



from Mitchelton Pre-Schooling Centre

March 2020

News from the Committee

Thank you to all the parents who volunteered to be a part of the MPC Management Committee. We have a great team this year. All the committee members have hit the ground running in their new roles and are all doing a fantastic job. I look forward to seeing what this committee can accomplish this year. We are however still looking for someone to fill the position as marketing coordinator. If anyone is interested in this role please talk with your child's teacher, Chris in the Office or myself. All committee members can be contacted at committee@mpc.net.au.

Thank you to everyone who contributed to the successful Family afternoon. It was a wonderful afternoon where the current MPC children could show their family what they do at kindy and where they play. A special thank you to Kristin O'Callaghan who catered the event, committee members who helped out during the afternoon and the teachers who opened each of the units.

To stay up to date between newsletters **please like our Facebook page**. This will be used throughout the year for reminders and information on what is currently happening at MPC. It is also a great marketing tool for the centre.

We are in the process of working on the final details to upgrade the Unit 2/3 playground, this work will begin soon. More information shortly.

MPC takes great pride in having an up to date Quality Improvement Plan (QIP). The QIP contains great information and forms part of the culture of continual improvement at MPC. The QIP is held in the foyer at MPC if you would like to access a hard copy to read. I encourage you all to do this.

All the children have done so well at transitioning to their new life as being kindy kids 2 or 3 days a week. For some, this transition has had its challenges, but please take comfort (even on those hard drop off moments) in knowing they are in a wonderful place, with wonderful teachers, who all care and want the best for them during their time at kindy. This transition can take time and that is okay. All teachers have made comments though on how far all the children in their units have come in such a short time and they look forward to what the rest of the year brings.

Have you read the recent Blogs on our website which are so relevant to understand more about children and MPC at the beginning of the year: Separation & Resilience...

As the holidays approach I would like to wish everyone a happy and safe Easter break.

Emma-Kate Clyburn (MPC President)

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News from the Director (Leanne Hunter)

Words are powerful! They can influence how children settle in and build their sense of belonging. How children settle in is very individual however we are committed to supporting all children to find their place. We choose to focus on children's strengths and afford time for children to learn.

Sometimes a child may notice something different about another child and use words we may deem as inappropriate. We help children re-frame these words with more positive words.

Modelling " is still learning to" often during the day encourages children to use these more positive words with each other. It helps children build their understandings. For example, a response to a child saying to another in frustration, "Speak properly!" could elicit a response with more appropriate words. *"You're both still learning. You're learning to be patient and to try to understand and is still learning to say some sounds more clearly."*

Sometimes children (and adults), don't know the most appropriate words to say. Using the phrase, " is still learning to " sends many powerful messages. Firstly it is okay to be still learning something, whether it is learning to eat crusts, climb the monkey bars, walk around the landing mats or to speak clearly. There is an inference that practice and perseverance will be required and that success may not come quickly. It will however, be far sweeter with the prolonged effort.

Another positive inference is that patience and acceptance of where you are at the moment is required both for the person 'still learning to' and others around. It also builds acceptance that children have different strengths, different things they're still learning and different amounts of time needed for learning something new. One child may be able to get to the top of the scramble net while another may be still learning how to hang on at the lower section before dropping safely. Both efforts are acknowledged and appreciated.

This sends a clear message about inclusion and acceptance to children. This is one way of establishing an atmosphere of respect for each other and to view challenges in a positive light.

In this newsletter teachers have contributed short articles which may be prompted by happenings in their group however there is valuable information for all to consider. You will find information about:

- Early days: where's the learning?
- What happens in a day: why routines matter!
- I can do it! Supporting children's growing independence and responsibility.
- Looking for the Positives!
- Rest and Relaxation
- Stages of play
- Sustainability news

And lots more...

Park play—MPC families all invited to come along!



Did you know that there is an informal MPC playdate organised by families every Friday afternoon at Lesley Patrick Park on Dawson Parade? (Make sure you come to the old park not the new one).

We meet from 3.00pm to 5.00pm and there is always at least one family there. It is a lovely relaxed afternoon in a fenced park with toilets!

Please join us!

For further information, please email: trudyrottier@gmail.com

This was a question posed to me recently by a parent, also a secondary teacher, who was genuinely interested but struggled to see what the children were learning. It's an understandable question particularly when outcomes are hard to see and define. There are a number of fundamental premises to understand.

- The curriculum or what happens each day is determined by children and teachers together. Children have a voice and their ideas and thinking is valued. Ideas for games and independent play decisions are encouraged.
- We view children holistically which includes their social, emotional, physical and cognitive selves. We respond to the children from where they're at, building attributes, knowledge and skills over time.
- Getting to know children takes time. We are learning every day by listening, observing, interacting and playing.

In these early days the focus is on building children's sense of security and belonging by getting to know the pattern of the day and each other as well as expectations and possibilities for kindy life. Children learn best when they are in a state of relaxed engagement which means they need to feel secure and settled before they can be open to new possibilities for learning.

Regardless of how secure and settled the children feel in this kindy environment, the learning curve is significant.

So, where's the learning? The learning is different for everyone.

It might include waving happily good-bye to a parent after weeks of struggling with separation; persevering with getting in and out of the barrel; problem solving how to make a tool for trimming trees; working together to take out the lunch boxes, carry the slide to the shed or putting the cover on the sand-pit; connecting with others; exploring the digging patch and finding out about the native bee hives; listening to someone else; accepting that a different idea is followed by the children and not yours; creating, making and designing; finding mosquito larvae, learning about the mosquito life-cycle and working out ways to prevent breeding; learning to sort rubbish - food for the worms/compost, containers to be used in the making area, what can be added to the soft plastic bucket or red rubbish bin for landfill; noticing the insects, lizards, birds and flora around them; helping each other and being kind; learning to take turns; developing big and small muscles; self-regulating to listen to a story or take part in exciting musical experiences and then calming; challenging stereo-types – girls can be police officers and boys can play with fairies; building resilience – coping when things go wrong and being brave to try new experiences. The list is endless! Take a look at the photos displayed on the Unit 1 verandah!



What happens in a day: why routines matter! Shirley and Jo (Unit 1 3 day)

The children are **beginning to settle into our daily routine and are learning to predict the flow of the day**. They are starting to build knowledge about Kindy and learn about what we do in Unit 1. Flexibility is at the core of a Kindy routine. For example, if children need more time during inside play to finish making a prop for their play, then the group negotiates how that will happen. When routines are predictable children begin to have some control over what they can choose to do at Kindy. A routine quickly establishes an understanding that there will be, at some time during the day, arrival, play times, group or carpet times, music or shared story times, meal times, toilet times, rest and relaxation times, and going home routines. Children learn to feel safe in the comfort of knowing what to expect next. If a child is feeling anxious or apprehensive about Kindy, or is struggling to separate from their parents, the routine can be used as a way to discuss what's happening next with children.

Arrival and departure times are great opportunities for children to learn about being self-sufficient and independent. When children carry their bag into and out of Kindy, do their own unpacking jobs, remember to put their lunchbox in the fridge, take off their own shoes and find their hats, collect their belongings and pack their own bag in the afternoons, they are developing skills that re-affirm to them that they are capable and competent.

Group sessions are a time for children to practice skills such as listening, sharing a story or singing, waiting for a turn to talk, answering a question logically, voicing an opinion and making democratic choices about what the day might become. We have seen an increased willingness of even the shyest children to share information and stories from home in the group sessions, which not only takes a great deal of courage, but allows children to realise their potentials and developing confidence. The possibilities are endless, and conversations are built around topics of interest or making shared decisions. As you can imagine this is a very challenging time for some children, who may not be brave enough to talk yet and prefer to just listen, while others are learning to listen, be fair and let others have their say. Some are still learning to stay sitting on the carpet for a short time with the group. The goal here is to make these sessions equitable for everyone. Finding a voice and using it in a group situation is an enduring life skill, whether it is to a class-size group, or a forum of many more.

Meal times, as you can imagine are very social times when children get to know each other, remember names, share stories and remember to eat and drink at the same time. Our group is learning to be considerate of the 3's group who rest earlier than us and knowing when to use quieter voices. We are learning to sit alongside others, open and close our own lunchboxes, fill up our water bottles, try a taste of food you think you might not like, keep hands to ourselves, listen and take turns to talk, separate our rubbish and learn to use the recycle and rubbish bins, and pack away our belongings.

Music plays an enormous role in the everyday at Kindy. We sing, listen to others sing, incorporate dance, movement, games and imagination, and generally have a great deal of fun in the process. But music also plays an important role in children's development and learning. During music sessions or music at other times like transition times, children learn to engage and focus, as they become ready to learn new actions and words and to join with others to enjoy the experience. Children are social learners and music sessions provide a perfect format to interact, have-a-go at something new, be brave, be part of the whole group and work towards finding a sense of belonging.

Music helps children to remember parts of the Kindy routine, to learn each other's names, to greet each other at morning circle time, and to support afternoon rest and relaxation time after a busy day playing. It helps us to realize that we are all different but all part of a community. Singing and dancing is a feel good experience. It makes us joyful and tunes our hearing to rhythm and beat. It builds muscle strength, coordination and balance, and supports healthy brain development.

Strong oral language skills and rich vocabulary develop through sustained conversations, and through hearing 'book language'. When we share stories and read aloud, children are learning how to have conversations, how to listen and respond to questions, how to ask questions. They are learning about how books and written texts work and that print has meaning. They learn to concentrate for sustained periods. Shared reading develops children's confidence in using new and interesting words in their conversations. Hearing stories helps children to make meaning of emotions, events, relationships, and to distinguish between fictional and non-fictional characters and information. Throughout the day books are shared with the whole group, small groups or with individual children. Sharing a book can help to calm an upset child and it can help to support the whole group to calm and relax.



What happens in a day: why routines matter! (cont.)

Rest time usually happens at the end of a busy day. Children learn that part of the rest time routine is to build skills to enable relaxation, and quieten your body and mind. It allows children time to slow down, reflect on their day and re-charge. It is a reminder that the Kindy day is nearly over. Rest time rooms are set up to be peaceful, usually with lights out and soft music playing, a story read aloud or independent reading. Children learn to consider and respect others resting around them and to allow others to sleep if they need to. I have had parents comment that their child will not go to bed at night if they have had a sleep at Kindy, and I appreciate the dilemma. My advice is to speak with your child's teacher to work out a suitable strategy, but also remember, it is impossible to keep a sleepy child awake!

Relaxation routines also play a big part in supporting children to calm and slow down at Kindy. After a busy play session or tidy away time, children can find it difficult to re-group and concentrate. Breathing techniques, yoga and mindfulness are used to help support children to re-focus, be ready to listen and to transition calmly to the next part of the day.



Useful links!

- https://developingchild.harvard.edu/resources/the-brain-architects-podcast-brain-architecture-laying-the-foundation/?utm_source=newsletter&utm_medium=email&utm_campaign=february_2020
Brain architecture: Laying the Foundation Podcast
- https://www.abc.net.au/life/finding-the-right-amount-of-screen-time-for-your-family/11815754?utm_source=ActiveCampaign&utm_medium=email&utm_content=Are+screens+to+blame+for+our+kids++mental+health+crisis%3F+Maggie+Dent+Masterclass&utm_campaign=Newsletter+February+2020
Finding the right amount of screen time for your family
- <https://www.startingblocks.gov.au/your-childs-development/>
Learning begins from the minute your child is born. In fact, they learn more during their first five years than at any other time in life. All children develop at different rates. Read about the developmental milestones for your child's age group.
- <https://drkristygoodwin.com/are-smartphones-and-social-media-to-blame-for-teen-mental-health-crisis/>
Are screens to blame for our kids' mental health crisis?
- <https://www.earthhour.org.au/> Earth Hour 2020 will be at 8:30 pm - 9:30 pm on Saturday 28th March.
- https://www.parentingideas.com.au/blog/reducing-separation-anxiety-in-young-children?utm_source=Blog+Subscribers&utm_campaign=09640f5da8-Parenting+Blog+-+Reducing+Separation+Anxiety_COPY_&utm_medium=email&utm_term=0_f488c60967-09640f5da8-180176069&goal=0_f488c60967-09640f5da8-180176069&mc_cid=09640f5da8&mc_eid=41e676329b
Reducing separation anxiety in young children by Michael Grose



"I do it!" may have been familiar words for you and your child during their toddler years. Do you remember the joy they experienced when doing something for themselves? Perhaps, even the look of persistence and determination?

At Kindy we like to encourage that independence and persistence when children participate in various aspects of the Kindy day.

By now you'll be aware of all the tasks that need to be completed as part of the kindy morning routine. There is a lot to do and remember! On the first day, the children would have required support from you the parent and their group teacher. Each task was new and different however with each passing week you'll notice your child become increasingly independent with these tasks.

Why do we encourage the children to persist with morning routines? The children become aware of their belongings particularly where they are and can easily find them during the day. It's been great to see children beam with pride as they move towards doing these tasks more independently.

"Children love responsibility; it's an opportunity to meet high expectations for themselves, and to experience what it's like to be in the adult world. How we think about children is vital, as it influences how we treat children. Do we think they are empty vessels ready for us to fill them up with our knowledge? Or do we think that children are already capable, strong learners, having built up knowledge from their innate capabilities and their environment. If we see children as physically and emotionally fragile then our behaviour toward them will reflect this. Always assisting children isn't always helping them. By allowing children to do things for themselves and others gives opportunities to build an 'I can' attitude. It says to the child, 'I believe in you'.

(Wendy Mason, 2018, Future -proofing our children by nurturing resilience)

We will have various jobs, that children will have opportunities to participate in throughout the day, such as tidying away toys, wiping tables and making beds.

If you find yourself doing your child's morning routines think of the message this is sending. If your child requires assistance to carry out the routines, try meeting them halfway.

"I'll hold your lunch box while you put your water bottle away"

"I'll unzip your bag while you collect your hat."

It's hard for adults to resist the urge to do things for children. Sometimes it's just quicker and easier but if we want to build the 'I can' attitude we need to allow children to do things for themselves.



Places to go!

Fabulous exhibition at the State library until 10th May



Jarjum Stories is a celebration of Aboriginal and Torres Strait Islander children's books and storytelling. Jarjum [pronounced jah-jum] means children.

Revisit childhood favourites – *The Rainbow Serpent*, *Stradbroke Dream-time* and *The Legends of Moonie Jarl* – and some of the earliest Aboriginal and Torres Strait Islander children's books published in Queensland.

In a recent article from the *'Neurochild Community'*, they discuss the way our brains are wired to automatically think negative thoughts, and for us to think in a positive way we really have to truly work on this skill. Dr. Rick Hanson, neuroscientist and author of *Hardwiring Happiness*, explains that our brains process positive stimuli very differently from negative stimuli. Hanson explains the brain is like **"Velcro for negative experiences and Teflon for positive ones."**

The amygdala, which is like an alarm system in our brains, "uses about two-thirds of its neurons to look for bad news," Hanson writes. "Once it sounds the alarm, negative events and experiences get quickly stored in memory — in contrast to positive events and experiences, which usually need to be held in awareness for a dozen or more seconds to transfer from short-term memory buffers to long-term storage."

I found this so sad (but often true), that we instantly think this way. In children this often becomes evident in their behaviours or words. They will say, 'I can't, I don't know, I'd like to but it won't work, it's too hard, that never works, I will get in trouble, maybe another day or time...etc.' Behaviours can be shown with tears or anxiety. Think about your thoughts, do you go to the negative and have to work really hard to stay in the positive? **Perhaps it's time for us all to retrain our brains, take the challenge!**

So when you drop your child at Kindy and perhaps they are feeling a little worried, let them know that they are loved and that you have confidence in them to manage challenging moments. Encourage them to do something you know they enjoy, *"Remember the big tower you made last time, I wonder how big your tower with the blocks will be today"* or *"I am looking forward to seeing what you make to bring home or hearing about where you played outside today"*. Show them your positive vibes and let them hear positive words. When they can't find their hat or lunch box at the end of the day, focus on the good of the day and not on the 'they are always losing... etc.'

Most importantly, Dr Hanson stresses, if there's a nice moment, take 10-30 seconds to bask in the glow of the warm feelings. If you notice a particularly beautiful sunset on your walk or drive home, take a few extra moments to drink it in. If you happen upon a blooming garden, literally stop and smell the roses. By taking the time to soak up pleasant experiences, you are rewiring your brain to be more positive.

Make this happen for you, but even more importantly let our child bask in a positive moment that has surrounded them in some way. It is so important to build the power of positivity in young children. Often with children it is the smallest thing. Please don't rush that moment, share the joy with them and most importantly take the time to let them soak it in, uninterrupted!

Reference: <https://www.psychalive.org/thinking-positively/>

Inclusion and diversity is highly valued at MPC!

Harmony Day is the 21st March. It celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone—from the traditional owners of this land to those who have come from many countries around the world. www.harmony.gov.au

At MPC, we're thinking with children and with each other about...
What it means to belong (to a family; to MPC; wider community)?
Who feels a sense of belonging? Who may not? Why? How do we find out?
How we can build on children's understandings of cultural respect?

Keep your eye on the central foyer over the coming weeks!



Do you remember those magical moments when nobody intruded with things to do or places to go? When you could just lay or sit quietly and watch the clouds go by or think about your day? Every child deserves a time for mulling and drifting and dreaming. At kindy it is called rest time!

Rest time is a time to rest and reflect on the events of the day. It is important for us all to learn how to relax.

At the commencement of rest time the scene is set for relaxing with quiet music and dimmed lights to create a peaceful, calming environment. The children are reminded to come into the room quietly and we go around and cover up the children who want their top sheet on.

In our room we also use it as a mindfulness opportunity and listen to a short story called *Do Nothing Moment* where we think about letting our bodies be still and doing nothing except breathe. We think about how our bodies are feeling and let them slow down.

Some children fall asleep during this time. The others try to relax and think about their day quietly before doing a quiet activity such as quietly reading books on their bed or listening to a story being read. It establishes a balance between activity and quiet and gives the child a time of uninterrupted rest.



The children also lay down on the listening mat after packing away inside and listen to a song to help slow our bodies and hearts down. We all lay on our backs, with our feet on the floor.

The children can either put the legs out straight or bend their knees to make a 'mountain'. We listen to a song called *Walking on Country- Nguranbanga Yanhanha* by Sharron Lindh, as we slow down our breathing and our bodies. This was especially useful this week after we had been drumming on the djembe drums with Nick from Drum Beats. With Nick we rested our fingers on the side of our neck to see if we could feel our heart beat (our drum beat) and feel how fast it was. After relaxing and slowing our bodies down, we held our hands on our hearts to see if we could feel our hearts beating slower and listened to how our bodies were feeling. When the children reflected on this one of the comments was "My heart was beating so fast and I couldn't keep the sounds in, they just came out".

Resting and relaxation is promoted in the *Early Years Learning Framework (EYLF) Outcome 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING: Children take increasing responsibility for their own health and physical wellbeing.*

Easter Egg Dilemma

Some families like their children to give Easter treats to others. Others are concerned about the type and amount of food their children eat. Some families do not celebrate Easter, others feel that this is their personal choice.



- *Some older brothers and sisters like to share out treats and younger ones may want to join in too. Is it fair if they don't?*
- *Does the giving and getting of chocolates overshadow the importance of playing and learning?*
- *What is the role of the centre in celebrations? What is the impact when the group factor is considered (E.G. One child giving out lollies is probably not such an issue, but what about more. What happens when children get chocolates or sweets x 10?)*
- *What about those who don't celebrate or participate. What are the ramifications for this child?*

So what to do? I don't know if there is a 'right' answer to any of this. I would ask parents to be mindful of these issues, and please consider other parent's points of view in their decision making.

Should I be concerned if my child isn't making "friends" yet at kindy? This is often a key question parents ask after a few days at kindy and parents sometimes use it as an indicator of their child's happiness. Children's understanding of 'friends' is very different to adults and they often don't feel the need to know the child they may be watching or playing with.

Some families are expressing concern that their child is unable to name a particular child they have met and begun playing with at kindy. As your child grows they go through different stages of play development.

Below is a brief description of these:

- Unoccupied Play (Birth-3 months)
- Solitary Play (Birth- 2 years) This is the stage when a child plays alone. They are not interested in playing with others.
- Onlooker Play (2 Years) During this stage a child begins to watch other children playing but does not play with them.
- Parallel Play (2 + years) When a child plays alongside or near others but does not play with them
- Associative Play (3-4years) When a child starts to interact with other during play but there is not a large amount of interaction at this stage.
- Cooperative Play (4+ years) When a child plays together with others and has interest in both the activity and other children involved in playing.

While these ages are guidelines, all children will develop at their own pace.

In these early days of kindy our focus is on encouraging children to feel safe and supported by staff while saying goodbye to adults each morning, then creating positive experiences for them throughout the day as they become familiar with our environment and routines. Some children are still coming to terms with saying goodbye while others are happy to give a wave and a kiss and move straight into playing. Some children have attended other centres in the past and continue to do so while for many of our group this is their first time away from the security of their home environment. How your child interacts with others is unique to them while still progressing through the play stages.

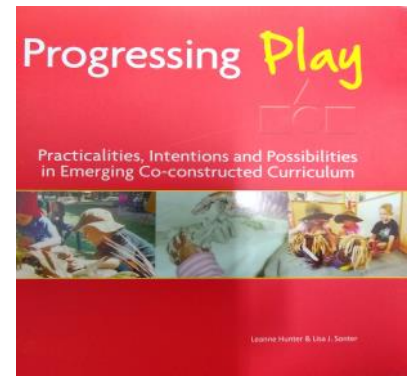
Our kindy environment is set up to allow for many individual spaces where children can play alongside others, begin to learn each other's names, learn to share resources and interact if they wish. Encouraging play with others is not something to be rushed or forced, however as adults at kindy we model appropriate interactions and language children may use with each other during the day.

Playing side by side may seem like they are not interacting but they are paying attention to each other and there is valuable learning in this watching and listening. This is the beginning of the desire to be with other children and is what really starts to lay the groundwork for the more complex stages of play.



Book of the week:

This book, written by Leanne Hunter and Lisa Sonter, not only provides a plethora of insights about emerging early childhood curriculum (or what happens each day) it highlights practicalities, intentional teaching and possibilities for play and learning. It's an easy read full of practical ideas. As many of the examples are based at MPC, it provides further understandings about the what, why and how of teaching and learning at MPC.



News from Before & After Kindy Care



Before and After Kindy Care can be a vehicle for children from different groups to get to know each other as well as explore different spaces.

Just as children are settling into their everyday sessions, getting to know new children, educators and spaces also takes time.

Before and After Kindy Care aims to create a relaxed environment where children can explore, try new things, eat, watch, interact, play, read and chill. Whatever is best for them!

It certainly is a time for reading lots of books, having a quiet chat with secure arms for a cuddle always available.

News from Playgroup

Jo wears many hats at kindy as Educator alongside Shirley, as well as the welcoming face for Saturday morning Playgroup (9.00-10.30 am).



It is a very relaxed morning where parents use our beautiful playgrounds to engage and explore with their children. Jo welcomed some new families who came to the last Saturday morning Playgroup.

Some children bundled in eager to take a look and get into playing while another family took their time to have a quiet wander just by themselves quietly taking in the surroundings and chatting together about what they could see.

Future Term 1 and 2 Playgroup dates:

- * March 7th & 21st
- * April 4th
- * May 2nd, 16th & 30th
- * June 13th & 27th

\$50.00 per family for 5 sessions or "come along and try" for \$12 (one session). All families are welcome!

[Have you younger children who are not yet on our Waiting List?](#)

Please see Chris or Sue in the office or visit our website and complete the Enrolment Application form!

At MPC, the natural environment and sustainability is very important to us. Have you seen the sustainability notice board pictured below? Have you seen MPC's Risk Assessment Statement on the office foyer wall and accessed on MPC website at https://mpc.net.au/wp-content/uploads/2018/01/MPC_Risk_Assessments_Statement.pdf



Risk is Essential

"We are a nation of pushy helicopter parents," writes Kate Blincoe in an article in The Guardian, "project managing a schedule of activities and waiting below our children on the monkey bars in case they should slip. It's no wonder that the simulated risk of computer games is so compelling and addictive – the real world seems tame in comparison. Yet humans are designed to experience a degree of fear – manage it out of their lives and they will seek it elsewhere, on the internet, or with self-destructive behaviour."

So how can we put some of that danger and excitement back into the lives of our cosseted children? The answer is step-by-step and in an age-appropriate way. First, the outdoors is key. Outdoors time every day is essential...Encourage the toddler to poke around under hedges and permit your primary-age children to leave your sight. Unsupervised time...might lead to more cuts and scrapes, or fights between siblings, but it is what many of us did as children, and it teaches them how to make risk-related decisions for themselves. Risk perception is like a muscle that needs to be developed and flexed."

Blincoe reports that "roaming distance" (how far children play from home), has decreased by 90% in the past 30 years."

(accessed at Exchange Everyday <https://www.childcareexchange.com/eed/issue/4876/>)

"Children must love the earth before they can save it." www.worldforumfoundation.org/wf/wf2006_nature/dreams.php



Extra bits!

Mosquito dilemma The rain is fabulous for the land, rivers, gardens and rain tanks but not so fabulous for the mosquitos. It has been a real challenge for some families and the staff team to protect children from mosquito bites. We encourage parents to put on insect repellent each morning, particularly for children with tasty blood! At kindy, with our strong sustainability focus, we have researched more sustainable ways to manage this situation including:

- Supplying MooGoo mosquito repellent for re-application during the day when appropriate. (Natural product)
- Chemical sprays were investigated however they potentially have an impact on the stingless native bees and other insects.
- We are investigating Micro bat boxes as a long term addition to reducing mosquito numbers.
- Sourcing other methods of personal insect protection for children including ParaKito bands and .jollypatches which can be re-used.



Family Afternoon

A great time was had by all at the Family Afternoon. As one child proudly said to his mum and dad, *"Come on, come on, I want to show you what I can do!"*

Thanks to Committee members for helping to make it such a success.

