

*It takes a village to raise a child.*

Healthy Child Coalition  
Central Region



# Village Voices

## Here Comes Spring

(the puddle edition)

March let us know very early that winter is not done with us yet, but the days of puddles boots and mud are not that far away. Puddles make for some natural children's play, but you don't have to wait for the weather to change before you can play in them. All you have to do is imagine. Make pretend puddles on the floor and have your children jump over the puddles without getting "wet" .

### Spring things

Gather together a collection of objects children associate with spring—

rubber boots, pussy willows, Easter eggs, baby animals. Pictures will do if you can't find the real thing. Line them up on a table or the floor and talk about each of them. Then cover the collection with a towel or tablecloth and remove one of the items before whisking off the cover. What item is missing? It becomes a memory game.

### Caterpillars & Butterflies

Eric Carle's much-loved book "The Very Hungry Caterpillar" can lead to some fun role playing. Imagine you are a caterpillar. How do you

move? Curl up tight into a cocoon and slowly unwind, then fly away as a butterfly. Let the children guide the movement.

### Winds and Clouds

Talk about the wind and what it does—to your hat, to a kite, to the clouds. Give children a straw and a light-weight object such as a cotton ball or feather. Let them blow through the straw and see how far they can make the object move. Or just give them a feather and see if they can keep it in the air by blowing on it.

It's having fun and learning all at the same time!

Healthy Child  
Coalition—Central  
Region

March-April 2013

### Tidbits

- © Healthy Child Coalition—Central Region is on Facebook. Check it out!
- © Have comments or suggestions for this newsletter? Contact Sharron Arksey at [hcc.centralregion@gmail.com](mailto:hcc.centralregion@gmail.com) or 204-445-2326.
- © Next issue will be out May 2013

Please note that our  
email address has  
changed

## What's on the agenda for HCC-CR

**Thursday, March 14**—regular steering committee meeting. Carman Collegiate 9:30 a.m.

**Thursday, March 14**—The ABCs and 123s of Developmentally Appropriate Practice. A presentation by Debra

Mayer of Manitoba's Early Childhood Education Unit. Carman United Church, 1:30 p.m.

**Monday, March 18 through Thursday, March 21**—Nobody's Perfect facilitator training. Carman United Church.

### Coming up:

**April 30**—deadline for grant applications for 2013-2014 year.

Dates yet to be chosen—Kit & Kaboodle for aboriginal facilitators; Rock and Read facilitator training.

### Inside this Issue

Songs and Rhymes	2
Make a Rainbow	2
Easter Bunny	2
Boots	3
Bicycle Safety	3
Books to Look For	4

# Leprechauns, bunnies, rainbows and eggs

## This Little Leprechaun

This little leprechaun slid down the rainbow,

*(Point to thumb.)*

This little leprechaun stayed home.

*(Point to index finger.)*

This little leprechaun picked a shamrock,

*(Point to middle finger.)*

This little leprechaun found some gold.

*(Point to ring finger.)*

This little leprechaun cried, "See if you can catch me,"

*(Point to little*

*finger.)*

As he ran home.

*(Wiggle little finger.)*

## Do your Ears Point Up?

Do your ears point up?

*(Pull on tops of ears.)*

Do you have a lot of luck?

*(Cross fingers.)*

For gold do you dig?

*(Pretend to dig.)*

Can you dance an Irish jig?

*(Dance a jig.)*

If you answered, "Yes,"

*(Nod head.)*

You're a leprechaun, I'd guess!

*(Wink eye.)*



## Bunny Movements

Easter Bunny,  
Easter Bunny,  
Tap your toes.

Easter Bunny,  
Easter Bunny,  
Wiggle your nose.

Easter Bunny,  
Easter Bunny,  
Climb to the top.  
Easter Bunny, Easter Bunny,  
Hop, hop, hop.

Easter Bunny, Easter Bunny,  
Jump, jump, jump.  
Easter Bunny, Easter Bunny,  
Wiggle your rump.



## Red and yellow and pink and green...

### What you'll need...

- Construction paper (all colours of the rainbow—red, orange, yellow, green, blue purple)
- Scissors
- Glue or a glue stick
- Piece of string or ribbon

### What to do...

1. Trace different sized circles onto



construction paper. Use templates or everyday objects to trace. Cut out the circles.

2. Glue the second largest circle to the largest, centering as carefully as you can. Repeat.

3. Turn over and apply glue to the back of the largest circle.

4. Stick a small length of string to the back of the circle.
5. Fold the circle in half and press so that the two sides stick together well.

*Red and yellow and pink and green  
Purple and orange and blue;*

*I can sing a rainbow,  
sing a rainbow,  
sing a rainbow, too!*

## Easter or spring craft: quick and easy bunny to make

### Here's what you'll need...

- Paper plate
- Green and pink construction paper
- Pencil
- Scissors
- Black marker
- Glue

### Here's how you make it...

1. Trace 3 green hand prints and cut out. Place your paper plate 'eating side' down and glue the hand prints to the bottom of your paper plate

2. Cut two bunny ears from your pink paper and glue onto the top, back of the plate. Draw on some 'peeking' eyes, and you're done!!

If you want to hang your Peeking Bunny, punch two holes on either side of the plate and string through a piece of yarn.



*Happy  
Easter!*

# You can learn from a shoe? Who knew?

There was an old lady who lived in a shoe,

She had so many children she didn't know what to do.

She gave them some broth without any bread.

She kissed them all gently and sent them to bed.

Children love nursery rhymes and this one offers an opportunity for learning that you might not think of at first.



Ask your child "Would people really live in a shoe?" This helps him establish the difference between reality and fantasy.

Ask your child, "Why do you think we need to wear shoes?" Shoes protect our feet from injury (bumping our toes or stepping on something sharp). Shoes protect our feet from diseases. Shoes also help us stand up tall and have good posture.

Talk about all the different kinds of shoes and boots there are. Find different kinds in your own closets or look at pictures of shoes in a catalogue. Golf shoes, baseball shoes, running

shoes, winter boots, rain boots, cowboy boots, work boots, baby shoes, sandals, flip flops, high heel shoes. What others can you find?



Talk about how different shoes are used in a particular activity—running shoes for outdoor activities, rain boots for splashing in puddles, sandals for summer and high heels for special events.

Let your child lead the way and you might be surprised at the wide range of footwear he comes up with. Mukluks, for example. Snow shoes. Flippers for deep sea diving and snorkeling.



Ice skates. Roller skates. Ballerina shoes.

Put a big pile of shoes in the middle of the floor and have the child match them correctly. Start with four to six pairs of shoes and add more to make the activity more challenging.

Ask the child to line them up from largest to smallest and vice versa.

Help the child cut out pictures of shoes from an old catalogue or flyer. Help her to identify each shoe. What type of activity might you use each one for? You could make a book with

each page featuring a different kind of shoe.

Make a shoe garden. Find an old shoe and fill it with potting soil. Get your child to plant a few seeds. Watch the plants grow from the shoes.



Sing songs about shoes:

**Here's one foot** (*This old man*)

Here's one foot, here are two,  
Each one wearing a brand new shoe,  
So skip and dance all around the floor,  
That's what these new shoes are for.

**I like shoes** (*Three Blind Mice*)

I like shoes  
I like shoes  
I like shoes  
Big ones  
Little ones  
Loud ones  
Soft ones  
Any kind will do  
I like shoes!



**Make up a poem!**

My foot's in my shoe.  
My shoe's on the floor.  
Watch me march (*stomp, stomp*)  
Right to this door.

# When spring comes, can bikes be far behind?

Once warmer weather returns and the snow melts, children and adults alike will bring out their bicycles once again. The following bike safety tips are courtesy of Winnipeg Regional Health Authority.

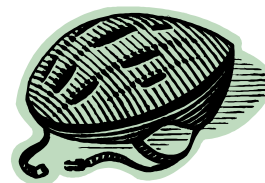
- Make sure that you and your children wear an approved, properly fitted bicycle helmet on every ride. A bicycle helmet can reduce the risk of head injury by more than 85%.
- Learn the skills and rules necessary to protect yourself and your child while cycling on the

road or path. Frequently ride with your child and practice road safety rules. \

- Before allowing your children to ride alone, they should be 10 years old, understand the rules, and show that they can ride safely. Children less than 10 years of age are not physically and mentally able to remember all their safety lessons at the same time as riding and watching for dangers.
- Your children should not bike in road traffic until they are at least

age 10.

- Make sure that your child's bicycle is the right size for their height and weight. Keep brakes and other parts in good working order.
- Poor visibility adds to the risk of a collision between a bicycle and a car. When cycling, children should wear easy to see, bright clothing.



## Healthy Child Coalition— Central Region

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Healthy Children, Healthy Families,  
Healthy Communities



Healthy Child Coalition  
Central Region



**Healthy Child Coalition - Central Region...** is one of 26 parent child coalitions funded through Healthy Child Manitoba.

**HCC-CR ...** is a network of partners: Parent groups, Family resource programs, Child care programs and nursery schools, Schools and school divisions, Child protection agencies, Aboriginal, French and other cultural groups, Recreation and sport groups, Local governments, businesses & community groups, Provincial government departments working together for healthy children, healthy families and healthy communities.

**HCC-CR ...** is one component of a wide-ranging series of provincial supports that includes Families First, Healthy Baby, Triple P Positive Parenting Program, Healthy Schools, Roots of Empathy and more.

**HCC-CR...** is a source of funding for parent-child programming across Central Region. Supported programming is family-focused and community-based, focuses on parenting skills, nutrition and physical activity, literacy and capacity building.

**HCC-CR ...** is part of the village that raises the child.

## Books to look for at the library or at book sales

**Alphabet books**—Alphabet books usually feature the capital and lowercase forms of a letter on each page and one or more pictures of something that begins with the most common sound that the letter represents.

**Counting (or number) books**—In these books, each page usually presents one number and shows a corresponding number of items (two monkeys, five dinosaurs and so forth).

**Concept books**—These books are designed to teach ideas that children need to know in order to succeed in school such as colours, shapes, sizes (big, little) or opposites (up, down). They may focus on concepts (farm or zoo animals, families around the world, trucks or places to live).

**Nursery rhymes**—These books often contain rhymes and repeated verses

which is why they are easy to remember and recite and why they appeal to children.

**Repetitious stories and pattern books**—In these predictable books, a word or phrase is repeated throughout the story, forming a pattern. After the first few pages, your child may be able to read along because he knows the pattern. This helps make reading fun.

**Traditional literature**—Traditional literature includes fairy tales, folk tales, fables, myths, and legends from around the world and across the ages of time. Look for books that tell about your own cultural heritage.

**Wordless picture books**—These books tell stories through pictures, without using words. Wordless picture books give children the opportunity to tell stories themselves as they read.

This is an activity that most children enjoy. In telling their stories, children develop language skills; they also get a sense of the order of events in stories.

These ideas come from the U.S. Department of Education *Leave No Child Behind* and were reprinted in the Healthy Child Manitoba manual *Small Steps Big Futures*.

*"We worry about what  
a child will become  
tomorrow, yet we  
forget that she is  
someone today."  
Stacia Tauscher*