



Blossoms and Blooms

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Winter ❄️❄️❄️❄️❄️

Great work!

During their thematic week on hares, Gisele, the childcare educator of the 3-5 age group from la Romaine, did a great activity with her group.

They decided to make a snare with pipe-cleaners in order to re-enact a traditional activity. They started by going to gather fir branches in the forest. Once in the classroom, they then painted a container made of polystyrene foam in which they deposited pieces of wood and fir branches to represent the forest. They then placed the pipe-cleaner snare.



They closed the thematic week by preparing a meal made with hare, giving the opportunity to the children to taste the meat.

Bravo! Gisele and your team for the wonderful initiative!

Healthy Lifestyle



Beware of nasty germs!

The winter season brings joy, with the softness of the snow, outdoor games and beautiful red cheeks on our little treasures. But it also brings runny noses, sneezes, fever and coughs. To improve your chances of keeping your children healthy all winter, here are a few important suggestions!

- Dress the children suitably, from head to foot, including hands and neck!
- Wash their hands regularly, before and after every snack and meal.
- Teach the children to bury their mouth in the crook of their elbow when they cough or sneeze.
- Clean and wipe runny noses constantly.
- Take the time for a nap: a rested child is a healthy child!
- Offer balanced snacks and meals.
- Send home any children who have fevers and/or can't keep up with regular activities.



Activities centered on culture

To help you organize your program's activities centered on culture, here are some suggestions on themes such as: songs and music, traditional dances and traditional toys.

Provide Traditional Music and Dance

- Hold **weekly drumming and dance lessons**. Be sure to teach children that their guests are educators, not entertainers. And children can make their own drums by recycling materials.
- Sing **songs taught by Elders** or by Aboriginal entertainers.
- Develop **new songs** about nature and animals. Make up a song about walking in the forest, for example, and seeing a wolf or bear. Have the children howl like wolves or growl like bears.
- Keep a supply of **traditional clothing** for dress-ups and performances of plays illustrating traditional stories or legends.
- Use **historical artefacts and traditional equipment** wherever possible. Use them to build on a theme.
- For example, if you have a transportation theme, bring in a pair of snowshoes, or if the theme is dress, bring in a pair of moccasins. Draw from Elder's teachings to describe artefacts to children. Consider traditional houses as a theme. There are so many possibilities: consider the long house, song house, totem poles, tepees, underground houses. If examples of traditional houses exist nearby, take the children to visit them.

Stock up on Traditional Toys and Materials

- Invite Elders to help children **make traditional toys**, such as rattles, dolls, and drums. Be sure to teach children how to use these toys safely. Or have Elders or other resource people come in to make masks. Have each child design his or her own regalia for a paper doll.
- Introduce **cultural artefacts** through math (e.g., count the frogs, count the clans).
- Have on hand **dolls and puppets** dressed in traditional clothing.

BC Aboriginal Child Care Society, 2002. *Caring for Our Children: Resource and Training Kit for Aboriginal Children's Program.*



Training Workshops

Since the month of September, the FNQLHSSC Early Childhood Sector has been touring the communities to give their training workshops.

Following is the touring schedule for 2008-2009

	Pedagogical Component	Parental Component
September 29-30, 2008	The development of a personalized educational platform: a precious tool Pikogan Sept 30 –Oct 1st	General basic training on special needs Uashat/Mani-Utenam
October 22-23, 2008	Planning pedagogical activities La Romaine	
November 18-19, 2008		General basic training on special needs Pakua Shipu
December 2008	The development of a personalized educational platform: a precious tool Wemotaci / December 2-3	General basic training on special needs Wendake / December 8-9
January 13-14, 2009	The development of a personalized educational platform: a precious tool Listuguj	
February 3-4, 2009		Parenting skills support Betsiamites
February 24-25 2009	The development of a personalized educational platform: a precious tool Kipawa	Parenting skills support Wôlinak
March 17-18 2009	The development of a personalized educational platform: a precious tool Mingan	General basic training on special needs Winneway



Gisèle and Sylviane, educators in La Romaine, during the training on Planning pedagogical activities.



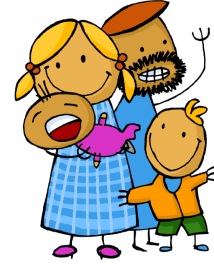
Would you like to share your quality activities with us?



Please send us your photographs accompanied by a brief description of the activity and who knows it may be published in our next edition. Participate and have a chance to win this wonderful rocking moose!

A drawing among the participants will take place on January 31, 2009.

Relationship with the parents



Parents have the primary responsibility for the child, so it is essential to establish a good rapport with them. When there is solid trust between the educator and the parent, the child feels secure and has a much better chance to learn. The educator's interaction with the child will also be more appropriate when it is in tune with the child's experience at home. Here are some ways to develop a good relationship with the parents of toddlers.

Informal conversations

Chat with the parents at drop-off and pick-up time.

Daily observations

On a chart or agenda, jot down your observations about the child for the parents (appetite, sleep, mood, behaviour, successes, discoveries, etc.)

Encourage the parents to get involved in daycare activities

They can sit on the board, take part in different committees, attend information sessions, accompany children on outings, support the educator when she asks for help.

Help develop intervention plans, if necessary

For more vulnerable children or those with specific needs, the educational staff and management can work together to develop an intervention plan or implement various support measures.

Help the parents develop their parenting skills

This support is particularly important when the parents ask for advice, when it is their first child, when the child is growing up in a more vulnerable situation or when the child has specific needs.

Your relationship with the parents is extremely valuable and must be carefully maintained. Don't hesitate to contact them to share any information related to their child. By respecting and recognizing your complementary roles you will help establish health cooperation.

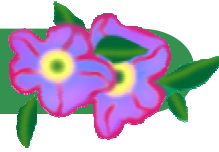


Reference:

Accueillir la petite enfance, le programme éducatif des services de garde du Québec,
Ministère de la famille et des aînés, p.68-69-70

<http://recitpresco.qc.ca/ressources/banque/gmp/clipart/>

Green Column



Snow balls!



How about a marvellous “green” gift for the parents this Christmas? Here is a magical idea you can do with the little ones.

Materials:

- ❖ Small glass jars with lids (baby food jars or similar)
- ❖ Different colours of Plasticine
- ❖ Evergreen branches
- ❖ Cones (cocottes)
- ❖ Glitter
- ❖ Twigs
- ❖ Water
- ❖ Paint

1. Fill the jar lid with plasticine. Pack it down tightly and then close the jar: the plasticine will be squeezed into the middle.
2. Open the jar. Stick an evergreen branch into the plasticine in the lid. You can add twigs and cones, depending on how much space you have.
3. Pour some glitter into the jar. Fill up with water to the brim. Stir gently with a little spoon to make sure the glitter is not stuck to the bottom.
4. Over the sink, carefully close the jar. Force the lid on tightly – the excess water should flow out. If there are big air bubbles, open it again and add more water. Wipe the jar dry.
5. Paint the lid and allow to dry. Turn the pot over and watch the glitter swirl around in the water. You have made a magnificent tree in a forest under the snow!

Use your own creativity and the children’s as well – listen to their suggestions!

Did you know?



Rolling plasticine between the palms stimulates the development and stability of the hand arches. Hand arches are the curves that allow us to make a hollow in the palm of the hand. The stability of these arches is essential for the development of dexterity in several different types of activity.

Rolling little balls of plasticine or tissue paper is an excellent way to develop finger independence and foster dexterity.





IT'S CHRISTMAS!!

Activities for December

Christmas tree decorations

Decorate a pre-drawn and cut out (optional) Christmas tree with balls of coloured tissue paper made by rolling scraps of tissue paper between the thumb and index finger.

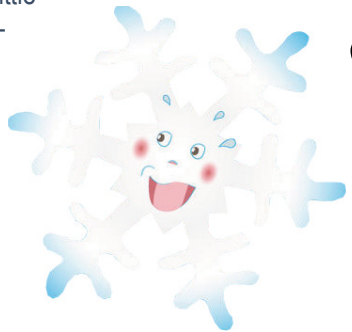
Working with scissors...

Ask the children to cut straws into little pieces and then string them together to make necklaces they can give as Christmas gifts.

Make snowflakes from a circle or square of paper folded over several times. Show the children how to make notches to create a magnificent snowflake.

Have the children cut little strips of cardboard or construction paper and string them together to make a garland.

Let them cut up a long thin rope made of plasticine.



Plasticine snowman

Make a sample and ask the children to make their own snowman by rolling three big balls of plasticine between their palms (to make the legs, body and head). The eyes, nose and buttons can be made by rolling little tiny balls of plasticine between the thumb and index finger.

In terms of scissor work, did you know?

It's a great idea to let the children experiment with cutting a variety of textures and materials. More resistant materials let them work all of the muscles involved in the cutting motion, so they develop a more stable grasp of the scissors. It also forces them to be more aware of the movements required, which allows them to make finer adjustments, becoming more and more delicate and exact as their cutting skills develop. Here are some different textures they can experiment with: straw, plasticine, constructafoam, light felt, corrugated or textured cardboard, styrofoam, string, plastic covers ...



A word to the wise

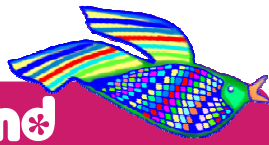
Children who have trouble manipulating small objects will have little interest in fine motor activities. They will refuse, try to avoid taking part or do poorly in drawing and cutting activities. It would be a good idea to consult an occupational therapist.

If you have a child or children with problems, feel free to call (623-0640) or write to us (crede@bellnet.ca). We would be happy to help. We have a whole range of ideas and suggestions for projects and learning activities.



This ergotip is offered by the Centre Régional d'Ergothérapie pour le Développement de l'Enfant (CREDE), 2386 Père-Lelièvre, Québec City, (418)623-0640

Aikamekw Legend



Kiwetin, the North Wind

Long ago, deep in the forest, there lived a man and his family. This man was very angry with Kiwetin, the north wind. Kiwetin had frozen two of his children to death the winter before. The man swore that the north wind would never again do anything like that, but Kiwetin said he would see him again next winter.

The man was pretty sure that Kiwetin would come during the coldest night of the year, just before Christmas. So that night, he wrapped his wife and children in all the blankets he could find before they went to bed. Suddenly, he heard the tent creak and it began to get colder outside. The wind began to blow very hard and ice started forming on the walls of the tent.

During the summer, the man thought of a way to keep the north wind away. He put moss and broken branches on the roof



The man took out the animal fat he had stored and began a chant to summon the south wind. He put some fat in the fire, but that only stirred up the flames without

of his tent. He strengthened the walls with splints of wood and added a layer of birch bark. Afterwards, he gathered the fat of many kinds of animals and covered the roof and walls of his tent. When the first snow fell, the north wind warned the man that he would be arriving soon. The man replied, « Come when you want, I am ready! »

warming the tent. Then he threw all the fat from a duck onto the fire. The tent got warmer and the north wind stopped blowing so furiously. The snow and the ice started melting and Kiwetin left the man in peace.

Since that day, winters have not been as harsh as they once were.

Source : From « Our legends to read and tell »
Vol. III, published by First Nation Education Council.



Vegetarian couscous (or with chicken or another meat) (recipe #28 of the FNQLHSSC Recipe book)

Ingredients	Family (adults and 4 children) or 10 child-size portions	60 child-size portions
-Turnip in chunks	3 cups (750 ml)	12 cups (3litres)
-Carrots in chunks	3 cups (750 ml)	4.5 lbs (2 kilos)
-Sliced zucchini (optional)	1 cup (750 ml)	5 cups (1250 ml)
-Chopped onion	1 onion	5 onions
-Finely chopped garlic (optional)	2 cloves of garlic	8 cloves of garlic
-Beef or chicken bouillon	6 cups (1500 ml)	24 cups (6 litres)
-Tomato paste	4 tsp (20 ml)	2 14-oz cans (396 ml)
-Dried oregano	½ tsp (2 ml)	2 tsp (10 ml)
-Dried basil	½ tsp (2 ml)	2 tsp (10 ml)
-Tabasco (optional)	a few drops	a few drops
-Canned chick peas, rinsed and drained	1 540-ml can	5 540-ml cans
-Uncooked couscous (you can replace the couscous with rice)	1 ½ cup (375 ml)	8 cups (2 litres)

For chicken couscous (or other meat: beef, caribou, pork, moose...): replace chick peas with:

Chicken or beef or pork or other cubed meat	1.5 lbs (700g)	8 lbs (3.6 kilos)
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Preparation:

1. Peel, wash and chop turnip and carrots;
2. If desired, slice zucchini, without peel;
3. Chop onions and garlic
4. For vegetarian couscous: Rinse and drain chick peas. Set aside in a bowl;
For couscous with meat (chicken or other): Heat a little oil (about 1 tbsp for family recipe, ¼ cup for the 60-portion recipe) in a large saucepan and brown cubes of meat on all sides.
5. In a large saucepan, combine bouillon, tomato paste, oregano, basil, Tabasco, turnip, carrots, onions and garlic. Add cubes of cooked meat for couscous with meat recipe. **Do not add zucchinis and chick peas immediately;**
6. Heat until mixture starts to boil then reduce to medium heat. Cook about 45 minutes to 1 hour, until vegetables are almost cooked;
7. When vegetables are almost cooked, add chick peas (for vegetarian couscous recipe) and zucchini. Cook about 15 minutes more, or until zucchini is cooked;
8. Bring water to a boil. Put couscous in a bowl, and pour boiling water overtop until couscous is covered. Cover bowl with tin foil and let swell 10 minutes. Separate couscous with a fork;
9. Serve a portion of couscous for each person with a portion of the vegetable and chick pea mixture or meat and vegetable mixture overtop.



Reference : FNQLHSSC Recipe Book



Speech Therapy



Hearing Health for Children

Children learn speech and language from listening to others. The first few years are particularly critical development. When a hearing loss exists a child does not get the full benefit of language learning experiences. If a hearing loss goes unnoticed, delays in speech and language learning can occur. If you think that your child, (at any age) may have a hearing problem, you should see your family physician or an Audiologist as soon as possible.

Milestones for Development

Up to 6 Months

- Startles, cries, or awakens to loud sounds
- Responds to music, noise or voices by movements or smiling

7-12 Months

- Turns or looks up when his/her name is called, even when you can't be seen
- Responds to requests such as "want more" or "come here"
- Looks at or points to everyday objects on request such as "bottle"

1-2 Years

- Turns towards you when you call his/her name from behind
- Tries to "talk" by repeating some of the sounds you make
- Points to a part of his/her body when asked without seeing your lips

2-3 Years

- Listens to a simple story
- Follows two sequential requests, such as "get the ball and put it here"
- Follows simple commands without being able to see your lips

3-4 Years

- Hears you calling from another room or hears and repeats a whisper
- Uses sentences with four or more words and answers simple questions

4-5 Years

- Talks easily to children and adults
- Pays attention to a simple story
- Can tell a story about him or herself

Warning Signs for Hearing Loss

- Stops early babbling
- Experiences fluid drain from ears
- Frequently pulls at his/her ears (with fever or crankiness)
- Frequently gets colds and ear infections
- Does not understand someone unless he/she is facing them
- Does not respond when called
- Does not say single words by 12 months
- Needs things to be repeated
- Speaks loudly or turns up the volume of the television or radio, disturbing other listeners.



Early detection is vital! If you suspect a problem consult your yellow pages or visit our website to find a speech-language pathologist or audiologist near you.

WWW.CASLPA.CA



Irreducible needs of young children

In their new book "The Irreducible Needs of Children", Doctors T. Berry Brazelton and Stanley Greenspan argue that all young children have seven irreducible needs.

🌸 Ongoing nurturing relationships

Every baby needs a warm, intimate relationship with a primary caregiver over a period of years, not months or weeks. This is far more important to emotional and intellectual development than early cognitive training or educational games. If this relationship is absent or interrupted, a child can develop disorders of reasoning, motivation and attachment. Infants, toddlers and preschoolers need these nurturing interactions most of their waking hours.

🌸 Physical protection, safety and regulation

Both in the womb and in infancy, children need an environment that provides protection from physical and psychological harm, chemical toxins and exposure to violence.

🌸 Experiences tailored to individual differences

Every child has a unique temperament. Tailoring early experience to nurture a child's individual nature prevents learning and behavioral problems and enables a child to develop his or her full potential.

🌸 Developmentally appropriate experiences

Children of different ages need care tailored to their stage of development. Unrealistic expectations can hinder a child's development.

🌸 Limit-setting, structure and expectations

Children need structure and discipline. They need discipline that leads to internal limit-setting, channeling of aggression and peaceful problem-solving. To reach this goal, they need adults who empathize as well as set limits. They need expectations rather than labels, and adults who believe in their potential but understand their weaknesses. They need incentive systems, not failure models.

🌸 Stable, supportive communities and culture

To feel whole and integrated, children need to grow up in a stable community. This means a continuity of values in family, peer groups, religion and culture, as well as an exposure to diversity.

🌸 Protecting the future

Meeting all these needs should be our highest priority. If we fail, we will jeopardize our children's future.

Reference: *Framework for Action on Values Education in Early Childhood, UNESCO and Living Values: an Educational Program.* (Paris, November 20-22, 2000)

<http://unesdoc.unesco.org/images/0012/001287/128712e.pdf>





Childhood development from 0 to 6 years

Since you spend every day with small children, you have become an expert in early childhood development. Here is a little quiz to test your knowledge!

- Children can group objects by colour around the age of :
 - 1-2 years
 - 3-4 years
 - 5-6 years
- Children take their first steps around the age of:
 - 6 months
 - Between 1 and 2 years
 - 3 years
- They can steer a tricycle around the age of:
 - 3 years
 - 5 years
 - 6 years
- Babies can shake a rattle between the ages of:
 - 0 and 6 months
 - 6 and 12 months
 - 1 and 2 years
- Children can cut out simple shapes around the age of:
 - 2-3 years
 - 4-5 years
 - 6 years
- Babies have fun babbling and gurgling aaa...iii... between the ages of:
 - 0 and 6 months
 - 6 and 12 months
 - After 1 year
- Children imitate the sounds of certain animals between the ages of:
 - 0 and 6 months
 - 6 and 12 months
 - 1 and 2 years
- Children are interested in what is happening around them at:
 - Birth
 - 1 year
 - 3 years
- Children can count to thirty at:
 - 3 years
 - 4 years
 - 5 years
- Children show anger, surprise and sadness starting at:
 - Birth
 - 1 year
 - 3 years



Reference: *Le développement de l'enfant au quotidien : Du berceau à l'école primaire*, Francine Ferland, Éditions de l'Hôpital Sainte-Justine, Centre hospitalier universitaire mère-enfant.

These answers are subjective. Every child is unique and develops at his or her own pace. The role of the adult is to offer a variety of stimulation activities to foster and support the child's development. mère-enfant.

- Answers:**
- 3 - 4 years
 - between 1 and 2 years
 - 3 years
 - 0 and 6 months
 - 4-5 years
 - 0 and 6 months
 - 1 and 2 years
 - birth
 - 5 years
 10. Birth



Websites

<http://www.educatout.com/>
<http://www.123child.com/>
<http://www.kiddyhouse.com/>
<http://recitpresco.qc.ca/ressources/banque/gmp/clipart/>
<http://www.pomverte.com/>

Organismes for references

Aboriginal Children's Circle of Early Learning
www.accel-capea.ca/
 Indian and Northern Affairs Canada www.ainc-inac.gc.ca
 Tél : 1-800-567-9604
 Association canadienne des programmes de ressources
 pour la famille
 The Canadian Association of Family Resource Programs

Practical Guides — FNQLHSSC

FNQLHSSC Recipe book
 FNQLHSSC Activity Sheets
 Creating a Magical Environment for Children,
 A Playroom Arrangement Guide for First Nations
 Early Childhood Programs
 Creating a Magical Environment for Children,
 A Culture and Language Guide for First Nations Early
 Childhood Programs

Other Guides (French only)

Programme d'activités en service de garde,
 André Laforest, Edition Chenelière Éducation.
 Numéro de téléphone : 514-273-1066
 La revue *Bien grandir* Le magazine des
 Jeunes familles
 Numéro de téléphone : 1-866-529-0220

The **Flowers and Blooms** bulletin is dedicated to the educators and managers of the First Nations Early Childhood Programs under agreement with the FNQLHSSC. If you do not receive enough copies for your centre, do not hesitate to tell us, we will gladly make the modifications on our mailing list.

For those who are interested in receiving this bulletin, complete the following coupon and send it by fax at 418 842-7045. We will be happy to add you to our mailing list.

Please take note that you can have access anytime to the bulletin on the FNQLHSSC at the following address: www.cssspnql.com.

Name:			
Address:			
Telephone:		Fax:	
Email:			

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