cities Open till 8:00 p.m.	13	14 St. Valentine's Day	15 National Flag Day
16	17	18	19	20 Burnaby Open 1:30 p.m.-8:00 p.m.	21 International Mother Language Day	22
23	24	25	26 Tri-Cities Open till 8:00 p.m.	27	28	



Networking: A Project Evening at the YMCA CCRR

Join your colleagues for a fun evening of projects for your child care facility. This is also an opportunity for child care providers to network with each other sharing ideas and challenges. Participate in **light table** exploration while enjoying a relaxing cup of tea and treat at the end of your day. *Please see details below.*

Limited space available! Contact the Outreach Consultant listed if you wish to attend one of these fun opportunities!

A Light Table Exploration Evening in Coquitlam

Date: Thursday, February 13, 2014
Time: 6:45 - 8:15 p.m.
Location: Tri-Cities CCRR
Cost: \$7.00
Contact: Geeta at 604.937.1239, or email geeta.harpalani@vanymca.org

A Light Table Exploration Evening in Burnaby

Date: Tuesday, February 25, 2014
Time: 6:45 - 8:15 p.m.
Location: Burnaby CCRR
Cost: \$7.00
Contact: Rheen at 604.294.1109 ext. 223, or email rheen.herrick@vanymca.org

A Light Table Exploration Evening in New Westminster

Date: Thursday, March 13, 2014
Time: 6:45 - 8:15 p.m.
Location: Centennial Community Centre, 65 East 6th Avenue, Room #2
Cost: \$7.00
Contact: Crystal at 604.937.1230, or email crystal.bunnett@vanymca.org

Any ideas for future networking? Please contact Crystal at 604.937.1230, or email crystal.bunnett@vanymca.org.

Exploring Light and Dark with Young Children

Playing with light and dark creates magical experiences that both adults and children will enjoy. Light and darkness hold fascination and intrigue, as well as an element of risk and challenge. Experiences involving light and shadow enable children to appreciate the awe and wonder of the world around them, and provide a rich environment in which to develop their natural curiosity.

Come to one of these creative nights of experiment and discovery using materials on a light table and more. Go home with materials and ideas to share with the children in your care.

