

Health Awareness:

Breast Cancer Awareness Month: What can you do?

This October, we are proud to participate in National Breast Cancer Awareness Month. Breast cancer is the second most common kind of cancer in women. About 1 in 8 women born today in the United States will get breast cancer at some point.

The good news is that most women can survive breast cancer if it's found and treated early.

- If you are a woman age 40 to 49, talk with your doctor about when to start getting mammograms and how often to get them.
- If you are a woman age 50 to 74, be sure to get a mammogram every 2 years. You may also choose to get them more often.
- Talk to a doctor about your risk for breast cancer, especially if a close family member of yours had breast or ovarian cancer. Your doctor can help you decide when and how often to get mammograms.

Cited by: <https://healthfinder.gov/NHO/OctoberToolkit.aspx>



Recipe of the Month

FALL PUMPKIN PLAY DOUGH

Teaching observation and scientific thinking while making PlayDough. Have children describe what they see and smell. (*It smells like Fall!*). Use descriptive words such as soft, squishy, bumpy. When finished, discuss the process together.

Ingredients: 1 c. flour-1/4 c salt-2 Tbsp. cream of tartar-1 pckt orange jello-Cinnamon-Pumpkin pie spice-1 c water-1 Tbsp veg. oil

Directions: 1. Combine first 5 ingredients in a saucepan or pot; spices as desired. 2. Stir in all. 3. Stir continually over medium heat for 3-5 min or until ball forms in pan. 4. Remove ball from pan and let cool slightly before kneading. 5. Knead until smooth, continue cool in refrigerator.





Feeling Anxious?: How to Help Kids Relax

Anxiety is typical and a normal part of childhood. However, those who suffer with constant states of anxiety often experience fear, nervousness, shyness, and actively avoid places and activities. Two simple questions to ask yourself are: 1) Is this child more shy or anxious than other children his or her age? and 2) Is this child more worried than other children his or her age?

Anxiety is one of the most common class of psychiatric disorders among children and adolescents. Given the evidence to support the impact of anxiety on social relationships, learning and development, there is a clear need for beneficial interventions. These interventions can be as simple as teaching and helping children to relax. You may find many of these techniques beneficial for you, as the teacher, as well.

Relaxation provides a sense of control and promotes health and well-being for all people. Often times throughout the day there is so much to accomplish; and just like you, the teacher, need time to relax and de-stress so do kids. Therefore practicing relaxation skills can reduce feelings of worry and anxiety, increase blood flow to muscles, reduce feelings of chronic pain, improve concentration, reduce feelings of anger and frustration, and boosts self-esteem. So, how do you do it?



3 Techniques to Help Kids Relax

- 1) Play calming music during “activity hour” or when children are beginning to nap
- 2) Practice deep breathing skills:
 - Help kids relax by pretending to blow out a birthday candle to stretching their arms to make a rainbow.
- 3) Teach mindfulness activities:
 - This could include listening to music, coloring, etc.

Cited by:

Teachers Pay Teachers

Weisz, J.R., & Kazdin, A. E. (2017). *Evidence-based psychotherapies for children and adolescents*. New York: The Guildford Press.

Early Childhood Health Optimization: Understanding How the Brain Develops

The experiences that children receive in their first 3 years of life are essential to brain development. While everyone brain develops differently, it is important to understand how the brain develops over time, from infancy into adulthood.

	Working Memory	Inhibitory Control	Cognitive Flexibility
9-16 Months	Execute simple 2-step plan (means-to-end tasks)	Begin to maintain focus despite distractions	Seek alternate methods when 1 st attempts fail
2-5 Years	Remember 2 rules (shoes here, coats there)	Delay eating a snack, follow arbitrary rule	Shift actions as rules change
5-16 Years	Ability to search varying locations, recall where something is found	Ignore irrelevant, peripheral stimuli, and focus on central stimulus	Improvement in accuracy when switching focus and adaptation to changing rules
Adult	Remember multiple tasks, rules, and strategies that may vary	Self-control; situationally appropriate responses	Revise actions and plans in changing circumstances

As you can see, brain development occurs at varying stages throughout life. Therefore, having an idea of how the brain develops during each period of a child's life could assist in understanding how children learn, individually and socially, setting realistic expectations, and creating a healthy learning environment.

Cited by: <https://developingchild.harvard.edu/resources/training-module-health-care-practitioner-module-and-resources/>

We Want to Hear from YOU:

What would like to see in our next newsletter?
What would you like to learn more about?



To plan for meaningful math learning, ask yourself these questions:



1. **How do people use this skill in real life?**

Counting cups for snack time or counting the number of children playing in the block area gives children a sense of the value of counting even if they don't know all of the vocabulary yet.

2. **What kind of materials or activities would help a child understand the skill, even if he doesn't understand my words?**

It makes sense to measure a table by seeing how many plates will fit for lunchtime or how many pieces of paper will fit for an upcoming art activity. These kinds of measurement have obvious meaning to children, even with language barriers. Setting unrelated items (like paper clips or blocks) on a table and counting them would be hard for many children to understand, and the confusion would interfere with their experiences of measuring.

3. **How can children use this skill at different times or in different areas of the classroom?**

If children can measure the snack table using plates, those same plates could be used to measure the small table in the kitchen area or the counter next to the sink. Once children learn to count the number of cups needed for their friends at snack time, they can move on to counting the number of glue pots needed for an art project or helmets needed for children who want to ride trikes on the playground.

A math activity should not be a onetime event. To be sure that each child learns a skill, it's important to provide lots of repetition and practice. Highlight any opportunity for using the latest math skills in everyday activities. How many crayons do you need to draw your picture? How many blocks will you need to make your tower tall? How many mittens should you have when you go outside? Using real-life examples makes it easier for children to continue practicing at home and for their families to get involved in supporting that practice. Meaningful math is both universal and inclusive—it opens the door to learning for all children.

<http://www.naeyc.org/tyc/article/make-math-meaningful-for-diverse-learners>