

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

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About The Resource Center

The NC Child Care Health and Safety Resource Center is a project of the Department of Maternal and Child Health, Gillings School of Global Public Health, The University of North Carolina at Chapel Hill. Project Director: Jonathan Kotch. Funding for the Resource Center originates with the Maternal and Child Health Title V Block Grant of USDHHS's Health Resources and Services Administration/Maternal and Child Health Bureau, awarded to the University under a contract from the Division of Public Health, NCDHHS. The development, translating, printing, web posting and mailing of the *NC Child Care Health and Safety Bulletin* are supported by funding from the Child Care and Development Fund Block Grant of the Child Care Bureau, Administration on Children and Families, USDHHS, through a contract between the Division of Child Development, NCDHHS, and the Department of Maternal and Child Health, Gillings School of Global Public Health, The University of North Carolina at Chapel Hill.

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The Tree of Life



The symbol of a tree is often used to describe the basic needs of human life. Food and shelter sit at the roots of that symbolic tree. Good health and safety are perched in the ascending branches, enriching the entire system. It is hard to maintain good health when basic needs are not met. When health and safety are compromised, it is hard to meet basic needs. Getting the "tree of life" in balance has positive influences on every aspect of children's lives: their ability to develop physically and emotionally, as well as their capacity to learn, work, pursue dreams, and enjoy life.

Children pay close attention to, and imitate, the actions and behaviors of the adults in their lives. Modeling healthy behaviors instills in children habits that benefit them throughout their lives.

What are the "fruits" that hang from this "tree of life?" How do they affect learning and development in young children? A healthful, balanced diet is basic to good health. When children are well nourished, they are less likely to get sick. If they do get sick, they recover more quickly. Children need fuel (calories) to keep their bodies growing and running smoothly. Sometimes they get more fuel than they can burn and sometimes they get the wrong kind of calories. Consuming too much sugar, fat, or sodium increases the risk for obesity, diabetes, and other chronic illnesses in both children and adults alike. When children eat a balanced diet, it is easier for

them to develop language and reading skills, and to learn to analyze and solve problems. They are more likely to be curious, attentive, and socially competent. Nutritional lessons learned and healthy habits developed in early childhood will benefit children throughout their lives.

Oral health also sits at the core of the "tree of life." Oral health problems are common in childhood. Children with oral pain from tooth decay, or other oral health problems, are often distracted and less able to concentrate on learning. Their nutrition suffers if their oral pain makes chewing uncomfortable. It can also make it more difficult to form words and speak. Children can learn to care for their oral health through educational activities and daily routines.

Physical activity is fundamental to children's healthy growth and development. As children exercise, they breathe deeply, expanding their lungs and inhaling life-giving oxygen. Exercise develops and strengthens children's hearts, which pump oxygen throughout their bodies. As children run, jump, and climb, they develop balance and build strong muscles. Children who get plenty of exercise are calmer and better able to concentrate and focus. Daily physical activity teaches children the benefits of exercise and it makes them feel good!

Children learn about safety from the adults who care for them. Providing children with a safe physical environment and establishing rules for safe behaviors can prevent falls, broken bones, cuts, and bruises. In a safe environment, children feel secure, and are more likely to participate in program activities without fear.

Learning habits of health and safety early in life fills children's "trees of life" with the fruits of healthy lifestyles. They can harvest these fruits throughout their lives.

References:

- Food and Nutrition Information Center. 2008. *Role of Nutrition in Learning and Behavior: A Resource List for Professionals*. Retrieved Nov 9, 2009 from: www.nal.usda.gov/fnic/service/learning.pdf
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Health and Safety Education

"This is the Way We Wash Our Hands,"



Child care providers are with children for as many as 10 hours a day. They have a significant influence on children's knowledge of and attitudes about health and safety. They help children develop habits that stay with them throughout their lives. As caregivers instill in children habits that promote health, they practice behaviors that promote their own health and well-being.

Everyone benefits when health and safety activities are incorporated into daily routines.

Children learn about health and safety through daily practice and by observing the actions and behaviors of those who care for them. When they understand how health and safety affects their everyday lives, children become more interested in learning these skills. "Look both ways before crossing the street. You don't want to get hit by a car." "Drink your milk. It develops strong bones and muscles."

Caregivers can add simple, planned activities to highlight health and safety lessons. They can work with families to develop health curriculum and activities. In this way, families have the opportunity to share their opinions and to contribute to the curriculum. When families are involved in planning, the habits learned in child care are more likely to be practiced at home.

As children develop competence in these self-help skills, they develop confidence in themselves. They begin to trust their ability to make decisions about their own health and safety.

Physical Activity: Inside and Outside

Getting plenty of physical activity benefits almost every aspect of a person's health, including mental health. Physical activity increases muscle mass and bone strength. It helps people maintain a healthy weight, prevents many chronic illnesses, reduces anxiety, and improves mood.

Typically, children have an abundance of energy and will gladly engage in physical activities. All they need is the opportunity and safe uncluttered play areas, indoors and outside. Children benefit from planned physical activities, and from time for active free play. Adults model healthy behaviors when they participate in activities with the children. Caregivers can modify

activities so that all children, including non-mobile infants and children, are physically active. Families of young children with physical disabilities can help with the planning. They know what the children can do and what they like to do.

SUPERVISE infants as they lie on their tummies and practice lifting their heads and kicking their feet. Encourage them to creep and crawl. Place a bright colored toy just outside an infant's reach to encourage crawling, grasping, and reaching. Infants who are able to sit can practice rolling a ball. Toddlers and preschoolers can scoot, walk, run, jump in place, balance on one foot, climb, kick, throw and pedal.

Recommended guidelines for children's physical activity throughout the day:

- 60 minutes or more of outdoor time, weather permitting
- 30 minutes of planned physical activities
- 60 minutes of unstructured physical activities
- Children should not be inactive (sedentary) for more than 60 minutes at one time.

Nutrition

Rates of overweight and obesity in young children continue to rise at an alarming rate. Child care providers can help reverse this trend by incorporating nutrition education in children's daily routines. A balanced diet goes hand-in-hand with physical activity in helping children, and adults, maintain a healthy weight.

Caregivers can take advantage of children's natural curiosity to introduce basic concepts about nutrition. Begin by choosing nutritious foods and enjoying healthful snacks and meals with the children. Books about the six food groups and the different foods within each group, help children learn which foods keep them healthy. Let children help prepare meals and snacks. Hands on activities engage children's attention. They are more tempted to try the new food they just grew or prepared. Children can add precut fruit to a salad bowl, naming their piece of fruit as they place it in the bowl. Tasting parties are a fun way to encourage children to try new foods while learning about different smells, tastes and textures: sweet, sour, spicy, crunchy, hard, or creamy. Can they identify a food by its smell? Put together a vegetable, cheese and cracker platter. As children choose a sliver of cheese, explain that cheese is a dairy product, a good source of calcium, which is good for their growing bones and teeth. Provide adaptive utensils and bowls to be sure children of all abilities can participate.

When children establish healthy eating habits early in life, they are less likely to develop diabetes and other chronic conditions associated with obesity, both in childhood and later in life.



During Their Daily Routines Wash Our Hands, Wash Our Hands..."

Oral Health

Brushing teeth reduces the bacteria and plaque that cause gum disease and tooth decay. Wipe inside infants' mouths with a clean cloth after each feeding to remove any remaining liquid. Include tooth brushing in the daily schedule for children with teeth. Set up the environment with labeled toothbrushes for each child, tooth paste, tooth brush covers and storage for the brushes. Invite a dental hygienist to come and teach young children how to brush their teeth. Set up a dentist office in dramatic play. Add toothbrushes, small paper cups, a mirror, a tray with plastic dental tools, a lab coat and a book or two about visiting a dentist. Children can practice dentistry on the dolls. Little scientists can investigate their mouths. The color, number of teeth, uvula, gums, veins and textures are very interesting.



Children can learn how different types of food affect their teeth. Foods rich in calcium and vitamin D strengthen teeth. Vitamin C and B vitamins help maintain healthy gums. Foods stuck to the teeth can lead to cavities. Teeth need brushing at least twice a day!

Nap and Rest Time

"Every living creature needs to sleep. It is the primary activity of the brain during early development." National Sleep Foundation

According to the National Sleep Foundation, many people in America are not getting enough sleep, including young children. Too little sleep affects a person's mood, sometimes making people feel cranky and depressed. Lack of sleep makes it harder to focus and pay attention and it has a negative effect on memory and learning. Not getting enough sleep affects the hormones that control metabolism and stimulate appetite. This can result in people gaining weight. Lack of sleep also affects growth and weakens the immune system, even increasing the risk of some cancers.

Providers can help children get the sleep they need while they are in child care. Reading a book about sleep can teach children why getting enough rest matters. Making naptime part of the daily routine helps children know when it is time for sleep. Getting plenty of exercise during the day helps children feel sleepy. However, children have a harder time settling down if they are active just before naptime. Sometimes children need more sleep than usual. They may be experiencing stress or may not have slept well at home. If children are sleepy when they arrive in the morning, or at other times during the day, provide a safe and comfortable place to rest or sleep.

Handwashing

Frequent and appropriate handwashing is the best way to prevent the spread of infectious diseases. This is especially needed during the colder months, the season for respiratory illnesses and flu.

A good time to incorporate health education is when children are waiting to wash their hands. In addition to explaining that they are washing away the germs that make people sick, caregivers can use these moments to talk about grooming in general: keeping their bodies clean, washing their hair, and other "soapy" issues. Handwashing songs, books about bathing, and play soap and shampoo in the dramatic play area encourage children to develop and practice good personal hygiene habits.

Diapering and Toileting

Diapering offers opportunities for one-to-one interactions, time for eye contact and time to learn self-help skills. Infants can put their legs into the pants. Toddlers can pull their pants up. Children learn to wash and dry their hands after a diaper change.

Typically, it is during the preschool years that children learn to use the toilet. It helps to work with families and to use the same terms at home and at child care to make this transition easier. Toileting requires undressing, balancing on the toilet, dressing, flushing and handwashing. Phew!

Reading books about using the toilet introduces the idea to children. Add sequencing cards to the language area to help children learn the steps. Supervise closely during toileting to help children develop the routine and proper hygiene. Use the same handwashing routine the child used during diapering to build on skills the child already has.



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Go Cookie Cutter Crazy!

December 1st-7th is Cookie Cutter Week! This winter, use cookie cutters for more than just making cookies. Children can have lots of fun with them in many different areas of the child care curriculum! Think of all the different ways to use cookie cutters – other than making cookies.

Here are a few ideas. Children can create pictures with plastic cookie cutters by dipping them in paint and then pressing them on paper. They can then draw or paint around the shape to make a picture. Ask the children to tell a story about what is going on in the picture.

Try it with animal shaped cookie cutters. When the children go outside they can pretend to be the lions, owls, elephants, or other creatures they just painted. Caregivers can read books to the children about their favorite animals! Cookie cutters can also be used with play dough or clay. Children can decorate their beasts, let them dry, and display them in the classroom before taking them home.

Children can learn shapes as they use cookie cutters. Caregivers can ask children to name the shape of the cookie cutter. Preschool children can trace the shapes on a piece of construction paper. Then they match the cookie cutters to the different shapes.

Try these ideas and any others you have thought of to add some excitement to the children's curriculum.



Call 1-800-367-2229 and share your ideas. The first 10 callers will receive a gift! Go Cookie Cutter Crazy!



December is

Safe Toys and Gifts Month
December 6-12 National Handwashing Awareness Week
December 21 World Peace Day

January is

Bath Safety Month
National Birth Defects Prevention Month
January 1-7 Celebration of Life Week
January 17-23 Healthy Weight Week

February is

American Heart Month
National Children's Dental Health Month
February 1-7 Children's Authors and Illustrators Week
February 29 Leap Year Day

Bulletin Board

Child Care Rule Changes



Research in outdoor environments, nutrition and after school activities led to proposed changes in the NC Child Care Rules. For example, it has been proposed to include an indoor, or outdoor, gross motor activity to the activity plans rule . 0508(b).

All child care programs are now rated under the two component Star Rated License System. Rules referencing the old three component system of child care rating will be repealed by the Child Care Commission.

The effective date for the rule changes is April 1, 2010. To view the proposed rule changes visit *What's New* on NC Division of Child Development's website: <http://ncchildcare.net>.

Belated Happy Kindness Week!

World Kindness Week was November 9-15, but kindness can be celebrated at any time of the year. Talk about the importance of kindness with the children. "Who was kind to you today? How did it make you feel?" Being kind to others releases endorphins in the body. This makes a person feel happy and calm. Helping others also increases a child's or adult's feelings of self-worth.

Ways children and caregivers can practice being kind:

- Share a smile with everyone.
- Help a friend clean up.
- Hold the door for a friend in his wheel chair.
- Invite a friend to join in the play.

For more ideas about kindness activities, visit the Random Acts of Kindness Foundation's website at www.actsofkindness.org.



Gifts that Last a Lifetime!

Habits developed early in life often last a lifetime. Create a home environment that supports healthy choices. What could be a better gift? Proper nutrition, plenty of physical activity and sleep, and a safe environment lay the foundation for a lifetime of well-being. Children and adults are better able to enjoy the good times and cope with stressful times when they are healthy and fit.

Provide healthful foods.



- The World Health Organization recommends breastfeeding infants exclusively until they are 6 months of age. Then introduce solid foods, while continuing to breastfeed or formula feed infants until they are at least 12 months of age.

- Eat 4-13 servings of fruits and vegetables per day.
- Choose dairy products that are low in fat.
- Eat a diet high in calcium, fiber, and whole grains.
- If eating meat, choose lean cuts, or fish, chicken or turkey. Substitute meat occasionally with legumes such as pinto beans.
- Serve appropriate portion sizes.
- Read food labels to help make healthy choices.
- Limit fast food and eat out only occasionally.
- Avoid processed foods and those with added sugar or added salt.
- Avoid sugar sweetened beverages, sugary snacks, and candy.

Enjoy mealtimes.



- Eat a nutritious breakfast together.
- Introduce a variety of foods. It may take ten tries before a child can enjoy the new taste and texture.
- Never force a child to eat more.

- Prepare foods together. Talk about how good foods help keep bodies healthy.
- Make eating together a priority.
- Eat only in the kitchen or dining room, not in front of the TV or computer.

Get moving.



- Provide children opportunities for plenty of physical activity each day – at least one hour per day is recommended.
- Limit children's TV, video or computer game time to less than 2 hours a day – no

"screen time" for children younger than two years of age.

- Be active and join in physical play with children. Take the President's Challenge as a family. Track individual physical

activities together and earn awards for active lifestyles at www.presidentschallenge.org.

- Have activity parties such as backyard Olympics.
- Give active games and toys as gifts.
- Spend time with children outdoors. Instill an appreciation of nature and fresh air.

Sleep safe and sleep well.



- Follow a sleep routine. Allow adequate time for sleep. When well rested, a child is better able to learn and has fewer behavior problems.

- Provide a comforting, quiet environment. Help children learn to calm themselves and fall asleep.
- Provide a crib or bed that meets all current safety requirements for the child's age group and has a firm sleep surface.
- Make sure there are no cords hanging near the crib or bed.
- Reduce the risk of Sudden Infant Death Syndrome (SIDS).
 - Place infants on their backs to sleep.
 - Keep room temperature moderate and do not overheat infants by over bundling them.
 - Tuck blankets in on three sides of the mattress.
 - Keep the crib free of soft toys, objects, or loose blankets.
 - NEVER smoke near infants.

Reduce the risk of injury.



- Provide indoor and outdoor environments that encourage safe exploration. Find Household Safety Checklists at http://kidshealth.org/parent/firstaid_safe/home/household_checklist.html.
- Supervise children's play.
- Repeat safety messages often. "Chairs are for sitting, not standing." Provide encouragement for following a rule. "You remembered to look both ways."

- Help children learn to trust their feelings about what is safe and what is not safe. Children develop skills and judgment at their own pace. They need guidance from trusted adults.

References:

North Carolina Division of Child Development. *Infant-Toddler Foundations. Health and Physical Development*. Retrieved Nov. 4, 2009 from http://ncchildcare.dhhs.state.nc.us/pdf_forms/dcd_infant_toddler_health_physical_development.pdf

Centers for Disease Control and Prevention. *Tips for Parents – Ideas to Help Children Maintain a Healthy Weight*. Retrieved Nov. 4, 2009 from www.cdc.gov/healthyweight/children/index.html#prevention

U.S. Dept. of Agriculture. *Tips for Families*. Retrieved Nov. 4, 2009 from www.fns.usda.gov/tn/Resources/mpk_tips.pdf



The CSEFEL Corner Center on Social and Emotional Foundations of Early Learning

PROBLEM SOLVING

Miss Green, a first year teacher working with the behavior specialist, had been working through the CSEFEL

Inventory of Practices to make her classroom a supportive environment. She felt confident that her classroom was set up to promote positive behavior.

She dedicated specific time in her day to develop positive relationships with all of her students, even the couple of children who seemed to always be breaking the rules.

Still, there seemed to be one time of the day that was particularly chaotic for all of her children - outside play time. All twelve of her three year olds wanted to ride trikes, but there were only six trikes available. Every day it seemed there were fights and crying over the trikes. To purchase six more trikes was too costly and not in the budget. She had to figure out what to do. Saying "we all share at school" just was not enough.

The behavior specialist and Miss Green discussed some possible ways she could teach appropriate expectations about outside play and the use of the trikes. The behavior specialist helped Miss Green write a social story book. It was customized with real pictures of the school and the trikes and it talked about the issue.

The book simply stated that once there was a school where everyone cried and fought at outside time because of the trikes. Crying and fighting made people unhappy or mad. The class had to work together to come up with a solution to the problem. The book then stated how a waiting list board was made and how each child would be assured a turn on the trikes. Miss Green read the book everyday when she first introduced it. She made it accessible to the children by placing it in the book area.

Using name cards, trike pictures, a timer, and a board the class created their waiting list board. After a week of practice, the children were eager to draw their card and place it on the board. Those who had to wait were calmer, knowing they would get a turn.

Promoting Social and Emotional Health

Later in the month there was a loud dispute over the computer. Miss Green said, "It sounds like we have a problem. What can we do to fix it?" One boy suggested, "Hey maybe we can write a book and make a board." Miss Green smiled. Her children were becoming real problem solvers. She could not wait to share this with the behavior specialist.

Targeted Social Emotional Supports

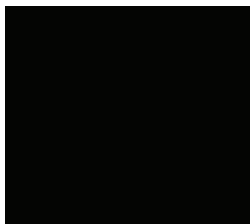
Part 4 of a 5 Part Series

Sometimes children need to be taught specific social and emotional skills. Supportive relationships and environments provide a safe place to practice and learn these skills.

With adult guidance and instruction children can learn how to name and express their emotions. They can learn skills that will help them play cooperatively with other children and how to solve social problems that arise. Some children readily learn to ride a bike, draw, or get along with people. Others have difficulty. Systematic and focused instruction is especially helpful for children who have a difficult time learning a new skill, including a social skill. Social skills include:

- identifying and expressing emotions
- self-regulation
- social-problem solving
- initiating and maintaining interactions
- cooperative responding
- ways for handling disappointment and anger
- friendship skills

Early childhood teachers can draw from a wide variety of methods to teach social skills. Adults can model desired behavior or use a puppet to model the behavior. Songs, finger plays, and flannel board activities help some children learn and practice skills. Games or children's literature may be helpful to other children. The CSEFEL website, www.vanderbilt.edu/csefel/, offers suggestions of practical strategies to use in the classroom. They offer downloadable materials in English and Spanish. View their video clips to see how classroom teachers use these materials.



If children do not know how to wash their hands, we teach them.

If children do not know how to say the alphabet, we teach them.

If children do not know how to cross the street, we teach them.

If children do not know how to behave, we.... teach them?... punish them?

Why is it so hard to finish that last sentence as automatically as it is for the others?

Adapted from Tom Herner (NASDE President) Counterpoint 1998, p.2

BrrrrrIt's COLD!



Oh, the weather outside might be frightful, but young children find it so delightful! Outdoor conditions provide lots of hands-on learning, even when it is cold out. As children spend time outdoors, they will become better observers of the natural world.

Getting Dressed

When there's a chill in the air and frost on the windows, dress for the weather! Bundle up with an extra layer of clothes, mittens, hats and boots!

Zippering coats, buttoning sweaters, and pulling on warm socks are valuable self-help skills children can practice. Hickory, dickory, dock. Let's put on our socks.

Winter Walk

Take a winter walk in a natural setting – woods, fields, or parks. Have the children collect objects such as rocks, bark, leaves, pine cones and needles. Look closely at the buds on trees and shrubs in the winter. Talk with the children about what they see and hear. Back in the classroom, use their collected objects to make a collage or start a collection in the science area.

What Do Animals Do in Winter?

As the temperature begins to drop and the leaves float to the ground, nature is preparing for winter in many ways. Some animals migrate south, some put on extra fat for warmth, and others curl up and hibernate (sleep) during the cold weeks. In North Carolina, bats, black bears, Eastern Box Turtles, groundhogs, ladybugs, and snakes are going to sleep. Zzzzzzz...it's a long sleep! Visit www.wildwnc.org for information on wildlife and habitats during winter.

Moving Outdoors

Movement generates body warmth when outside on a chilly day. Exercise boosts a child's immune system, which helps the body fight infections. Sing or play music at different tempos and rhythms. Give children a prop, such as a scarf, to incorporate into their movement. Infants can join in with a rattle to shake.

Caregivers holding infants can dance to the music. Toddlers and preschoolers can become:

- Whirling wind
- Winter rabbits hopping through the woods
- Falling snowflakes
- Deer bounding across a field
- Bare branches blowing in the breeze
- Trees swaying slowly, back and forth
- Birds "flying" back to their nest when it is time to go inside

Tips for Playing Outdoors in Cold Weather

- Serve snack before going out.
- Make sure children are dressed in layers for active, outdoor play. Keep a clean, dry supply of extra mittens, hats, boots, and jackets for children who may need them.
- Play outside during the warmest time of day.
- When it is 21-32 ° F, limit time outdoors to 20-30 minutes several times each day. Consider 10-15 minutes outdoors for non-mobile infants and children – keep them warm. Even a short time outdoors provides fresh air, cool wind on faces and a bit of sunlight.
- Engage the children in active play to warm the body and the spirit.
- Provide plenty of water for the children to drink during active play.
- The cold air may trigger an asthma attack in children who have asthma. Follow the recommendations in the child's asthma health care plan. Wrap a scarf around his or her nose and mouth to warm the cold air before it enters the child's lungs.
- See the Outdoor Health and Safety - Special Edition Winter 2005 Health & Safety Bulletin for more information.

Children's Books on Cold Weather

Cold Days (Weather Report)
by Jennifer S. Burke 2000



Froggy Gets Dressed
by Jonathan London 1994



How Do Bears Sleep?
by E. J. Bird 1990



It's Winter
by Linda Glaser 2002



Winter: An Alphabet Acrostic
by Steven Schnur 2002



= Infant/Toddler



= Preschool - School-age



POSTMASTER: Please deliver as soon as possible – time dated material enclosed

Web Resources

Many people have called the Resource Center requesting a copy of the 2010 NC Child Care Health and Safety Calendar. Unfortunately the calendar was not funded for 2010. Please consider keeping your 2009 calendar and referring back to the content for ideas, parent tips and suggested children's literature. For National Health Observances – the special days, weeks, or months used to raise awareness of health topics – go to www.healthfinder.gov/nho.

Health & Safety

Be Active Kids

www.beactivekids.org

Caring for Our Children: National Health and Safety Performance Standards

<http://nrckids.org/CFOC>

Carolinas Poison Center

1-800-222-1222

www.ncpoisoncenter.org

U.S. Consumer Product Safety Commission

www.cpsc.gov

Eat Smart, Move More NC, Preschool

www.eatsmartmovemorenc.com/Preschool.html

Healthy Child Care America

www.healthychildcare.org

Immunize North Carolina

www.immunizenc.com

ITS-SIDS Project

http://ncchildcare.dhhs.state.nc.us/providers/pv_itssidsproject.asp

Nutrition Services

www.nutritionnc.com

Physical Activity and Nutrition in Child Care Settings: A Web Directory for Providers

<http://fitsource.nccic.acf.hhs.gov/fitsource>

Prevent Child Abuse North Carolina

www.preventchildabusenc.org

Inclusion of All Children

Partnerships for Inclusion

www.fpg.unc.edu/~pfi

Together We Grow – www.ncei.org

Families

Born Learning – www.bornlearning.org

KidsHealth – www.kidshealth.org

Children and Nature

Children and Nature Network

www.childrenandnature.org

NC Children and Nature Coalition

www.ncchildrenandnature.org

NC Office of Environmental

Education – Early Childhood Resources

www.ee.enr.state.nc.us

Outdoor Learning Environments

www.osr.nc.gov/ProfDevandResources/OLEhome.asp

Professional Support

NC Institute for Early Childhood

Professional Development

www.ncchildcare.org

Provider Resources,

NC Division of Child Development

http://ncchildcare.dhhs.state.nc.us/providers/pv_providers.asp

Teacher Resources

Infant Toddler Foundations

http://ncchildcare.dhhs.state.nc.us/providers/pv_infant_toddler_foundations.asp

Foundations: Early Learning Standards

and Strategies for Guiding Their Success

www.osr.nc.gov/Foundations/foundations_Early_learning.asp

www.osr.nc.gov/Foundations/foundations_Early_learning.asp

Kids.gov

www.kids.gov

NC Association for the Education of Young Children

www.ncaeyc.org

Teacher Quick Source

www.teacherquicksources.com

HEALTH BULLETIN

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