

Adult Basic Education

Adult Oriented Electives

Parenting 3200 Human Growth and Development Part B

Study Guide

Prerequisite: None (Must be done in conjunction with Part A)

Credit Value: A total of 2 credits for completion of both Parts A and B

Text: Cunningham, Mary K., PHEc; Meriorg, Eva, PHEc; Tryssenaar, Laura, PHEc, ***Parenting in Canada: Human Growth and Development***, Toronto: Nelson (2003)

Introduction to Parenting 3200 B

Parenting 3200 B is the second section of a two-part, adult-oriented elective course that may be used to satisfy the graduation requirements for Adult Basic Education. *Parenting 3200* (parts A and B) focuses on gaining the skills and knowledge needed to participate in the nurturing of children in a positive and healthy way.

This course will be especially helpful for individuals who already have, or plan to have, children of their own, or who plan to work in child-care or other occupations that involve children.

When both parts A and B of *Parenting 3200* are completed, 2 credits will be awarded toward the ABE graduation requirements.

In **Unit 1**, *Childhood and Adolescence*, you will examine growth and development in the early years of life through to the adolescent years. You will come to understand the learning process as it applies to young children, the value of a positive learning environment, and the effects of environmental deprivation on learning. Unit 1 also explores social, emotional, and moral development as well as nutrition and physical growth. The unit concludes with a look at the transition to adulthood and the challenges of parenting a teenager.

Unit 2, *Nurturing Children*, contains useful information on techniques for successful care-giving and age-appropriate discipline. It focuses on the acquisition of socially acceptable behaviors and the socialization patterns associated with good citizenship. In this Unit, you will look at the issues of child abuse and neglect as well as community supports for sufferers of violence in the home. You will also explore differences in child-rearing practices and the theories put forth by some well-known child psychologists and pediatricians.

Unit 3, *Children in the Global Community*, is directed at the global challenges related to child development and the importance of parenting education. Some issues addressed in this Unit are child safety, bullying, Internet dangers, and the effects of media on children's perceptions of society. In this section, you will learn which national and provincial legislations exist to regulate children and parents in society. Other topics explored are media violence, child poverty, and the *Declaration of the United Nations Convention of the Rights of the Child*. You will look at school as an agent of socialization, the regulations that govern schooling, and the social issues that are addressed through school. In this Unit you will also look at the lives of families who have a child with special needs. The Unit ends with a discussion of child-care options and the social obligations involved.

To the Student

Resources

The principal resource for this course (Parenting 3200 A and B) is the textbook, ***Parenting in Canada: Human Growth and Development***. Other resources include government documents and supplementary readings that have been copied with permission and included in the appendixes to both parts of the course.

Using the Study Guides

Before beginning *Parenting 3200 B*, do a quick scan of this Study Guide and ensure that you have a copy of the textbook at your disposal.

As you work through the Study Guide, you will notice that it is divided into three distinct parts or Units. Each Unit has the following components:

Reading for this Unit:

Here you will find the chapters and pages of the textbook that make up the readings for the Unit. By studying these pages, you will cover the necessary material to achieve the outcomes for this part of the course. When you begin a Unit, you should skim the recommended readings, look at the bolded headings, scan any figures and photographs present, and read any material in the margins. When you have done this precursory look at the readings, you will be ready to study the specific pages of required reading and complete the written work that is assigned.

Readings and References	Work to Submit
This left hand column guides you through the material to read from the textbook and other sources in order to achieve the desired outcomes for the course. Opposite each required reading, is a description of written work to be completed that is based on the pages you have read.	This right hand column consists of instructions that guide you through the written work that you must pass in at the end of the course. The text provides a series of “Checkpoints” questions that reinforce the learning you have accomplished; these questions (as listed in this column of the guide) form the basis of your written work. Questions on supplementary readings will also appear in this column along with instructions for the completion of assignments at the end of each Unit.

To the Student

Recommended Evaluation for Parenting 3200, Part B

Coursework (Written answers to questions).....50%

Assignments (10% for each Unit assignment).....30%

Exam (comprehensive exam for Part A of the course).....20%

100%

Note: When you have successfully completed both parts of this course (*Parenting 3200 A and B*), your total for both courses will be averaged (divided by 2) and you will be awarded 2 credits.

Unit 1: Childhood and Adolescence

To fulfill the outcomes for this Unit, Students should complete the following:

Reading for this Unit:	<i>Parenting in Canada: Human Growth and Development</i> Chapter 12: Pages 286-303 Chapter 13: Pages 306-326 Appendix A: Canada's Food Guide, Canada's Food Guide – First Nations, Inuit and Métis and Food Guide Article
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Readings and References	Work to Submit
<u>Chapter 12</u> 1. Read pages 286 - 289	
2. Read the Appendix to the ➔ textbook pages 464 -477	Write answers to “Checkpoints” questions 1, 2, and 3 on page 290.
3. Read pages 290-294(top) ➔	Write answers to “Checkpoints” questions 1, 2 and 3 on page 294.
4. Read pages 294-303 ➔	Write answers to “Checkpoint” questions 1, 2, 3 and 4 on page 100, and questions 1, 2 and 3 on page 303.
5. Read <i>Chapter Highlights</i> on page ➔ 303	Review and Extend Your Learning Write answers to questions 7 and 8 on page 304.
<u>Chapter 13</u> 6. Read pages 306-311 ➔	Write answers to “Checkpoints” questions 1, 2, 3 and 4 on page 311.
7. Read Appendix A at the end of this Guide: <ul style="list-style-type: none">• Canada's Food Guide• Canada's Food Guide – First Nations, Inuit and Métis• Article: First Aboriginal food guide balances traditional, practical (CBC News)	

Unit 1: Childhood and Adolescence

Readings and References	Work to Submit
8. Answer the questions in the ➔ Work to Submit column opposite.	Questions on Appendix A: <ol style="list-style-type: none">1. What is different about the new “First Nations: food Guide?2. Why do you think it was necessary to create a new guide for indigenous Canadians?3. Could this new guide be useful to non-aboriginal Newfoundlanders and Labradorians? Why?4. What are the special dietary needs of women and men over the age of 50? Women of childbearing age?5. If a person does not eat or drink milk products, how can he or she ensure that they get the nutrients normally found in milk?
9. Read pages 311 (From ➔ “Development in Middle Childhood”)-317.	Write answers to “Checkpoints” questions 1, 2, 3 and 4 on page 317.
10. Read pages 318-326 ➔	Write answers to “Checkpoints” questions 1, 2 and 3 on page 320 and questions 1, 2 and 3 on page 324.
11. Read <i>Chapter Highlights</i> on ➔ page 327	Review and Extend Your Learning Write answers to questions 1, 2, 4, 5, 6, 7 and 9 on pages 327 and 328.
	Assignment Choose and complete one of the options under Assignment for Unit 1 in Appendix B at the end of this Guide.

Unit 2: Nurturing Children

To fulfill the outcomes for this Unit, students should complete the following:

Reading for this Unit:	<i>Parenting in Canada: Human Growth and Development</i> Chapter 14: pages 331-350 Chapter 15: pages 354-375
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Readings and References	Work to Submit
<p><u>Chapter 14</u></p> <ol style="list-style-type: none">1. Read pages 331-333 ➔2. Read pages 334-342 ➔3. Read pages 342-350 ➔4. Read <i>Chapter Highlights</i> on ➔ page 351	<p>Write answers to “Checkpoint” questions 1, 2 and 3 on pages 333-334.</p> <p>Write answers to “Checkpoint” questions 1, 2, 3 and 4 on page 342.</p> <p>Write answers to “Checkpoints” question 2 on page 349.</p> <p>Review and Extend Your Learning</p> <p>Write answers to questions 1, 2, 3, 4 and 5 on page 351.</p>

Unit 2: Nurturing Children

Readings and References	Work to Submit
<u>Chapter 15</u>	
5. Read pages 354-359 ➔	Write answers to “Checkpoints” questions 1 and 3 on page 360.
6. Read pages 360-362 ➔	Write answers to “Checkpoints” questions 1, 2 and 3 on page 363.
7. Read pages 363-370 ➔	Write answers to “Checkpoint” questions 1, 2, 3 and 4 on page 370.
8. Read pages 370(Discipline ➔ from Infancy to Adolescence)-375	Write answers to “Checkpoints” questions 1, 2 and 3 on page 375.
9. Read <i>Chapter Highlights</i> on ➔ page 376	Review and Extend Your Learning
Read <i>Issue Analysis</i> on page 377 ➔	Write answers to questions 3, 5, 6 and 8 on pages 376-377.
	Write answers to questions 1 and 2 on page 378.
	Assignment
	Choose and complete one of the options under Assignment for Unit 2 in Appendix B at the end of this Guide.

Unit 3: Children in the Global Community

To fulfill the outcomes for this Unit, students should complete the following.

Reading for this Unit:	<i>Parenting in Canada: Human Growth and Development</i> Chapter 16: pages 381-412 Chapter 17: pages 416-433 Chapter 18: pages 437-460 Appendix C – Child Care Centres: Regulations, Policies, and Standards Appendix D: Childcare Pamphlets
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Readings and References	Work to Submit
<p><u>Chapter 16</u></p> <ol style="list-style-type: none">1. Read pages 381-387 ➔2. Read pages 398-395 ➔3. Read pages 395 (from ➔ Parenting Challenges...)-4034. Read Appendix C (<i>Excerpt from Child Care Centres: Regulations, Policies and Standards</i> *) found at the end of this Guide, and answer the questions in the Work to Submit column opposite. ➔ <p>* You may access the entire document at www.health.gov.nl.ca/health/childcare/publications.htm</p> <p>Click on the PDF format of the document, Child Care Centres: Regulations, Policies and Standards.</p>	<p>Work to Submit</p> <p>Write answers to “Checkpoints” questions 1, 2, 3 and 4 on page 387.</p> <p>Write answers to “Checkpoints” questions 1, 2, and 3 on page 395.</p> <p>Write answers to “Checkpoints” questions 1, 2, 3 and 4 on page 403.</p> <p>Questions on Appendix C:</p> <p>Answer the question and cite the regulation to which it is related (e.g. Regulation 9 (1) (h))</p> <ol style="list-style-type: none">1. Could a childcare centre be located on the sixth floor of a high-rise apartment building in Newfoundland and Labrador?2. How often must fire/emergency drills be carried out?3. Can a person who is not a parent or legal guardian of a child pick up the child from day care?4. Under what circumstances do day care centres provide breakfast and supper to children?5. What is a daily register? What information does it contain?6. What happens to the daily register during a drill or actual emergency?

Unit 3: Children in the Global Community

Readings and References	Work to Submit
5. Read <i>Chapter Highlights</i> on ➔ page 413	7. Might you find a baby walker, jumper or trampoline at a child care centre? 8. Is it okay for a child care worker to give a child an over-the-counter fever-reducing medication? If so, under what condition?
<u>Chapter 17</u>	Review and Extend Your Learning Write answers to questions 1, 2 and 5 on page 413.
6. Read pages 416-424 ➔ 7. Read pages 424 (from ➔ Media Pressures..) to the end of page 433	Write answers to “Checkpoints” questions 1, 2, 3 and 4 on page 418 and questions 1 and 3 on page 424. Write answers to “Checkpoints” questions 1, 2, 3 and 4 on page 433.
8. Read <i>Chapter Highlights</i> on ➔ page 434	Review and Extend Your Learning Write answers to questions 1, 2, 4 and 5 on page 434.
9. Read <i>Issue Analysis</i> on page 435 ➔ <u>Chapter 18</u>	Write answers to questions 1 to 9 on page 435.
10. Read pages 437-442 ➔ 11. Read pages 442 (The ➔ Social Obligation...) -446	Write answers to “Checkpoints” questions 1, 2, 3 and 4 on page 442. Write answers to “Checkpoints” questions 1, 2, and 3 on page 446.

Unit 3: Children in the Global Community

Readings and References	Work to Submit
<p>12. Read Appendix D ➔ (Childcare Pamphlets *) found at the end of this Guide, and answer the questions in the Work to Submit column opposite.</p>	<p>Questions on Appendix D:</p> <ol style="list-style-type: none"> 1. What is “regulated child care”? Which type of centres must be regulated? 2. What are benefits of regulated child care over in-home non regulated care? 3. Who qualifies for financial help from the Provincial Government to help cover the costs of child care? 4. Where is the Regional Health Authority nearest your community? 5. What are the benefits to communities that have high quality child care? 6. What are the benefits to families that have high quality child care? 7. List 5 things a parent should consider when deciding on a child care centre.
<p>* You may access the 3 pamphlets online by going to www.health.gov.nl.ca and clicking on publications, then on Early Learning and Child Care.</p>	
<p>13. Read pages 446 ➔ (Social Services...)-452</p>	<p>Write answers to “Checkpoints” questions 1, 2 and 3 on page 452.</p>
<p>14. Read pages 453-460 ➔</p>	<p>Write answers to “Checkpoints” questions 1, 2 and 3 on page 460.</p>
<p>15. Read <i>Chapter Highlights</i> on ➔ pages 460-461</p>	<p>Review and Extend Your Learning Write answers to questions 2, 4 and 8 on page 461.</p> <p>Assignment Choose and complete one of the options under Assignment for Unit 3 in Appendix B at the end of this Guide.</p>

Appendix A

Canada's Food Guide

**Canada's Food Guide – First Nations,
Inuit and Métis**

**First Aboriginal food guide balances
traditional, practical (CBC News)**



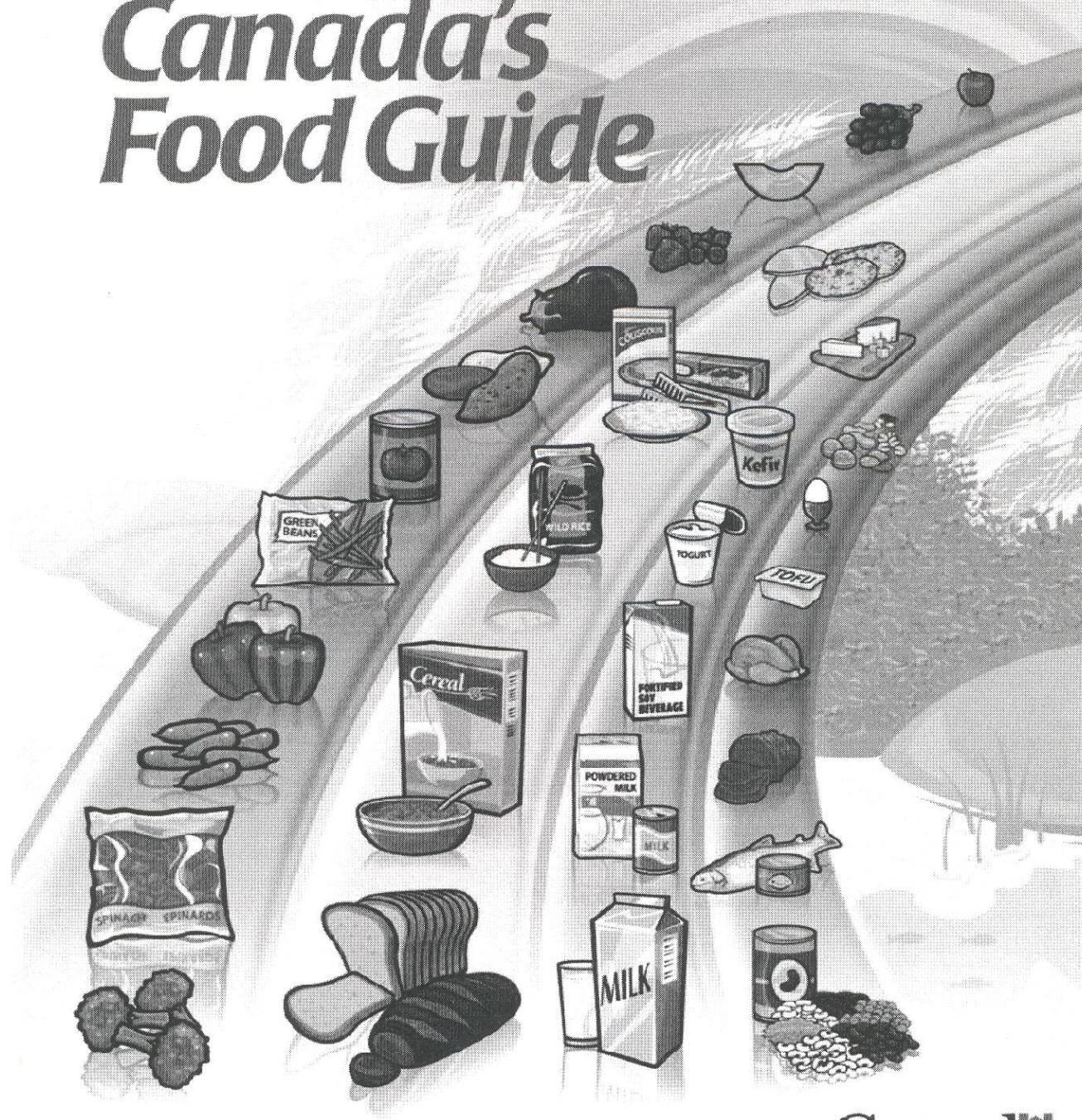
Health
Canada

Santé
Canada

Your health and
safety... our priority.

Votre santé et votre
sécurité... notre priorité.

Eating Well with **Canada's Food Guide**



Canada

Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18	Females	Males	19-50	Females	51+
Sex	Girls and Boys								
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

Make each Food Guide Serving count... wherever you are – at home, at school, at work or when eating out!

► Eat at least one dark green and one orange vegetable each day.

- Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
- Go for orange vegetables such as carrots, sweet potatoes and winter squash.

► Choose vegetables and fruit prepared with little or no added fat, sugar or salt.

- Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.

► Have vegetables and fruit more often than juice.

► Make at least half of your grain products whole grain each day.

- Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
- Enjoy whole grain breads, oatmeal or whole wheat pasta.

► Choose grain products that are lower in fat, sugar or salt.

- Compare the Nutrition Facts table on labels to make wise choices.
- Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

► Drink skim, 1%, or 2% milk each day.

- Have 500 mL (2 cups) of milk every day for adequate vitamin D.
- Drink fortified soy beverages if you do not drink milk.

► Select lower fat milk alternatives.

- Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

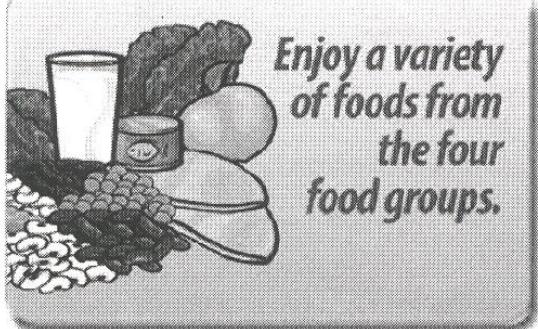
► Have meat alternatives such as beans, lentils and tofu often.

► Eat at least two Food Guide Servings of fish each week.*

- Choose fish such as char, herring, mackerel, salmon, sardines and trout.

► Select lean meat and alternatives prepared with little or no added fat or salt.

- Trim the visible fat from meats. Remove the skin on poultry.
- Use cooking methods such as roasting, baking or poaching that require little or no added fat.
- If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



*Enjoy a variety
of foods from
the four
food groups.*



*Satisfy your
thirst with water!*

Drink water regularly. It's a calorie-free way to quench your thirst. Drink more water in hot weather or when you are very active.

* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.

Advice for different ages and stages...

Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.

Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.

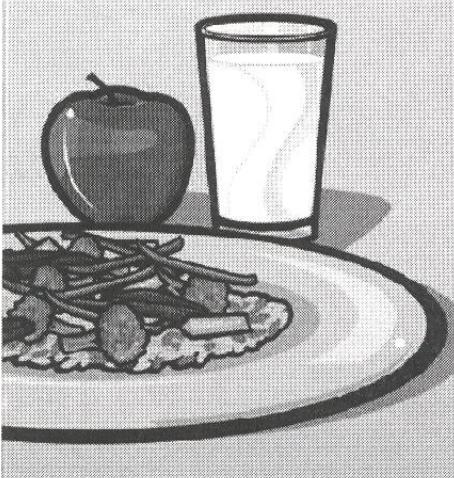
Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).

How do I count Food Guide Servings in a meal?

Here is an example:



Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper = 2 **Vegetables and Fruit** Food Guide Servings

75 g (2 ½ oz.) lean beef = 1 **Meat and Alternatives** Food Guide Serving

250 mL (1 cup) brown rice = 2 **Grain Products** Food Guide Servings

5 mL (1 tsp) canola oil = part of your **Oils and Fats** intake for the day

250 mL (1 cup) 1% milk = 1 **Milk and Alternatives** Food Guide Serving

1 apple = 1 **Vegetables and Fruit** Food Guide Serving

Eat well and be active today and every day!

The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

Be active

To be active every day is a step towards better health and a healthy body weight.

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 90 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

Start slowly and build up.



Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

Nutrition Facts

Per 0 mL (0 g)	
Amount	% Daily Value
Calories 0	
Fat 0 g	0 %
Saturates 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savor every bite!

For more information, interactive tools, or additional copies visit Canada's Food Guide on-line at: www.healthcanada.gc.ca/foodguide

or contact:

Publications
Health Canada
Ottawa, Ontario K1A 0L9
E-Mail: publications@hc-sc.gc.ca
Tel.: 1-866-225-0709
Fax: (613) 941-5366
TTY: 1-800-267-1245

Également disponible en français sous le titre :
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.



Health
Canada

Santé
Canada

*Your health and
safety... our priority.*

*Votre santé et votre
sécurité... notre priorité.*

Eating Well with **Canada's Food Guide** *First Nations, Inuit and Métis*



Canada

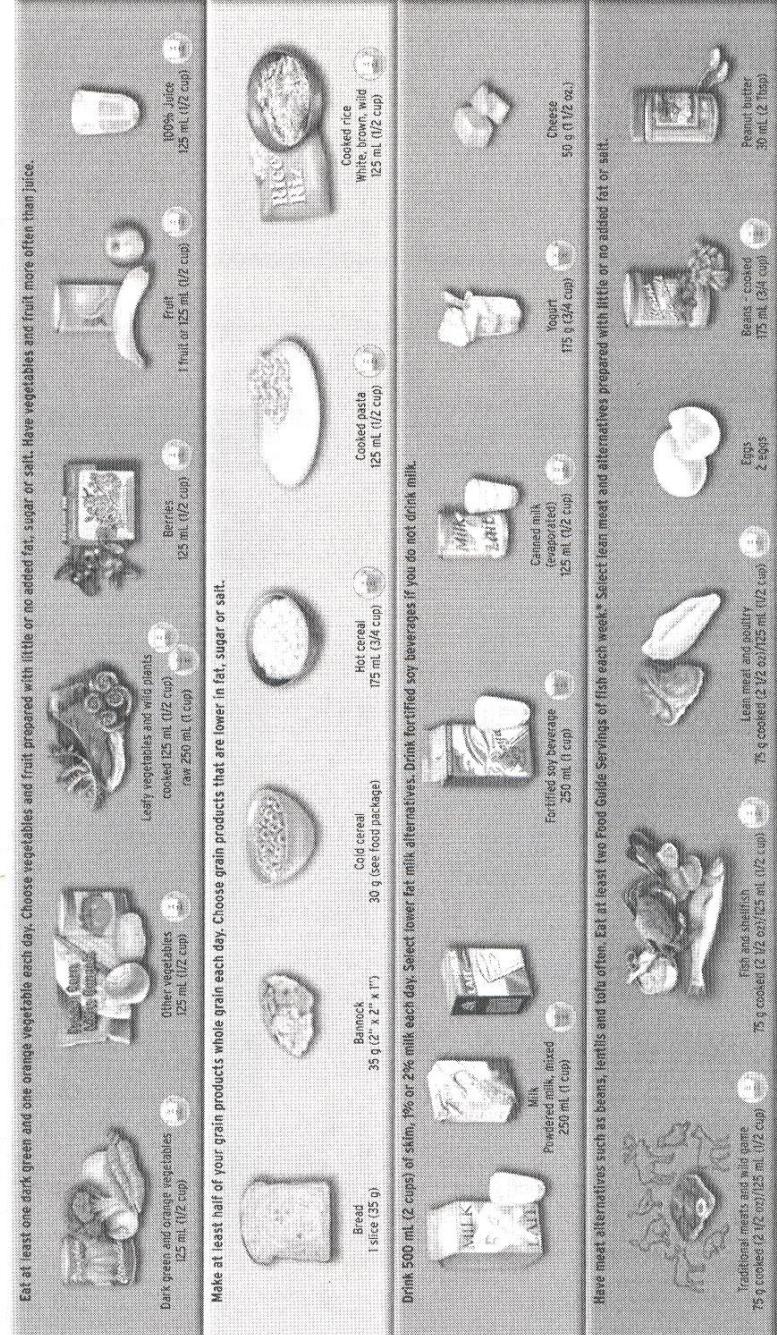
How to use Canada's Food Guide
The Food Guide shows how many servings to choose from each food group every day and how much food makes a serving.

Recommended Number of Food Guide Servings per day

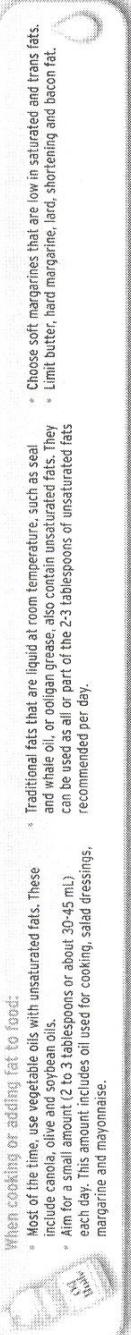
Vegetables and Fruit Fresh, frozen and canned	4 Children 2-3 years old	5-6 Children 4-5 years old	7-8 Teenagers (Females)	7-10 Teenagers (Males)
Grain Products	3	4-6	6-7	7-8
Milk and Alternatives	2	2-4	3	3-4
Meat and Alternatives	1	1-2	2	3

- Find your age and sex group in the chart below.
- Follow down the column to the number of servings you need for each of the four food groups every day.
- Look at the examples of the amount of food that counts as one serving. For instance, 125 ml (1/2 cup) of carrots is one serving in the Vegetables and Fruit food group.

What is one Food Guide Serving?
Look at the examples below.



- Eating Well Every Day
Canada's Food Guide describes healthy eating for Canadians two years of age or older.
Choosing the amount and type of food recommended in Canada's Food Guide will help:
 - * children and teens grow and thrive
 - * meet your needs for vitamins, minerals and other nutrients
 - * lower your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis (weak and brittle bones).



- Eating Well Every Day
Traditional fats that are liquid at room temperature, such as seal and whale oil, or ooligan grease, also contain unsaturated fats. They can be used as all or part of the 2-3 tablespoons of unsaturated fats recommended per day.
- Traditional fats that are low in saturated and trans fats.
 - * Choose soft margarines that are low in saturated and trans fats.
 - * Limit butter, hard margarine, lard, shortening and bacon fat.

*Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information. Consult local, provincial or territorial governments for information about eating locally caught fish.

Respect your body... Your choices matter

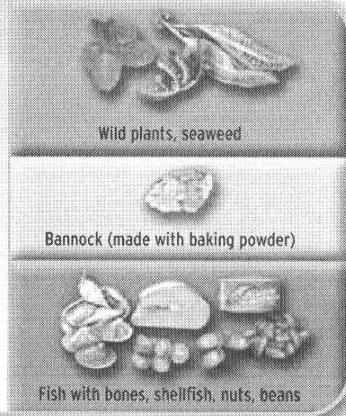
Following Canada's Food Guide and limiting foods and drinks which contain a lot of calories, fat, sugar or salt are important ways to respect your body. Examples of foods and drinks to limit are:

- pop
- fruit flavoured drinks
- sweet drinks made from crystals
- sports and energy drinks
- candy and chocolate
- cakes, pastries, doughnuts and muffins
- granola bars and cookies
- ice cream and frozen desserts
- potato chips
- nachos and other salty snacks
- french fries
- alcohol

People who do not eat or drink milk products must plan carefully to make sure they get enough nutrients.

The traditional foods pictured here are examples of how people got, and continue to get, nutrients found in milk products. Since traditional foods are not eaten as much as in the past, people may not get these nutrients in the amounts needed for health.

People who do not eat or drink milk products need more individual advice from a health care provider.



Women of childbearing age

All women who could become pregnant, and pregnant and breastfeeding women, need a multivitamin with folic acid every day. Pregnant women should make sure that their multivitamin also contains iron. A health care provider can help you find the multivitamin that is right for you.

When pregnant and breastfeeding, women need to eat a little more. They should include an extra 2 to 3 Food Guide Servings from any of the food groups each day.

For example:

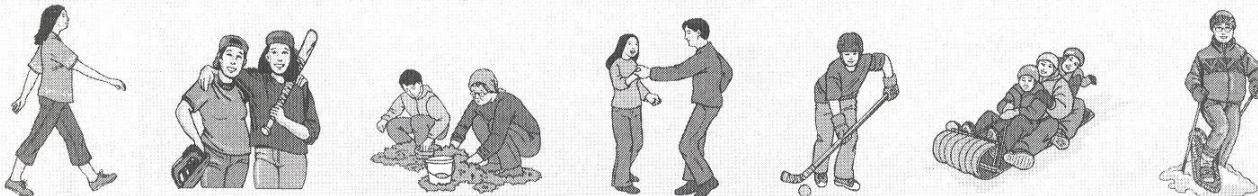
- have dry meat or fish and a small piece of bannock for a snack, or
- have an extra slice of toast at breakfast and an extra piece of cheese at lunch.

Women and men over the age of 50

The need for vitamin D increases after the age of 50.

In addition to following Canada's Food Guide, men and women over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).

For strong body, mind and spirit, be active every day.



This guide is based on *Eating Well with Canada's Food Guide*.

For more information, interactive tools or additional copies visit Canada's Food Guide at: www.healthcanada.gc.ca/foodguide
or contact: Publications • Health Canada • Ottawa, Ontario K1A 0K9 • E-Mail: publications@hc-sc.gc.ca • Tel.: 1-866-225-0709 • TTY: 1-800-267-1245 • Fax: (613) 941-5366

Également disponible en français sous le titre : *Bien manger avec le Guide alimentaire canadien - Premières Nations, Inuit et Métis*

This publication can be made available on request on diskette, large print, audio-cassette and braille.

First aboriginal food guide balances traditional, practical

Last Updated: Thursday, April 12, 2007 | 12:11 PM ET
CBC News

Bannock, berries, wild game and canned milk are part of a new version of Canada's Food Guide, created specifically for First Nations, Inuit and Métis.

"With this guide, First Nations, Inuit and Métis will have a tool to make more informed choices and nurture a healthy future by building on the traditions and values of a proud past and present," Federal Health Minister Tony Clement said after unveiling the new food guide at a Yellowknife school Wednesday.

It's the first time Canada's Food Guide has been tailored to meet any specific ethnic cultures in Canada, Clement said.

"In the previous version of the food guide, there had been some efforts to particularize it, but it was not really a national project," he said. "What we did in this version ... is to make it as part of a national project to really focus in on Inuit, Métis and First Nations populations and make sure we've covered that angle better than we've done in the past."

Like the standard guide, the aboriginal version shows how many servings people of varying age groups can choose from each of the four food groups every day, along with explanations on how much food makes a serving.

Some culturally specific examples of single servings include:

- Leafy vegetables and wild plants: 125 millilitres, cooked; 250 millilitres, raw.
- Berries: 125 millilitres.
- Bannock: 35 grams (a piece about five by five by 2.5 centimetres).
- Traditional meats and wild game: 75 grams, cooked.

The guide also lists canned milk and canned and frozen fruit and vegetables as practical alternatives to fresh milk and produce in remote communities, Whitehorse nutritionist Laura Salmon said.

"They might be the only options seeing as fresh fruit doesn't often survive that well on their long travels to the northern communities," she said.

Lori Doran, a senior adviser with Health Canada and one of the project leads on the new food guide, said Wednesday that the idea is to introduce the guide at reserve schools and health facilities.

"We really want to get it into the hands of people at the community level, and what we're hoping is that this food guide is used in a variety of ways," Doran said.

"We hope that individuals, families, communities use the food guide. We also hope that it's used in other settings — like in schools to develop policies around foods to serve in the cafeterias, for example."

Low-income families still face hurdles

Health Canada sees the guide as one tool to help reduce such health problems as obesity and diabetes, which are widespread in First Nations communities.

But Marie Martin, a nurse at the Kwanlin Dun Health Centre in Whitehorse, said while the new guide is a start toward helping First Nations move to healthier futures, there will still be hurdles in getting people — especially those on low or fixed incomes — to follow the guide.

Take fresh fruit, for example, she said. "If you're feeding a family of four and you're on a fixed income, you know, you tend to put those back in and go and get the canned fruit."

First Nations groups and nutrition experts were involved in producing the guide with the federal government. The original Canada's Food Guide, which has existed since 1942, was revamped in February.

Appendix B

Assignment Options for Units 1, 2 and 3

Assignment for Unit 1

Complete **one** of the following assignment options:

1. The *Invest in Kids Foundation* found at www.investinkids.ca and the Canadian Institute of Child Health, found at www.cich.ca/ are organizations both devoted to promoting the best in development, health and well-being of children. Visit the Websites of both organizations. Prepare a brief review of each Website describing:
 - The Mission of the organization
 - Basic Beliefs
 - Materials available for professionals and parents
2. Using the Invest In Kids Foundation booklet found in the appendix to the textbook (pages 463-477), create an observation checklist that identifies developmental accomplishments for a particular year of life between birth and the age of six.
 - Observe 3 children of the appropriate age category and check off the behaviors you see each child exhibiting.
 - Use the categories outlined in the book: Social, Language, Gross motor, Cognitive, Emotional, and Fine motor.
 - Briefly summarize your findings.
3. Research a food-related problem that parents may have to deal with related to their children. Write a report that names and describes the problem, outlines the symptoms and issues that need to be resolved or treated, and makes recommendations for parents or care-givers. Some suggested topics are:
 - Lactose intolerance
 - Peanut, gluten or other food allergies
 - Celiac disease
 - Picky eaters
 - PKU (a specific vitamin or mineral absorption problem)
 - Juvenile diabetes
 - Prader-Willi Syndrome
 - Anorexia Nervosa

Assignment for Unit 1 (continued)

4. Produce a one-page poster that offers concrete examples of how to comfort, teach, and play with infants up to 18 months **or** children between 2 and 4 years of age **or** children 4 to 5 years of age. Make your poster colorful and attractive with an information-at-a-glance design.
5. Research the topic of “reading to young children”. Create a pamphlet explaining the benefits of reading to children in the early years. Suggest how to read to children so that it is fun and enjoyable. Find, read, and list several books for each year (or half-year) from birth to 5 years. Your pamphlet should be colorful and an informative resource for young parents.
6. Design two play-based problem-solving activities, one for a toddler and one for a preschooler. Try them out in a real-life setting and write a short analysis of their effectiveness based on the children’s responses. Explain which responses suggest that the activity facilitates brain development.
7. Analyze a specific toy. Determine its function and the area of development it will enhance. According to the manufacturer’s age suggestions, do you find it age-appropriate? **Either** write a short advertising feature about the development benefits of the toy (include a picture if possible) **or** present your analysis to the class in the form of a speech that includes visuals.
8. Provide detailed descriptions of strategies that parents can use to help their children learn to express and deal with their emotions. Include examples of scenarios in which a child might become emotional and need the guidance of a parent or adult care-giver in order to handle a difficult situation.
9. Intelligence solidifies in adulthood. A person often develops his or her strengths after completing formal schooling. Interview an adult and distinguish the multiple intelligences identified by Howard Gardner (page 316 of the text) in which this person excels. Write a transcript of the interview and the questions you develop to find out:
 - The area(s) of intelligence in which the interviewee excels
 - How this person demonstrates to others that (s)he is skilled in that area
 - When this person first knew that (s)he was skilled in that area
 - The area that the interviewee perceives to be his or her weakest and why
 - Advice that the person can give about following and building on strength

Assignment for Unit 1 (continued)

10. Develop a questionnaire to test Gilligan's theory of moral reasoning amongst your peers. Create 2 or 3 scenarios and ask male and female peers how they would react to and handle these situations. Write a brief analysis of your findings.

Note: Examples of moral issues may be found by going to a search engine such as Google and typing in the search words "moral dilemmas".

11. Choose one of the following issues and examine it from two points of view – that of a parent and that of the adolescent child. Write a short personal essay for how each might perceive the situation.

- Adolescent peer pressure
- Adolescent independence
- Appropriateness of clothing
- Setting rules and limits for adolescents (curfew, dating, driving, etc.)
- Part-time jobs

12. Any assignment related to this part of the course that is agreed upon by you and your instructor.

Assignment for Unit 2

Complete one of the following assignment options:

1. Write and illustrate a short book for four-year-olds that teaches them what to expect or how to act in a situation they may not have already experienced. Some suggestions may be:

- Eating in a restaurant
- Going to church (wedding, christening)
- Going to the dentist/doctor
- Welcoming a new baby into the family
- Going to daycare
- Going to a birthday party or dinner at a friend's house
- Going to a sleepover
- Visiting the library
- Experiencing the death of a pet
- Riding public transportation – the bus

Or

Write and illustrate a short book for a particular age group that promotes certain morals, values or socially acceptable behaviors.

2. Create a poster, suitable to post in your community, with the title "Ways to Prevent Child Abuse and Neglect Before They Start". Investigate the opportunities for help that are available within your community; list the agencies or community services, the type of support that each provides, and how it can be accessed by individuals or families
3. Write a short script or play that depicts the barriers to access that some individuals and families experience when seeking community or social support. Have your play resolve the conflict by offering solutions for overcoming these barriers.
4. Find out what the child abuse reporting laws are in Newfoundland and Labrador (See the *Child, Youth and Family Services Act*). Use the Internet to locate the reporting laws in the rest of Canada's provinces and territories. Create a chart to organize the information and form a national comparison.

Assignment for Unit 2 (continued)

5. Write an opinion paper, or persuasive essay, on one of the following:
 - Is parental smoking a form of child abuse?
 - Is not setting limits for behavior a form of child abuse?
 - Should parents be held responsible for their children's misdeeds in the community?
 - Can an abusive household be mended?
 - Neglect can be the hardest form of abuse to put right
6. Make a poster that addresses the negative impact of spanking and gives effective techniques for use in situations that require discipline.
7. Families often find that mental illness is the most difficult problem for which to find solutions. Make a pamphlet outlining government supports and mental health organizations that families in your community can turn to when one of the family members has a mental illness.
8. Any assignment related to this part of the course that is agreed upon by you and your instructor.

Assignment for Unit 3

Complete **one** of the following assignment options:

1. Create a comic strip that depicts some form of bullying and suggests a strategy for developing a healthier peer relationship.
2. Choose some aspect of culture or religion that has meaning for you and write an essay describing it and stating the reasons why you would like to see it preserved for future generations.
3. A commonly used folk wisdom states, “It takes a village to raise a child”. In a short essay explain how this statement relates to the idea that parenting and child safety are a concern of the whole society.
4. Investigate the *United Nations Convention on the Rights of the Child*. Produce a simple yet interesting pamphlet that gives children the information they need to know about the rights they have and how to get help if they feel that their rights are being violated.

Note: The RCMP produces a child-friendly poster that expresses these rights in a way that children can understand: <http://www.rcmp-grc.gc.ca/pdfs/uncrc-crde-poster-affiche-eng.pdf>.

5. Watch a television program that is often watched by children eight to ten years of age. Evaluate the program for the number and types of violent incidents it depicts. Determine if the program contains too much violence. Give reasons for your opinion.

Or: If you wish, you may evaluate a video game for violent content in the same way as is described above.

6. Create a pamphlet for community use that describes the indicators of abuse and/or violence toward children. Outline the procedure to follow for someone who suspects child abuse in your community (See the *Child, Youth and Family Services Act*).

Note: This assignment may not be completed if you have already done Assignment number 4 for Unit 2.

Assignment for Unit 3 (continued)

7. Write an opinion paper in support of the statement, “Not all television is bad”. Give examples and descriptions of programming that might be educational or beneficial to young viewers.

Or

Make a list of 101 things parents can do with their children besides watching television. Print the list in the form of an attractive information poster for parents.

8. Write and illustrate a short book for 4 to 6 year olds about using manners and being polite and respectful of others.
9. Develop a chart or pie graph to outline the monthly budget for the individual described in the following scenario:

Jerry divorced his wife, Marlene, a year ago and Marlene has primary custody of their three children (ages 2, 5 and 7). Jerry works as an engineer for the city and makes an annual income before taxes of \$58,600. His take-home pay is \$2900 per month. He rents a small bachelor apartment for \$550 a month plus \$200 in utilities, and he has a car payment of \$322.50.

Calculate Jerry's monthly budget including food, gas, car insurance, child support payment, and any other expenses you can think of that he might incur.

Note: to calculate Jerry's monthly child support contribution, go to <http://www.justice.gc.ca/eng/pi/sup-pen/grl/pdftab.html> and click on the Newfoundland and Labrador version of the correct income range for Jerry.

10. Analyze different kinds of advertising directed at children. Report on the techniques used by advertisers when promoting products to children and their effect on young children. You may submit a written report or report orally to the class.

Or

Analyze some current magazine advertisements that are aimed at adolescents or pre-teens. Describe the intended audience and the “lifestyle” and image that the ads are promoting. Are the ads realistic or do they set up artificial expectations? Do they contain stereotypes? Include a copy of each ad along with your analysis.

Assignment for Unit 3 (continued)

11. Investigate social services available in your community. Make a poster or booklet that summarizes the services that are available, what they provide, who they serve, and how to contact each service.
12. Review the literature on a specific childhood disability. Explain the characteristics of the condition, care and nurturance of children with the condition, and the rewards and challenges for families. If possible, interview the family of a child who is differently-abled and spend time with the child; this may provide you with anecdotal material for your report. Examples of some challenging conditions you may wish to investigate are:
 - Autism
 - Down Syndrome
 - Spina Bifida
 - Cerebral Palsy
 - Fetal Alcohol Syndrome
 - Hearing or Visual Impairment
 - Attention Deficit/Hyperactivity Disorder (AD/HD)
13. Make a poster to educate high school students about the essential nature of Parenting Education and the reasons why it could be a valuable part of their education. Include some topics that might be encountered in such a course and the relationship of the study to a career in the field of childcare.
14. Any assignment related to this part of the course that is agreed upon by you and your instructor

Appendix C

Child Care Centres: Regulations, Policies and Standards

Excerpt from:

Child Care Services

Child Care Centres

Regulations, Policies and Standards

March 2007



Building requirements

8. (1) A child care service

(a) shall, if it is centre based,

(i) be located in premises which are not more than one floor above the ground floor and a home room for the care of children aged birth to 24 months shall be at grade level,

Policy:

- A centre will not be licensed if it is to be located more than one floor above direct egress to the outside.
- A room for infants will not be licensed if it does not have access to the outside on the same level as the room. The access must be barrier free.

(ii) have a home room for each group of children attending that centre with floor space of not less than 3.3 square metres per child in that home room, excluding fixed equipment,

Policy:

- The capacity for which that room is licensed is calculated based on the above and the ages of the children to be provided with care in that room. The infant sleep room and toilet are not included in the calculation.
- No homeroom shall be smaller than that which will accommodate five children.
- Calculation for floor space shall not include areas designed for entrance and egress such as entrance halls and stair landings.

(iii) have a separate sleep room directly accessible to the home room of children aged from birth to 24 months,

Policy:

- There is to be a door and a window between the homeroom and sleep room.
- The window is to allow all children to be viewed from minimally 75% of the infant homeroom.

Child care service requirements

Regulation 9 (1) A child care service

Regulation 9 (1) (a) shall have a telephone that is in working order;

Policy:

There shall be access to an open telephone line at all times of operation in the licensed child care centre.

- Each centre shall have its own dedicated line.
- Infant rooms shall have a phone.

Regulation 9 (1) (b) shall have a first aid kit which meets the requirements of the Standards and Guidelines for Health in Child Care Settings approved by the minister

Policy:

- See *Standards and Guidelines for Health in Child Care Settings*.
- The first aid kit shall be readily available.
- A pocket first aid kit shall be taken on all children's outings away from the child care centre and when children are in the outside play space

Regulation 9 (1) (c) shall provide and maintain safe play materials, furniture and equipment which is developmentally appropriate and sufficient for the children cared for in the service in conformity with standards established under the *Hazardous Products Act (Canada)*;

Policy:

The licensee shall provide play materials and equipment:

- in sufficient quantity to support all activity areas for the number of children enrolled
- of a type suitable for each age group accommodated
- made of safe materials, be of sound structure and in good repair.
- materials which may pose choking hazards for children under age four, particularly in mixed age groupings is to be given particular attention.

See *Standards for Early Childhood Programs in Centre-Based Child Care, Centre-Based Infant Care: Guide to Program Standards* and/or *Centre-Based Infant Care: Guide to Program Standards*.

Regulation 9 (1) (d) shall not allow the use of baby walkers or infant or older children jumping apparatus;

Policy:

- Equipment such as baby walkers, baby jumpers and trampolines are significant causes of injury to children and are not permitted to be on the premises of licensed child care centres.
- Neither shall they be used by the children when they are off site on a field trip.

Regulation 9 (1) (e) where it is necessary to administer prescription medication to a child, shall first obtain the written permission of a parent or guardian of the child for the administration of the medication;

Regulation 9 (1) (f) shall administer a non-prescription medication to a child only as directed by a physician, dentist or nurse practitioner, but a person providing care to a child in a child care service may administer fever-reducing medication to the child with the prior, written consent of the parent or guardian of the child;

Policy:

For policies and procedures related to administration of medication see *Standards and Guidelines for Health In Child Care Settings*.

- Written authorization from a physician, dentist or nurse practitioner must be provided by the parent or guardian prior to any non-prescription medication being administered.
- In the event of a sudden increase in a child's temperature:
 - steps may be taken to reduce the risk to the child. This is only to be done when absolutely necessary, and in no case should it occur on a regular basis.
 - Written permission must be obtained from a parent or guardian prior to any medication being administered. For the purposes of this section, this should be done at the time of enrolment.
 - Every reasonable effort should be made to contact the parent/guardian prior to administering.
 - Parents/guardians are to be contacted and informed immediately if it has been necessary to administer such fever-reducing medication and the parents were not able to be contacted prior to its administration.

Notwithstanding the above, acetylsalicylic acid (ASA or aspirin) is NOT to be administered to children without written authorization from a physician.

Regulation 9 (1) (g) shall keep medication to be administered to a child in a safe, secure and appropriate place as well as the records pertaining to the administration of the medication;

Policy:

See *Standards and Guidelines for Health In Child Care Settings*.

- Records of medication administration shall be kept on file at the child care centre.

Regulation 9 (1) (h) shall ensure a child being cared for in the child care service is appropriately supervised at all times;

Policy:

- Children are not to be left unsupervised at any time by those identified as part of the staff-child ratio in the centre. One on one workers employed to provide support to child(ren) with special needs are not considered to be part of the staff to child ratio.
- if a one on one worker leaves the centre with the child:
 - written permission to do so from the child's parent must be in the child's file
 - the one on one worker must sign the child out upon leaving the licensed premises and sign the child in upon returning.
- Supervision of children:
 - younger than seven years means in sight and hearing of centre staff at all times. However, the centre must provide space in the centre where children can have respite from the stimulation of the room.
 - children seven years and older may be flexible as they engage in independent quiet activities. At all times the supervising staff shall ensure that these children:
 - can be heard by staff
 - are always in the licensed space
 - are visually checked on regularly
 - are aware of emergency evacuation procedures
- Each group of children will have consistent care provided by the same early childhood educator for the major portions of the day.
- In infant rooms, equipment such as change tables, high chairs, mobile furniture, and shelving shall be located such that infants are in view at all times.
- Parents/guardians must be informed of all outings and permission slips obtained. Blanket permission may be obtained for outings of very short duration such as walks in the neighbourhood with the regular staff. Longer outings or outings which include persons who are not part of the staff must have permission slips for each event.

Regulation 9 (1) (i) shall not permit a child to leave the child care service premises with a person who is not that child's parent or legal guardian without the written consent of that parent or legal guardian;

Policy:

- Parental consent forms to identify adults into whose custody the child may be released in the absence of the parent/guardian shall be kept in the child's file.
- No child shall be released without written consent. Electronic written consent (e.g. e-mail, fax) may be used in emergency situations with written permission to be obtained and placed on file as soon as possible thereafter.
- For the purposes of this section, in the case of parental separation/divorce, the child's parent is considered to be the custodial parent.

Regulation 9 (1) (j) shall carry out a monthly fire and emergency evacuation drill from the premises in which that child care service is operated;

Policy:

- A plan specific to the evacuation of any children 0-24 months must be developed.
- Every month a fire/emergency drill for all children in the centre will be carried out and logged.
- The log book will be signed by two staff members where more than one staff is on-site.
- It will contain the:
 - date of the drill
 - time of the drill
 - number of children
 - age range of the children in attendance at that time
 - the number of staff present and
 - time taken to evacuate the premises.
- The building will be evacuated and the children mustered at the location previously identified for that purpose. Where the weather is sufficiently severe to preclude this, the children may be mustered immediately inside the exit.
- Care should be taken to ensure that the timing of the drill does not consistently occur at a time when a particular group of children is not in attendance, e.g., those who attend part time.
- The operator of a centre-based child care centre shall assign duties to staff specific to emergency evacuation procedures. These shall be in writing. Information to assist in the development of this plan is available at local Fire Departments. Specific duties and specific procedures respecting emergency evacuation shall be posted in a conspicuous place in each location where child care is provided.
- All licensed child care facilities should submit a floor plan to the local fire department.
- The licensee shall ensure that each staff person in the child care centre is knowledgeable about the use of fire extinguishers.

- Emergency numbers and other emergency information shall be listed in a prominent place beside each telephone. These include telephone numbers for:
 - hospital
 - fire department
 - police
 - ambulance
 - taxi
 - poison control
 - any others that may be needed in a specific community or for situations requiring it for a particular child, for example a child who has severe allergies.
- **It is essential that the daily register be accurate at all times and that it be removed during the drill or emergency.** This is the record to ensure that no children are left behind, that emergency personnel know which children remain in the building during an emergency and that emergency personnel are not put in jeopardy searching the premises for a child who is not in fact in attendance. It also provides emergency contact information.

Regulation 9 (1) (k) shall provide meals to children in accordance with the requirements of the Canada Food Guide to Healthy Eating;

Policy:

See *Standards and Guidelines for Health in Child Care Centres*.

- Water is to be available to children at all times.
- Menus are to be prepared under the supervision of a person knowledgeable in nutritional needs and eating habits of young children.
- Menus are to be:
 - prepared at least one week in advance
 - posted in a conspicuous for the information of parents
 - kept on file in the centre for minimally one year and available for inspection
 - any necessary substitutions are to be of equivalent nutritional value and noted on the posted menu
- Best practice indicates that the centre should provide meals and snacks to provide children with information on good nutrition in a meaningful context.
Where meals and/or snacks are provided by parent
 - the licensee shall provide them with the centre's policy on nutrition
 - have a variety of nutritious food on-site to supplement food provided by parents if necessary
 - where a child is in attendance prior to 7:30a.m., breakfast shall be provided.
 - where a child is in attendance after 5:30, supper shall be provided unless the parent requests otherwise
 - in all cases if a child is in attendance after 6:30, supper shall be provided

(l) shall prepare food and ensure food handling and food handling facilities are in accordance with the requirements of the Standards and Guidelines for Health in Child Care Settings Manual approved by the minister;

Policy:

See *Standards and Guidelines for Health in Child Care Centre*.

- No staff with any symptoms of vomiting or diarrhea shall handle food
- proper hand washing is to be observed at all times by both adults and children
- food is to be properly stored to prevent contamination
- the food preparation area and diapering/toileting area are to be physically separate
- the food preparation area is not to be used for any other purpose
- food preparation utensils are to be used for that purpose and not used in activity area or for cleaning purposes
- whenever possible, staff shall be designated for food preparation and shall not change diapers for that day
- help children understand the need for food safety e.g. not sharing cups or other utensils.

Regulation 9 (1) (m) shall ensure a child sleeps, is fed and offered food appropriate to the child's stage of development and individual capability;

Policy:

See *Standards and Guidelines for Health in Child Care Centres*; *Standards for Early Childhood Programs in Centre-Based Child Care*; *Centre-Based Infant Care: Guide to Program Standards*; and/or *Centre-Based Infant Care: Guide to Program Standards*.

Regulation 9 (1) (o) shall where a child becomes seriously ill, injured or dies while in the care of a child care service immediately notify a parent, guardian or other person named under paragraph 10(1) (c) and the director of that illness, injury or death and the notification shall be given by the licensee for that child care service, the operator, provider or an agency which supervises that child care service;

Policy:

- When serious injury, major illness, death or communicable disease occurs or any other serious incident (e.g., a child leaving the centre unobserved) the licensee, operator, or duly appointed staff member must:
 - secure immediate medical or emergency assistance if necessary
 - give immediate notice to the parent/guardian.
 - give immediate notice to the regional Child Care Services staff and submit a copy

of the Incident/Injury Report form. See *Standards and Guidelines for Health in Child Care Settings* for information regarding this form.

- in the case of communicable disease, all such incidents must be reported immediately to the Medical Officer of Health or Public Health/Community Health Nurse.
- The child care centre shall have an emergency plan in place to meet the above requirements, including staff responsibilities, emergency transportation, and arrangements for replacement personnel if necessary. Upon employment, staff are to be informed of the emergency plan, including the role of each staff member. The plan is to be reviewed on a regular basis.

Injury/Incident Reports

See *Standards and Guidelines for Health in Child Care Settings* for forms and procedures.

- Incident/Injury reports will be kept up-to-date and on-site at the child care centre.
- Incidents are minor physical occurrences requiring minimal first aid or any concerns regarding the health and safety of a child or children.
- Where there is any doubt as to whether an incident should be reported, the incident shall be recorded and reported.
- A report will be filed where:
 - there may be a negative effect on a child (for example, a blow to the head)
 - where a parent is likely to have concern (for example, a bite from another child)
 - where a question may be raised in the future about the matter (for example, more frequent bruising than normal for the developmental stage of the child).

In addition a report shall be filed immediately with the region where:

- there is injury to the child that requires more than simple first aid (for example a broken bone)
- a child becomes seriously ill (for example, a convulsion)
- there is an incident that put a child at risk (for example, a child leaving the centre unobserved)
- there is an incidence of communicable disease. In this instance the Public Health nurse shall also be informed.

Suspected child abuse:

- All persons have duty to report known or suspected abuse of a child under the *Child, Youth and family Services Act (1998)*.
- This applies to all those in a centre having contact with the child.
- It is critical that the appropriate policies and procedures are followed in such situations. These are laid out in detail in *Standards and Guidelines for Health in Child Care Settings*.

Records

Regulation 10 (1) A child care service shall keep and maintain records with respect to each child at the child care service, including

- (a) the name, address and date of birth of each child;
- (b) the name, home and work address and telephone number of the parent or guardian of the child;
- (c) the name, address, and telephone number of a person other than the parent or guardian who may be contacted in the case of an emergency;
- (d) the date of the child's admission into the child care service;
- (e) the date of the child's departure from the child care service;
- (f) the name and address and telephone number of the child's physician;
- (g) a daily register maintained by a person designated for the purpose or child care provider indicating the date of birth of each child and the time of arrival and departure of each child from the child care services premises;
- (h) a current health record;
- (i) an administration of medications record; and
- (j) an injury and incident report and
- (k) the other records required to be kept by the Standards and Guidelines for Health in Child Care Settings Manual.

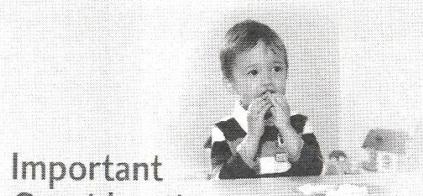
Policy:

- No child shall be admitted to the child care centre until information required in sections 10 (2) (a), (b), (c), (f) and (h) above are on file.
- Every child enrolled shall have this information kept in a separate file, located in a secure cabinet on the licensed premises.
- Licensees shall keep information concerning a child or the child's family strictly confidential. This information shall be provided only to members of staff of the centre who are part of the staff-child ratio for that room and/or those who require it to provide appropriate care to the child. The Regional Director of Child Care Services or his/her designate is to be provided with the information identified above immediately upon request.
- The child care centre must maintain a written, daily register:
 - available to inspectors at all times
 - listing the names, birth dates and emergency contact information of all children registered at the centre and their attendance/absence.
 - a register is a book that can be easily removed from the centre in the event of emergency evacuation.
 - A daily sign-in/sign-out sheet with each child's date of birth indicating the times of arrival and departure will be kept. The parent or other adult shall sign the sheet at the

Appendix D

Child Care Pamphlets

**Government of Newfoundland and
Labrador Department of Health**



Important Considerations

Where are the regulated child care services in my area?

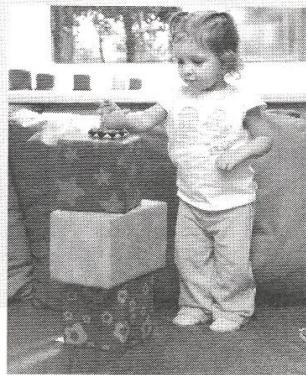
For a listing of child care services, contact your nearest Regional Health Authority (Child Care Services) office or visit the Provincial Government website at: www.health.gov.nl.ca.

Do the hours, fees, and policies of the child care service suit my needs?

Every child care centre or family child care home can provide you with information on its policies, hours and fees. It's important that you review these before making your final decision on which child care service you will use.

Am I able to receive financial assistance with the cost of child care?

The Child Care Services Subsidy Program helps eligible families with the cost of child care. For more information on eligibility criteria, contact your nearest Regional Health Authority (Child Care Services) office.



What are the provincial regulations?

Provincial regulations determine such things as:

- how many children can be cared for by each adult;
- the number of children that can be in each setting;
- the program activities;
- the educational qualifications required by staff;
- health and safety procedures; and,
- policies regarding how staff are to guide children's behaviour.

Each service is monitored by staff of the Regional Health Authority.

Every regulated child care service in the province is required to follow the Child Care Services Act and Regulations (1999). To view these regulations, visit: www.health.gov.nl.ca.

Who do I call if I have questions or concerns?

If you have questions or concerns, please contact the office nearest you:

Clarenville	(709) 466-6355
Corner Brook	(709) 637-2686
Gander	(709) 651-3306
Happy Valley-Goose Bay	(709) 896-9170
St. John's	(709) 752-4209

For more information on what to look for when choosing quality child care, visit our website at: www.health.gov.nl.ca.

Photos provided by Pauktuutit, Canadian Child Care Federation and Carter Fitzgerald Photography.

QUALITY CHILD CARE HELPING YOU CHOOSE CHILD CARE



www.health.gov.nl.ca




Newfoundland
Labrador

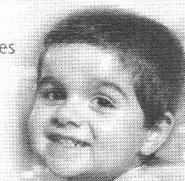


What is meant by regulated child care?

In Newfoundland and Labrador, regulated child care means the standards for child care set by the Provincial Government have been met and the centre or home is regularly monitored by regional officials.

There are two types of regulated child care in this province:

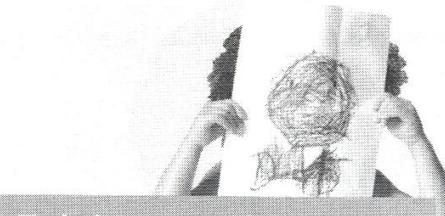
- Child Care Centres
- Family Child Care Homes



What do I need to consider when making my child care choice?

Choosing child care is an important decision. When making a child care choice, you must consider the needs of your child and your needs as a parent.

You must decide if you need full or part-time care, what location would be best, and which type of setting would best meet the needs of your child. When you choose a regulated child care setting, it means that you have chosen a service that meets or goes beyond the basic provincial requirements.



To help you with your decision, here are some things to consider:

The Place

- Is it welcoming and comfortable?
- Is it clean and safe?
- Does it have a variety of well-maintained books and play materials?
- Does it serve healthy meals and snacks?
- Is the furniture and equipment in good condition?
- Are there a variety of activities available for the children (e.g. art, blocks, books, sand and water play)?
- Is there a place to rest and to play alone or with friends?

The People

- Do they have the necessary qualifications and education?
- Are they warm, loving and enthusiastic?
- Do they warmly welcome children and parents when they arrive?
- Do they treat children with respect?
- Do they focus their attention on the children during playtime, observing and interacting with the children while they play?
- Do they deal with children's behaviour in a positive and appropriate way?
- Are you welcome to phone or drop in at any time without making an appointment?

(Note: If you want to have the time to speak with the child care staff or child care provider you may need to pre-arrange a time that is convenient for both of you.)



The Program

- Do the children appear to be active and interested in the activities?
- Does the program recognize and promote play as the way that children learn?
- Does the program appear to be sensitive to children's culture?
- Is there a flexible but regular routine for each day?
- Are children with special needs encouraged to participate fully in all aspects of the program?
- Is there a lot of time during each day when children are free to choose their own activities?
- Is creativity encouraged in all areas of the program including art and pretend play?
- Do the children play outside each day?
- Is independence encouraged as much as possible?

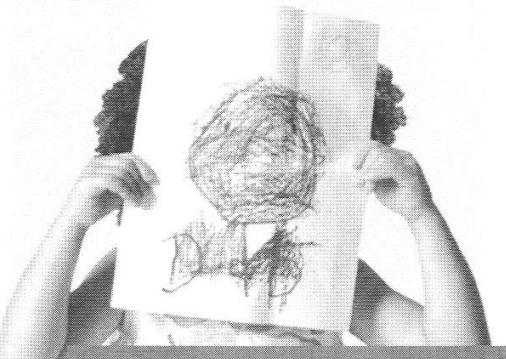




The benefits for communities

High-quality child care also benefits communities.

Communities that have high-quality child care programs offer more opportunity for parents to enter the workforce. When children benefit from a high-quality early learning setting, they are more likely to do well in school.



Children who are successful socially and academically are more likely to grow up to be successful adults and contribute to their community.



How do I know if a child care program is high quality?

High-quality early childhood programs:

- have qualified early childhood educators or family child care providers who have specialized training in early childhood education;
- have play materials and activities that are appropriate for all ages, individual differences and interests of children;
- have a play-based program that allows children to explore and participate in hands-on learning;
- have small group sizes and consistent home rooms;
- encourage and welcome parental involvement in the program; and,
- ensure that all children participate in the program, including children who have additional or special needs.



For more information on what to look for when choosing quality child care, visit our website at: www.health.gov.nl.ca.

Photos provided by Pauktuutit, Canadian Child Care Federation and Carter Fitzgerald Photography.



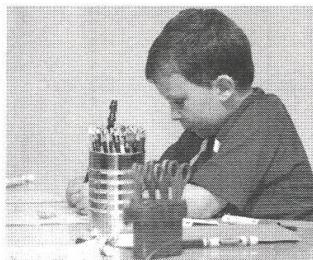
QUALITY CHILD CARE WHAT ARE THE BENEFITS?



www.health.gov.nl.ca



Newfoundland
Labrador



What is meant by regulated child care?

Regulated child care means the child care program has met the standards set by the Provincial Government.

Regulated child care centres and homes are regularly monitored and inspected by regional officials. Centres are licensed by the Regional Health Authority and homes are approved by a licensed Family Child Care Agency or licensed by the Regional Health Authority. All family homes providing care to more than four children and all child care centres must be regulated.



What are the benefits of high-quality regulated child care?

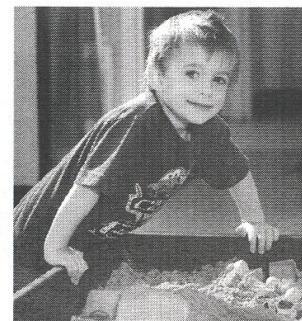
The first six years of life set the foundation for a child's future.

During these years, children develop skills and confidence in communication, creativity, and problem-solving. These skills are important for school and later in life. Quality child care settings offer a well-planned program where children can play, explore and discover with the guidance of Early Childhood Educators (ECEs).



Quality child care supports children's development by:

- providing opportunities for creativity and problem solving to help develop skills in math, science and technology;
- allowing children to interact with peers, so that they can develop social skills, solve conflicts and make friends;
- encouraging self-confidence and independence as children learn how to make their own decisions; and,
- supporting children's ability to communicate through art, language, play, music and movement so that children develop skills in reading, writing, and storytelling.

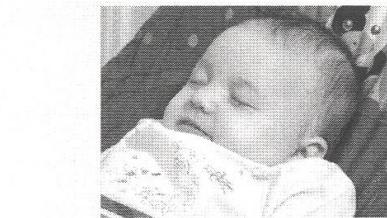


The benefits for family

Parents are the most important people in a child's life.

Quality child care programs support the relationship between children and parents. Qualified ECEs can help parents by answering questions about children's behaviour and development. They can give information about what other services are available for families.

Quality child care programs also allow parents to meet other parents, and children to meet other children. This can lead to long-lasting relationships for both parents and children. Quality child care also supports parents so that they can work, go to school or become involved in their community.





Do I choose which child care service my child will attend?

It is your responsibility to find a child care space. You may use any regulated family child care home or child care centre in your area. The Child Care Services staff in your region can give you a list of these.

What if it is too far to walk?

If the centre or home is not within walking distance, you may qualify for help with the cost of transportation.



Where are the Child Care Services Subsidy offices?

Your Regional Health Authority can direct you to the nearest office.

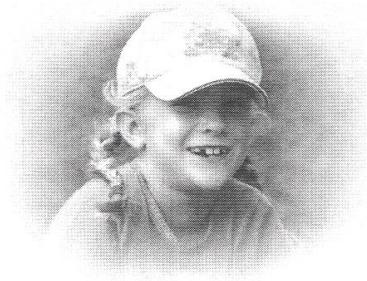
Clarenville (709) 466-6355

Corner Brook (709) 637-2686

Gander (709) 651-3306

Happy Valley-Goose Bay (709) 896-9170

St. John's (709) 752-4209



For more information on what to look for when choosing quality child care, visit our website at: www.health.gov.nl.ca

Photos provided by Pauktuutit, Canadian Child Care Federation and Carter Fitzgerald Photography.

QUALITY CHILD CARE
**FINANCIAL HELP
FOR PARENTS**



www.health.gov.nl.ca



Newfoundland
Labrador



What financial help is available to me?

If your child is (or will be) attending a regulated child care service, you may be eligible to have all, or some, of your child care costs covered by the Provincial Government.



What is a regulated child care service?

Regulated child care means the centre or home has met the standards set by the province and is monitored and inspected by regional officials on a regular basis.

All centres and family homes caring for more than four children must be regulated. Centres are licensed by the Regional Health Authority and homes can either be approved by a licensed family child care agency or the Regional Health Authority.

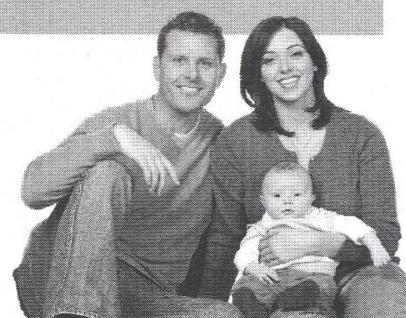
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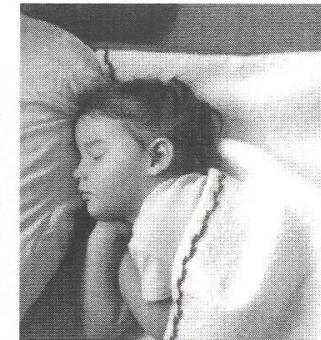
How do I know if I am eligible?

There are two criteria, both of which must be met:

1 You need child care because you are working, going to school, or your child needs it for developmental reasons.



2 And, if you are a single parent family earning \$27,500 net or less per year or a two-parent family earning \$27,840 net or less per year, you may qualify for the full subsidy amount. If you earn more than that, a sliding scale determines your contributions.



How do I apply?

The Child Care Services Subsidy office in your region determines if you are eligible for a subsidy.

The staff can provide an application form and let you know what you need to provide. Once the staff receive the application, they will review it and let you know if you are eligible to receive a subsidy.



