



# The Child Care Professional

Spring 2014

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### Inserts...

- Spring Calendar
- Spring Training Schedule
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It’s hard to believe that Spring is just around the corner! The days are already getting longer and, as with every season, it’s exciting to witness the changes occurring and the possibilities for outdoor exploration.

If you are looking for ideas for outdoor play, consider attending the upcoming workshop *Finding Nature in the City: A Hands on Approach* being offered on March 15<sup>th</sup>. Contact our office if you are interested in attending. On June 11<sup>th</sup> we are offering a workshop entitled *Let’s Go Outside*. You will find more information about this workshop in the attached training schedule.

As you plan experiences for children, remember to keep in mind the many valuable resources in the YMCA CCRR Lending library. If you would like a copy of our Lending Library Catalogue just give us a call and we’d be happy to email one out to you.

Once again the YMCA CCRR will be working with a variety of community committees and agencies to commemorate child care month. Your invitation to the Child Care Appreciation Event happening in your community is included in this newsletter.

And lastly, thank you to all of you who participated in our annual YMCA CCRR Participant Evaluation Survey. We are grateful that so many of you responded. Your feedback is invaluable in helping us to evaluate our services and plan for the future.



Child Care Resource & Referral

[www.ccrr.bc.ca](http://www.ccrr.bc.ca)

Diane

## 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@gv.ymca.ca

### Burnaby/ New Westminster

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

[vanymca.org/ccrr](http://vanymca.org/ccrr)

For Regional Child Care Resource & Referral information  
visit [www.childcareresource.ca](http://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  
only and listing shall not be taken as endorsement of any  
kind. The YMCA of Greater Vancouver is not responsible  
for the content or reliability of the linked websites and  
does not endorse the content, products, services or views  
expressed within them.*

## Government of Canada Prime Minister's Awards for Excellence in Early Childhood Education

**Nominate an outstanding educator today!** The Prime Minister's Awards for Excellence in Early Childhood Education honour outstanding and innovative early childhood educators who excel at fostering the early development and socialization of the children in their care, and at helping build the foundation children need to make the best possible start in life. The Awards are offered at the regional and national levels and carry cash prizes of \$1,000 and \$5,000 respectively. Download a nomination package today at [http://www.pma.gc.ca/eic/site/pmaece-ppmepe.nsf/eng/h\\_wy00012.html](http://www.pma.gc.ca/eic/site/pmaece-ppmepe.nsf/eng/h_wy00012.html)

### Champions for Young Children Awards of Excellence

Presented by the Tri-Cities ECD Committee

Do you know someone who has made a difference in improving the lives of children and their families in the Tri-Cities? It could be a doctor, a child care provider, a neighbour, a parent, a business or an organization. Nominate them today!

The Tri-Cities ECD Committee will honour members of the Tri-Cities community who demonstrate a commitment to the future of children in the Tri-Cities. If you know someone who deserves to be recognized for their work with children under the age of six, let us know!

Nomination forms can be downloaded from  
[www.tricitiesecd.ca](http://www.tricitiesecd.ca)

Nominations must be received by March 24, 2014

### Announcement from the Province of British Columbia Provincial Office for the Early Years Launched

On January 31st, 2014 the Province of British Columbia announced launch of the Provincial Office for the Early Years. The new Provincial Office for the Early Years will focus on the needs of families with children up to age six and help ensure they have easy access to a range of early-years services no matter where they live in B.C.

Read the press release now: [http://www2.news.gov.bc.ca/news\\_releases\\_2013-2017/2014CFD0001-000110.pdf](http://www2.news.gov.bc.ca/news_releases_2013-2017/2014CFD0001-000110.pdf)

## "Good Job!"

Moving past praise to create more meaningful relationships with children.



by Julia Black

*Do you praise children in your classroom or at home? How often have you found yourself responding to children's efforts by saying, "Good job" or "I like your painting" or perhaps, "What a pretty dress"? Many of us, as educators, parents or professionals working with children, use praise in our work with children because we believe that it is an effective way to build children's sense of confidence, self-worth, and self-esteem. However, have you ever stopped to reflect on how children respond to praise and what praise might actually be doing to their self-esteem? Have you considered what might be the difference between praise and encouragement? Further, what are the consequences for children and adults when praise and rewards are used frequently at home or in our classrooms? In this article, I will discuss just that — the unintended effects of praise and provide you with three key encouragement strategies, identified by the HighScope Educational Research Foundation, as having a positive effect on children's self-esteem and building intrinsic motivation, that you can use to replace praise in your conversations with young children.*

Brophy (1981) defines praise as, "to commend the worth of or to express approval or admiration." Praise comes in all different shapes and sizes and often times, we don't even realize that we are doing it. Perhaps some of us were taught to use praise with young children but many of us, myself included, have simply picked this up in the field. It seems that the "good jobs" can be heard emerging from book corners, block areas and playgrounds in many early childhood and elementary school settings despite what evidence suggests. The research isn't new so why is it that this is still plaguing early childhood professionals as frequently as

the common cold? We need to be more vigilant in our reflective practice and become more aware of the conversations that we are having with children in our settings.

Although well-intentioned, research suggests that the use of praise can have negative effects on children. In the article, *Your praise can smother learning*, Martin (1977) determines that "Praise can actually lessen self-motivation and cause children to become dependent on rewards. Praise may be useful in motivating students to learn by rote, but it may actually discourage problem-solving." Green and Lepper (1974) found that once teachers began praising preschool children for doing something they were already motivated to do, the children became less motivated to do the activity. The consequence of a praise-rich environment is that children require more and more praise or an increased benefit of rewards to become motivated rather than intrinsically motivated to evaluate for themselves their own efforts. Praise is generally non-specific and provides judgment based on some external evaluation of what is "beautiful" or "good." It discourages children from judging for themselves what is right and wrong. Ginott (1972) wrote, "judgmental praise is avoided because it creates anxiety, invites dependency and evokes defensiveness. It is not conducive to self-reliance, self-direction and self-control. These qualities demand freedom from outside judgment. They require reliance on inner motivation and evaluation."

The good jobs are easily identified, but what about the ways in which we use praise as a management tool with groups of children? For example, "I like the way Christine is sitting...I can tell that she is ready for circle time." In using praise in this manner, we are hoping that all of the other children who are not sitting like

*Continued...*

Christine will take notice and suddenly improve their behaviour or conform. We are using praise as a management tool—a way to get children *settled* or ready to start an activity. What we fail to recognize is that in these moments, we are unintentionally creating competition among children, we are acknowledging children based upon a certain set of criteria that **we** have determined. We are attempting to manipulate or control behaviour by getting the children to think about whether they have met our criteria. We are also placing children in the spotlight, as is the case with *Christine* and perhaps creating a level of discomfort as all other eyes descend upon her. When we make subjective comments such as, “I like your sweater” or “beautiful picture” we may even create resentment, as children whom fail to get recognized can’t seem to meet a particular standard. What makes a sweater or a picture beautiful? Who decides if it is worthy of recognition? In the example of the beautiful sweater we are telling one child that he or she is measured by what they wear and another child that perhaps something is wrong with her sweater because we didn’t comment on it, connecting with Ginott’s work cited earlier.

So in light of all of these negative implications associated with the use of praise, what are we to do the next time, “I like the way that you are playing” is sitting on the tip of our tongue? The HighScope Educational Research Foundation has identified three strategies, that most of us already do, that effectively provide encouragement and support children’s intrinsic motivation.

- Participating in children’s play
- Encouraging children to describe their efforts
- Acknowledging children’s work by making specific comments

Each of these three strategies are likely not new, but perhaps, not intentionally used as an alternative to praise, but rather, alongside praise. However, when used instead as an alternative to praise, these three easy strategies have far-reaching effects. Unlike praise, encouragement offers specific feedback that does not imply judgment but rather comments specifically on what a child is doing or has done. It is not evaluative praise, it is not an assessment but rather an acknowledgement. For this reason, children have the ability to assess for themselves rather than rely on the assessment by others. According to Hitz and Driscoll (1989), “Encouragement promotes self-confidence, self esteem and individuality. It is a positive acknowledgement response that focuses on the child’s efforts or specific attributes of work completed. It doesn’t place judgment or give information regarding its value or implications of the students status.”

The first strategy, participating in children’s play, creates opportunities for adults to become partners in children’s play by



taking turns and matching their level of complexity in play. We do this by following children’s leads, imitating children’s actions, using materials in the same way the children do, or possibly, assuming a role in their pretend play. To become an effective partner in children’s play, we have to understand children’s play. The HighScope Educational Research Foundation suggests one way to do this is to have *SOUL*, be silent, observe children’s play, understand and listen before deciding in what way to become a partner in their play. By getting involved in children’s play, we tell children *by our actions* that what they are doing is valued and accepted. By responding to children’s interests and ability in the most direct way possible - we convey a more powerful, concrete, and meaningful message to children than any number of praise statements could make. As we become a partner in children’s play, adults can encourage children to describe their efforts, their ideas and their products, the second encouragement strategy suggested by the HighScope Educational Research Foundation.

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In encouraging children to describe their efforts, their ideas and their work, our goal is to have children evaluate their own work rather than relying on outside praise to determine the value of their work. We want children to develop self-esteem and feel good about their ideas. We can do this by asking open-ended questions about the children's work, their process, or their ideas. We can ask genuine questions that relate directly to what the children are doing and their thought processes. For example, "What can you tell me about this picture?" or, "How did you build this frog spa?" or comment then follow with a question, "I notice that you have put little umbrellas in the rocks. What will you do next?" With these kinds of open-ended questions and comments, we initiate a dialogue in which the child is the expert on his or her work. Encouraging children to describe their activities stimulates the process of reflective thinking that is central to the HighScope approach. When sensitively used, open-ended questions can help children contemplate and describe what they've made and done. Children recall the high and low points of their experiences and the problems encountered and solved. They become more aware of their own thinking and problem solving and more able to appreciate and evaluate their own experiences and achievement.

In the third and last strategy recommended by the HighScope Educational Research Foundation, adults acknowledge children's work and ideas by making specific comments, comments that are non-judgmental. We do this by observing what the child is doing, practice SOUL and avoid asking unnecessary questions. Adults talk about what the children are doing by being specific in describing what they see the child doing and really focusing on the process, the effort and the work, not on the child. So for example, the next time a child approaches you and asks for external praise, "Do you like my picture?" we can respond with encouragement, without judgment, such as, "I see that you have painted a picture that has lots of blue paint on the bottom, and red paint along the side." Instead of making subjective comments like "beautiful" or "nice work" we should make a specific reference to the details of the child's product or the process the child has used. Such specific statements have the added advantage of being conversation starters rather than conversation enders. Praise statements, on the other hand, often dampen conversations. A statement like "good work Lisa!" can communicate the message that the conversation has ended, leaves little opening for continued discussion and often implies that the child can move on, or that the child is dismissed.

Engaging in these three simple approaches, and using the strategies to engage in them effectively, will help adults move out of the habit of providing empty and subjective evaluations of children's work and instead, create more meaningful connections with young children. Connections that will build a child's intrinsic motivation, sense of worth and value by having adults that are more authentically and honestly engaged in their ideas and their efforts, seeing each child for who they are and what they do rather than on some outside criteria to evaluate them with. It takes time and effort to engage in reflective practice that allows us to truly see ourselves, but it is well worth the effort and the change with the classroom as it becomes visible as praise moves out and encouragement moves in. Within a teaching team, it takes awareness, patience and encouragement with each other to allow time for change, but with an understanding of the negative implication of praise, it is an important step to take.

#### **About the Author**

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#### **Reference**

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- The HighScope Educational Research Foundation, [www.highscope.org](http://www.highscope.org).

# Introductory 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. Certificates of participation will be issued.*

***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 (3 hours of professional development)  
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 (2 hours of professional development)  
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.

## **An Introduction to Health and Nutrition**

Date: Saturday, May 10, 2014  
Time: 9:30 am - 12:30 pm (3 hours of professional development)  
Location: Tri-Cities Office  
Fee: \$15.00  
Contact: Geeta Harpalani @ 604.937.1239

Children's well-being is part of good health practices, which include a healthy environment, daily activities, hygiene, immunization and other wellness policies. How can we help children develop good health practices? This workshop also covers the importance of good nutrition as we review the Canada Food Guide, serving sizes, and planning snacks and meals.

## **An Introduction to Planning Children's Experiences**

Date: Saturday, June 28, 2014  
Time: 9:30 – 11:30 am (2 hours of professional development)  
Location: Tri-Cities Office  
Fee: \$10.00  
Contact: Crystal Bunnett @ 604.937.1230

In this workshop we will develop an understanding of the value of play and how to prepare a play environment that meets the developmental needs of all children of any age and stage. This will be an interactive workshop so come prepared to play!

# New Westminster Happenings

## **Baby Talk**

Wednesday March 5th

1:30 - 2:30 pm

Centennial Community Centre Gym  
65 East 6th Avenue, New Westminster

Have you been wondering about child care? Do you have questions that need answers? Join Crystal Bunnett from the YMCA CCRR for a child care presentation. Free drop-in program.

## **Networking:**

### **Exploring Light and Dark with Young Children**

Thursday, March 6th

6:45 - 8:15 pm

Centennial Community Centre

Room #2, Playing with light and dark creates magical experiences that both adults and children will enjoy. Join your colleagues for a fun evening of projects for your child care facility. This is also an opportunity for child care provider to network with each other sharing ideas and challenges. Fee: \$7.00

If you would like to join this networking session please contact Crystal at 604.937.1230, or email [crystal.bunnett@gv.ymca.ca](mailto:crystal.bunnett@gv.ymca.ca)

## **The Child's Right to Play**

*Parents and caregivers are invited to a special training event hosted by New Westminster Children's Centre & the YMCA CCRR*

Wednesday, March 26

7:00 - 9:00 pm

New Westminster Children's Centre  
811 Royal Avenue, New Westminster  
Fee: \$15.00 members \$20.00 non-members

The child's right to play constitutes Article 31 of the 1989 United Nations Convention on the Rights of the Child. This workshop will examine the role of play in childhood from historical roots to the present time. Topics covered will include cultural perspective on play, how play has changed over time, types of play, and how play links to development wellbeing. This workshop will offer suggestions on how to provide quality play experiences for young children with the challenges of family life and early childhood development in the modern era.

Please call the YMCA CCRR at 604.931.3400 ext 0, to register for this workshop opportunity.



## **Red Cross Emergency First Aid**

Saturday, April 5, 2014

9:00 am–5:30 pm

Burnaby/New Westminster office

This course includes obstructed airway procedures, breathing emergencies and CPR for babies, children and youth. The course also includes basic first aid for common injuries such as bleeding, burns, falls, fractures, poisons and some medical conditions etc. There is also a section on child safety. The Red Cross Emergency Child Care First Aid course is recommended for child care workers and anyone living with children. This course also includes certification in Automated External Defibrillation use.

Please bring your own lunch. Coffee & tea provided. Wear comfortable clothing and arrive 10 minutes before the course begins. Registration is required to secure a space in a course.

Additional first aid training is available in other locations, please visit the Vital Link website for a complete list.

Fee: \$90.00

To register, call 604.644.4709 or visit [www.vital-link.ca](http://www.vital-link.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 Lottie Gamester, a Registered License-Not-Required caregiver in the Maillardville neighbourhood of Coquitlam.

**Please tell us about your centre.**

My name is Lottie Gamester and I grew up in rural Prince Edward Island. I have lived in B.C. for 20 plus years and love it here, but it wasn't until I started a family that I realized this was my home. My daycare is at my house located in Maillardville where I find that the sense of family and community are one in the same.

**How long have you been providing child care?**

I am in my second year of business.



**What made you want to become a child care provider?**

I decided to open my home to other families for so many reasons. I wanted my son to have playmates and experiences that come from sharing milestones with other children. I come from a restaurant management background and I would never have been able to find child care to accommodate shift work. There are so many families that are in an "out of the box" situation and I felt those families should have the same type of child care opportunities. Children are our country's largest natural resource so I thought that it was only logical.

**Do you have a personal philosophy about child care?**

I want parents to feel that their children are my first priority at all times and I will care for them as my own. "My goal is to provide children a loving, nurturing environment. My guidance for children's behaviour is positive to develop co-operation, respect, trust, interaction and effective communication. Your child is an individual and I will support and partner with you to impact their life positively in the direction you see for them."

**Describe a typical day in your childcare.**

A typical day in my daycare will always include free play, arts and crafts, circle time and fun. Field trips are quite common, we do at least 3 a month. I would have to say that the favourites by far have been the ones that involve animals.

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

I would have to say my favourite activities to do with the children under five is anything outside. We love the mud and dirt and water and we love to get really messy. And with over

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five, it's definitely crafts and theatre. I never get tired of watching plays and learning from them, the magical way they think is incredible. It has made me a better person.

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

I am challenged every day in different ways, but I thrive from it, as I am a problem solver and know there is always a solution. The one thing though that will take time is when my son feels he has to compete for my attention but I feel that this phase would be tough for anyone let alone a 2 ½ year old. I do know that when he's older he'll understand that everything I do, I do for him and he'll appreciate having his mommy at home.

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

The most rewarding aspect for me is seeing the children grow socially and intellectually as a result of something I taught them. The hugs, the smiles, the laughter, the trust. There is nothing more precious when a child looks to you to guide them. There isn't enough time nor space to list everything.



**What does quality child care look like to you?**

Quality child care to me is when the children feel safe and loved. When the children's environment is nurturing and challenging. Parents input is extremely important and I take great pride in listening to what they are doing at home and helping them reach the goals they work on as a family. It could be as simple as using manners or tying their shoes but I find when everyone is on the same page, the children benefit in amazing ways.

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

The Child Care Resource and Referral (lending library, courses and of course the resource consultants etc.) The community centres have way too many things to list. Just go there.

Other child care providers. Don't try and reinvent the wheel. The chances are if you don't have a solution someone else will, so seek out advice from those who have already been there.

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

Have fun, learn from others and keep an open mind.



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@gv.ymca.ca](mailto:geeta.harpalani@gv.ymca.ca)

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

# Activity Page

## Transitions, Schedules and Play

by Rheen Herrick

Children participate in the daily schedule in meaningful ways, when child care providers understand the child's view of time. While grown-ups measure time by the clock, children measure time by *events*. In my years working with children, I often felt too controlled by the clock. Transitions felt hurried and stressful, and that feeling was observed in the children we were moving along to the next item on the schedule. Circle time, outdoor play, lunch, and nap time all arranged around exact times of the day, sometimes led our teams to be more focused on time than on the individual needs of the children. However, when I observed the children at play, time was the last thing on their minds. To a 4 year old, the time of day does not matter when creating a messy masterpiece! When children participate in the transitions, they learn new skills and feel validated. Self-regulation is the ideal outcome of routines, and that is learned by being able to identify one's own needs for food, sleep, activity or quiet times.

Children gain self-regulation skills and have a positive experience, when our practices respect and work for children. Consider reducing the number of transitions in the day, and you may see less challenging behaviours, too! You may find that some activities last longer, some happen sooner, and conversation with the children is more about how they feel and what they need.

Here are some fun ideas to make transitions easier for everyone!

### **Cooking, Sharing and Taking Your Time:**

Choose a time frame that snack can happen within. For example, set out snack at 9:30 am, and leave it open until 10:30 am. Allow the children to come to snack at any time within the hour. Before you pack it up, remind any who have not had snack yet that it is going to be packed up soon. Trust that they will come to snack if they are hungry. Not all children are hungry at the same time!

### **Everyone is a Helper!**

Children love to be part of the snack preparations. Invite a few children to help you. Wash hands and be organized for their help. It will take longer than doing it yourself, but the value is in the shared experience! There are safe knives that only cut the vegetables, and leave the fingers safe. Children can measure, mix and stir, and choose what goes into a bowl from a variety of options. Talk about what you are doing together. Taking turns, literacy and language skills, science and math all happen when we include children in the food preparation! Children can help set out cups and bowls. This activity builds self help skills and develops a sense of belonging to the group! If possible, get help taking photos of the process, and document the experience.

### **Gathering and Sharing**

Engage children on whatever topic interests them! Gathering together at the table in smaller groups encourages sharing and conversation. Talk about what they had for breakfast, how tasty is the food, how it was prepared and who joined in. Discover new words to describe tastes or textures. Talk about the feelings of helping, sharing, and belonging! Food is cultural, too, so plan snacks that respect cultural diversity. Snack table conversations are great to document!



*Safety Notes: When preparing food with children, use food safe practices and keep sharp kitchen tools out of reach. Sit at a child size table. The stove is only for grown-ups!*

*Continued...*

### **Nap Time - More than a Nap!**

*This one can be a special challenge with young and super tired toddlers. Plan ahead, and help children remember, through actions, how this goes.*

#### **Sweet Dreams**

Make up the nap cots with the children. Bring along the early sleepers and let them help make their own cots. They can put their own special blanket or cuddly there, while you gently share with them how nice it feels to get a sleep. Choose music carefully. If they want to move their cot, help them to do so. It doesn't matter much where they lay down in the nap room, if they are participating and happy. Music evokes feelings of contentment, so create the feeling you want in a nap environment. Try something unusual, such as nature sounds, piano, calming ethnic sounds and peaceful music from various cultures. Children enjoy more than children's songs, and this exposes them to other cultures and musical literacy, too.

#### **Baby to Bed**

Include dolls and blankets in the dramatic play, so children can role-play the experience of nap time. This can alleviate any stress they may feel about this transition.

#### **Sleep Album**

Gather pictures of people sleeping in various settings. Look in a variety of magazines for images that may be unique, such as sleep practices in other cultures. Put them together and make a book that children can enjoy. Children build vocabulary when new words are introduced, such as bassinet, hammock, cradle and so on. Put these images and words together to make a picture book.

#### **Cubby Room Practice**

One way to get children through the sometimes wild and exhausting cubby room melt - downs, is to take your time! Children can do a lot on their own, when they are not rushed. This is a great time to sing some spontaneous songs or chants about what you are all doing. Bring the children in small groups.

#### **What Should We Wear?**

Offer dramatic play choices with clothing. This provides practice time without the stress, and children will be happy to show you how they can put on a coat, pants or socks.

Include various types of clothing, such as rain coats, boots, big sweaters and mittens. Muddy buddy practice is a lot of fun, when there is no cubby room rush to get outside! Include a full length mirror in the dress up area, so children can admire their new style! Expand on this idea, and include clothing that may be seen in daily life, such as saris and scarves.

#### **Dress the Baby**

Make sure the doll centre has enough doll clothes, so that children can dress and undress 'the baby'. Small fussy details, such as tiny buttons, are frustrating. Keep in mind that little fingers have not had a lot of practice. Choose items that are easy to pull on and off, so children can feel successful!



# Resource Library News

The felt stories pictured below have been created by the staff of the CCRR. You can borrow these resources at our Tri-Cities or Burnaby/New Westminster locations.

Over the course of the year we have had many opportunities to take home 'make and take' projects that have included felt stories, sensory boxes and light box projects.

Need some inspiration?  
Join us at our next networking opportunity!



**Life Cycles** - Touch and see how frogs, hens and caterpillars change as they grow! Great for your budding scientist!



**Mittens** - These felt mittens can be used with the included story cards - or tell your own story.



**Spring Pack** - These engaging felt stories can be used to aid in discussion of the seasons, growing things, counting, or colours.



**Snow Flakes Pack** - Make the most of the end of winter! Six stories with props will engage and entertain.



**Spring Time** - Celebrate Springtime and counting with this charming felt resource!

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> World Compliment Day
<b>2</b>	<b>3</b>	<b>4</b> Mardi Gras	<b>5</b> Ash Wednesday	<b>6</b> Burnaby Open 1:30 p.m.-8:00 p.m.	<b>7</b>	<b>8</b> Members Registration Day! Burnaby Open 9:00 a.m.-2:00 p.m.
<b>9</b> Daylight Savings Time begins	<b>10</b>	<b>11</b>	<b>12</b> Tri-Cities Open till 8:00 p.m.	<b>13</b> Non Members Registration Day!	<b>14</b>	<b>15</b>
<b>16</b> Purim	<b>17</b> Saint Patrick's Day	<b>18</b>	<b>19</b>	<b>20</b> Burnaby Open 1:30 p.m.-8:00 p.m. Spring Equinox	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b> Tri-Cities Open till 8:00 p.m.	<b>27</b>	<b>28</b>	<b>29</b>
	<b>30</b>	<b>31</b>				

Tri-Cities  
1130 C Austin Avenue,  
Coquitlam, B.C. V3K 3P5  
P: 604.931.3400 F: 604.931.3440  
triccrr@gv.ymca.ca



**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.  
2<sup>nd</sup> & 4<sup>th</sup> 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.

Burnaby/New Westminister  
Burlington Square, Unit 161  
5172 Kingsway, Burnaby, B.C. V5H 2E8  
P: 604.294.1109 F: 604.294.6278  
bnwccrr@gv.ymca.ca


**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  
March 8<sup>th</sup> April 12<sup>th</sup> and May 10<sup>th</sup>

**Please Note:**  
Offices will be closed for all statutory holidays  
Closed on April 18<sup>th</sup>, 19<sup>th</sup>, 21<sup>st</sup> & on May 17<sup>th</sup> & 19<sup>th</sup>

# April 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b> April Fool's Day	<b>2</b>	<b>3</b> Burnaby Open 1:30 p.m.-8:00 p.m.	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b> World Health Day	<b>8</b>	<b>9</b> Tri-Cities Open till 8:00 p.m.	<b>10</b>	<b>11</b>	<b>12</b> Burnaby Open 9:00 a.m.-2:00 p.m.
<b>13</b> Palm Sunday	<b>14</b> Vaisakhi	<b>15</b>	<b>16</b>	<b>17</b> Burnaby Open 1:30 p.m.-8:00 p.m.	<b>18</b> Good Friday 	<b>19</b> 
<b>20</b> Easter Sunday	<b>21</b> Easter Monday 	<b>22</b> Earth Day	<b>23</b> Tri-Cities Open till 8:00 p.m.	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>			

# May 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b> Burnaby Open 1:30 p.m.-8:00 p.m.	<b>2</b>	<b>3</b>
<b>4</b> Emergency Preparedness Week <a href="http://www.getprepared.gc.ca">www.getprepared.gc.ca</a>	<b>5</b> Cinco de Mayo	<b>6</b> Buddha Day	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> Burnaby Open 9:00 a.m.-2:00 p.m.
<b>11</b> Mother's Day	<b>12</b>	<b>13</b>	<b>14</b> Tri-Cities Open till 8:00 p.m.	<b>15</b> Burnaby Open 1:30 p.m.-8:00 p.m. International Day of Families	<b>16</b>	<b>17</b> 
<b>18</b>	<b>19</b> Victoria Day 	<b>20</b>	<b>21</b>	<b>22</b> Tri-Cities Champions for Young Children Awards	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b> Tri-Cities Open till 8:00 p.m.	<b>29</b>	<b>30</b>	<b>31</b>