



Child Care Connection



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Heatstroke Safety Tips

Babies and young kids can sometimes sleep so peacefully that we forget they are even there. It can also be tempting to leave a baby alone in a car while we quickly run into the store. The problem is that leaving a child alone in a car can lead to serious injury or death from heatstroke. Young children are particularly at risk, as their bodies heat up three to five times faster than an adult's. These tragedies are completely preventable. Here's how we can all work together to keep kids safe from heatstroke.

locked when you're not in it so kids don't get in on their own.

C: Create reminders by putting something in the back of your car next to your child such as a briefcase, a purse or a cell phone that is needed at your final destination. This is especially important if you're not following your normal routine.

T: Take action. If you see a child alone in a car, call 911. Emergency personnel want you to call. They are trained to respond to these situations. One call could save a life.

Heatstroke is the leading cause of non-crash, vehicle-related deaths for children. On average, every 10 days a child dies from heatstroke in a vehicle.

Daycare Centers can implement an option to parents to send an electronic reminder to mobile devices when children do not make it to daycare by certain time.



Reduce the number of deaths from heatstroke by remembering to **ACT**.

A: Avoid heatstroke-related injury and death by never leaving your child alone in a car, not even for a minute. And make sure to keep your car



Inside this issue:

Why Do Babies Put Everything in their Mouth?

I Feel Good... and I Know I Should

Tickling & Inappropriate Touching

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Laundry Safety - Single load packets

"FALL into Learning" Training Sessions

Extension program serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating. Individuals with disabilities who require an auxiliary aid, service or accommodation in order to participate in an event are encouraged to contact the Liberty County Extension Office at 936-334-3230 as soon as possible to advise us of the auxiliary aid or service that you will require.

Why Do Babies Put Everything in Their Mouths? Lesson Ideas

Learning By Touch

Compare water, sand, and rice. Place each of the material in a separate tub. Allow the children to free explore. After all the children have explored the materials, brainstorm a list of the characteristics of each. Describe color, weight, texture, temperature, shape...

Feely Box– Use to explore and compare or match a variety of:

- geometric shapes in a variety of sizes, thicknesses, and materials.
- textures– bird seeds, rice rock salt cooked Chinese noodles, sand sawdust, marshmallows... (feel these items inside a baggie inside of a paper lunch bag)
- classroom items– pencil, chalk, crayon, eraser, block, soap, sponge, tack...
- natural materials– rock, pine cone, flower, tree bark, sea shell, cork...

Tactile Art– Finger painting, crayon rubbings, and clay are very tactile and soothing art activities. If you don't have finger paint, try cheep shaving cream on the desk top. It's a wonderfully soothing activity and a great way to get the desk clean.

Learning By Taste

We taste with our tongue. Identify and discriminate tastes: salty, sour, sweet, and bitter.

Tasting Party– Allow children to serve themselves cafeteria style, then as a group taste one food at a time and categorize as salty, sour, sweet or bitter:

- | | |
|-------------|----------|
| *grapefruit | *lemon |
| *chocolate | *honey |
| *popcorn | *popcorn |

- | | |
|--------------|---------|
| *M & M candy | *pickle |
| *pretzels | *chips |
| *raisins | *chips |
| *bittersweet | |

Texture Taste Test-

Try crunchy, sticky, soft, hard, slimy foods and categorize.

Crunchy– apple, carrots, nuts, crackers...

Sticky– jelly peanut butter

Soft marsh mellows, banana

Hard– carrot, apple, jicama

Stringy- celery mango

Smooth– pudding, jello

Lumpy– applesauce, mashed potatoes, tapioca

Safety First-Use all your senses and reading skills to identify “look-alikes”

Potato/apple/ jicama

Salt/ sugar

Water/vinegar

Peach/mango

Coke/Pepsi

Cooking - Math, science, language arts and fine arts objectives can incorporated in a cooking lesson. Ask parents to send ingredients and volunteering to help.

Fruit Salad-Ask each child to bring a fruit from home. In small groups, wash, cut, and assemble salad.

Shape Kebobs-Use wooded skewers to alternate cheese cubes, celery cressets, round cherry tomatoes, and bell pepper rectangles. Serve with a tablespoon of chip dip.

Pudding Paint– Mix instant vanilla pudding according to package directions. With food coloring, tint 1/3 of the mix red, 1/3 yellow, and 1/3 blue. Ask each child in the small group to choose two colors. Place one heaping tablespoon of color A on inside of ziplock bag and color B on the oppo-

site corner. Direct the children to smush the colors together. Discuss color mixing to form new color. Keeping the baggies sealed and the pudding INSIDE, allow student to enjoy “finger- painting” on the outside of the bag. When they are finished hand them a spoon and they can eat the pudding paint!!!!

To Touch or Not To Touch, Which is More Fun?

Take a field trip to the Fine Arts Museum and then to the Children's Museum but only look at the art Museum. Discuss how babies might feel and learn if they are not given the opportunity to touch, taste, and explore their home environment.

Baby Nursery-Together with your students brainstorm items you would need to make the dramatic play center a baby nursery. Ask students to bring items from home. After playing in the center for some time ask students how they can make the “Nursery” safe for the baby to touch and explore.

Bigger Than A Baby's Mouth-Measure small objects in a Baby's reach to see if baby could put in his/her mouth. Use a small cylinder bought at toy stores. Graph items.

Baby Proof Checklist-Create a checklist before and after this lesson. Items on the checklist might include:

- | | |
|---------------|------------|
| *pins | *wire |
| *buttons | *hot pots |
| *small toys | *medicines |
| *Barbie shoes | *plugs |
| *cleaners | *make-up |

Riddle Writing-Describe a toy or object a baby might put in his/her mouth.

I Feel Good... And I Know I Should

Goals:

- To recognize the influence caregivers have on a child's self-esteem
- To demonstrate the impact praise and encouragement can have on a child's ability to behave.

Songs, Poems, Fingerplays

I'm Bold, I'm Brave; I'm the Single Most Wonderful Person I Know-Jack Prelutsky
Love Somebody Yes I Do One Light, One Sun; The Sharing Song; Mr. Sun-Raffi
This Little Light of Mine

Kids Songs You Gotta Sing-

Kids Songs Star Of The Week On a Weekly basis throughout the school year, choose one student to be the Star of the Week. She/He may be given special privileges and responsibilities. Display a poster out in the hallway describing that student's likes, talents special memories and a photo. Star of the Week could be a grade level or school wide project. Be sure every child gets a turn to be a Star! Parents love Star of the Week.

I Like Me!

By Nancy Carlson

"I Like Me" -Make a greeting card.

Draw a self portrait on the front. On the inside left illustrate "I Care for Myself by..." (brushing teeth, exercising, playing ball...). On the back of the card, draw "I Cheer Myself by" (playing with toys, going outside with pals). After illustrating, young children can dictate their thoughts.

Exercise To Music

Introduce your class to the joys of exercising to music. You can use any music you may have in your collection or the P.E. teacher or librarian for ideas. Use the record swing to Fitness, Mousercise, or create movements for music from The Lion King, or the Little Mermaid.

A Circle of Compliments

Discuss positive comments about a particular person. The teacher models the use of compliments by naming positive characteristics about a student. "I like Eduardo because he comes to school with a smile on his face that makes me smile too." It takes practice to receive compliments! Have children to every other child in class. Example: "Let's start with Jayne. Rosa what is your compliment for Jayne? Peter what is your compliment for Jayne, etc..." Repeat until all students have been complimented by the other students.

Books

A Color of My Own- Leo Lionni

Amazing Grace- Mary Hoffman

I Like Me-Nancy Carlson

Me Too! Mercer Mayer

Don't Look at Me- Doris Sanford

The Worst Hurt- Chris Loftis

(suggested for older children)

Yo Solito- Mercer Myer

Quick as a Cricket- Audrey Wood

Veloz como el grillo- A. Wood

One Light, One Sun- Raffi



Taking Care of Baby's Needs-

As children care for the dolls in the Nursery, ask questions that will encourage them to talk about different needs of the Baby and how the care giver will address those needs. How might a fussy baby be comforted? (bath, milk, soft music, rocking, being held...) We all have a need to feel safe and secure.

Do As I Do!

Goals:

*Demonstrate positive discipline techniques.

*Demonstrate modeling and the effects it can have on a child
Songs, Poems, Fingerplays
Going to the zoo– Raffi

Family Hug– Mango Tango

Just Like Me– Greg & Steve IV

You Sing A Song– Ella Jenkins

Listen to the Mustn'ts –Silverstien
I'm Making A List– Silverstien

Book

Five Minute Peace - Jill Murphy

Read and role play Mrs. Large and the children in the dramatic play center.

Model Clean-up after free play.

Establish clean-up time as a part of your classroom routine.

Music

Compare and contrast a variety of music selections. How do these different selections make you feel? Some music gives us energy and makes us move, while other selections help us to relax.

Mirror Movement– Students stand facing each other in pairs.

Designate one child the “leader” move in different ways and the “mirror” copies the movements. Give the student time to practice this activity. Once they become comfortable they will love it! Students should change roles. Add music for an added dimension (“Just Like Me” from the record *We All Live Together*, Vol. IV).

Caps For Sale

By Esphyr Slobodkina

Using caps and hats brought from home the student can dramatize the story. The peddler learned that he molded a behavior for their children.

*picking up toys

*throwing paper in trash

*brushing teeth

*on time for work

*saving money

Professional Development Opportunities!



**Texas Early Childhood
Professional Development System**

The **Texas Early Childhood Professional Development System** (TECPDS), formerly known as the Texas Early Care and Education Career Development System (TECECDS), was created to ensure that high quality professional development opportunities are available statewide to individuals working in early care and education. Visit <http://www.uth.tmc.edu/tececds/> for more information.

- T.E.A.C.H. scholarships are currently available for early childhood professionals who wish to obtain their CDAs or Associate's degrees. Visit <http://www.texasaeyc.org/TEACH/> to learn more!



www.tlcca.org/

MISSION

The mission of the Texas Licensed Child Care Association is to educate all concerned people in the state of Texas of the benefits of affordable, quality, licensed child care, so that the children, parents and members all benefit.

OBJECTIVES

The objectives of the TLCCA are to further the education of our members concerning child care; to correlate the efforts of the members of our Association and educate the public in the value of licensing.

1. To educate members about the latest business development and management techniques applicable to the child care industry.
2. To further the education of members in child development.
3. To provide a collective voice to the Legislature.
4. To be informed of all proposed standards and legislation concerning childcare facilities.
5. To correlate the efforts of the members of the Association.
6. To be an advocate for all children and for the proprietary child care industry.
7. To educate the public in the value of licensed child care for all children in out-of-home care.

Get Ready!

Let Texas Licensed Child Care Association Prepare You For The Ride Of Your Life—Fall 2013!

**November 15- November 17, 2013
in Downtown Dallas!**

**The Goal in Life is to Live Young,
Have Fun and Arrive at Your Final
Destination as Late as Possible...
with a Smile on your Face!**



10 Rules to Fuel Your Life, Work and Team with Positive Energy!
www.TheEnergyBus.com

Jon Gordon's best-selling books and talks have inspired readers and audiences around the world. His principles have been put to the test by numerous NFL, NBA, and college coaches and teams, Fortune 500 companies, school districts, hospitals and non-profits. He is the author of *The Wall Street Journal* bestseller *The Energy Bus*.

Jon is a graduate of Cornell University and holds a Masters in Teaching from Emory University. He and his training/consulting company are passionate about developing positive leaders, organizations and teams. He will be speaking at the training in Dallas, TX!

Tickling & Inappropriate Touching in Preschoolers

**Do you have a child that thinks it's funny to reach under your shirt and tickle you?
Looking for ways to teach children about appropriate touching?**



First of all, it is important for you to realize that neither you nor the child did anything wrong. It is wonderful to express emotions such as love and affection, and playful interaction is an important part of developing social and emotional skills. There is a difference, however, between what might be acceptable at home versus school, and what one person finds fun and another person finds invasive.

You shouldn't expect a preschooler to differentiate each and every situation, but you can share a general rule of thumb: **simply ask people if it's OK with them to hug, tickle or touch.** If this sounds overly simplistic, you'll be amazed at the difference it makes when your preschooler asks a peer, "Want a hug?" He may get responses ranging from a hearty "Yes!" to an annoyed "I need some space." Whatever the response, the direct approach gives the child feedback that will help him recognize and respond to social cues.

At this age, preschoolers are beginning to recognize the difference between boys and girls and parts of our bodies that are private. This is important as caregivers try to explain about "safe touching" and who can touch whom in "the bathing suit area."

Although preschoolers do not necessarily understand the difference between innocent touches and sexual touches, they are able to learn to read others' social cues. You can encourage parents to continue to play with their child at home and show affection as you have in the past, perhaps suggesting them have a conversation with their child about public settings, such as school, daycare, birthday parties, and home settings. Also, as a caregiver, try not to scare the child in that instance but gently redirect his/her hands in the moment if he/she gets overly exuberant. Redirect hands to a hug motion or high five is appropriate. Be consistent and use tactful boundaries. An example would be, "It's not okay to play like that at school." or "I don't like it when you tickle me there; why don't you try tickling your bear instead?"

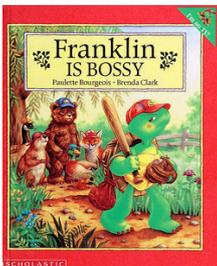
The play experience and bonding with you, as a caregiver, is most important to the child, not the exact location of his/her hands. As a caregiver, you are expected to guide children on what is socially normal behaviors, since children are testing out behaviors in a comfortable environment, such as school and home, your role is to help them learn how to touch in appropriate ways.

- Alexis Cordova, Family & Consumer Sciences Liberty County Extension Agent

Working & Playing Together Lesson Ideas

Songs

The Sharing Song –Raffi
This Little Light of Mine-Kid Songs
There’s a Wiggle in My Toe– Joe Scruggs



Books

Franklin is Bossy

By Paulette Bourgeois

Franklin is Bossy– Read the story. Have small groups dramatize parts of the story. Ask how each actor felt in his/her role. Build a word bank of “Feeling Words”. Ask how Franklin and the other characters could have acted in a more positive manner and give consequences of those actions. Act out the new scenes. Together write out a list of positive suggestions for working and playing together cooperatively.

The Tale Of Peter Rabbit

By Beatrix Potter

Read the story, stopping at places where Peter makes a decision/choice. Ask students to predict what might happen next (consequence). Read and verbalize the consequences of Peter’s actions. Continue in this manner noting consequences of positive as well as negative behavior.

Snack

Peter Rabbit’s Vegetable & Dip

With children working in small groups, have them wash and prepare (peel, cut,...)a variety of raw vegeta-

bles. Eat Peter Rabbit’s Veggies with a tablespoon of dip.

Home Center

Play Store– As part of a lesson on the identification of coins, or the addition of money, a teacher may set up a store with items from the classroom or small toys with prices marked on them. Invite a small group at a time to come to the store. The teacher “gives” (loans) each child a coin purse with coins to purchase items. The teacher is the cashier and checks on coin identification, addition skills, etc... The children are making math choices as they practice math skills. At the end of the lesson all toys are returned and the coin purses are returned to the teacher. Then a new group of students come to buy.

Snack

100th Day Munching Mix–

In celebration of the 100th day of school, as a math lesson on multiplication or as a lesson on decision-making, you and your class might enjoy “making” a snack of 10 pieces of 10 different food items for a total of 100 snack pieces. Using a chart of 100 snack pieces in baggie, shake, and eat.

It’s Off To Work WE Go

Goals

- *To describe the positive effects of incentives.
- * To set goals and make plans for work in the classroom.

Art

Provide material in the Art Center for the students to make thank you cards for school volunteers. Encourage children to make cards for classmates and others who have helped them. Materials– paper, envelopes, crayons, paint, marker, glue, etc.

Family Fun

Brainstorm a list of things that the student can do at home to be helpful. Ask student to set goal to complete one of the task that night. The following day, ask students how it felt to help at home. Use the story collection to make a class book.

Teachable Moments



Give rewards to students in the form of smiles, handshakes, hugs, and encouraging words. This will model for them that setting goals and accomplishing them is rewarded in ways other than candy, stickers, or other trinkets.

Moodle Databases Help Child Care Providers Find Classroom Activities

Terry Meisenbach, August 5th, 2013



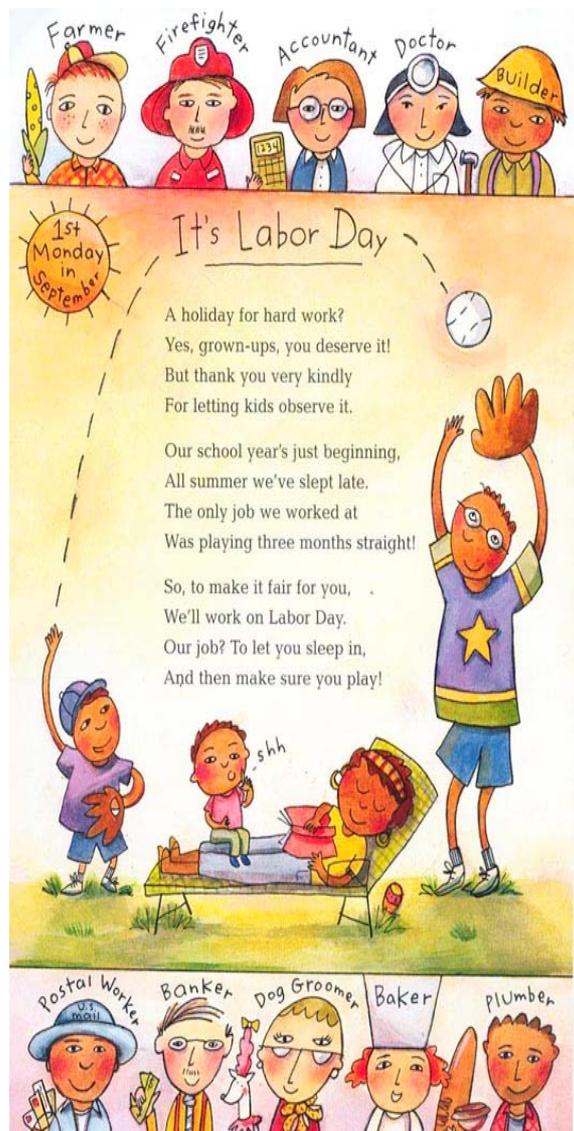
Songs, rhymes, finger plays, stories, and other learning activities are a key component of high-quality childcare and learning programs. The challenge is finding hands-on activities that are appropriate for infants, toddlers, and preschool-age children. The eXtension Alliance for Better Child Care Community of Practice (CoP) made sharing activities with child care providers a priority, and is adding an assortment of activities online through Moodle's database feature on campus.extension.org. The child care CoP uses Moodle databases to house two libraries of activities for child care providers. The databases are linked from extension.org.

- **Finger plays and Songs for Child Care** is a set of songs, rhymes, poems, and finger play activities that can be used to encourage language and motor skills.
- **Story Stretching Ideas for Child Care** is a collection of story-stretching activities that expand on themes in popular children's books with simple activities that teach key skills in math and science, reading readiness, music and movement, and many other areas.

Visitors can browse activities to see what catches their eye, search for specific activities by age group or skills learned, and download pdf files of individual activities. Resources in these databases have been viewed more than 106,000 times in the past year. More than 6,000 people have visited the databases.

The CoP members are now developing an interactive database of children's books, which will allow visitors to share comments about specific books and ideas for using them. Visitors will be able to suggest new books for the database. This book database, developed to support childcare providers through the Military Families Learning Network, will be released to the public this fall.

For information about how Moodle might contribute to your educational efforts, contact the eXtension Campus help desk at campushelp@extension.org. You may also contact **Diane Bales** at The University of Georgia Cooperative Extension (dbales@uga.edu) for more information about the activities databases.



If a task is once
begun,
Never leave it till
it's done.
Be the labor great
or small, Do it well
or not at all.

Make laundry safety a priority

During the summer months, when we'd all rather be outside, it can be all too easy to turn on the "autopilot" switch and rush through household tasks like laundry. However, during times like these it's important to take the time to think about your daily routine and how to better incorporate safety. Kids are curious by nature and get into everything, making it vital that all laundry and cleaning products are kept out of reach of children.

In addition, with the recent introduction of single-load liquid laundry packets - a product that's easy-to-use



but needs to be handled differently than liquid detergent - it is a good time to revisit your laundry routine to ensure your children's safety.

Poison centers receive many calls about children getting into laundry detergent. Usually swallowing laundry detergent only causes mild stomach upset. Poison center experts say the new laundry packets seem to be different. Young children and toddlers who swallow or bite these small packets have experienced excessive vomiting, wheezing and gasping. Some get very sleepy. Other children have had trouble breathing and have needed a ventilator to help them breath. Children have also had the

product in their eyes, resulting in significant eye irritation.

From May 17 to June 17, 2012, poison centers reported 1,008 laundry detergent exposures to the National Poison Data System. Of those, 485 or 48% involved laundry detergent pods and of these exposures, 454 or 94% involved children 5 years and younger.

There are small things you can do before, during and after your laundry routine to help keep your laundry room as safe as possible during the summer months and throughout the year. The American Cleaning Institute (ACI) offers the following steps to help you take your laundry routine off autopilot:

IN THE EVENT OF AN EMERGENCY, CONTACT THE POISON CONTROL CENTER AT 800-222-1222.

Before you start your laundry:

- To reduce the risk of curious children getting into single-load liquid laundry packets, as soon as you bring them into your home, immediately store them safely away, either out of reach or within locked cabinets or drawers.
- Keep single-load liquid laundry packets in their original containers with the labels intact to prevent misuse. Teach young

children that laundry products and their containers are not toys.

- Familiarize yourself with laundry product labels and know where the safety information is located on the label.

While doing laundry:

Focus on your laundry routine and reduce distractions by doing this task in the absence of young children. Know exactly how to handle single-load laundry packets:

- Do not let children handle laundry packets
- Do not puncture or pull packets apart
- Packets quickly dissolve upon contact with water, wet hands, or saliva so it is necessary to keep them dry
- If packets rupture, they can release contents into the eyes

After you finish up:

Always close the single-load liquid laundry packet container or pouch and make it a habit to put them away immediately after use.

Never use empty single-load liquid laundry packet containers for storage of any other materials, especially for anything intended for human consumption.

Does your Center Staff
need clock hours?



If you are looking for a specific type of training, please contact me and I would be glad to tailor a program around your center's training needs!
Give me a call!
(923)334-3230
-Alexis Cordova



Region 5 ESC Mega Mobile Mania Conference

Tuesday, October 22, 2013

At Edison Plaza Find opportunities to attend sessions including:

Bring Your Own Device (BYOD)

1:1 implementation ideas and best practices

Technology integration environments

Mobile Classroom learning experiences

Vendors onsite with the latest mobile technologies

Register at: <http://www.esc5.net>

Workshop Number: 7223

Cost: \$65 per person

Online Courses

Texas AgriLife Extension

Clock hours and/or CEUs (Continuing Education Units) to fulfill state-mandated training requirements or obtain hours toward Child Development Associate (CDA) National Credential.

<http://childcare.tamu.edu>

Set up Free
Account Today!

Get children excited about
eating smart and moving more!

Need assistance with bringing healthy messages to the children in your center? Call Texas AgriLife Extension Service in Liberty County and speak with Mrs. Grace! She will bring fun circle time lessons to your classroom!

Some of the lessons include a short food demo and snack!

*Cost: FREE
Monthly Lessons
Available!*

For more information call (936)334-3230



*Free nutrition classes to help
adults learn the basics can be
coordinated for parents & staff too!*

Liberty County 2013



“FALL into Learning”

Child Care Provider Training Sessions



Trainer: Alexis Cordova, M.S.
Texas A&M AgriLife Extension Service
Family & Consumer Sciences

Improving the quality of early child care for children in Liberty County

September 19, 2013

Thursday, 8:00 a.m. —12:00 noon

Topic: “Rake in Literacy”

4 Clock Hours (.4 CEUs)

Minimum Standards Objectives:

- Outdoor learning environment
- Literacy development
- Fostering Self-esteem
- Prevention of Communicable diseases

October 24, 2013

Thursday, 8:00 a.m. —12:00 noon

Topic: “Words to Crow About”

4 Clock hours (.4 CEUs)

Minimum Standards Objectives:

- Child Abuse Prevention
- Behavior Improvement Strategies
- Developmentally Appropriate Activities
- Safety

November 21, 2013

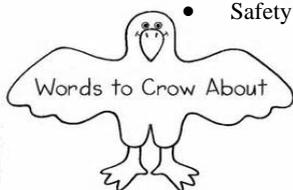
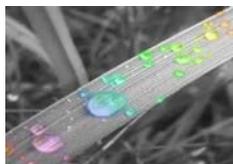
Thursday, 8:00 a.m. —12:00 noon

Topic: “Nature’s Magic Harvest”

4 Clock Hours (.4 CEUs)

Minimum Standards Objectives:

- Responsive Practices
- Guidance & Reflective Learning
- Science of Nature
- Harvest for Health



December 18, 2013

Wednesday, 8:00 a.m. —12:00 p.m.

Topic: “Rainy to Rainbow Season”

4 Clock Hours (.4 CEUs)

Minimum Standards Objectives:

- Water conservation
- Science activities: Age Appropriate
- Teacher-Child Interactions
- Water in foods/Aquaculture

Registration is limited to the first 25 individuals who return completed registration form with payment to the Texas A&M AgriLife Extension Service Office located at 501 Palmer, Liberty, TX 77575.

Cost per session: \$20 per person.
Questions: Please call (936)334-3230

“FALL into Learning” Registration Form

Name _____
Mailing Address _____

Phone _____
Email Address _____

Sign up for:

September 19, 2013

October 24, 2013

November 21, 2013

December 18, 2013

All “FALL into Learning” Sessions

Time	Price
8:00 am - 12:00 pm	\$20.00
8:00 am - 12:00 pm	\$20.00
8:00 am - 12:00 pm	\$20.00
8:00 am - 12:00 pm	\$20.00
(\$4.00 Discount)	\$76.00

Method of Payment: Money order or checks can be payable to FCS Advisory Board at the time registration form is submitted to the Texas A&M AgriLife Extension Office, 501 Palmer, Liberty, TX 77575.

Receipts will be provided at the time of the event, unless otherwise requested.

Total: _____



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Please make additional copies as needed.

Email alexis.cordova@agnet.tamu.edu for an electronic copy
of Registration Form.