News To Know...

Don't Forget to Set Your Clocks Back 1 Hour On November 4

Tune in to:

Closings and delays follow your local school district! Please listen to local radio and TV stations for updates and closings!

Or visit: www.ship.edu/headstart

Important Dates:

Policy Council
- Nov. 15
- Dec. 20

No Class:
- Nov. 12
- Nov. 16
- Nov. 22-26
- Dec. 14
- Dec. 21 - Jan. 4

INCLEMENT WEATHER INFORMATION

Like us on Facebook
@Shippensburg University Head Start Program

@ShipHSandPrek

DON'T FORGET TO SET YOUR CLOCKS BACK 1 HOUR ON NOVEMBER 4
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|     |     |     |     | **FAMILY FUN NIGHT**  
4-6pm  
PICTURE DAY  
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|     |     | **EHS Socialization**  
Mongul 10-2pm | **EHS Socialization**  
St. Paul 10-2pm | **FAMILY FUN NIGHT**  
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|     |     |     |     | **Head Start HB Socialization**  
10-2pm | **Policy Council**  
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Health Advisory  
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|     |     | **EHS Socialization**  
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Enjoy Your Winter Break!
Happy Holidays!
LETTER LEARNING

Learning the names of alphabet letters – like all early learning – is best done in the context of what is meaningful to young children.

Many children first learn the initial letter of their own name, which has a great deal of meaning and importance to them. For the child who loves jello, J may be an important letter, while the child who knows that Daddy works at the Texaco station may begin to notice the letter T.

Some children learn to read without knowing the names of letters or the sounds associated with them. But research shows that for most children, associating names and sounds with the alphabet comes before conventional reading.

However, this finding does not mean that letter names should be drilled into young children. There are far more effective enjoyable ways for children to learn about letters. For instance, children enjoy labeling items that they choose. Sound out the name of the object together to determine which initial letter to use, then cut out big letters from magazines or newspapers and invite the child to tape them on items that she wants labeled.

At home or out together, point out letters and words that are likely to be of special interest to your child. Try simple activities such as reading logos of favorite foods and stores, identifying street signs, writing grocery lists together, and playing with magnetic letters on the refrigerator door while singing the alphabet song. Remember, children learn through play!
From the Education Coordinator's Desk

In the Bathroom
- Make faces in the mirror with your children: move your tongue, make a kiss, wiggle your nose.
- Talk with your children about all of the things they can do with their eyes: blink, stare, wink.

Use mirrors to name body parts.

Look for ways to use different senses in the bathroom.
- Feel and talk about different textures: soft cotton, hard soap, smooth wall, slippery sink
- Smell different things: toothpaste, soap.

In the Bedroom
- Tell a story or read a book to your children at bedtime
- After you've finished reading, ask your children to tell you all they remember about the story.
- Encourage your children to make up and tell stories or repeat a story you have read.

Let your children know that books are special.
- Make a library shelf or book area with your children.

Use different print materials often: borrow from the library, make homemade books, and look at junk.

In the Kitchen
- Talk with your children about the size, taste, texture, and color of foods. Help them recognize the differences between rough and smooth surfaces, salty or sweet tastes, and the odors of certain foods.
- Ask them to talk about changes in foods as you cook them ("How did it look when it was raw?... when we started to cook it?... how does it look now?"). Help your children to compare the before and after.
- Talk with your children about any foods that have special meaning to your family.

Look for shapes or colors around the kitchen, in and on the cabinets, and on the refrigerator and stove.
- Ask your children to find circles, triangles, or squares.
- Play the game, "I see something you don't see and the color (or the shape) is ." Your children can name the items or foods that are in the kitchen and that fit the description until they get to the item you have in mind.

In the Community
Talk about all the things you and your children see in the sky, near the house or apartment
- Colors, bright sun, moon, neighbors, cars, shapes, dark clouds, stars, snow houses

Talk about:
- The names of the animals and insects they see and hear.
- Where your children think the animals live, how insects build their homes, and where they get their food.

For more information or any concerns in reference to your child’s educational experience, please contact your home visitor, teacher, or an Education Coordinator at 717-477-1626.
HAVE A SAFE THANKSGIVING

~REMEMBER TURKEY!~

Thaw turkey at a safe temperature - 40°F or below

Use extra caution when frying a turkey and oil-free fryers if possible

Remember to clean all cooking surfaces regularly

Keep children away from hot foods and surfaces, and kitchen utensils

Ensure turkey is cooked and has reached minimum temperature of 165°F

Your smoke detector should be tested prior to cooking

Brought to you by: American Safety Council
The 12 Days of Safety

1. Keep poisonous plants out of reach of children and pets.
2. Never use lighted candles near trees or boughs.
3. Keep trees away from fireplaces, radiators and other heat sources.
4. Make sure your tree has a stable platform.
5. Choose an artificial tree that is labeled fire resistant.
6. If using a natural tree, make sure it is well watered.
7. Check holiday lights for fraying, bare spots, gaps in the insulation or excessive kinking in the wire.
8. Turn off all tree lights and decorations when not in use.
9. When putting up decorations, use a step stool or ladder to reach high places.
10. Designate a sober driver.
11. When preparing a meal, wash hands, utensils, sink and anything else that touches raw meat.
12. Reheat leftovers to at least 165°F.

Happy Holidays.
**TOYS FOR TOTS**

**Toy Registration Dates**

- You must bring your Photo Identification.
- Please provide ID for each child. For example, Social Security Card, or Birth Certificate, or Last Year’s Tax Return.
- Information pertaining to each child, with regard to privacy issues, (SS numbers) is viewed but NOT RECORDED.

**Registration Location:**

Marine Corps League
450 Grant Street
Chambersburg, PA 17201

**Dates and Times:**

- Monday, October 15th: 6pm – 8pm
- Wednesday, October 17th: 6pm – 8pm
- Wednesday, October 24th: 6pm – 8pm
- Monday, October 29th: 6pm – 8pm
- Saturday, November 3rd: 10am- 3pm
- Monday, November 5th: 6pm – 8pm
- Wednesday, November 7th: 6pm – 8pm
- Wednesday, November 14th: 6pm – 8pm
- Saturday, November 17th: 10am- 3pm

Please Check our Website for Updates
http://chambersburg-pa.toysfortots.org

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**2019 Project SHARE Food Distribution Schedule**

5 North Orange St, Suite 4, Carlisle, PA 17013 - Phone (717) 249-7773 Email info@projectsharepa.org

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**DISTRIBUTION HOURS:**

- Tuesday 12:00pm – 2:00pm
- Wednesday 9:00am – 11:00am
- Thursday 3:30pm – 5:30pm
- Saturday 9:00am – 11:00am

*December Distribution one week earlier

Volunteers should report up to 1 hour prior to start time to receive their assignment & hear announcements. Please plan to remain up to 1 hour later than end time to finish serving recipients and assist with clean up. Thank you!

**FARM STAND HOURS:**

123 Lincoln Street, Carlisle
(Open every week except Distribution Week)

**Winter Hours:** November 1 – May 31
- Tuesday 3:00pm – 5:00pm
- Thursday 12:00pm – 2:00pm

**Summer Hours:** June 1 – October 31
- Tuesday 3:00pm–5:00pm
- Wednesday 1:30pm–3:30 pm
- Thursday 12:00pm–2:00pm

**OFFICE HOURS:**

Monday- Thursday 8:00am- 4:00pm
Friday 8:00am-12:00pm

Website: projectsharepa.org Facebook: Project SHARE of Carlisle PA Twitter: @ProjectSHARE PA

Project SHARE is an equal opportunity provider and employer.
Come join Shippensburg Head Start & Pre-K Counts in the 208 Carlisle Christmas Parade, November 30th. Parade starts at 7 P.M. Please call into the office or let your teacher know if you are interested in attending. Please look for the flyer that will be sent home soon with more information.

Come join Shippensburg University Head Start & Pre-K Counts in the 27th Annual Shippensburg Christmas Parade, November 16th. Parade starts at 7 P.M. Please call into the office or let your teacher know if you are interested in attending. Be on the lookout for a flyer that will be sent home with additional information.
HOW DOES ADDICTION AFFECT FAMILY LIFE?

When a family member has a drug or alcohol addiction, they have a disease that has the power to affect and hurt their entire family, including parents, children, brothers, sisters, grandparents, or any family member who is a part of their life. An addiction can cause tension, miscommunication, and more frequent arguments within a household, raising the stress levels and negativity off all who are within this unhealthy atmosphere.

The unpredictability of a family member who compulsively takes drugs or drinks alcohol can cause anxiety, emotional pain, stress, and a loss of trust, because that individual often can’t be counted on to follow through with what they say. Job instability, late nights, and erratic and abnormal behavior may all result from an addiction in a way that damages a family’s foundation. The addicted individual can get unfocused, forgetful, or distracted, as more often than not, their mind is solely on their addiction.

Due to these things, surrounding family members may have to take on greater responsibilities, causing even more strain and a variety of negative emotions, like blame, resentment, hate, anger, and even fear. As trust continues to falter, family members are on edge as they strive to stay aware of the different lies their addicted family member may create to explain or deny their behaviors. Together, these situations create an altered and damaged family dynamic.

The Devastating Impact On Children

If a parent or family member has an addiction it greatly impacts children of all ages and they commonly suffer or get hurt in some respect. When a person has an addiction, they may forget to care for the needs of their child, as the pursuit of finding and using more substances or the resulting illness these substances may cause, may detract from their responsibilities. The absence of the parent in the child’s life can create problems, as they may no longer be attuned to their child’s needs. They may fail to provide basic and necessary care, such as providing or preparing meals, keeping their child clean, or attending to any other important needs such as schoolwork or concerns of social problems.

A child may be forced to care for these essential needs for either themselves or their siblings on their own. According to the SAMHSA publication, these behaviors may be even more prevalent in children of single-parent households, to the extent that “children are likely to behave in a manner that is not age-appropriate to compensate for the parental deficiency.” What this essentially means, is that they may create a wall of denial to keep themselves from dealing with the reality of their parent’s addiction, by attempting to step up and act as the role of the parent, provider, or caregiver.
Safety is also a huge concern for these children, as an addicted individual may not be focused or aware enough to keep their children from accidents or other adults who may wish their children harm. They may not also be attuned enough to take action and get help, should these events arise. If criminal activities are committed within the child’s home, such as dealing drugs, a child experiences the risk of their parent ending up behind bars. In more severe cases, the child may be forced to take part in these criminal acts, in a way that damages their trust, jeopardizes their lives, and causes them to live in an even greater state of fear and instability.

What Are Some Of The Effects On Parent-Child Relationships?

Beyond the aforementioned ways, an addiction can actually shape the way a parent interacts with their child and vice versa; these behaviors may manifest with children of any age, including adults. The SAMHSA publication speaks of various negative or harmful patterns that may be prevalent within a family when a parent or child suffers from an addiction. They include:

- **Negativism** — Family members primarily communicate in a way that is geared towards creating a negative and harmful environment, by complaining, condemning, or making other disparaging remarks towards each other. A atmosphere can hover over the household and positive reinforcement is often overlooked. In some cases, the only way to get any attention is to create an emotional upheaval, which further strengthens the negative cycle of drug or alcohol abuse.
- **Parental inconsistency** — If a parent or child is addicted, the child can become confused if boundaries are not set, rules are not clearly delineated, and discipline is not enforced, creating a rocky family structure. Because of this lack of clarity, a child may act out to see if their parents will give them a sense of stability by putting up better boundaries. As SAMHSA points out, the importance of these perimeters are immense, as they state “Without known limits, children cannot predict parental responses and adjust their behavior accordingly.”
- **Parental denial** — When faced with clear indicators of abuse or addiction, a parent may still exhibit patterns of denial, asserting that there is no cause for concern and that their child does not have a problem. These mindsets may continue even after various authorities attempt to counter this perception with evidence.
- **Miscarried expression of anger** — A child or a parent who develops strong emotions towards their toxic and emotionally unstable home life may find that they are unable or fearful of demonstrating their deep anger. As they suppress these feelings, they may sometimes turns to drugs or alcohol to deal with their own pent up thoughts or emotions.
- **Self-medication** — This is when a parent or a child further opens the door for drug or alcohol abuse, as they continue to self-medicate in an attempt to deal with the emotions or mental health concerns that may result from this environment.

Overcoming Denial

Many times people who are addicted don’t even realize or believe they are causing such havoc within their families. Unfortunately, they don’t often view themselves as sick or suffering from a problem, so they don’t reach out for help or treatment. Because of this, they many times don’t see with open eyes the issues they are creating with their loved ones, whereas family members may be very aware of the intensity and scope of the problem. Sadly, some family members may be so drained, discouraged, confused, or unsure of how to talk to a person with an addiction, that they don’t reach out for help. It doesn’t have to be this way. Fortunately, a variety of treatment programs exist that encompass family therapy and support, to help you rebuild and nurture your family.

REACH OUT FOR HELP

If you or your family is suffering from an addiction problem, please contact us today for help. Reach out and receive the support that’s needed and help not only yourself but future generations. Contact us at DrugRehab.org today.
Winter Break Bucket List for a preschooler


nothimeforflashcards.com
1. Wash your hands.
2. Cover your cough.
3. Sneeze in your sleeve.
4. Take the day off.

CHILDREN'S Flu Fighters

For more flu fighting tips visit ChildrensFluFighters.com
The Boss of Your Body

Being in control of your body... What a wonderful feeling! Being the boss of your body is a skill. A skill that does not come naturally, but one that is taught to children. Our job is to help children learn to be the boss of their body. A child who is the boss of their body has good self-control, feels good about him/herself and is more likely to behave positively.

Children who are the boss of their body are aware of what their body can do. One of the best ways to promote this is to teach children action awareness vocabulary. There are three parts to action awareness. They are:

1. **Traveling Actions** (moving from one place to another): Examples of this include: walking, jumping, hopping and climbing.
2. **Stabilizing Actions** (moving without traveling): These actions include: twisting, swaying, squatting and shaking.
3. **Manipulating Actions** (moving with objects): Throwing, catching and bouncing.

Thanksgiving

November is a month of giving thanks and so, let's give thanks to one of the most important things we have... our body! A perfect opportunity to do this is at the dinner table. Research shows that children from families who regularly eat dinner together (with the TV off) are less likely to smoke, drink, do drugs, be depressed or develop eating disorders. They are also more likely to do better in school.

At the dinner table, talk to your child about all the wonderful things their bodies do. Name a body part and brainstorm all the things that body part helps them to do.
**Chant it!**

If your child is enrolled in a program that promotes *I am moving I am learning*, you probably have heard the words of this chant, adapted from this *Choosy Nation* CD song.

**I’m the Boss**

I’m the boss of my body, I tell it what to do. I’m in charge like Choosy and here’s how I move, cause...

I’m the Boss, yeah (say 3 times)
Now chill... (freeze in place)

I boss my arms
High to low. (move arms up high an down low)
I boss my legs
Jump side to side. (jump from side to side)
I boss my hands
Raise the roof. (“raise the roof” motion)
And then I stretch myself
Big and tall. (stretch up high)

I boss my tummy
Twist yourself. (twist your waist)
I boss my feet
March in place. (march in place)
I boss my fingers
Touch the ground. (touch the ground)
And then I boss myself
Turn around. (turn around)

To sample the Choosy Kids music, visit:  
www.choosykids.com/ck2/av

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**Move it!**

This month’s Move It! focuses on a fun and simple activity children can do to learn to be the boss of their body.

**Simon Says**

A great boss of your body activity! Children need to be able to tell their body what to do AND what not to do. In addition to this, Simon Says:

- Increases awareness of body parts
- Helps develop good listening skills
- Teaches children to concentrate
- Promotes following directions and...
- Does not focus on winners and losers.

Do the activity with your children focusing on action awareness words. Here are some ideas of what you can use for Simon Says:

- Twist your body
- Shake your body
- Hop
- Bounce a ball
- Climb a ladder

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For more info on *I am moving I am learning*, visit: [http://tinyurl.com/movelearn](http://tinyurl.com/movelearn)

Check out Choosy Kids and their resources at: [www.choosykids.com](http://www.choosykids.com)

This publication was developed as part of the KKG! initiative. Visit the KKG! website at: [www.panen.org/keystone-kids-go](http://www.panen.org/keystone-kids-go)
Let's Celebrate
As a parent, grandparent or caregiver, how many times have you heard, “Look at me!” or “Watch me!”? This is your child’s attempt at being noticed and encouraged for what they have done. Think about yourself going through life and no one ever noticing the great meal you cooked, the hard work you put into a project or the kind thing you did for someone. Most likely you would feel unappreciated.

When we pay attention to what our children do, we help them develop self confidence and feel good. When we smile and say, “WOW... look at you!” we are telling children that they did something wonderful.

“A young child’s self concept is based on what he thinks he can or cannot do with his body.”
~Linda Carson, Choosy Kids

Words
Think about what words you use to comment on what your child has done. Focus on words that do not give value (good vs. bad) and words that describe exactly what you have seen them do. Here are some examples:

- Instead of saying, “You are a great jumper,” say “Look at how high you jumped.”
- Instead of saying, “You did a good job kicking the ball,” say “Look at how far/hard/fast you kicked the ball.”

Ever heard the phrase, “Actions speak louder than words?” This also applies to how you react to what your child has done. Using dramatic facial expressions, for example the look of surprise, can express pride and excitement. High fives, head pats and fist bumps are also a great way to celebrate what wonderful thing your child has done.
Chant it!
If your child is enrolled in a program that promotes *I am moving I am learning*, you might be familiar with the words of this chant, adapted from the Choosy Nation CD.

**Oooh Aaah**
When you o-o-oh, ah-h-h-h
It means you like what I do.
When you clap, clap, clap (clap your hands)
I’ll do it all over for you.

Now everyone listen real close! (hold hand to ear)

When I hop on one foot (hop on one foot),
Will you give me high five? (give high five)
When I twist my waist (twist your waist),
Will you tell me that I’m great? (say You’re great! loudly)

When I move my arms over here (move arms to the right)
When I move my arms over there (move arms to the left)
Will you smile real big and cheer, cheer, cheer? (cheer loudly)

Can you clap? (clap your hands)
Can you smile? (smile)

For more information on Choosy Kids music or to sample the music, visit: www.choosykids.com/ck2/av

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Move it!
This month’s Move it! focuses on an activity the entire family can participate in. Children will use their gross motor and problem solving skills as they search for hidden treasures.

**Going on a Present Hunt...**
For this activity, you will need:
- Several boxes
- Wrapping paper
- Scissors and tape
- Assortment of trinkets, books, household items, healthy snacks, etc.

**Activity Directions:**
1. Wrap enough presents for at least one per child. It is great if the children will be able to unwrap and keep the items, but not necessary.
2. Hide the presents in several rooms. For younger children you might want to allow the present to “peek” from its hiding place. For older children you can hide them in more “secret” places.
3. Give the children directions and rules for the activity. For example: You must walk, you may only find one present, you must wait until everyone finds their present before opening, etc.

*Note... It is best to use rooms where safety is not a concern and be clear about where they ARE permitted to search. If using fruits and veggies, be sure and take some time for a “snack talk.” Talk about the shape, size, color and how the food grows. Talk about why fruits and veggies are important to our diet.*
Greetings, readers!

If you’re interested in joining the Male Involvement Initiative, or you have stories or advice you would like to share with other Program families, send your name and preferred contact information to:

Email: aqmurlin@ship.edu OR headstart@ship.edu
Phone: (717) 477—1626 (Ext. 5047)
Fax: (717) 477-4097 (ATTN: Tony Murlin)
In Person: Cora I. Grove Spiritual Center, Room 112
Shippensburg University
Shippensburg, PA 17257

OR

Inform your teacher of your interest and preferred contact method, and they’ll get the message to me!

NOW LET’S MAKE THIS NEW SCHOOL YEAR AWESOME!
Winter Safety Tips

- Dress infants and children warmly for outdoor activities. Several thin layers will keep them dry and warm. Don’t forget warm boots, gloves or mittens, and a hat. Choose boots that are large enough to comfortably accommodate two pairs of socks.

- Remove drawstrings from clothing which may get caught on tree branches or play equipment. Replace with Velcro®.

- The rule of thumb for older babies and young children is to dress them in one more layer of clothing than an adult would wear in the same conditions.

- When riding in the car, babies and children should wear thin, snug layers rather than thick, bulky coats or snowsuits.

- Blankets, quilts, pillows, bumpers, sheepskins and other loose bedding should be kept out of an infant’s sleeping environment because they are associated with suffocation deaths and may contribute to Sudden Infant Death Syndrome (SIDS). It is better to use sleep clothing like one-piece sleepers or wearable blankets is preferred.

- If a blanket must be used to keep a sleeping infant warm, it should be thin and tucked under the crib mattress, reaching only as far as the baby’s chest, so the infant’s face is less likely to become covered by bedding materials.

Winter Health

- If your child suffers from winter nosebleeds, try using a cold air humidifier in the child’s room at night. Saline nose drops or petroleum jelly may help keep nasal tissues moist. If bleeding is severe or recurrent, consult your pediatrician.

- Many pediatricians feel that bathing two or three times a week is enough for an infant’s first year. More frequent baths may dry out the skin, especially during the winter.

- Cold weather does not cause colds or flu. But the viruses that cause colds and flu tend to be more common in the winter, when children are in school and are in closer contact with each other. Frequent hand washing and teaching your child to sneeze or cough into the bend of her elbow may help reduce the spread of colds and flu.

- Children 6 months of age and up should get the influenza vaccine to reduce their risk of catching the flu. It’s not too late to get the vaccine! Around 80% of all influenza illness generally occurs in January, February, and March.

Winter is a time when household fires occur. It is a good time to remember to:

- Buy and install smoke alarms on every floor of your home
- Test smoke alarms monthly
- Practice fire drills with your children
- Install a carbon monoxide detector outside bedrooms
- Keep space heaters at least 3 feet away from anything that could burn, and turn them off when leaving the room or sleeping.
[...]I mean, it’s a total nightmare – we’re not quite six weeks in, we have a colicky new baby on our hands, and are getting a lot less sleep than usual (and we didn’t get a ton to begin with), and have a long, looooong way to go – but everything is fine.

Some things are harder, and there are more challenges, but mostly there are just new challenges. Whether you’re going from no kids to one, or one to two, the specifics are different but the generalities are the same. We’re still parents trying to do our best and surviving as best we can. The need for some stuff has taken on increased urgency, i.e., money (I’m available for freelance work!), and naps (or not), but otherwise it’s just one day at a time, like everything else.

Don’t be afraid of parenthood.

Having a kid is difficult. Having two kids is difficult. Caring for babies is difficult, protecting toddlers is difficult, raising preschoolers is difficult, handling kindergartners is difficult, god knows tweens and teens and college kids will be difficult too. Everything just keeps getting harder, but it’s less of a pile-on kind of hard and more of a trade one thing for another kind of hard. It’s the same for people without children; life is a continual trade-off. It seems to me that it’s about balance, and letting the anxiety take over skews it too far in the wrong direction.

Being nervous and getting stressed out and having anxiety in advance of a major change of any kind is normal. But it helps to remember that the anticipation of the change is almost always worse than the change itself. Because, all the worrying aside, once it actually happens, there’s no more speculation, and there’s a lot less time for agonizing. Once the levee breaks, the new reality you’ve been freaking out over facing is simply reality, and the new life you’ve been panicking about living is simply your life.
Don’t Be Afraid of Parenthood

You’re no longer able to live in your head, because when the things you’ve been worrying about come to pass, you’re forced to just live, period. (Or else become a bindlestiff and ride the rails to a new life somewhere else, but there aren’t many parents I know with the balls (or lackthereof) to do that.)

I’m not exactly a glass-half-full kind of guy. I don’t think everything happens for a reason, and I don’t think God only gives you what you can handle. But I do believe that, most of the time, the phrase “this too shall pass” is pretty accurate. (Note: it does not say when. I’m hoping that in my case it’s around 18 years.) I also believe, despite my complete and utter inability to put this belief into practice, that worrying doesn’t accomplish much.

Parenthood is no different. It’s scary, but we shouldn’t be afraid of it.

When you have kids, there are a lot of things to stress out about (most of which I haven’t even come close to experiencing yet) and those things aren’t ever going to disappear. Neither, if you’re doing it right, will your fear and anxiety over those things. It won’t ever get easy. But anticipating the challenges is one thing, and letting yourself drown in anxiety over them is another. Especially since it doesn’t matter if you can handle being a parent or not; you have no choice. Once your kid(s) arrive, you have to.

So you do.
Dad’s Day at the Center!

Head Start Center-Based
Miss Chris’s Shippensburg Class,
Miss Kelsey’s Newville Class, and
Miss Danielle G.’s Carlisle Class

Every Second Monday and Wednesday

Every Second Tuesday and Thursday

Pre-K Counts Classrooms
Nancy Grayson 1  Miss Wendy
Nancy Grayson 2  Miss Cheyenne
James Burd  Miss Alyssa

Newville Elem.  Miss Erica
Bellaire Elem.  Miss Angie
Hamilton  Miss Allison

Mt. Holly Springs  Miss Bridget
W.G. Rice  Miss Alyson

Early Head Start and Head Start Home-Based
Miss Ashley and Miss Doris’ Mongul Church Groups,
Miss Kameryn and Miss Amy’s St. Paul Church Groups,
and Miss Danielle R.’s Cora Grove Center Group

Every Second Socialization
USDA Nondiscrimination Statement 2015

FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.
USDA Declaración de no discriminación 2015

Los demás programas de asistencia nutricional del FNS, las agencias estatales y locales, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en:

http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf, y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; o
(3) correo electrónico: program.intake@usda.gov

Esta institución es un proveedor que ofrece igualdad de oportunidades.
Building for the Future

This child care receives Federal cash assistance to serve healthy meals to your children. Good nutrition today means a stronger tomorrow!

Meals served here must meet nutrition requirements established by USDA's Child and Adult Care Food Program.

Questions? Concerns?

Call USDA toll free: 1-866-USDA CND (1-866-873-2263)

Visit USDA’s website: www.fns.usda.gov/cnd

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Food and Nutrition Service
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USDA is an equal opportunity provider and employer.
Construyendo Para El Futuro

Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comidas nutritivas a sus niños. ¡Buena nutrición hoy significa un mañana más saludable!

Comidas servidas aquí deben de seguir los requisitos nutricionales establecidos por el programa "Child and Adult Care Food Program" del Departamento de Agricultura de los Estados Unidos (USDA por sus siglas en inglés).

¿Preguntas? ¿Inquietudes?
Llame gratuitamente a USDA al: 1-866-USDA CND (1-866-873-2263)
Visite el website de USDA: www.fns.usda.gov/cnd

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USDA es un proveedor y empleador que ofrece oportunidad igual a todos.
Now Recruiting for Early Head Start, Head Start and Pre-K!
2019-2020

These programs are FREE, but space is limited!

Who Should Apply?

Head Start/Early Head Start: Pregnant women and children ages birth to 5 years whose household income is at or below the federal poverty guideline ($24,600 or under for a family of 4)

Pre-K Counts: Children ages 4 and 5 entering kindergarten the following year, whose household income is at or below 300% of the federal poverty level (approx. $73,800 or under for a family of 4)

How to apply:
Call Shippensburg Head Start 717-477-1626
or stop in and apply
Cora Grove Spiritual Center, Shippensburg University
Shippensburg, Pa. 17257

Call Today!