

The Cole-Harrington Chronicle

Summer 2010

ISSUE 45

A Message from the Director

Dear Parents,

Warm weather is finally here and I hope that everyone gets an opportunity to relax and enjoy the summer.

This past April we held our staff appreciation event to recognize our center based and family child care system staff and social workers who have attained five, ten, fifteen, twenty and twenty five plus years employment with us. We also acknowledged staff that joined us this past year. As you are aware we hold a fund raiser each fall to support this event and it is held every two years. There were so many folks to say thank-you to at this event. They all have played such important roles in our various programs that I decided to include a few of my remarks about each of them in this issue of the Chronicle. We have so many talented, dedicated and knowledgeable staff members at Cole-Harrington but it is the way they interact with children, families and colleagues, their work ethic and commitment to fulfilling all job requirements that makes them so special. Their day to day efforts and contributions to maintaining and enhancing our quality education and parent support programs are truly valued and appreciated by everyone.

Krystal Leach, teacher, completed her fifth year at the Preschool Enrichment Program. She worked as an assistant teacher while completing her A.S in Early Childhood Education. She is described as highly energetic, full of expression and a very motivational teacher. She can articulate educational goals for children and utilizes the state's Guidelines for Preschool Education when writing goals. She is a self-starter and takes an active role in maintaining the classroom environment with her teammates. She recognizes the importance of developing trusting and positive relationships with all children in her classroom as well as their parents.

Priscilla Willard, lead teacher completed her fifth year at the Prek-K/SA Enrichment Program. Priscilla has two young children to tend to at home yet she comes to work with energy and creativity each day. She is known for continually researching her curriculum and adapting it to meet the needs of diverse learners. She truly appreciates children's progress and success and eagerly seeks to share her joy for their accomplishments with colleagues and parents. She is always willing to lend a hand to support

administration. She will forever be known within our Enrichment Course program as the lady who taught children "etiquette" through her cooking course.

Melissa Cannon, group leader, completed her sixth year at the School Age Enrichment Program. Melissa works in our after school program and teaches three enrichment courses including Exploring World or American Culture, Homework Club, and Open Mike. She comes prepared each day and the children look forward to seeing her after school. She understands the importance of helping school age children successfully resolve their social problems and is very patient and understanding in her interactions with them.

Jen Deardorff, lead teacher, completed her sixth year at the Children's Place. Jen is a highly valued member of the Children's Place staff for her efforts working with children and families from diverse backgrounds. She pursued her master's degree at Wheelock College during her first few years at CH and utilizes her advanced education to create a creative and engaging curriculum for all the children in her group. She takes care of her "paperwork" and parent conference responsibilities without delay and is a flexible and considerate team member who works cooperatively with her supervisors and assistants. She has lots of personality and is ready to share with everyone.

Rachel Dunbar-Leal, lead teacher, completed her sixth year at the Preschool Enrichment Center. Rachel is considered a strong member of her team as she is a caring and supportive person who quietly brings people together to accomplish the task at hand. She approaches her work with children in a similar manner. She prepares and informs children of what the expectations are for the next activity or part of the day. Behavior problems are often nonexistent! She takes her role as an early childhood educator seriously and is well prepared for the day's activities.

Eileen Kelleher, co-site coordinator/early childhood specialist for the Family Child Care System and Network in Plymouth, completed her sixth year with us. She is now the proud mother of three children under the age of four and somehow manages to successfully balance her home and work responsibilities. She easily wears a number of different hats each day as part-time administrator/direct

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Message from the Director

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services provider. She is known for staying calm during times of program stress. She works well with others but is also self-motivated and functions independently to get her own tasks done without delay. She values her own and others' professional development. She methodically gains the trust of her assigned family child care providers with the goal of helping them grow professionally. Eileen also helps us with our state advocacy efforts through her writings and calls to state senators and representatives.

Jim Gibson, group leader at the School Age Enrichment Center, completed his sixth year with us. Jim works in our before/after school program during the school year and is one of our teachers in the summer program. He is known for making our school aged children feel comfortable and motivates them to try new activities. He teaches enrichment courses such as **Myths, Magic and Movies, Strategy and Video Games, Ready Set Relax, Fake Books, Shaolin Kenpo Karate Club**. Last summer he took it upon himself to learn archery so we could offer this activity to the children. Although he is with children a few hours each day his presence and welcoming style is much appreciated and valued.

Danielle Whyte, assistant program coordinator/lead teacher at the Infant Toddler Enrichment Center, completed her sixth year with us. Danielle has been working full time and pursuing her education. She completed her A.S. degree and is now about to complete her bachelor's degree in business. Danielle was the last teacher I personally hired and I could not be more proud of her! She is a lovely person inside and out and has truly made a name for herself in the Cole-Harrington community. She is what we call a "natural" in the field of early childhood education. Her compassion and understanding of the needs of young children is much admired. She is a genuinely nice person with terrific energy and a fantastic work ethic. Her ability and willingness to step in and help Karen Heavey, program coordinator, this year while Karen took the lead with our newest center, the CH Early Learning Center, is much appreciated.

Pam Young, assistant teacher/group leader, completed her sixth year of employment at the Prek-Kindergarten/SA Enrichment Center. Pam is a strong member of the team and gives 100% each day with the children in meeting their educational, social-emotional and recreational needs. She truly cares about the children, their families and her co-workers and helps create a positive, nurturing and stimulating classroom environment for everyone's benefit.

Kathleen Chandler, assistant teacher at Children's Place/group leader at the SA Enrichment Program,

completed her ninth year with us. Kathleen is one of two CH staff members who wears two hats each day traveling from one program to another mid-day. She came to CH as a college student and now has her A.S. degree in Childcare and Administration and plans to pursue her bachelor's degree. She has become a vital member of both CH programs and consistently demonstrates her emerging abilities as a teacher through well planned and creative activities. Her interactions with children are warm and nurturing and children love her. She maintains a high level of professionalism with staff and parents.

Karen Heavey, program coordinator for the Infant Toddler Enrichment Program and Early Learning Center, completed her tenth year with us. Karen is our resident expert on the developmental and child care needs of our youngest children, infants and toddlers. She has dedicated herself to learning as much as she can about these children and with her advanced degree in early intervention she makes sure children with special needs get their needs met while in our care and that their parents get support for themselves through the various agencies in the community. Karen has become a strong member of our administrative team and is known as someone who gets the job done! She is highly respectful of her colleagues and appreciates everyone's contribution. She approaches her role as a manager in the same light and is truly an inspiration to others interested in pursuing a career in early education. She actively pursues her own professional development by running parent support groups on Saturdays and teaching or mentoring graduate students in the field.

Krissy Lawless; assistant teacher at the Prek-Kindergarten School Age Enrichment Program finished her tenth year with us. Krissy began her career with us as a high school student working as a teacher's aide at PE. While working at CH she pursued her bachelor's degree and is about to complete her master's degree in education. Krissy is known for helping children develop a positive sense of self and helping children who struggle to acquire academic skills. Children gravitate towards Krissy and seek her attention. Krissy is also valued by her co-workers as she is always willing to help out in any way she can. She stays later if asked and tries to be flexible in order to support different scheduling needs of the program. She is one of the opening teachers and makes parents feel welcomed by being a good listener and responding to them in a pleasant and professional manner.

Inez Springer, early childhood specialist for our Family Child Care System and Network, completed her tenth year at CH. Inez wears additional hats on days she serves as acting program coordinator. She has a solid knowledge of program policy and helps train and orient new staff and providers. She has positive and productive relationships

with CH social workers and values and respects their insights. When required she is able to increase her caseload yet stay on top of her cases because of her ability to manage her time and prioritize tasks. Inez represents CH out in the Brockton community through her participation on a local board. Inez is always eager to pursue new growth opportunities and welcomes the opportunity to utilize her education to improve program services. Her contributions these past few years have been invaluable as FCC experienced program growth well beyond anyone's expectations.

Sarah Worton, financial coordinator, completed her tenth year with us and until recently she was the one and only person keeping us afloat managing our private tuition billing and collections, state billing and provider payroll. For an organization that serves some 800 children daily – this is no small feat! Sarah knows the name of every child and knows what program they go to. Most days she may even know without looking when they started and when they ended and beware if you don't know and it's your child/family! Sarah clearly understands the value her role plays within CH and while her decision to work for us after a professional career in banking was based on wanting to help families and children, little did she know that she would have to "crunch" numbers all day, coax parents to make their payments, struggle with voucher agencies to get our money, make sure we get paid by the state correctly, and of course take on the role of "detail police women" monitoring a large staff to make sure they get her the information she needs to keep the money flowing in to pay for all our wonderful services to families and children. It's a tough job and Sarah has shown she can clearly fulfill the role! She reminds us daily of how strong and independent we can all be as women. I could not do my job without Sarah holding the "financial fort" for all of us.

Traci Quigg, social worker has been with Cole-Harrington for ten years. While she is currently working out of our Plymouth satellite office she started out working in

Canton and helped develop our family support model for our at-risk children and families. Her collaboration with five different Department of Children and Families area offices laid the foundation for our present child care and support services to families within our family child care system and child care network. Traci is able to manage the full repertoire of responsibilities inherent in the role as social case manager, parent educator and clinician. Her commitment to collaborating with colleagues on behalf of children and families, ability to listen with an open mind and validate everyone's concerns while negotiating for services for her clients, and appreciation for the efforts and contributions of all staff members is highly valued. She communicates a sense of genuine concern for everyone and maintains a sense of optimism and hope for all her families. She truly has all the qualities one could want for a social worker. Her work on behalf of families and children is highly respected in the communities we serve.

Michelle Bradford, program coordinator for the Family Child Care System and Network, completed her eleventh year with us. Michelle assumed her role as program coordinator about three years ago with little notice while just coming off her maternity leave with her first child. She had been an early childhood specialist and then assistant program coordinator. Little did she know that her program would double in size within the first year and then increase again by 35%. She is a true early childhood professional who pursued her education to learn more about the needs of children with special needs. She is the consummate consultant for our family child providers, always willing to support their efforts while still advocating for the children and families' needs. In her role as a supervisor and manager she truly values the contributions of her staff and finds a way to make them all feel that their contributions are valued. Her ability to keep up with ever changing families and children, providers and centers while remembering all the important details is remarkable. Her writing and communication skills are only matched by her political skills as she works effortlessly and successfully with other programs and state agencies on CH's behalf.

Diane Kenny has been a lead teacher with the Preschool Enrichment Center for the past 12 years. Diane epitomizes the notion of a truly dedicated preschool teacher. She appreciates each child and his/her stage of development and develops her curriculum based on identified needs. She continues to enjoy creating a quality preschool program for the children and most importantly truly enjoys spending her days with them. She recognizes the importance of having working relationships with parents and is highly respectful of them. She solicits their input to help her in her work with the children. She is part

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Message from the Director

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of a team of teachers who actively and consistently work together to create a positive program for the children.

Wendy Moran completed her fifteenth year of employment as my administrative assistant. She is also Enable's human resource manager and executive assistant for Jerry Brown, President/CEO. Wendy found her way to CH after a seventeen year career as a home economics teacher in the Hanover Middle School. She, too, made a decision to work in human services, albeit behind the scenes, to support families and children. She maintains all our personnel and family child care provider files, handles all of our advertising, maintains our website, works with program coordinators around licensing and accreditation needs, and supports me when it is time to write our state grants. She is highly task oriented and pays attention to the littlest detail to make sure things run smoothly in all our operations. She also puts up with everyone's excuses for not getting in their required documentation! She truly understands what it takes to keep an organization our size running efficiently and responsibly.

Jen Anzivino completed her seventeenth year as a lead teacher in the Preschool Enrichment Center. Jen is noted for her professional work as an early childhood educator. Her curriculum is innovative and she seems to enjoy challenging the children with new ideas and concepts in the areas of math, science and literacy. She recognizes her role in supporting children with challenging behaviors and puts the needed extra ounce of energy into managing them in her classroom. She has embraced the use of technology in the early childhood workplace and e-mails her parents typically after hours to keep them informed. She also took the lead in her program to utilize the new assessment tool and complete computer generated reports. Jen completes her parent conferences on time as well as the subsequent reports. Her contributions to the continued view of PE as a quality early childhood program are recognized by her peers and parents.

Andrea Comeau has been with the Preschool Enrichment Center for twenty-one years serving as a half-time afternoon assistant and always lending a hand when needed to add additional hours as a substitute. For many years she also worked as a before school teacher in our SA program at the Galvin School. For those of you who know Andrea she has been struggling with various ailments that caused her great pain. In spite of this she continued to try to come to work and fulfill her responsibilities. With her recent hip operation we are all hopeful that once again she will have her energy and positive spirit and be able to bring her usual "sunshine" to the program. Her enthusi-

asm and commitment to the children and families is most appreciated. She sings everyone's praises throughout the town and is continually trying to recruit families to send their children to us.

Linda Feller, has spent more than a quarter of a century at CH/Enable. She completed her twenty-seventh year with us! She has the distinction of being the first candidate that I thought was terrific but didn't hire. The small child care center I took over in 1980 wasn't ready for a "Linda Feller" back in 1981. Fortunately for me and everyone else at CH she tried again in 1983 and I did hire her then. She holds the distinction of being the first person for whom I created a new position based on her talents and skills and the program's needs for a special needs teacher at the time. Within a few years she assumed her present position as program coordinator. Linda showed her flexibility and support for our program's growth over the years by having the distinction of having her program's name changed twice from the Cole-Harrington Children's Center to the Toddler/Preschool Program to the Preschool Enrichment Program. She has also lived through three new CH programs offering programs for the age groups she serves and yet the Canton community has remained loyal and her waitlist remains steady. There is a simple reason for this. She loves young children and deeply cares about them and their families. She is the most non-judgmental person I know and the strongest advocate for her staff. She respects the work they do and never forgets how challenging it can be yet at the same time maintains high standards for their work. Watch out if she catches you cleaning instead of interacting with a child! Her annual reviews are textbook guidelines for how staff can develop themselves professionally. She is never afraid to tell it like it is! Linda is a highly respected member of our administrative team and performs many behind the scenes roles as well such as being the editor of the Chronicle and taking the lead with writing, re-writing, re-writing and re-writing all of our policies and procedures to adapt to new state regulations and accreditation standards. In summary, Linda Feller = Cole-Harrington.

Sincerely,

Gail H. Brown
Program Director

Go Ask Linda

Dear Linda,

I have two children, Billy age 4 and Rhonda age 2. They are great kids, most of the time (At least I think so.) However, whenever we leave the house, they transform themselves into little monsters. From the doctor's office to the grocery store, they leave their trail. I know I'm exaggerating a bit but is there hope that we will someday leave the house without making a public spectacle of ourselves wherever we go?

Signed, P.T.

Dear P.T.,

First of all let me say that this is not the first time I've heard such a story. Many parents experience this at some point in their parenting career. One father told me that his child was not allowed to go to the grocery store with him. Between the "I wants" and "Daddy, I have to get out of the cart now," it was just too stressful for both of them.

Although keeping your children home is a solution. It is not very realistic or an option for most. Hiring babysitters can be expensive. Besides outings are great opportunities for families to be together. So how can you take your child out and about and return with your sanity? Here are some helpful hints:

- Make sure your outing is age appropriate. For young children, grown-up shopping all afternoon is bound to tax your little one's patience. This is an outing where children should stay home. If it's a fine dining experience, where the wait for food will be over an hour, and there is nothing to occupy little minds and hands, your two year old and four year old will voice their protests loudly. Restaurants that advertise for families usually provide activities that keep children occupied and the food arrives soon after it's ordered.
- Let your children know what to expect. For example, "At the theatre the lights will slowly go out as the movie starts. This will help us see the picture better." "At the zoo some of the animals may use loud voices to talk." By letting kids know what's going to happen ahead of time, we can take away some of the stress of a new situation.
- Review the rules with your children. It is important to share your expectations. They may also need reminders and consequences. For example: "At the grocery store you're going to ride in the cart. This way I won't lose you. This is a safety rule. If you don't stay in the cart we will have to leave." Another example: "At the grocery store you can pick out one box of cereal, two fruits, and one goody to eat on the way home." Be careful that you

don't bend on your rules. If you do, your children will remember...on your next shopping trip.

- Involve the Kids. Talk! Talk! Talk! I think it's an unfair expectation to think that children will amuse themselves; especially in grown-up places. By talking about sights, sounds, and experiences you're having quality time.
- Reinforce a job well done. You want the same good behavior to happen the next time out.
- Always bring along a bag of tricks, just in case attention wanders. You can turn wait time into fun time with a few books, crayons, and paper.
- The most important advice- If at first you don't succeed try, try again. Children will make mistakes. That's okay. That's how they learn.

Happy Outing,

Linda Feller
Program Coordinator
Preschool Enrichment Center

Editor's Note: Do you have a problem or question about your child? If so, please send it to Linda Feller, Cole-Harrington Children's Center, 605 Neponset, Canton, MA 02021.

SERVICES AVAILABLE TO PARENTS

HOTLINES

Mass Health
1-800-841-2900

WIC (Women Infants and Children Program)
1-800-942-1007

Expanded Food and Nutrition Education Program
1-800-622-3637

HELPLINES

Canton Helpline
1-781-828-6666

South Norfolk Helpline
1-800-331-2900

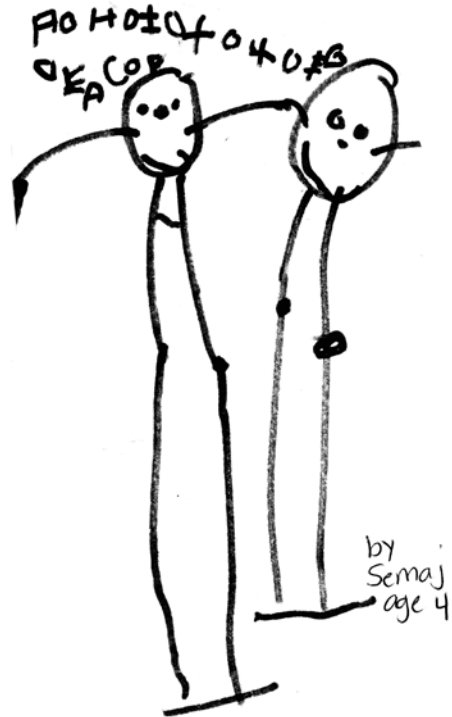
Brockton Helpline
1-508-584-HELP (4357)

Cole-Harrington
Summer 2010

Children's Pages



**Artwork brought to you by
Charlotte S., 1 year 11 months
Early Learning Center**



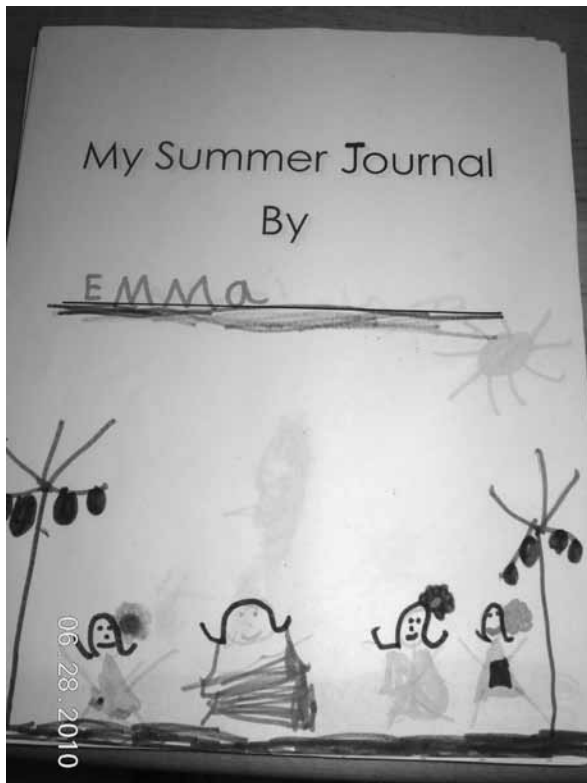
**Artwork brought to you by
Semaj, Age 4
Children's Place**



**Artwork brought to you by
James Howard, 2.4 years
Infant Toddler Enrichment Center**



**Artwork brought to you by
Chioma, Age 4
Children's Place**



**"My Summer Journal" by
Emma Willard, age 5
School Age Enrichment Program**



**"Me and My Dad" by
Andrew, age 5
School Age Enrichment Program**

When I Grow Up I Want to Be

The other day we were discussing grown up jobs at Cole-Harrington's Preschool Enrichment Center. Here's how some of the children responded to the question "What do you want to be when you grow up?"

- Maeve (4 years old): "A candy seller."
- Mia (4 years old): "A doctor."
- Roman (4 years old): "You know those people that work in the same room as the doctors but not a doctor? Oh, a nurse and mommy said you can have two jobs so I work in the candy shop too."
- Jared (3 years old): "I want to be a half police officer and a half fireman."
- Sean K. (3 years old): "I want to be my mommy AND my daddy when I grow up."
- Connor D. (4 years old): "A person that works for an air balloon."
- George (5 years old): "In the army."
- Gianna (3 years old): "Four."
- Gabriella (3 years old): "A butterfly."
- Cooper (3 years old): "A woodworker."
- Jack (4 years old): "A race car driver and a rock star."
- Brady (3 years old): "A football player."

The Importance of Setting Schedules and Routines in your Child's Life

By Arti Kohli and Melissa Flanagan
Clinical Social Workers

In general, children benefit from having a set and predictable schedule in their home and childcare placement. Routines create safety and security in a child's life. Schedules, created by adults, become internalized and become a routine for children if they are maintained consistently for a period of time. Routines are important for children as they learn what to expect and what will come next. They also promote trust between caretaker and child, as the child knows his/her basic needs will be met every time. This consistency also teaches children to self-regulate, as inconsistency creates anxiety. When children don't have a consistent environment to grow in, they have multiple unknowns throughout the day and therefore, react with anxiety. This anxiety in a child can look like inconsolable crying, irritability and other behavior issues.

Routines will also cut down on the level of stress for parents. Once a daily routine is established parents feel there is less nagging to get their children to complete tasks. This is because the children will learn this is just what they do at that particular time of the day. This will in turn help to eliminate some power struggles. Children will start to become more prepared for transitions and therefore be more cooperative for what is next to come. Furthermore, parents will become more consistent in their expectations of their children. When healthy habits are established, parents are less likely to give in or settle.

Children will thrive with a routine that is simple, easy to understand and follow. Parents and caregivers should allow for flexibility in the routine if there is a need to change it unexpectedly. Babies and toddlers especially benefit from a feeding and bedtime schedule, where older children benefit more from a "morning-time" and homework schedule. The ultimate goal is for children to follow the adult-set schedule naturally, know how to manage their time and have a sense of security.

A good way to get children to "buy" into a schedule is having them help create an actual visual prop of the family routine. If the children are old enough to read and write, giving them special art supplies to create a schedule (previously set by the adult) is a fun way to let them be part of the process. If the children are too young to read, pictures can be found in magazines for feeding, nap/sleeping and potty time. The child should pick the best picture to represent the specific activity and should help through every stage of creating the family schedule-even if the gluing isn't too straight! When children become part of any process, they feel they have some control and therefore, are more apt to buy into it.

By establishing a schedule and routine, children will develop their skills to take more initiative. They will learn to be in charge of their own activities, such as brushing their teeth or getting their backpacks ready for school. This will have a wonderful long term effect by creating confidence and independence!!

Talking with Teens

Dear Lauren,

My boyfriend smokes but I don't and I really want him to stop. Do you have any suggestions on what I could do to help him?

Signed,
Rosie, Age 18

Dear Rosie,

In order for you to help your boyfriend quit, he also has to want to quit. Nicotine is addictive and this makes quitting difficult. However, there are some things you can do to help him through the process. Suggesting a plan such as choosing a stop date, encouraging him to talk with a doctor about a nicotine replacement, helping him stay focused when he does stop, and figuring out a way to reward him when he meets different milestones are all ways you can support him as he tries to quit.

You can also try discussing with your boyfriend what he thinks would be attainable goals. Perhaps not smoking for one day, one week or one month are goals where he can be successful. He can then build on those successes. You also may want to talk to him about his smoking triggers. Maybe it's smoking after meals, smoking with certain friends, smoking when stressed. Together you can brainstorm what else he could do during those times other than smoke. Remind him about all the benefits of quitting too. Remind him of his health. Remind him of the money he will save and together think of things he wants to buy with that money. Most important! Remember that it is ultimately his decision if he's ready to quit, but with your support and encouragement he may be able to be successful.

Good Luck,

Lauren Antonetti, M.A.
Program Coordinator
Teens with Tots

Who Does My Child Play With? Social Relations in Infants and Toddlers

By Karen Heavey, Program Coordinator
Infant Toddler Enrichment Program

One of the first questions asked of Infant/Toddler Teachers during a parent/teacher conference is; 'Whom does my child play with?' At first the answer can often be disappointing since social development in infants and young toddlers does not include developing friendships. It is true, however, that infants and toddlers enjoy watching each other, play beside each other, and begin to interact with each other.

Infants and toddlers learn social interactions by observing and participating in interactions with their parents, other family members, caregivers, and peers. Early social observations and interactions influence their overall social development. Building on what is learned in the early years guide children through developing friendships during their school years and adulthood.

First, infants need to form attachments with their primary caregivers and other adults in their lives. Positive interactions that support social development include; infants smiling at adults, reaching out to touch them, and laughing. They begin to initiate interactions with others through a game of peek-a-boo or they will imitate adult's sounds or actions. Infants will seek out the company of adults by crawling over to them or try to gain their attention by babbling or gesturing.

As children gain language skills in the next stage of social development, they begin to greet adults and other children, play beside a peer, or begin to seek out activities that another child is doing. This is also a time when young children are learning how to negotiate play. They are figuring out positive ways to get their needs met with peers. Unfortunately along with figuring out the right way to interact with friends, children often use negative behavior, including pushing, hitting, and biting. Typically this is because they have not yet gained the language skills to communicate what they need. This is a time when adults can support a child's social development by helping them choose appropriate ways to interact with friends. This includes offering language to handle conflicts, modeling positive ways to play with peers, and praising a child when they are being a 'friend'.

As toddlers get older they will acquire skills that will help them with forming friendships. These include taking turns, communicating their needs, solving problems, etc. So, even though infants and toddlers may not be playing with other children or making long lasting friendships, what they are doing is experiencing key interactions with adults and peers that will help them for a lifetime.

Kids Need to Exercise

By Brenda Lee Boris
Program Coordinator School Age Enrichment Program

It's a sunny afternoon! Do you know where your children are? If they are sitting in front of a TV, the American Council on Exercise would like you to take a look at these statistics; "Each day kids spend an average of three hour in front of the TV." This is at best a physically unhealthy practice. For the health of it lure your children away from the TV and show them that exercise is not only healthy but FUN!

Set an example for your children by inviting them to join you in an activity such as going for a bike ride, hike or a nature walk. Other good forms of exercise include: swimming, jumping rope, skating, dancing and organized sports.

Whatever activity your children are involved in praise them in their attempt to become physically fit. Choosing physical activities that are fun will make everyone feel successful. Nothing sends children back to the TV faster than discomfort, boredom or failure.

So, keep on MOVING!!!

Source: American Council on Exercise Fun 2B Fit

The solution to adult problems tomorrow depends in large measure upon how our children grow up today.

Margaret Mead (1901-78)
American Anthropologist

Safe Sun Tips

By Stacey Burke and Eileen Kelleher
FCC Co-Coordinator, Plymouth Office

The arrival of warm weather each year invites people to enjoy more outdoor activities increasing the risk of exposure to the sun's strong rays. Too much unprotected exposure to the sun's rays can mean a painful sunburn now and permanent skin damage long term. Children are at a greater risk than adults because they spend more time outdoors as well as burn faster. Cole-Harrington would like to offer some helpful information on ways to protect yourself and the children in your care so you can fully enjoy the upcoming summer.

- Children and adults of all skin types, including those with dark skin, require protection from the sun's damaging rays. No tan is a healthy tan. A tan is a sign of injured skin from the sun's damaging rays - even if the child does not burn first.
- Verify that educators have parent consent to apply sunscreen throughout the day as needed. Parents are encouraged to apply sunscreen to their children before arriving at care each day. Parents should provide sunscreen for educators to apply to children that is waterproof, has an SPF of 15 or higher, and that blocks both UVB and UVA rays.
- The sun's rays are strongest between the hours of 10 a.m. and 4 p.m. Amount of sun exposure should be limited during these peak sunlight times.
- In addition to sunscreen, children should wear protective clothing such as wide-brimmed hats, sunglasses that protect from UVB and UVA rays, and protective clothing.
- Sunscreen should not be used on babies less than six months old. Their ultra-sensitive skin requires they stay out of the sun entirely.
- Apply sunscreen liberally to all exposed skin areas 30 minutes before going outside and reapply every two hours. Remember to wash hands or change gloves in between applications of sunscreen on children.
- Provide shaded outdoor areas to protect children from the sun's damaging rays. Trees, awnings and canopies work well.
- Remember that outdoor surfaces such as sand, water, cement, and snow reflect as much as half the sun's rays onto children's skin even if they are in the shade. That is why sunblock and protective gear are important even in shaded areas.
- Clouds and haze do not block the sun's damaging rays. Follow the same practice on these days as you would on sunny days.

Enable, Inc.
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Canton, MA 02021

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