SHIPPENSBURG HEAD START & PRE-K COUNTS

November/December 2019

News To Know...

Happy Thanksgiving

Important DATES:

Policy Council:
  Nov 21
  Dec 19

NO CLASS:
  Nov 11
  Nov 15
  Nov 27-Dec 2
  Dec 3 (Head Start only)
  Dec 20-Jan 3

WHEN YOU DON’T KNOW WHERE TO TURN,
CALL 211 RESOURCE HELPLINE

@ShipHSandPreK

Family Fun Night Is Coming:
  Nov. 19 Carlisle Area
  Nov. 21 Shippensburg & Newville

Check with your classrooms for more information!
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From the Education

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!
LEARNING GAMES

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.

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 mail, greeting cards, newspapers, or magazines.
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

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

For more info on *I am moving I am learning*, visit: http://tinyurl.com/movelarn
Check out Choosy Kids and their resources at: www.choosykids.com
This publication was developed as part of the KKG! initiative. Visit the KKG! website at: www.panen.org/keystone-kids-go
Literacy Project

The teachers and education support professionals of Shippensburg University Head Start and Pre-K Counts program want to get the word out about the importance of children's literacy! The Head Start and Pre-K Counts Literacy Project is a year-round literacy project that encourages readers, both young and old, to celebrate reading.

Our teachers and staff are getting excited about reading and hope you and your children are as well!! The Shippensburg Kiwanis Club has been a large supporter of our Head Start program for many years. With the implementation of Pre-K the Shippensburg American Legion and the Minnequa Social Club have joined in supporting our literacy project. This project gives out a free book for every 9 books the children read or are read to at home. The program provides a box of gently used books donated by the Shippensburg Public Library to be circulated to the classrooms. During the 2017-18 program year, our children read 3,762 books, meaning we gave out 418 books to the children for their at home library. Our goal each year is to give out more books than the previous year. In the 2018-19 year, we exceeded that by 16 books!!

The hope of our Literacy Project is to instill a love of learning in our children. With continuing support from our teachers, parents, and community we are confident that the children in our program will continue to grow in knowledge through reading.

ReadyRosie

ReadyRosie is an early education tool that helps families, schools, and communities across the nation deepen and scale their family engagement efforts. The tools leverage the power of video modeling, family workshops, professional development opportunities, and mobile technology to build powerful partnerships between families and educators, resulting in Ready Families, Ready Educators, and Ready Children.
PARENTAL MENTAL ILLNESS

- A child whose parent is mentally ill has a 70% chance of developing at least a minor adjustment problem by adolescence  
  Rubovits 1996

- A child with two mentally ill parents will have at least a 30% chance of developing a more serious mental health problem  
  Rubovits 1996

- Children of parents with severe mental illness are 2.5 times more likely to develop a mental health problems than their peers  
  Cowling 2004

NATIONAL SUICIDE PREVENTION LIFELINE

1-800-273-TALK (8255)
suicidepreventionlifeline.org
Mental Illness in Families

Mental illnesses in parents represent a risk for children in the family. These children have a higher risk for developing mental illnesses than other children. When both parents are mentally ill, the chance is even greater that the child might become mentally ill.

The risk is particularly strong when a parent has one or more of the following: Bipolar Disorder, an anxiety disorder, ADHD, schizophrenia, alcoholism or other drug abuse, or depression. Risk can be inherited from parents, through the genes.

An inconsistent, unpredictable family environment also contributes to psychiatric illness in children. Mental illness of a parent can put stress on the marriage and affect the parenting abilities of the couple, which in turn can harm the child.

Some protective factors that can decrease the risk to children include:

- Knowledge that their parent(s) is ill and that they are not to blame
- Help and support from family members
- A stable home environment
- Psychotherapy for the child and the parent(s)
- A sense of being loved by the ill parent
- A naturally stable personality in the child
- Positive self esteem
- Inner strength and good coping skills in the child
- A strong relationship with a healthy adult
- Friendships, positive peer relationships
- Interest in and success at school
- Healthy interests outside the home for the child
- Help from outside the family to improve the family environment (for example, marital psychotherapy or parenting classes)

Medical, mental health or social service professionals working with mentally ill adults need to inquire about the children and adolescents, especially about their mental health and emotional development. If there are serious concerns or questions about a child, it may be helpful to have an evaluation by a qualified mental health professional.

Individual or family psychiatric treatment can help a child toward healthy development, despite the presence of parental psychiatric illness. The child and adolescent psychiatrist can help the family work with the positive elements in the home and the natural strengths of the child. With treatment, the family can learn ways to lessen the effects of the parent's mental illness on the child.

Unfortunately, families, professionals, and society often pay most attention to the mentally ill parent, and ignore the children in the family. Providing more attention and support to the children of a psychiatrically ill parent is an important consideration when treating the parent.
Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)
Sample Meals for Children Ages 3-5

**What is in a Breakfast?**
Milk (6 fl. oz. or ¾ cup)
Vegetables, Fruits, or Both (¼ cup)
Grains (½ oz. eq.)

Optional: Meats/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.

- ¼ cup Unflavored Low-Fat (1%) or Fat-Free (Skim) milk
- ½ oz. eq. Whole Grain-Rich Mini Pancakes
- 1 Taco Made with 1 ½ oz. Lean Ground Beef, ¼ cup Lettuce*, and ½ cup Chopped Tomatoes
- ½ oz. eq. Enriched Flour Tortilla
- ¼ cup Roasted Sweet Potatoes

**Sample Breakfast**

| 1/2 cup Unflavored Low-Fat (1%) or Fat-Free (Skim) Milk |
| 1/2 cup Sliced Strawberries |

**What is in a Lunch or Supper?**
Milk (6 fl. oz. or ¾ cup)
Meats/Meat Alternates (1 ½ oz. eq.)
Vegetables (¼ cup)
Fruits (¼ cup)
Grains (½ oz. eq.)

A second, different vegetable may be served in place of fruit at lunch and supper. In this meal, the ½ cup of lettuce and ½ cup of tomatoes in the taco meets the vegetables component, and the ¼ cup of sweet potatoes is used to meet the fruits component.

*Raw leafy greens, such as lettuce, credit for half the amount served. The ½ cup of lettuce in the taco counts as ¼ cup of vegetables in this meal.

**Sample Lunch/Supper**

- 1/4 cup Apple Slices
- 1/2 cup Cheese (Cheddar)

**What is in a Snack?**
Pick 2:
Milk (4 fl. oz. or ½ cup)
Meats/Meat Alternates (½ oz. eq.)
Vegetables (½ cup)
Fruits (½ cup)
Grains (½ oz. eq.)

**Sample Snack**

Note: Serving sizes are minimums.
Learn more about the CACFP meal patterns at https://teamnutrition.usda.gov

Food and Nutrition Service
PN5-648
Slightly Revised October 2019
USDA is an equal opportunity provider, employer, and lender.
Unsafe handling and under-cooking your holiday bird can cause foodborne illnesses. Here are a few tips from the USDA to keep your Thanksgiving safe and delicious!

Types of turkeys regulated by the USDA:

*For more information about each type of turkey, visit fsis.usda.gov.

3 WAYS TO THAW

While frozen, a turkey is safe indefinitely. As soon as it begins to thaw, bacteria that may have been present before freezing will begin to grow again. Here are three ways to safely thaw your bird:

- **Refrigerator:** Safe to store the turkey for another 1–2 days in the refrigerator. This is the USDA recommended thawing method.
  - **How to thaw:** Allow approximately 24 hrs. for every 4-5 lbs of bird.

- **Cold water:** Cook immediately after thawing.
  - **How to thaw:** Submerge the bird in cold water & change every 30 min.

- **Microwave:** Cook immediately after thawing.
  - **How to thaw:** Use defrost function based on weight.

For more information on safe thawing methods, visit fsis.usda.gov

DID YOU KNOW?

It's safe to cook a frozen turkey though cooking time will be 50% longer!

Clean

Wash your hands for 20 seconds with soap and warm water.

Utensils

Plates

Countertops

Cutting boards

**SHOULD ALSO BE WASHED**

Bacteria, which can be present inside and outside a turkey, can’t be washed off the bird. Cooking is the only way to destroy this potentially dangerous bacteria.

SO DON’T WASH YOUR TURKEY!!

Separate raw turkey from fresh food, and use separate cutting boards, plates, and utensils.

Keep dishes that touch raw food separate, too!

Wash items that touch raw meat with soap and warm water.

CHILL

Take your time around the dinner table, but refrigerate leftovers within 2 hours!

Safe in fridge

3-4 days

Safe frozen, but use within 2-6 months for best quality.

Leftover turkey should be cut into smaller pieces, and store items separately in smaller containers.

Be sure to pack leftovers in a cooler if traveling.

Reheat thoroughly to a temperature of 165 °F.

Remember, bacteria that cause foodborne illnesses can’t be smelled or tasted!

FOR MORE INFORMATION:

Visit foodsafety.gov

If you have a specific question, call the USDA Meat and Poultry Hotline at 1-888-MPHOTLINE or visit AskKaren.gov. Visit PregunteleaKaren.gov for questions in Spanish.
ACTIVE
SUPERVISION

Introduction

Keeping children safe is a top priority for all Head Start and Early Head Start programs. The Head Start Program Performance Standards require that programs “ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.” But what is active supervision and how will it benefit children and staff?

Active Supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. It transforms supervision from a passive approach to an active skill. Staff use this strategy to make sure that children of all ages explore their environments safely. Each program can keep children safe by teaching all staff how to look, listen, and engage.

What is Active Supervision?

Active supervision requires focused attention and intentional observation of children at all times. Staff position themselves so that they can observe all of the children: watching, counting, and listening at all times. During transitions, staff account for all children with name to face recognition by visually identifying each child. They also use their knowledge of each child’s development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.
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

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.

For more info on *I am moving I am learning*, visit: http://tinyurl.com/movelearn
Check out Choosy Kids and their resources at: www.choosykids.com
This publication was developed as part of the KKG! initiative. Visit the KKG! website at: www.panen.org/keystone-kids-go
Why Fathers Should

By Aaron Hass,


YOU WILL UNDERSTAND THEIR ABILITIES BETTER
The more time you spend with your children, the more attuned you will be to their emerging abilities. Those fathers who spend little time with their children frequently either underestimate or overestimate the developmental progress of their sons and daughters. If you underestimate your child's competence, you won't provide adequate challenge or stimulation. Your child will be bored. If you overestimate your child's skills, your unrealistic expectations will prove to be a frustrating and unpleasant experience for him and you. In either case, your child will be less motivated to interact with you in the future.

The more time you spend with your children, the more realistically you will be able to assess their capacities and the more aware you will be of their particular talents and sensibilities. You will, therefore, have the optimal opportunity to provide challenging and stimulating interactions. You will discover not only what they enjoy doing, but how they enjoy doing it. (For example, adult rules may be inappropriate when playing a game with a 6-year-old. There are probably a hundred different ways you can play a game with a basketball.)

And, don't forget to let your children win, at least some of the time. No one enjoys playing something at which they always lose.

YOU WILL ENHANCE YOUR CHILD'S SELF-ESTEEM
Your time is precious to both you and your child. Your willingness to give your time to him sends a message: You are important. A father who gives of himself implicitly communicates his love and respect for his child. And if you, the person your child respects most in the world, believe he is worthy of your undivided attention, your child will bask in the sense of his own importance.

Perhaps I need not mention the obvious: There is nothing more valuable for our psychological well-being than healthy self-esteem. You can help provide that for your child. And when your child grows up, you will relish the pride you feel and savor the knowledge that you had a hand in cultivating the person she has become.

YOU MAY BE ABLE TO FORESTALL CHILDHOOD PROBLEMS
As parents, we do not have as much control as we would like over our children's lives. We wish our children were more popular. We wish our children were less awkward. It pains us to see them hurt, rejected by their peers. We wish we could protect them from all of that. But we can't.

However, the closer the relationship we have with our children, the greater our opportunity to provide them with self-respect and self-acceptance. Less involved fathers may facilitate the opposite reactions. For example, in a recent article published in American Psychologist, Dr. Louise Silverstein writes: "Research clearly documents the direct correlation between father absence and higher rates of aggressive behavior in sons, sexually precocious behavior in daughters, and more rigid sex stereotypes in children of both sexes."

YOU WILL HAVE MORE INFLUENCE ON THEM
Your child is exposed to many influences. And the older he becomes, the more he is likely to adopt his peer group's frame of reference. But the closer the relationship you have with your child, the more likely your child will continue to identify with you. You will, therefore, be in an advantageous position to instill your positive values and increase the likelihood that they will be accepted. The more love and respect (as opposed to fear and anger) your child has for you, the more likely it is that he will incorporate his sense of you in himself. He will act more like you.

It is to be expected that your son will be more likely to identify with and feel closer to you than your daughter may. However, you will still be a terribly important role model for her if she feels a loving connection between the two of you. And she will be more likely to choose a man who will reflect your positive traits for her lifemate later on.
Why Fathers Should

By Aaron Hass,


IT WILL ENHANCE YOUR SELF-ESTEEM

The more time you spend with your baby or your 5-year-old, the better at fathering you will be. Given the fact that fathering does not come naturally and must, instead, be learned, you will gain a sense of self-satisfaction as you become more accomplished at it.

In the case of your relationship with your children, the old adage, "The more you put into it, the more you'll get out of it," readily applies. For as you sense how increasingly important your child feels you to be, you, in turn, will feel an increasing sense of self-importance.

BECAUSE OF YOUR EPITAPH

Your children will be gone soon.

As your children reach later and later developmental stages, you will look back with amazement and wistfulness at how quickly it went, how quickly your their innocence and childlike dependence on you evaporated. "Where was I when they were growing up?" fathers ask themselves. "Why didn't I realize then, how important they were to me?"

Unfortunately, for many men, looking back upon their lives does not produce satisfying reflections. Questions such as, "What did I do with my life? Did I attend to what was really important?" are met with aggrieved answers. When asking, "What did I accomplish?" oftentimes we find our replies to be hollow. When you reach that stage of life when you are prone to evaluate the choices you made, I want your answer to be a much more satisfying one.

YOU CAN DO IT RIGHT

If you approach fathering as one more task, one more job, you almost guarantee that it will not be an enjoyable one. If you appreciate the benefits that you and your child can derive from your interactions, you will act with enthusiasm and expectation. Your eagerness will infect your child, and you will both know that the other cares, that the other loves.

The more your children separate from you, the more they will be shaped by their peers and by their own culture. We increasingly fret over their well-being as they slip away from our protective shield. But we can lay a foundation that will enable them to make the right choices. We can ensure that they feel loved, so they do not reach out for recognition in destructive ways. And when they are conflicted and cannot make up their minds, we can create a relationship that invites discussion and is open to guidance.

You cannot undo your childhood. You can never receive what you deserved from your own father. But you are in the fortunate position of seeing to it that your child has the parent he is entitled to have. You have been given the chance to do it differently, to do it better, to do it right. Make a list of what you resolve to do more of with your child.

Our tendency is to imitate what we have seen in our own fathers and to cast our expectations after those. Don't repeat the mistakes your father made. Being a better father to your children can help heal the disappointments of your own childhood. As your life becomes more gratifying, as it becomes filled with love, you will find that your longtime, gnawing resentments toward your father will recede. You won't need to be angry any longer because your life will feel fulfilled.

Don't waste time blaming yourself for what you have or have not done with your children to this point. It is understandable that, to the extent you have not built a closer relationship with your child, you will feel more alienated and, perhaps, helpless now. The good news is that it is not too late.

Your responsibility as a parent is to nurture your child, to help him reach his fullest potential. Your child also presents you with an opportunity to grow. Seize that opening.

Excerpted with permission from The Gift of Fatherhood: How Men's Lives are Transformed by Their Children, Fireside, 1994
“Every father should remember that one day his son will follow his example instead of his advice.”
-Charles F Kettering

“...that life doesn’t count for much unless you’re willing to do your small part to leave our children—all of our children—a better world. Any fool can have a child. That doesn’t make you a father. It’s the courage to raise a child that makes you a father.”
-Barack Obama

Every son quotes his father, in words and in deeds.
**ROASTED RAINBOW CARROTS**

Makes: 6 servings  
Serving Size: About 1/2 cup  
Preparation Time: 10 minutes  
Cooking Time: 30 minutes  

Ingredients:  
- Nonstick cooking spray  
- 1 (2-lb) package rainbow carrots  
- 3 Tbsp. olive oil  
- 1/4 tsp. ground black pepper  

Directions:  
Preheat the oven to 425°F. Spray a baking sheet with cooking spray.  
Peel and cut the carrots into equal-size rounds and wedges, each about 1/2 inch in size.  
Place the carrots on the baking sheet. Drizzle the olive oil over the carrots and mix well. Sprinkle with pepper.  
Bake for 30 minutes, until soft and crinkly. Remove to a bowl or platter and serve.

**TURKEY AND BARLEY SOUP**

Makes: 5 servings  
Serving Size: 2 cups  
Preparation Time: 15 minutes  
Cooking Time: 25 minutes  

Ingredients:  
- 1 Tbsp. olive oil  
- 1 med. onion, peeled and diced  
- 2 med. carrots, diced (about 1 1/2 cups)  
- 2 stalks celery, diced  
- 8 oz. sliced mushrooms  
- 1/2 cup quick-cooking barley  
- 4 cups fat-free low-sodium chicken broth  
- 2 cups water  
- 2 cups shredded or diced cooked turkey breast  
- 1/2 tsp. salt  
- 1/2 tsp. ground black pepper  

Directions:  
Add the olive oil to a soup pot over medium-high heat.  
Add the onion, carrots, celery, and mushrooms to the pot. Sauté for 8 to 10 minutes, or until the onions start to turn clear.  
Add the barley, broth, and water. Bring to a boil, then reduce the heat and simmer for 15 minutes.  
Add the turkey. Season with the salt and pepper. Cook until the turkey is heated, then serve.
Being a Single Parent

You may be a single parent due to divorce or death of a partner. Maybe you are parenting alone by choice. Being a single parent doesn’t mean you’re alone. You may have family members, friends, or neighbors nearby that can pitch in when you need them. You can also find a support group for single parents in your community. Look to your local community centers and religious organizations to see the groups they offer. You’ll meet other people who are in similar situations. Participating in a support group gives you a chance to share your feelings and get advice.

Being a single parent can cause financial strain. You may have problems finding childcare. The life of a single parent can be very busy. In addition to taking care of your children and your home, you may also be working and/or going to school. It’s important to find a way to balance all of the parts of your life. There are things you can do so you don’t feel overwhelmed.

Accept help If friends and family offer their help, take it! This can mean having someone play with your child while you run errands or having someone to call when you need to talk.

Take advantage of local resources Many communities offer playgroups, after-school activities, and parenting classes. These can give you and your child a chance to have fun, learn, and make new friends.

Take some time Find creative ways to spend more time with your children in your busy days and weeks. See if your job will let you work flexible hours.

Have fun Take a break from your busy routine to plan something special for you and your child. For example, take a surprise trip to the zoo, or go out for ice cream together. Check local event calendars for free or inexpensive activities you can do together.

Make time for yourself You need to relax once in a while too! This can be as simple as taking 15 minutes to look at a magazine after your child goes to bed. Find reliable childcare by asking friends and neighbors for resources. Then take a day or evening off once in a while so you can have time to relax and recharge.

Stay active Find ways for you and your children to work exercise into your days. Staying active is good for you mentally and physically. It’s also a way for you to spend quality time with your children.

Things to consider

Children benefit from good role models of both sexes. Look for family members or friends of the opposite sex to be good examples for your children. Invite a positive and responsible family member or friend to spend time with your child. If you don’t have a family member or friend available, groups like Big Brothers Big Sisters can help.

Parenting is hard work. All parents have times when they get angry or frustrated. But don’t take out your feelings on your child. If you start to feel overwhelmed, ask for help right away.

Resources

Big Brothers Big Sisters of America

Childhelp USA

Parents Without Partners
Parades Around the Area

Nov. 23 Greencastle 9:21am
Waynesboro 2pm
Chambersburg 6pm

Dec. 6 Carlisle 7pm
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.

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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 Retранmisión] 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_Complete_6_8_12_0.pdf, y envíe la misma a la oficina del USDA, o bien, puede dirigir 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

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How to apply:
Call Shippensburg Head Start  717-477-1626

or stop in and apply
Cora Grove Spiritual Center, Shippensburg University
Shippensburg, Pa. 17257

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