



Special point of interest:
Read about our staff presenters on page 6.

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The Child Care Program will be closed on:

JULY 3:
INDEPENDENCE DAY

AUGUST 21:
PROFESSIONAL DEVELOPMENT DAY

SEPTEMBER 7:
LABOR DAY

community connection

July 2009

The Ohio State University

Making Soup

Soup. Who in the world would observe children pretending to make soup and recognize the potential for learning? Early childhood teachers. C7 teachers Karen Hughes and Tricia Melville to be exact. Why? Because it was *the children's idea, their interest.*

You see, children are more apt to take an active role in their learning when they are interested in the subject (that goes for numbers, letters *and* soup). It's planning curriculum using an emergent approach, based on the children's interest and passions (as well as the teacher's). Rather than starting with a lesson plan, which requires a "hook" to get the children interested, emergent curriculum starts with the children's interests. In this case, soup.

And here is C7's delicious tale.

Our soup idea came about one afternoon while in the muscle room. We were building with the hollow blocks and made a roundish enclosed structure that the children decided was a soup pot. They spent the rest of the time in the muscle room gathering imaginary ingredients for their soup. Everything they could think of was "thrown" into the pot. This play idea was repeated on and off for a couple of weeks when we were in the muscle room. Sometimes a

child or teacher would be in the soup, sometimes an alligator or shark, but always the same gathering of "foods".



We expanded the soup idea by providing a variety of dishes and foods in the dramatic play area of our classroom. We noticed the children using these items to set tables and to stuff bags to carry around the room, but they did not use them to make soup. As cooking has always been something we wanted to do with the group, we decided to take their interest in that direction.

The first thing we did was to cut bananas and pour water. Simple but important skills for our budding chefs. As the children's comfort and knowledge increased, we worked at preparing and serving other foods.

Throughout this time we were sharing our interests in cooking, serving and soup with our families. One family brought us a full size soup pot and the book *STONE SOUP*, retold by Heather

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Director's Corner



Maggie Summers
Program Director

PAPERWORK UPDATE week at the Child Care Program will be July 13-17. Families at each of our program facilities will receive a forms packet to complete at home and return to their facility office.

We thank you in advance for your cooperation in this decidedly unglamorous, but essential, annual process.

I have yet to meet anyone who claims that completing paperwork is a favorite task. Our society has certainly worked in many ways to reduce our reliance on paper and I remember as a child being told that by the year 2000 no one would be using any paper at all! Alas, that is not the case and the Child Care Program's annual paperwork update is headed your way.

Our state and federal regulatory agencies continue to require paper forms to be completed and kept on file. However, the Child Care Program Management System (our customized database application) does make life a little easier by pre-completing many forms for you. CCP and Human Resources Information Technology staff works annually to leverage our technology as much as we can to improve the update process.

It is vitally important to the safety and security of our children and families that we have the most accurate and current information in your files and in our database. When you receive your paperwork update packet, please review the forms for accuracy, complete them and return them in a timely fashion. As you can imagine, it takes many hours to review all the forms for our many hundreds of families, but it is a task that must be done with much care and concentration.

PAPERWORK UPDATE

This year we will conduct our annual paperwork update the week of July 13-17. All families that have enrolled a

child or children prior to May 1, 2009 will receive a packet of forms to review, update and return. Families enrolled at the Ackerman Road facility will need to complete the following forms:

- Child Enrollment and Health
- Authorized Release
- Child and Adult Care Food Program
 - Enrollment Form
 - Income Eligibility Application (if applicable)

Children's Medical Exam forms are not included in this update but continue to be due annually based on the exam date.

Families enrolled at Buckeye Village will only need to complete forms related to the Child and Adult Care Food Program. The Child Enrollment and Health and Authorized Release forms along with Medical Exam forms will continue to be updated annually according to the last date.

Forms packets will be distributed by classroom staff on Monday, July 13 and we ask that the forms be returned by Friday, July 17. Administrative staff will be at the ready throughout the week should you have questions in regards to completing any of the forms.

Email messages will be sent the week before distribution as well as during paperwork update week as reminders to turn in your paperwork.

As every year, we appreciate your time and support of this important piece of administrative work!

Q and A

When will we hear about a tuition increase? The August newsletter will provide information regarding the Child Care Program budget, including tuition increase details. Child care tuition changes are effective January 1.

What's the status of the Children's Library at the Ackerman Road facility? The library has been painted and is ready for new furnishings which have

been ordered. We plan for the library to be open for use by staff and children by mid-August. Families will be able to access the library to read a book at arrival or departure times, however, the library books will not be available for lending. Opportunities for book donations will be offered in the fall.

Email your questions to childcare@hr.osu.edu

Happy Healthy Preschoolers

Do you wish you knew more about nutrition for young children? Happy Healthy Preschoolers is a free 6 week nutrition and physical education program for parents of children 1-6 years old. During the program, parents learn:

- How to get children to eat new and healthier foods.
- How much food is enough food for a child.
- How to compare foods using nutrition labels.
- The best nutrition based on personal budget.
- What screen time is and how much is enough.
- Ways to make play time into exercise.

Happy Healthy Preschoolers is held at sites throughout the community. The next program begins July 9 at 3781 S. High Street, in the Kroger Shopping Center. Program sessions are one hour in length and free babysitting is



provided. To register, contact Jennifer Kuck at 722-3503 or Jennifer.Kuck@NationwideChildrens.org.

Because of weight and health issues, children today are not expected to live as long as their parents. However, that does not need to be true for your child! We know that habits children develop by age 5 will stay with them throughout their lives. Enroll in the Happy Healthy Preschoolers program for the information you need to develop healthy habits in your child.

MORE ABOUT RAISING HAPPY HEALTHY CHILDREN

Check out the nutrition and fitness center of KidsHealth, the website for information about children's health, behavior, and development from before birth through the teen years, for more information and tips on:

- reading food labels
- delicious kid-friendly recipes
- outdoor summer activities
- games to play alone or in groups

Visit [KidsHealth](http://KidsHealth.org)

Did You Know?

Summer Storms Can be Scary

Thunderstorms can be a scary experience for many young children. The dark skies, loud cracks of thunder and bright flashes of light can cause even the most stoic to run for the safety and comfort of parents. If storms are a cause for alarm for your child, try using this 3-step plan for calming their fears and anxieties from Kids Health, part of The Nemours Foundation's Center for Children's Health Media.

Step 1: Understand What's Happening

Storms show nature at its most amazing — all loud and wet and windy and flashy. But storms aren't magic. Underneath it all, weather and science are happening. It's the combination of water and all that electricity passing through clouds that produces lightning. The electric boom of lightning heats up the atmosphere, causing the noise called thunder. Check your local library or look online for books and videos about storms, making sure you select items that are appropriate for your child's age and developmental level, to help to familiarize and desensitize your child. Who knows? You may even find that you family has a budding meteorologist.

Step 2: Know How to Stay Safe

No matter how much you know about the science of storms, you still need to be inside when one is happening. Even the birds, squirrels, and other outdoor creatures pick a safe spot to wait out a storm. Talk with older children about

where to seek safety and shelter when storms erupt and reassure younger children that they are safely tucked away indoors.

Step 3: Find Your Calm

Even though they are safe inside, some children may still feel worried. The most important thing parents can do is talk with children about their feelings and ask what would make them feel better. Listening to music, snuggling up with a storybook or playing a game can distract attention away from the storm. Or you can incorporate the storm into an activity by drawing a picture of the lightning or making a game out of counting the thunder claps.

RESOURCES

Check out the Columbus Metropolitan Libraries Kids! Section, either in person or on the Web, for weather books such as:

W is for Wind

by Patrick Paulauski

Rain or Shine

by Emily Hawkins

Oh Say Can You

Say What's the

Weather Today

Cat in the Hat's

Learning Library

Visit Kids Health for perspective and advice about a wide range of physical, emotional, and behavioral issues that affect children and teens.

<http://kidshealth.org/>

... Soup

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Forest, in honor of their daughter's birthday. This rekindled the children's original ideas about soup and once again we were making all sorts of soup. Train soup, block soup...we found a lot of items would fit into our soup pot. We also read *GROWING VEGETABLE SOUP*, by Lois Ehlert, and took the pot outside one spring day and made chalk soup. Children from all of the classrooms participated by adding ingredients, stirring, scooping and serving the soup. We documented this idea with our own book, *CHALK SOUP*.

The final activity that we planned was to make vegetable soup. Families brought in vegetables and over the course of a few days we washed and prepared corn, potatoes, peas, carrots, tomatoes, broccoli, fresh herbs, celery, onions and zucchini. Finally, we sat down to a big pot of *real* soup.

No one ate it.

A few dipped crackers in the broth. Turns out all of the children preferred the vegetables raw.

We plan to try making fresh salsa next.

The soup idea benefitted the children's development across the spectrum.

- Motor skills were enhanced as they built and filled their soup pot each afternoon in the muscle room and filled and carried the large soup pot

and "ingredients" around the classroom (our favorite was when someone put imaginary Metamucil in the pot!).

- Self-help skills were developed as the children washed, prepared (by cutting or breaking) and ate the vegetables.
- Exploring vegetables - their smell, texture and taste, measuring pouring and changing the shape and form of the food fostered cognitive development.
- Language and literacy skills developed while reading books and recipes and talking about what we were doing.
- Emotional development happened in many ways, especially each time we validated a child's idea, expanded on it, asked questions and played along.



As we moved through the soup idea we noticed how much the children had grown over the past year and continue to grow. Even in the beginning when our soup was in a big block pot in the muscle room and all of the activity was imaginary, the children were working together, communicating and cooperating, as social beings. As teachers, we supported and extended their play by arranging the environment and providing props, but the children took it in their own direction - and we really enjoy going where they took us.

PROGRAM CALENDAR

2009 Closures:

January 1

New Year's Day

January 19

Martin Luther King Day

March 20

CCP Professional
Development Day

May 25

Memorial Day

July 3

Independence Day

August 21

CCP Professional
Development Day

September 7

Labor Day

November 11

Veteran's Day (observed)

November 26

Thanksgiving Day

November 27

Columbus Day (observed)

December 24

President's Day
(observed)

December 25

Christmas Day

Customer Service Awards

Lori Bolen and Erin Gabriel: Melissa Bellini, grandparent of a preschool child in A4, nominated Lori and Erin for flexibility, care and attention paid to her family during their time of need. "This program is a wonderful example of the excellence at Ohio State,"

writes Melissa, "You have remarkable staff and I wanted you to know how much we appreciate all that you did for us."

Congratulations Lori and Erin!

Child Care Staff Present at Symposium

Child Care Program staff members Jean Dodson, Family Services Coordinator, and Tara Soltysiak, Evening Program Supervisor, presented at the 5th annual Student Parent Support Symposium sponsored by The Ohio State University Office of Minority Affairs, ACCESS Collaborative Program in Dublin, Ohio on Friday, June 26. The purpose of the Student Parent Support Symposium is to bring together individuals who serve the student-parent populations on university and college campuses nationwide.

Jean and Tara's presentation, "Supporting Student Parents through



Child Care", acquainted participants with national campus child care models, provided information about the Child Care Program, and shared information about Ohio State collaborations, including collaborations with ACCESS, that have increased and improved child care services to student parents.

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