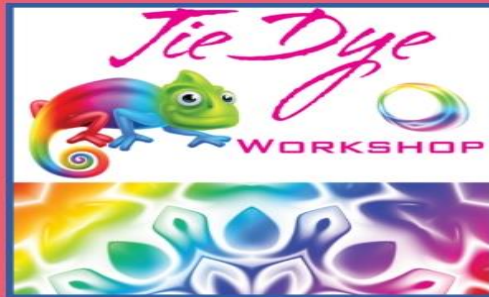


JUNE 2019

COLOUR DAY

BOOK ONLINE NOW FOR THE JULY VACATION CARE PROGRAM – Visit our website www.aussiekidsfunandfitness.com **OUR PROGRAM**



ON *this* MONTH

Aussie Kids Fun & Fitness

AROUND THE COUNTRY

Mabo Day -----	3
World Environment Day -----	5
World Oceans Day -----	8
Global Wind Day -----	15
National Refugee Week -----	16 - 22



Collaborative Partnership with families and Communities

Once again, this month we are focusing on **Quality Area 6: Collaborative Partnership with Families and Communities.**

Families are invited to the service to share their knowledge, skills and expertise as well as aspects of their family life and culture. We would love to hear from you and have you share this with our service, whether it be a cooking experience, arts and crafts, music, sporting activities or talking to child about culture or your occupation.

In partnership with families we have been focusing on how families can contribute to service processes such as the review of our philosophy which is displayed at the front sign in wall. Feel free the read over the philosophy and provide feedback to Quality Improvement Plans on located on the wall. We would love to hear your thoughts to help us improve our service.





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 become a global platform for public outreach that is widely celebrated in over 100 countries. The theme for 2019 is “air pollution” — a call to action to combat one of the greatest environmental challenges of our time. Find out more at: www.worldenvironmentday.global

REFUGEE WEEK – JUNE 16-22

Refugee Week is Australia’s peak annual activity to raise awareness about the issues affecting refugees and celebrate the positive contributions made by refugees to Australian society. In 2019 ‘Share a meal, share a story.’ Find out more at: www.refugeeweek.org.au

Chicken Tacos w Grilled Corn & Avo



INGREDIENTS

- | | |
|--------------------------|----------------------------------|
| 2 chicken breasts | 1 tsp cumin, ground |
| zest of a lemon | 1 tsp sweet paprika, ground |
| extra virgin olive oil | 2 corn cobs |
| 1 avocado, diced | 1 punnet cherry toms, halved |
| zest and juice of 1 lime | 1/2 cup parsley, roughly chopped |
| tortillas | |

METHOD:

Preheat oven to 200 degrees. Place chicken breasts on an oven tray lined with baking paper, sprinkle the cumin and paprika over the chicken breasts and turn the chicken to coat evenly in the spices. Zest over half a lemon, drizzle with a little olive oil and pop into the oven to bake for 18 minutes or until the chicken is golden and cooked. Remove and use two forks to roughly shred. Set aside.

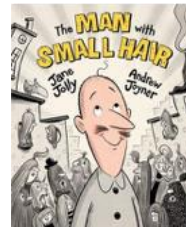
Place the corn on an oven tray lined with foil, zest over the rest of the lemon and drizzle with a little olive oil. Wrap up the corn in the foil to create a packet and pop into the oven along with the chicken to bake for 15-20 minutes or until the corn is tender. Heat grill to high. Remove the corn from the oven, carefully open the foil packet and pop under the grill for 5 minutes or until slightly charred. Allow to cool slightly. Place the corn onto a chopping board and run a knife down each cob to remove the kernels. In a large bowl place, the corn kernels, cherry tomatoes, avocado, parsley, lime zest and juice and olive oil and toss to combine. To assemble; top each tortilla with a little shredded spiced chicken and a good helping of grilled corn & avocado salsa.

Enjoy x Remember to always supervise kids in the

Recipe and Image from ‘mylovelylittlelunchbox.com’

Book reviews

A FEW HEART-WARMING TALES FOR BEDTIME



THE MAN WITH SMALL HAIR

JANE JOLLY

The man with small hair does everything he can to blend in with the crowd. He covers up his small hair, short pants, colourful boots and beads so that he looks like everyone else. Then one day he looks in the mirror and doesn’t recognise the person staring back at him. A lovely story about having the confidence to be whoever you are.

HELP AROUND THE HOUSE

MORRIS GLEITZMAN

The funny and moving story of a boy and his friends never losing heart in a sometimes-heartless world. Ludo helps other people. It’s how he was brought up. When Dad is elected to Federal Parliament, Ludo grabs the chance to make Australia an even better place. But he soon discovers it’s not the homeless of the national capital who most need his help - it’s the rich and powerful.

THE WILD ROBOT

PETER BROWN

When robot Roz opens her eyes for the first time, she discovers that she is alone on a remote, wild island. She has no idea how she got there or what her purpose is - but she knows she needs to survive. This is a heart-warming and action-packed novel about what happens when nature and technology collide. By turns funny, moving, surprising and dramatic, this is a novel that is as thought-provoking as it is enchanting.



FOCUS: Technoference, the digital world and our kids



You know what it's like. It's dinnertime. You're trying to get kids off devices, serve up food, and be available to your family. Then your phone dings or vibrates. You know it's probably nothing important, but the pull of the phone is too strong. You pick it up to see what's hiding behind that little red notification – and you're in.

But is it a problem? And if so, how serious is it? Do we really need to do something about it? The technical term for it is 'technoference', and it means we allow technology to interfere with and interrupt our face to face interactions.

Our Digital Reality

The data suggest that technoference is not just a thing, but it's having a measurable, negative impact in our families. Simple example: the research shows that parents on devices have fewer conversations with their children and are often more hostile when their kids try to get their attention. You might have noticed that yourself? When you're on your device it can be annoying to have the kids interrupt, and sometimes we show it.

Just like us, teens also report spending significant hours per day (often it's concurrent use) in front of screens. Along with this, the more time they spend in front of a screen, the more they also report lower life satisfaction, less physical activity, more school bullying and lower school success outcomes. We know this isn't good – but frankly, it's what we're teaching with our own device usage, and our kids love to mimic us.

A recent study published in *Pediatric Research* by renowned tech expert, Jenny Radesky, surveyed 183 couples with a young child aged between 0 and 5 years. They completed four surveys over a 6-month period to measure how much technology parents used, and the way it related to parent-child interaction, parent stress, and challenging behaviours from children. The results were... concerning. At each time point, Radesky and her team found that parents who had more challenging children used their devices more – perhaps to

get away from the stress of their child! But the interesting additional finding was that the more that parents used their devices, the more challenging behaviour their children demonstrated. In addition, kids whose parents were consistently on devices were also at greater risk of "internalising" or withdrawing into themselves. This kind of behaviour is often associated with anxiety and depression. In other words, the more 'technoference' there is in our homes because we're on our devices, the more likely it is that our kids will play up and the more likely it is that they'll be left feeling alone, sad, and worried. And, the more challenging our kids are, the more we'll be inclined to use our devices to get away from the stress!

So, what's the answer to the 'technoference' issue?

First, we need to be aware of our screen time; not just how much, but also the way we use our screens. We need to watch out for persuasive design features that suck us in, and for technoference – especially during important family times. Every time we turn our attention away from our kids and back onto technology, our kids notice, and mimic.

Family dinnertime is especially important. In fact, Anne Fishel, professor at Harvard Medical School and co-founder of The Family Dinner Project, believes family dinner without 'technoference' (including the tv!) is the most important thing you can do with your kids. I recommend a family guideline that devices are handed in, switched to flight mode (or off), and remain away from the time dinner starts each evening until the next morning. (Older kids, who have a little more maturity, can negotiate for extended screen time after dinner as needed.) This creates space for family conversations, night-time nurture, and peaceful, uninterrupted sleep. I also recommend determining what other times each day devices should be downed to create space for relationships to develop without 'technoference'. To a child, LOVE is spelled T-I-M-E, and the sure-fire way to destroy that love and time is to stare at a screen when you could be staring into your child's eyes. Our kids will miss out if we aren't engaging with them during these essential family times – if we allow the digital world to encroach on the real world.

By allowing technology to interfere with or interrupt conversations, activities, and time with our children or partners—even when unintentional or for brief moments—we run the all-too-real risk that we'll send implicit messages about what we value most... and it may seem to others that the screen matters more than them. And that is a recipe for a relationship disaster.

Source: happyfamilies.com.au (2019, April 04). Technoference, the digital world and our kids Retrieved from happyfamilies.com.au/blog/technoference-the-digital-world-and-our-kids/



MINDFUL MUNCHING

Eating is often done fast. So fast in fact that your body doesn't have a chance To recognise that you have put food in your mouth. Try this activity as a family:

(Fun foods to play the game with include celery, bread, grapes and avocado.) Pick up a bit of food and look at it. Don't put it in your mouth just yet. **What does it feel like in your hand? What does it smell like? Is it hot? Or cold? Now put it in your mouth. Is it crispy? Or smooth? Does it slurp? Does it crunch? Is it salty? Sweet? Spicy? Congratulations! You just fully appreciated that piece of food.** Try with some other kinds of foods. Eating is much more interesting when we pay attention to it.

Activity and image healthy-kids.com.au/



HEALTH & SAFETY: Anxiety in Children

Anxiety is something everyone experiences from time to time; it is a normal and natural response that occurs when a person feels threatened or is worried that something bad or unpleasant might happen.

It's usual for children to feel anxious or fearful about a variety of different things during their development. After all, children are confronted with all sorts of new experiences and challenges as they grow up and learn about the world around them. In most cases these fears are transitory and do not significantly interfere with a child's academic, social or family life. Some common anxieties of different childhood developmental stages are outlined below.

7mth to Toddler: fear of strangers, separation, loud noises, large machines such as the vacuum cleaner or lawn mower, animals

Toddler to Middle Childhood: fear of animals/ insects, the dark, separation from parents, supernatural beings such as monsters, thunder and lightning, sleeping alone, 'bad' people

Middle Childhood to Late Childhood: supernatural beings, the dark, bodily injury, heights, getting lost or trapped, burglars, doctors/ dentists, death and dying

Late Childhood to Early Adolescence: fears revolve around social or evaluative situations, e.g. being teased or rejected by peers, being embarrassed, dating, giving oral reports, taking tests, fear of death or physical injury.

For some children, fears and anxieties can have a significant impact on the way they perform at school, on their ability to make or maintain friends, and on their family life. Children who experience problematic anxiety generally meet several of the descriptions below:

- they are extremely well behaved at school and tend not to bother anyone.
- they avoid trying new things even when safe or fun.
- they tend to become distressed by normal changes, breaks from routine, or taking risks.
- they become upset (e.g. cry) very easily.
- they have a tendency to highlight the negative consequences of any situation, e.g. 'all the kids will hate me', 'mum and dad will have an accident and die'.
- they avoid situations or objects they fear, e.g. a child with social anxiety will avoid attending parties or participating in groups.
- physical complaints are common. Because some children don't have the vocabulary or awareness to describe their anxiety, they may express it via physical symptoms such as feeling sick, having a lump in their throat, or sore shoulders from muscle tension.



- they may ask many unnecessary questions and require constant reassurance.
- they may have difficulty separating from parents.
- they may be very clingy with a parent or loved one in situations outside home.
- they may repeatedly have worries about school at the beginning of each term or each Monday.
- they may avoid unfamiliar situations, become sick, not turn up or endure situations with significant distress.
- they often ask questions which begin with 'what if...?'.
- they may be perfectionistic, taking excessive time to complete homework because they try to get it absolutely correct.
- they may have difficulty sleeping, taking a long time to get to sleep or waking during the night and needing comfort from parents.
- they can be argumentative (but rarely aggressive) if trying to avoid a feared situation.

Supporting children with anxiety:

You can support your child by acknowledging your child's fears – don't dismiss or ignore them. Gently encourage your child to do things they're anxious about. Wait until your child actually gets anxious before you step in to help. Praise your child for doing something they're anxious about. Avoid labelling your child as 'shy' or 'anxious'.

Helping your child overcome anxiety issues is easier if you seek help. Talk to your doctor or go to these online programs for help.

raisingchildren.net.au, understandinganxiety.wayahead.org.au/
brave4you.psy.uq.edu.au

Anxiety In Children (2019, May 10). *Understanding Anxiety Retrieved from* <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>

Anxiety In Children (2019, May 10). *Health Direct Retrieved from* <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>

Experiment: Air pollution is a hard thing to explain to children because typically it cannot be seen unless you live in an area where smog is common.

There is a simple experiment you can complete to show children what is in the air. You only need simple materials that are commonly already in your home.

Go to education.com/science-fair/article/dirty-air/
For the experiment details.



AIR POLLUTION

Air connects us all. Without air there is no life. But the pollution we release into the air harms our health and the environment.

There are so many things that we can do: from cycling or walking to work or school and back, to recycling non-organic trash, to pressuring local authorities to improve green spaces in our cities.



