

When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life." – John Lennon

Roxby Downs Children's Centre



JUNE
2021



Red kindy group mid year graduation----- 2nd July
Early finish last day of term for kindy -----2nd July
Pupil free day for kindy -----19th July
First day back for Term 3 -----20th July

AROUND THE COUNTRY

NAIDOC Week ----- 4 - 11
World Population Day----- 11
Eid al-Adha -----19 - 23
National Pyjama Day -----23
Asalha Puja Day ----- 24
International Day of Friendship ----- 30
Schools Tree Day -----30 – Aug 1

POLICIES DUE FOR REVIEW DURING JULY (*we welcome your input in the review process – see policies in folder in foyer, on OWNA app or on our website: roxbycc.sa.edu.au*)

- Asthma Management policy
- Diabetes Management policy
- Epilepsy Management policy
- Headlice policy
- Health and safety policy
- Anaphylaxis management policy

A warm welcome to all our new families.

We **bade farewell to our amazing Community Development Officer, Silvie O'Connor**, who, along with her family are relocating to Adelaide. Silvie has been with the Children's Centre from before it was built and has been an integral member of the leadership team. She will be very much missed by the Centre and the Roxby Downs Community.

We warmly **welcome the new Child Care / OSHC Director – Will Newman-Graves** who commences on Monday 28th June. Please make Will feel welcome. His wife Jacci will also be working with us as an OSHC educator.

A reminder that **school holidays** are fast approaching. If you do not require care for your child/ren during this period, please email reception@rdccc.com.au and advise them so your bookings can be cancelled at you will not be charged.

Kindy and the Area School have a **pupil free day** on 19th July so again, if you require a full day of care for your school or kindy child, please book now.

The final **mid-year kindy graduation** will be held on Friday 2nd July at 1.45pm for the Red group children heading off to St Barb's next term. Kindy will also have an early finish on that day at 2pm to align with the Area School.

There is a huge amount of **lost property** accumulated during the term. Please look through and claim your child's clothes. Anything left at the end of the week will be donated.





NAIDOC WEEK – JULY 4-11

NAIDOC Week celebrations are traditionally held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. 'Heal country' is the theme for NAIDOC Week 2021.

Heal country! – calls for stronger measures to recognise, protect, and maintain all aspects of Aboriginal and Torres Strait Islander culture and heritage. Find out more about [NAIDOC WEEK here](#)

NATIONAL PYJAMA DAY – JULY 23

Support Little People with BIG Dreams! National Pyjama Day is all about wearing your favourite pair of PJ's to school to help The Pyjama Foundation raise funds for children in foster care. Funds help to run a program called *The Love of Learning Program* where volunteers called Pyjama Angels are matched with a child in care and spend an hour a week focusing on learning-based activities. Find out more [HERE](#)

FAMILY FAVOURITE SAN CHOY BOW



PREP 5 min | COOK 10 min | SERVES 4

San Choy Bow is a delicious classic Chinese meal! It is quick and perfect for week nights. Place a big bowl of your meat mix on the table with empty lettuce leaves and let the kids make their own wraps.

INGREDIENTS

500g chicken mince
3 cloves garlic, minced
1/4 cup soy or tamari sauce
1/4 cup honey
1 tsp sesame oil
2 tbsp sesame seeds
2x spring onions, thinly sliced
1x lettuce (iceberg, butter or cos)

METHOD:

In a frypan, heat the sesame oil and add the chicken mince. Stir until browned and add the garlic, tamari and honey. Stir until the sauce reduces and the chicken starts to caramelise. Serve with the lettuce cups, sliced spring onion, coriander, sesame seeds and fresh chilli

Jo Kate is a realistic nutritionist offering simple & effective ideas, tips and recipes to inspire healthy living. Find more delicious recipes at jokatenutrition.com

App reviews

A few apps for the adults. Think clearer, feel better, smile more.



ZEN STUDIO MEDITATION FOR KIDS

EDOKI ACADEMY | FREE (\$4.49 to unlock all features)

Zen studio is a unique geometric finger-painting app designed to help children relax and focus. It may be the simplest painting app ever published! Tap once for a new canvas, tap again to pick a colour, and then draw with your finger. What's more, a calm, soothing music algorithm accompanies every swipe of a finger making it a very zen experience!

ANIMAL NOAH'S ARK ANIMALIBRIUM

GIULIA OLIVARES | FREE

A tiny little boat, many animals and ... A delicate balance! Splash into a sea of fun! You are Noah. Help get the animals on the ark, balance them on board, and bring them to safety, or freely explore the world to discover the hidden characters

EGGY PHONICS 1

BLAKE ELEARNING | \$2.99

Making Phonics fun and reward with 20 interactive levels that use a multisensory approach to learning. Phonics is an essential part of learning to read and Eggy Phonics 1 makes phonics fun and rewarding. This app focuses on the first 100 short-vowel words, such as cat, dog and bus. Once your child finishes Eggy Phonics 1 you can move onto 2 and 3.



FOCUS: 6 important tools to raise body positive children

In prior decades, body image issues usually didn't hit the scene until kids reached adolescence. But thanks to social media, and our culture's relentless pursuit of thinness, we now have to find creative ways to teach young children how to develop healthy body images.

Before I dive into some practical tips to help kids improve body image, I want to first diminish any shame that you might be feeling if you have body issues of your own. It's so important to remember that you downloaded every internal message from somewhere else. Of course, it's critical to work on your own issues, but it's also important to know it is *not* your fault that you developed them in the first place! So, whether you are struggling with your own body image, or you love your body, here are some tools to help your child feel better about the precious body he or she lives in.

1. Break the spell How do you know if your child has a bad body image? Perhaps they've begun making negative comments about their size or shape. Maybe they are comparing their body to others. Maybe they are avoiding foods or activities they once enjoyed because they feel uncomfortable about their body. Often the most common response a parent has is to reassure their child that they are "fine," or "beautiful" or "perfect." And while there is certainly nothing wrong with some reassurance, it simply may not be enough to overpower the cultural messages kids are surrounded by. Reassure them that they are perfect just the way they are.

2. Unkind mind, kind mind and quiet mind This little menu of options encourages kids to identify and differentiate between three different thinking states within themselves. I refer to them as "mind moods." Try teaching your child about these three states of mind and brainstorming examples of each. For example, unkind mind = "I hate my thighs." Kind mind = "I love singing." Quiet mind = Peacefully resting or playing. This will raise their awareness of their thoughts and help them to choose their mind moods more consciously. As they learn to turn up the volume of their kind minds and spend more time in their quiet minds, they begin to feel more present and peaceful. Once you have helped your child identify their unkind mind as a distinct voice, they can then try on some different responses and see which ones help bring them some relief. Try asking them to write or say all the messages their unkind mind is saying and practicing using strong, soft, silly or silent responses. Kids can learn that their unkind mind is not all of who they are, and that it doesn't have to run the show.

3. Get to the root This concept helps kids discover what triggers their body dissatisfaction. You can help your child by asking

questions or taking guesses about what might have started their bad body image. For example, I helped one 7-year-old get to the root of her body obsession by noticing it started when there was a death in her family. Right around that time, her best friend started talking about dieting, so she latched onto food obsession as a distracting coping tool. Once we uncovered this, she was able to learn about healthy grieving and truly healthy eating (as opposed to what the diet culture deems as healthy—which can actually be *unhealthy*).

4. Mind movies vs. really real Try asking your child to show you some things around them that are real (i.e., things they can see, touch or hear). Then ask them if they can show you one single thought in their minds. You can playfully challenge them to take a thought out of their head and show it to you or fold it up and put it in their pocket. This tool teaches kids how to be more present. Of course, they might use their imagination to do this, but with some finesse, you can teach your child to distinguish between the *mind movies* that cause them stress and the *really real* things around them. This is an immensely helpful tool that will not only help them with body image (since body image is one long *mind movie*) but will also improve the quality of their lives in-general.

5. Dog talk and cat chat Many kids cannot relate to the concept of being kind to themselves but ask a child how they feel about their favourite pet, and a doorway to their compassion, kindness and unconditional acceptance opens. For non-pet lovers, you can ask your child to imagine how they would speak to a baby or their best friend. *Dog talk and cat chat* can help teach youngsters how to take the loving words and tones they use toward a beloved pet and direct these sentiments toward themselves and their bodies.

6. Do an internal upgrade In addition to helping your child combat the messages they receive out in the world, you can also work on the messages they get in your home. Again, if you struggle with body image, it is not your fault, but you can work on healing—and not only will you feel more peace, but your child will benefit as well.

Wachter, Andrea (2019, December9). Mobile. Retrieved from <https://www.mother.ly/child/how-to-raise-kids-with-a-positive-body-image>

FIND A STORY

Give your child a small bucket, basket or bag and ask them to wander around the house and/or yard and collect a few items. At first the items will be random however, they will likely become more organised as your child becomes familiar with the activity.

Go through the collected items, ask your child to tell you what they have found. At first you are going to have to use 'your' imagination and guide and structure the story. Your child will take over once they become comfortable and familiar with the activity.

For example: Set the scene "It was a sunny morning and" ...select an item continue the story, ask your child what happened next...They will see the items they have selected as so much more than what they actually are. A Lego block is a mountain, a water trough, a trophy. Enjoy their incredible imagination.



HEALTH & SAFETY: 5, 4, 3, 2, 1 Grounding Technique

Whether someone is having a panic attack, experiencing a high level of anxiety or is struggling to fall asleep, finding a way to ease the mind and return to a place of calmness and clarity can be extremely difficult to achieve. That's why mindfulness/grounding techniques are so important, because they can help someone achieve just that - no matter their current mental state.

The 5,4,3,2,1 technique is a simple, yet powerful grounding technique, bringing quick relief by forcing you to be mindful of the environment around you. In order to recommend this technique to someone in your life, we feel it is important you give it a try yourself first. This way you will not only experience first-hand its effects, but you can feel more confident explaining it to someone else.

Now start by, identifying five things that you see. This does not have to be large objects. The smaller and more specific you can be the better.

Found them? Great! Now identify four things that you can touch. Once again, be as detailed as you can. Identify the texture of this object, the temperature, whether it's wet or dry.

Starting to feel slightly more grounded? Let's keep going! Now, we would like you to identify three things that you can hear. This can be external sounds like birds chirping or cars driving by. Or, this can be internal sounds, like your stomach rumbling or the sound of your breath.

Almost there! Time to identify two things that you can smell.

Alright, last one. Identify one thing you can taste. What was the last thing you ate or drank? Can you taste it? Is it sour/sweet, bitter/tart? Be specific.

Now this technique is most effective when repeated several times. We recommend a minimum of 3 repetitions, but sometimes it may take 5 or more; it simply depends on the person/situation. Please note that the exercise can also be adjusted as needed. For example, if someone is struggling to sleep and don't want to turn on the lights, they can simply identify more things from the other senses and skip over vision.



What if you child is finding this activity difficult and can't hear, feel or smell enough things?

We have two ways out of this: you can ask your child to name favourite things (e.g. "name 2 smells you like" instead of "name 2 things you can smell") or provide the sensory input for them for example

FEEL / TOUCH – Ask your child to close their eyes and focus on what they are feeling. You may softly blow a bit of air on their face, apply soft pressure on one arm or run a finger through their hand to slightly tickle them.

HEAR- Open a window so if the house doesn't provide enough inputs, you may hear birds, a dog barking or cars.

SMELL- Instead of asking your child to imagine a smell, why not provide that pleasant experience with a smell of an essential oil, a flower, some hand cream or a spice bottles from the kitchen cabinet.

TASTE – This can be as simple as giving them a drink of water, or a fingertip of salt, honey, lemon juice.

This is just one grounding technique, if you find this one isn't working try another. Here is a list of **10 great ones**

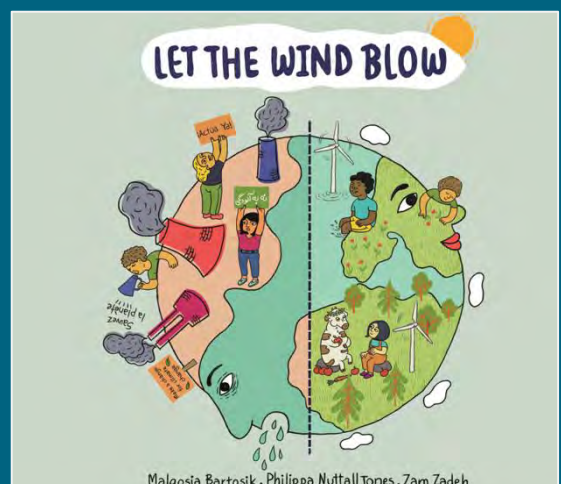
Camskids (2021). *5,4,3,2,1 Grounding Technique* retrieved from <https://www.camskids.com/supportresources/54321-grounding-technique/>

Sustainability CORNER

LET THE WIND BLOW

Global Wind Day is a worldwide event that occurs annually on 15 June! It is a day for discovering wind energy, its power and the possibilities it holds to reshape our energy systems.

'Let The Wind Blow' By Malgosia Bartosik, Philippa Nuttall Jones and Zam Zadeh was inspired by a conversation between two mums (a Polish wind advocate and a British journalist) and a talented young Iranian artist. It is a comic book that tells the story of how renewable energies like wind will help lead the transformation to a cleaner, healthier world for everyone. You can download the book at <http://www.letthewindblow.org/>. Read and discover why making the move to clean energy is so important for the health of our world.



WHAT'S BEEN HAPPENING: Nursery

We would like to express our warmest welcome to Inaya, Everly and Holly who have joined our growing Nursery family. We would also want to introduce Lovelyn, who have been working in the toddler room for almost a year and will be stepping up officially as the Nursery group leader as Leoby has left on maternity leave. This month had been so exciting to our Nursery children. We focused mainly on exploring senses, enhancing language and vocabulary, and enriching diversity by celebrating National Reconciliation Week and Refugee Week.

Sensory exploration was a hit for everyone. We did some winter concept



sensory experiences like making artificial snow, snowflake painting, snowman playdough, and blue Jell-O. These experiences help the children learn and differentiate variety of textures like soft, cold, hard, smooth, squishy, spongy, and wiggly.



As part of celebrating the National Reconciliation Week and Refugee Week, we have been playing and introducing Aboriginal songs mainly "Taba Naba" with the children. We also did some leaf painting and Australian animals puzzle solving.

Even with this cold weather, the children were unstoppable to experience our outdoor yard. The climbing frames as well as the balancing beam were their favourite spots. This shows that the nursery children are very confident as they can challenge themselves in terms of their physical development. Through music, children openly express their feelings and emotions, so we have been doing lots of singing and dancing in the room. "Baby Shark" is still on top of the list followed by the "Sleeping Bunnies". Most of the children are now starting to identify themselves and some body parts as we sing "Head, Shoulders, Knees and Toes" and "One Little Finger".



Lastly, we have been introduced some reflection and light concepts with the nursery children. Resources like shaped mirrors, reflective balls, mirror pyramids were provided for them to explore. These experiences help them to be curious and intrigued but at the same time be amazed and wonder about the things around them.



WHAT'S BEEN HAPPENING: Toddlers

We are now halfway through the year! We would like to welcome Dekoda, Elizabeth, Karnav, Margot, Mia, Clara, Sehaj, and Koby to the Toddler Room. We cannot wait for their learning and growth to unfold in our room. Also, we would like to introduce Miss Shade as one of our new educators in our Toddler space.

For the month of June, our main focus for the children is to further strengthen their fine motor skills. This is visible through various experiences that we have provided for them like painting, drawing, washing the baby dolls, and sculpting clay and playdough. Aside from these experiences, we gave the children the opportunity to identify basic colours and explore scientific experiments. Also, we supported their interests in our outdoor space by having digging experiences in the sandpit and teaching them the songs "Walking in the Jungle" and "We're Going on A Bear Hunt". This promotes their interest in construction, literacy, and physical development.



WHAT'S BEEN HAPPENING: Junior Kindy



This month, the JK young adventurers were introduced to firefighters as helpers in our community. We all learned more about fire safety and had a chance to look at the special gear that firefighters wear along with the tools that they use every day, which made the children feel more connected with the local community.

The children have a growing interest in drawing self-portraits. They themselves in the mirror and learn what makes them different to each another, as they observe and study their faces and body.



We also started having cooking experiences. Creating meals with the children can help build their self-confidence and lay the foundation for healthy eating habits. Children are learning many skills through cooking experiences including numeracy, literacy and social skills. They enjoy eating the resulting delicious and healthy meals they helped to make.



Our Favourite Books and Songs

Circle time is a great time to hear stories and sing songs that help children learn more about our theme. This month our favourite books and songs were:



The grouchy ladybug by eric carle



The Big Book of Bugs by Yuval Zommer



A sailor went to sea



marmalade and vegemite



WHAT'S BEEN HAPPENING: Kindy



Over the past term we have had a focus on **workshops**. These occur as planned experiences where one inside and one outside educator takes the lead in both the morning and afternoon sections of the day. This has included woodworking, sculpting with clay, wool winding, book making, games with rules, threading, sensory (touch) play and cooking on Wednesdays. These experiences have been accessed regularly and we are observing children writing their names on a list if they want to be called when space is available.

In Melanie, Alina and Jess' groups we have continued our understanding about **mini-beasts** using clay as an artistic medium to create 3 dimensional sculptures. Children have continued to recognise and count body sections, legs, eyes and wings and then using a range of natural loose parts they have detailed their mini-beasts. Body shapes and proportions have been important aspects of their recreations.

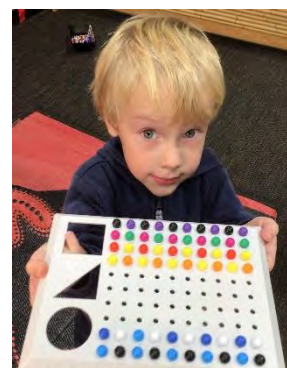
In Georgie, Megan and Kerry's groups we have continued developing our **numeracy** understandings with patterning, tallying, subitising and counting.

Our **games with rules** have continued mainly in the outdoor area where we have been playing stuck in the mud and T-Ball. Children are demonstrating greater understanding of turn taking and lining up.

As part of our **Child Protection Curriculum** we have focused on **feelings** using story books which emphasise emotions, paddle masks with various emotional faces and in my group singing "if you're happy and you know it" using the emotion masks as well. We have also been using 'The Very Cranky Bear' collection of books to further highlight emotions and body language.

We have renovated our home corner to include a **hospital**. The children have been very excited to practice their first aid skills, including listening to breathing and hearts with a stethoscope, bandaging limbs and asking people how they are feeling. We are also looking at X-rays on the light box, reading books about the body, and utilising our mark-making skills to record people's injuries.

This term we are also having a **graduation ceremony** for the children who are off to St Barb's next term. We have reflected on the fun experiences we have enjoyed at kindy and discussed the things we are looking forward to about school. We wish these children the best of luck with their future lives as big school kids! Here are some photos



from graduation day of just a few of our 12 graduates!



WHAT'S BEEN HAPPENING: OSHC

This month in OSHC, the children have been learning about plants, how they grow and where their food comes from. The children had previously planted some seeds in bags with water and cotton wool and got to watch the seeds grow through the bags each day. Following on from this, the children were extremely interested in where their food came from. They were discussing sea creatures and learnt that many shells they find on the beach used to be sea creatures. This sparked an interest in shells and the children were exploring the patterns and shapes of the shells.

Currently, the children are interested in science experiments. We are trying to grow sugar crystals in glass jars. Everyone is fascinated in watching the experiment over the past weeks and there are many hypotheses on whether the crystals will grow, what colours they will be and if we can eat them!





Cultural Diversity

Cultural diversity surrounds us. Diverse cultures in early learning is a tremendous opportunity. We value and respect our families and staff's cultural background and enjoy participating in the wider community to share authentic cultural activities with children and families.

Ways we share cultural diversity

Sing and tell stories together. We read stories from a wide range of authors with diverse characters and storylines. We ask families to share stories that are special to them, support Home Languages, retell oral stories, encourage children to participate in oral storytelling.

Invite families to share Cultural celebrations happen throughout the year. These are opportunities for communicating and interacting across cultures. We encourage families to share important cultural holidays or celebrations in authentic ways. We organise inclusive activities that children share in together.

Use a range of media to share, learn and challenge stereotypes and discrimination.

IF THE WORLD WERE 100 PEOPLE

50 would be female | 50 would be male

26 would be children. There would be 75 adults, 8 of whom would be 65 and older.

There would be:

60 Asians

15 Africans

14 people from the Americas

11 Europeans

12 would speak Chinese, 5 Spanish, 5 English, 3 Arabic, 3 Hindi, 3 Bengali, 3 Portuguese, 2 Russian, 2 Japanese, 62 would speak other languages.

83 would be able to read and write. 17 would not.

Source: <https://www.geteduca.com/blog/sharing-diverse-cultures-early-learning/>

National Quality Framework | Quality Area 6:
Collaborative partnerships with families and communities

CHILDREN'S CENTRE HATS AND TOPS

Looking for a sunsmart hat for your child or maybe a nice warm windcheater for the cooler weather? Eduthreads are our uniform supplier and they have a colourful selection of short and long sleeved t-shirts as well as windcheaters available.

You need to place your order via their website and the items will be posted directly to you.



Order your hats and tops now:

<https://eduthreads.com.au/collections/roxby-downs-childrens-centre>

See samples in the Centre foyer.



KEEPY UPPY

Short simple activities to get some active minutes in the day.

You have seen it on Bluey, and you have probably played your own version of balloon ball before but, did you know actively trying to keep a balloon off the floor counts for some serious active minutes. Simply blow up a balloon and keep it from touching the floor, get as tricky as you like.