

THE WAY I SEE IT, IF YOU WANT THE RAINBOW
YOU HAVE TO PUT UP WITH THE RAIN – DOLLY PARTON



ON *this* MONTH

AROUND THE COUNTRY

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Global Wind Day -----	15
National Refugee Week -----	14 - 20

Welcome Back Everyone!

We are so excited to have everyone back but we also need to be super careful with how we move forward.

We have put together a COVID-19 Safe Plan which we will be following carefully to keep our educators, children and families safe. Please note we have made many changes to our routine and require parent's support to continue to keep up our high standards for hygiene.

Please Note

We please ask that parents do not stay long during morning and afternoon drop off and pickups.

We will also be very vigilant in sending children home if they are unwell. Please check the sick children policy for our new and updated exclusion guidelines.

If you have any questions or concerns please do not hesitate to contact us via phone or email.





WORLD ENVIRONMENT DAY – JUNE 5

World Environment Day encourages worldwide awareness and action for the protection of our environment. Since it began in 1974, it has grown to become a global platform for public outreach that is widely celebrated in over 100 countries. The theme for 2020 is 'Time for Nature'— The foods we eat, the air we breathe, the water

we drink and the climate that makes our planet habitable all come from nature. It's time to raise our voices to tell the world that we need action now. This World Environment Day, it's *Time for Nature*. Learn, Share, Act. **Find out more here.**

WORLD OCEANS DAY – JUNE 8

On World Oceans Day, people around our blue planet celebrate and honour our ocean, which connects us all. You can help protect the ocean for generations to come by signing the protect '30% petition' and participating in a World Oceans Day event or activity. This year there are a range of online events you can participate in and support World Oceans Day 2020.

Find out more here

RASPBERRY AND BANANA BREAKFAST MUFFINS



PREP 10 min | COOK 15 min | SERVES 12

INGREDIENTS

2 **flax eggs*** (or 2 regular **eggs**)
 1 **banana**, *mashed*
 1/2 cup **coconut (or brown) sugar**
 1 cup **coconut yoghurt** (or natural or Greek yoghurt)
 1/2 cup **olive oil**
 1/4 cup **almond milk** (or milk of your choice)
 1 teaspoon **vanilla bean paste** (or extract)
 1 cup **almond meal** (or 1 cup of wholemeal flour)
 1 cup buckwheat **flour** (or 1 cup of wholemeal flour)
 2 teaspoons **baking powder**
 1 teaspoon **cinnamon**, *ground*
 1 cup fresh (or frozen) **raspberries**

ICING

3/4 cup **rolled (traditional) oats**
 1 tablespoon **coconut (or brown) sugar**
 1/4 teaspoon **cinnamon**, *ground*
 2 tablespoons **coconut oil**, *melted*
 pinch of **salt**

METHOD:

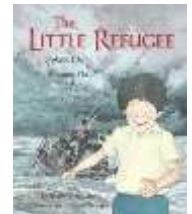
Preheat oven to 160 degrees Celsius and line a 12-hole muffin tin with papers. Set aside. **Place** the flax eggs, mashed banana, coconut sugar, coconut yoghurt, olive oil, almond milk and vanilla into a large bowl and whisk to combine. **Add** the almond meal, buckwheat flour, baking powder and cinnamon and gently stir to combine. Do not over mix. **Gently** fold through the raspberries. **Evenly** divide the mixture between the prepared tray. Set aside.

To make the crumble topping: Place the oats, coconut sugar, cinnamon, coconut oil and salt into a small bowl. Mix to combine. **Top** each muffin with a sprinkle of crumble. **Bake** for 12-15 minutes or until golden and bounce back to the touch. Allow to cool for five minutes before placing on a wire rack to cool completely. Enjoy x

Recipe and Image from 'mylovelylittlelunchbox.com'

Book reviews

Enjoy these books with your children and celebrate 'National Refugee Week' - June 14 – 20.



MY TWO BLANKETS

Irena Kobald, Freya Blackwood

Cartwheel has arrived in a new country, and feels the loss of all she's ever known. She creates a safe place for herself under an 'old blanket' made out of memories and thoughts of home.

As time goes on, Cartwheel begins to weave a new blanket, one of friendship and a renewed sense of belonging. It is different from the old blanket, but it is eventually just as warm and familiar. This beautiful tale about friendship and culture, paired with award-winning Freya Blackwood's stunning illustrations makes for the most exquisite book.

I'M AUSTRALIAN TOO

Mem Fox, Ronojoy Ghosh

I'm Australian! How about you? Many people from many places have come across the seas to make Australia their home.

How Australian is that? From countries near and far, many have made their home in Australia, sharing it with the original inhabitants, and living in peace beneath the Southern Star. Mem Fox celebrates Australia's incredible multicultural heritage in this beautiful book illustrated by Ronojoy Ghosh.

THE LITTLE REFUGEE

Anh Do, Suzanne Do, Bruce Whatley

Giant waves crashed down on our little boat. I was terrified but my mum hugged me tight and told me, 'Everything will be okay. Don't worry, it will be okay.' Anh Do nearly didn't make it to Australia. His entire family came close to losing their lives as they escaped from war-torn Vietnam in an overcrowded boat. The Little Refugee tells the uplifting and inspiring story of the incredible childhood of one of Australia's favourite personalities.



FOCUS: The coronavirus pandemic is a powerful opportunity for change

The challenges we are all facing as a result of the coronavirus pandemic have the potential to cause serious and sometimes long-lasting problems for individuals and societies, writes Professor David Forbes

But can they also spur us to reconsider who we are, what we value and how we live our lives? The coronavirus context has challenged many of the assumptions on which our day-to-day lives are based – the way in which we engage with others, our capacity to travel where and when we want to, and how we go about our schooling and work. Indeed, for many, it has brought the loss of work.

All this has been intermingled with uncertainties around the threat of coronavirus infection. It is an unseen or invisible threat, potentially carried by the people around us who usually represent safety and support during stressful events and disasters.

In some ways, this extended period of threat from the coronavirus has similarities to traumatic events and natural disasters, like Australia's recent bushfires and drought. All of these events challenge our perceptions of the world in which we live as being predictable and controllable. Similarly, it isn't only the fears and exposure to the threat itself that pose a risk to our physical and mental health. The consequent flow-on effects of additional stressors may also take a toll. This impact of additional stressors is clear from international and Australian research following trauma and disaster, most particularly the *Beyond Bushfires* study examining the long-term impacts of the Black Saturday bushfires.

In the case of the coronavirus pandemic, these additional stressors include self-isolation and the significant impact on employment and financial stability.

In Australia, we appear to be making terrific headway in terms of containing the spread of the virus. While there is definitely no room for complacency, we are seeing the benefit of the restrictions and social distancing implemented across the country.

But the stresses of isolation and employment instability carry their own risks for further difficulties. Self-isolation is associated with social disconnection, loneliness, depression, and the risk of increased alcohol and drug use. These psychosocial impacts can continue for many years. As observed through research studies across 63 countries following the Global Financial Crisis, the impacts of unemployment and financial stress include anxiety, depression and risks around suicidal behaviours. This combination of mental health vulnerability, alcohol and drug misuse, anger and financial stress also creates a heightened risk of family violence. These are all risks we need to be highly alert to and try to mitigate.

Indeed, we have seen considerable federal and state government initiatives, supported by the National Mental Health Commission, to recognise and target these issues. However, as research into the effects of trauma and disaster shows us, the coronavirus environment also offers the opportunity for development, change and transformation at individual, familial, community and societal levels.



What happens when we are forced to slow down and when our assumptions about how we live our lives across familial, social, occupational and material dimensions get challenged?

Over the past 20 years, there has been increasing interest in a concept called post-traumatic growth – how we find ways to discover ourselves anew following seismic moments.

Potentially, we develop a deeper understanding of ourselves, come to see the world around us differently and experience an enhanced awareness and appreciation of the people around us.

We have more time to notice the moments of life, rather than seeing and experiencing life in a blur of weeks, months and years. Research shows that survivors of trauma and disaster often describe positive changes that sit alongside the pain and distress of the trauma – these are often referred to as post-traumatic growth or post-traumatic transformation.

Since the onset of the coronavirus pandemic, we have seen changes in our community reactions. We have moved from initial confusion to some degree of social fragmentation, demonstrated by the hoarding of toilet paper, averted gazes when passing people in the street and occasional overt acts of racism. Yet, as individuals and as a community, we have still recognised that, inherently, we are all connected.

We have seen people reach out to neighbours, safeguard their elders, identify and help those in need, support friends and work colleagues and, perhaps fundamentally, take the opportunity to deepen the quality of time with their families.

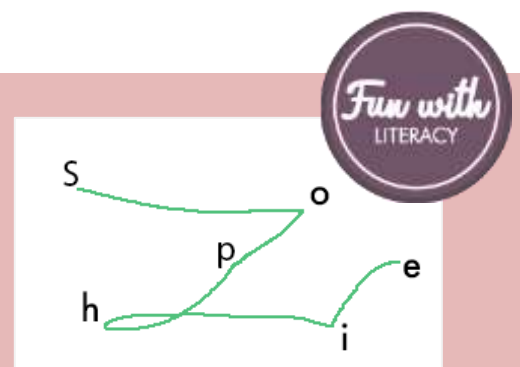
This time that we are all currently living in gives us a powerful opportunity. When our assumptions of how life unfolds are challenged, we are in a position to consider anew what we value, how we live and who we are.

Forbes, Professor David. (2020, May 13). Childmags.

CONNECT THE LETTERS

Supplies: Whiteboard/ chalkboard and writing implements.

This is a very easy activity to set up, great for letter recognition and very adaptable depending on where your child is at developmentally. Start with their name. Write their name on a page spreading the letters out. Your child then has to draw lines from the first letter of their name to the last in order. Rub it out and write their name again, writing the letters in a different arrangement. You can do this same activity with sight words, the alphabet.



HEALTH & SAFETY: Is my child being too clingy and how can I help?

Many parents complain of difficulties in managing clingy children – whether it's a baby who cries every time the parent is out of sight, a toddler who clings to their parent's legs at social events, or a primary school kid who doesn't want their parents to go out for dinner without them.

"Clinginess" refers to a child who has a strong emotional or behavioural reaction to being separated from their parent. Children can show clingy behaviour at any stage up to late primary school. Infants may cry to let their parents know they don't like being separated. Toddlers or older children may cry, cling or even have a full-blown meltdown if their parent is leaving them. In most cases, these reactions are perfectly normal. Parents can help their children through periods of clinginess by acknowledging and accepting the feelings that come with this behaviour.

Why do children get clingy?

A child can show clinginess due to a fear of being away from their parents (separation anxiety) or because of stranger anxiety, where the fear is more about being around people the child doesn't know. Children also develop their own sense of self from an early age, as well as a *will* – the healthy desire to express themselves and impact their world. So, sometimes clingy behaviour isn't due to children being truly afraid at being left by a parent but is instead about expressing a strong desire for their parent to stay. And children are socially and biologically programmed to form strong attachments with their parents. Parents usually represent a safe, loving base from which children can explore the world and develop independence.

Clingy behaviour may intensify at certain times of development as children test out new-found independence, such as when they learn to walk, or during transitions such as starting preschool, kindergarten or primary school. Clingy behaviour becomes less common as children get older but can still be present for primary-school-aged children. A child's level of clinginess, and the way it is expressed, may be affected by:

Child temperament: some children are more socially shy or introverted; others are reactive and experience emotions intensely.

Major events or changes in the child's family, such as the birth of a new sibling, starting a new school or moving house – it's normal for children to become more clingy with their parents while they're getting used to change.

Other family factors such as parent separation or divorce, parent stress or mental-health problems. Children can be very sensitive to changes in their parents, so if a parent is going through a hard time, their child may become clingy or show other challenging behaviours.

How can you help your child? – Be a safe base. Many children are clingy in a new situation or with new people. This is developmentally appropriate and has an evolutionary advantage, because children are less likely to run off by themselves in potentially dangerous situations. But it's also important for children to learn to separate from their parents and gain confidence in their own abilities. Parents can help children get used to a new situation by supporting them through it. For example, if a child is starting at a new childcare centre, it may help for the parent to spend some time there with their child, so the child can become accustomed to the new environment with their trusted parent close by.

Acknowledge your child's feelings - When children are being clingy, they're communicating their feelings. Resisting the clinginess won't usually help, because children's feelings will not disappear if they're ignored or downplayed. Instead, research shows it's important to acknowledge, label and normalise children's feelings. Parents may be afraid talking about their child's feelings will make the situation worse, but this is rarely the case. Talking about feelings usually helps children let them go, by helping children to regulate their emotions. This will happen in the child's own time, which may mean accepting a tantrum at separation, or clingy behaviour at a social event, until the child adjusts.

Model calm confidence - Parents are important role models for children, which means they become their child's working example of how to react to particular situations. The way parents respond to their child's clingy behaviour can shape how children feel about a particular situation. For example, if a child is clingy when they start primary school and their parent reacts with a high level of concern and anxiety, the child may be unsure of whether the new environment is safe. But if the parent demonstrates calm confidence in their child, that he or she will cope with separation and/or the new situation, the child is more likely to feel comfortable too.

Discuss the plan in advance - Humans are afraid of the unknown, so talking to children about an upcoming change or feared situation will help them cope with it. For instance, before going to the doctor, it would help to talk about how you'll prepare (what to take, how you'll get there, where the doctor's office is), what might happen when you arrive. Even when talking about future events, it's important to acknowledge feelings and model calm confidence.

Follow the link for more of this article and useful links

Westrupp, Elizabeth. (2019, June 6). The Conversation *From* <https://theconversation.com/is-my-child-being-too-clingy-and-how-can-i-help-115372>

MAKE A GREEN FAMILY PLAN

Start your planning by doing a mini-audit of your family's habits. Try answering questions like: **How often do people have baths when showers could do; do you throw clothes in the wash when they could be worn again; do you leave all your appliances plugged in; has your food been imported; do you use reusable shopping bags etc.**

Once you have an idea of what types of things you can change, make a list of changes your family plans to make and display it in a prominent place – make sure you get the kids involved in making a fun, visual chart that's engaging for all the family!



You can always check out our tips on **how to go green** for ideas.





B KINDER DAY

The world could use a little more kindness, so the purpose of B Kinder day is to discuss kindness, to empower children and enable people to see that they each have the capacity to make a difference.

Billie Kinder never doubted the power of one. The bubbly 12-year-old with a smile like sunshine packed a lifetime of positivity into her poetry, illustrations, writing and small acts of kindness, living by a simple belief that adults often forget: each one of us can always change things for the better.

When Billie tragically died in a 2016 equestrian accident, her family established the charity Fly High Billie, creating a lasting legacy* kids around the country can enjoy, thanks to 'b kinder' resources and the third annual B Kinder Day on June 22.*

B Kinder day addresses what it means to be kind, inspired by one little girl who wanted to make a positive change in this world.

SHARE YOUR KINDNESS STORY

b kinder Storytime will take place each week. Tuesdays will host Storytime to 2 – 5-year-olds and Thursdays will host Storytime to 5 – 8-year-olds. The story can be from 100 to 400 words long and include up to 3 drawings.

Send your story to info@flyhighbillie.org

Go to flyhighbillie.org/b-kinder-storytime/ to find out more!

Our Preschool Program

We want to formally welcome all our children back to the centre and update all our parents on what we have and will continue to work on with our preschool program.

Early Literacy

We have started learning our letters through the ants in the apple program, this program benefits children's phonological awareness and relates their letter learning to their musical intelligence! The children have also been focusing on their compound words by adding two words together to make one word (e.g.- sunflower). As we continue our program we will begin to look into syllabification and multi-syllabic words, break down and begin to blend CVC words and practice our high frequency sight words!

Early Numeracy

So far, our focus has been on numbers 1-10 and on some 2D shapes and their qualities- sides, corners, etc. We have practiced counting on number lines, finding the missing number, continuing patterns, etc. Our end goal for the children's early numeracy skills is to confidently count to 30 and backwards from 10 as well as write the numbers 1-10 and develop a strong knowledge of 2D shapes, their qualities and understanding patterns.

We are so proud of all our dolphins and how far they have come, we look forward to seeing you progress even further.

Melissa and Valerie



Clean up race

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

Spending more time at home sees the house getting messier quicker more often. Build a little bit of aerobic exercise into the clean-up process. Set a timer or put on a song to see who can right the room the fastest.

Add extra challenges to ensure things actually get put away properly! For example, is everything is simply stashed in the cupboard you have to do 15 jumping jacks and then put them away properly.