

ST. JOHN'S NEWSLETTER



NOVEMBER 2026

UPCOMING DATES TO REMEMBER:

Nov 11 – Remembrance Day

Nov 13 – Poinsettia Orders Due. You will find your order form attached.

Nov 27 – Poinsettia Pick up. Please make time to pick up your order today. Children will be delivering flowers to Luther Manor.

NEXT FAMILY EVENT:

Parent connection meetings will be held on Thursday January 28 in the evening and Friday January 29th all day. More information to come.

WEEKLY MENU:

Nov 2-6	Week 1
Nov 9-13	Week 2
Nov 16-20	Week 3
Nov 23-27	Week 4
Nov 30-Dec 4	Week 1

Thank You for Joining Our Fall Family Engagement!

Thank you to all of our families who were able to join us for our Fall Family Engagement! We had a wonderful turnout, and it was such a lovely opportunity to connect with children and families outside of our regular school day.

Spending time together on our scavenger hunt, dancing, listening to stories and songs, and participating in fingerplays all help to build early literacy skills in young children. We hope you left with some new ideas and meaningful ways to share stories and enjoy literacy experiences with your child at home. We hope you were able to enjoy a little snack of Fry Bread with Maple Apple Butter and cedar tea.

Our educators also truly enjoyed connecting and engaging in conversations with you. These conversations help us build meaningful relationships with families and deepen our understanding of each child, which in turn informs and strengthens our teaching practice.

The impact of developing trusting, reciprocal relationships with children and families is profound. When children are able to make connections between their home and school experiences, they develop a stronger sense of belonging, and their curiosity and enthusiasm for learning are nurtured.

Thank you for taking the time to join us, share in these experiences, and be part of our learning community. We look forward to continuing to build these meaningful connections with you and your children!



FAMILY

STAFFING NEWS:

We have some bittersweet news to share with our families.

After 29 wonderful years at St. John's Christian Nursery School, Heather in the Seedling Room is retiring!

For nearly three decades, Heather has been part of the lives of so many children and families in our community. Through the years, she has helped create meaningful childhood memories, supported children as they learned and grew, and contributed to the warm and caring environment that makes St. John's so special.

It is hard to put into words the impact one educator can have over 29 years. We are incredibly grateful for her dedication, care, and commitment to our program and the many families who have been part of the St. John's community along the way.

While we will certainly miss seeing her here, we are excited for her as she begins this next chapter and wish her all the happiness and wonderful new adventures that retirement brings! Heather's last day with us here at St. John's will be on Friday, December 18th.

We are currently recruiting for her position and will let families know once we have her replacement hired.



Professional Learning Day Update:

As you know we had a Professional Learning Day on October 19th. Educators had the opportunity to be inspired, connected with others and grow through guest speakers, networking, and collaboration. As continuous learners, our team is excited to focus on our personal and professional growth in the field of early learning. Thank you to all the families for your continued support and understanding why this day is so important. Thank you to the Region of Waterloo for putting together some amazing guest speakers and workshops for the educators to attend throughout the morning. Also a big thank you to Christine, for hosting us in her backyard for an afternoon on Indigenous learning with Sarah from the MNO - Metis Nation of Ontario.

DONATIONS REQUESTS FOR OUR PROGRAMS:

We are always in need of Kleenex, unscented baby wipes, and Dawn dish soap. If you have any to share, it would be greatly appreciated. Thank you in advance.

We are also looking for donations of materials to help enhance our outdoor play experiences. Materials Needed: Burlap, Twine, Modeling Clay, Small (8oz) Rubber Mallets, Big Spoons, Bowls, Hockey Balls, and rubber buckets. Any of these items would be greatly appreciated by all the children and educators as we work to enhance our outdoor environments to meet the needs of the children.

PLAYGROUND REMINDER:

Thank you to all the families for waiting until after educators have completed the safety checks and set up of the playgrounds before coming into the spaces. Just a reminder that if your child is having a morning snack in the car, please have them finish it before coming onto the playground. We have children with allergies and we want to keep everyone safe -Thank you so much.

POINSETTIA FUNDRAISER:

We will be selling Poinsettias this year as a school fundraiser. The order forms are attached. Please return completed forms to the office by Friday, November 13th. Poinsettia plants will be delivered on **Friday, November 27th. All plants must be picked up that day.** Payment for your orders will be processed through Kindertales on Friday November 13th.





CWELCC UPDATE:

At the end of September, you received a letter from the Ministry of Education providing an update on the federal childcare initiative. The good news is the current CWELCC agreement has been extended to March 2031, providing continued federal and provincial funding and helping to maintain the progress made toward more affordable childcare for families. What does the extension mean for families?

The extension provides greater stability and avoids an immediate end to the current childcare funding arrangements. Families participating in CWELCC will continue to benefit from the existing fee-reduction framework under the extended agreement.

However, the extension does not introduce new targets for further reducing parent fees to the originally envisioned \$10-a-day average, nor does it establish new measures to address the ongoing shortage of Early Childhood Educators (ECEs).

What are child care advocates saying?

Organizations including the Ontario Coalition for Better Child Care (OCBCC) and the Association of Early Childhood Educators Ontario (AECEO) have welcomed the fact that the agreement has been extended, while also expressing concerns about what they see as gaps in the new agreement.

Their main concerns include:

- **Parent fees:** Advocates are concerned that fee reductions will remain at approximately \$22 per day, rather than continuing toward the \$10-a-day goal.
- **ECE wages and staffing:** Advocates say that wages need to continue increasing to recruit and retain enough Registered Early Childhood Educators. They point to ongoing staffing shortages that can result in reduced enrolment, closed rooms, and longer waitlists for families.
- **Expansion of childcare:** Advocates argue that increasing the number of affordable child care spaces will require additional investment in the workforce as well as in facilities and programs.
- **Long-term stability:** The organizations are calling for continued government investment and a longer-term plan for expanding affordable, accessible childcare across Ontario.

The advocates are specifically calling for continued wage improvements, and a path toward a maximum \$10-a-day fee for families. St. John's is sharing this information so that families understand both the government's update and the broader discussion about what the extension may mean for the future of child care in Ontario. We want what is best for families, children and educators.





PLAY GROUP:

A small play group with the Maple room children will be offered on Tuesdays starting in November to support children in developing play skills, peer interaction, and play-based language. The group will run for 30 minutes and will be facilitated collaboratively by the educator and our KW Hab resource consultant Aaishah .

Through a play-based approach, children will be supported in learning how to engage with peers, take turns, share materials, and participate in simple cooperative play. Activities will include the use of puppets, role play, and interactive play scenarios to help model social interactions, encourage communication, and support the development of play language in a natural and engaging way.

The small group setting allows for individualized support while providing opportunities for children to practice social skills with peers. Sessions will include a mix of structured and child-led play activities that promote engagement, imagination, and positive peer connections.

Making Learning Visible:

Educators are making all the wonderful learning visible through our pedagogical documentation that is displayed throughout your child's classroom. Please make time throughout the week to come into your child's classroom and view all the documentation within the classroom. Documentation that is displayed in the classroom, allows the children to view what they have done and ask questions to expand their learning. Once we take it down it is put in the documentation binders that are kept in the classroom with the children's portfolios for the children and educators to reflect on.

You are also receiving a weekly update through Kindertales about what has been happening in your child's classroom. This is a great way for you to connect with your child by questions about what they are doing at school.

Children's portfolios have documentation placed in at least once a month, that is specific to your your child. Learning doesn't just happen at school. Feel free to add what's happening at home or things your family are interested in. These portfolios not only tell the story of your child's learning, but they are a great snap shot of your child's experiences over the years. If you take the portfolio home, please remember to bring it back when you are finished so we can continue to add to it. Children often share their portfolio with other children and educators. It is a conversation starter and helps us to uncover what children are interested in and experiencing in their life.





DID YOU KNOW:

We are a charitable organization. We can provide a tax receipt for any donation made. Many companies will match your donation. We would welcome any size donation towards our school. Thank you so much.

PARENT COFFEE CHAT:

We hosted a parent coffee chat on Monday, October 26 here at the school. Aimee talked about Childhood Anxiety and provided some resources for families. Please find these resources attached.



YOUTH OR ADULT BIKE:

If you or someone you know is in need of a youth/adult under 5' 5" bike, Roger from Luthar Mannor has fixed one up and would like to donate it to someone. Please see Kim in the office if you are interested. Thank you.

CQI UPDATE:

As a team here at St. John's, we worked together to set our commitment for the Continuous Quality Improvement (CQI) of Waterloo Region.

Our commitment is to co-learn about Indigenous ways of knowing and being.

We have been working on this commitment in different ways already. During our family event we introduced some Indigenous food like fry bread and cedar tea. When we collected the cedar we thanked the tree for its gifts and talked about take only what you need and give back when you can.

On the Professional Learning Day we had Sarah who is a Metis citizen and an Early Learning Specialist in Pedagogy join us. She helped us make a connection to many things that we are already doing in our practice to Metis culture. She also gave us permission to share any knowledge she shared with us. Sarah spoke about how our intentions matter and that we will make mistakes along the way.

Throughout the 2026-2027 school year, we will work towards this commitment. We are looking forward to updating you on our action items. We will post updates on the bulletin board by the leading library and in the upcoming newsletters.



EDI UPDATE:

In 2025 the Region of Waterloo set out a new task for all the licensed childcare centres in the region. The task was to create an Equity, Diversity and Inclusion Commitment Statement to be included with the centre's other published materials like our program statement or Caregiver Handbooks etc. St John's has been working through the in-depth process that the Region has laid out. We were provided with a step-by-step guide on how to create this commitment statement in a meaningful and intentional way, with as many voices included as possible. The region has also outlined seven pillars, or sections, which must be included in our commitment statement. These pillars are: Diversity, Equity, Participation, Access, Supports for Diverse Abilities, Supporting All Positions and Indigenous Reconciliation.

The first step was to look at our centre and note all the things we are currently doing to support each of the seven pillars. These items will be included in our final statement and will continue to be ongoing actions through out the year(s). Our staff worked together to complete this step in December of 2025.

The next step was to create a definition for each pillar that reflects St John's beliefs and values. The region offered a series of community-of-practice workshops to help centres understand each pillar more deeply so that we would be able to create an in-depth definition for ourselves. Christine and Kalene (our EDI Ambassador) attended these workshops from January – June 2026. Then using the same slide presentations from the region, Kalene or Christine presented the same information to our staff as a whole. From there, the staff worked together to brainstorm ideas for our centre's definitions for each pillar. Kalene took all the ideas and solidified them into cohesive definitions. These definitions were then approved by our staff in June of 2026 and potential action items were created for each pillar based on our definitions. In September of this year the definitions and potential action items were presented to the board of directors, who had the opportunity to provide feedback and offer suggestions.

The next step of the process was to pick a focus area for the upcoming year. This should be an area that we want our centre to grow in, through our action items. At the end of September the staff agreed that our focus area for 2027 will be Indigenous Reconciliation. Some of our action items include incorporating gratitude into our daily practice, a commitment to call to action number 12, continuing our outdoor learning to connect with and learn from the land, and to develop a land/territorial acknowledgement for our centre and classrooms. Committing to this focus area also aligns with the work we will be doing for our CQI (Continuous Quality Initiative) commitment for the year, which will allow us to dive even deeper into this learning and focus.

The final step is to bring together all the parts of the commitment and solidify them into a single document that will be published for our community. We are in the process of working through this step, with the goal to have it completed in early 2027. Working through this process has been very rewarding, as it has allowed us to really think about our values as a centre. It has allowed our team to align on our thoughts and how we want to show up for our families and community.





TRILLIUM SPOTLIGHT:

Greetings to all!

It is hard to believe that November is already here! We have been blessed with beautiful fall weather for much of October; soon, snowsuits, boots, mittens, and hats will replace fall jackets.

Here's what's happening at Trillium Lutheran Church. You are invited and welcome to attend these events!

Each Wednesday afternoon, we host an after-school program from 4:00-6:30 called Footpaths, which encompasses learning, worship, fun and food! The program offers a safe, welcoming environment for school-age children to learn about their faith through lessons and songs, make new friends, and share a meal prepared by Trillium's very own Chef David (at 5:45). The program runs until early December and resumes in January. For more information, contact Nathan at Nathan@trilliumwaterloo.ca.

Every Thursday, Trillium and Calvary United Church host a Community Ministry meal at 5:00. Personal hygiene items are also available free of charge.

Our congregation gathers each Sunday morning at 10:30 to worship. Families are most welcome to attend. We offer a weekly children's message with a craft during worship, so parents and children can stay together. Coffee hour takes place after worship with yummy treats and conversation. Over the past month, we have updated our foyer to include a comfortable seating space. If you arrive early to pick up your little one, feel free to come, sit and relax until their time is finished.

Trillium continues to give thanks for the opportunity to partner with St. John's Nursery School. Your children are a blessing!

Yours in peace and community,
Pastor Leanne



September Fundraising:

Thank you to all our families who have opted in to our monthly fundraising. In September we were able to raise over \$500. Thank you for your continued support of St. John's.

Indoor Shoes:

This is a friendly reminder that the weather is starting to get wet and muddy. If you can please bring a pair of indoor shoes that can be left at school, it would be appreciated.



Winter Clothing:

Families, please label all your child's clothing, especially outdoor clothing. Children come in from outdoor play, stand in the hallway, take off all their layers and leave them on the floor. While educators are left to sort out the hats, coats, boots, etc. The process is so much easier when everything is labeled. Thank you so much for your help with this simple task. You can also purchase Mabel's Labels and support our school by clicking the link below. It will take you to the Mabel's Labels site and enter our school's name with no period or apostrophe;

[St Johns Christian Nursery School Waterloo](#)

Winter is on it's way, and with that comes new challenges of different types of clothing. We do spend a lot of time outdoors in the winter months as well, so your child will need to be dressed to spend time outdoors. Try looking for water proof mittens with thumbs. Make sure the mittens fit your child's hands, as mittens that are too big restrict their play and we also serve mitten friendly snacks outside during the winter months. Bienenstock recommended mittens from H&M, as they are water proof and warm. These mittens fit large so you will want to look at the 6-12 month size (even for your preschool child). We do ask that parents dress their child in the Muddy Buddy over top of your child's snowsuit. This will help to keep your child dry when they are playing in the snow. If you do not have a Muddy Buddy yet or your child's is too small to fix over their snowsuit, please check in with Kim or Marianne in the office.

Please check out the resources on the following two pages for Bienenstock's mitten ideas.



HOW TO DRESS YOUR CHILD FOR OUTDOOR PLAY IN THE CHANGING TEMPERATURES.

WHEN IT'S HOT/SUNNY:

BODY: SYNTHETIC UNDERWEAR; LOOSE TOP (SYNTHETIC OR WOOL); QUICK-DRY SHORTS OR PANTS; (YOU CAN CONSIDER COTTON FOR CLOTHING IF YOUR WEATHER WILL REMAIN HOT AND DRY); LONG SLEEVE SUN SHIRT FOR LAYERING; LIGHTWEIGHT RAIN JACKET IF NEEDED

FEET: COTTON OR WOOL SOCKS (DEPENDING ON CHANGEABILITY OF WEATHER); BREATHABLE SHOES

ACCESSORIES: HAT, SUNGLASSES, SUNBLOCK

WHEN IT'S WET/RAINING:

BODY: SYNTHETIC UNDERWEAR; BASE-TO-MID LAYERS; WATERPROOF AND BREATHABLE OUTER LAYERS (MUDDY BUDDY)

FEET: SYNTHETIC OR WOOL SOCKS; WATERPROOF SHOES/BOOTS

ACCESSORIES: FLEECE LINED OR UNLINED RAIN GLOVES, RAIN HAT/HOOD

WHEN IT'S COLD/SNOWY:

BODY: BASE LAYERS; WARM MID LAYERS (DOUBLE UP IF NEEDED); INSULATED AND WATERPROOF OUTER LAYERS (SNOW SUIT – JACKET AND SNOWPANTS OR FULL ONE PIECE)

HANDS: MITTENS (THAT PROPERLY FIT YOUR CHILD'S HANDS)

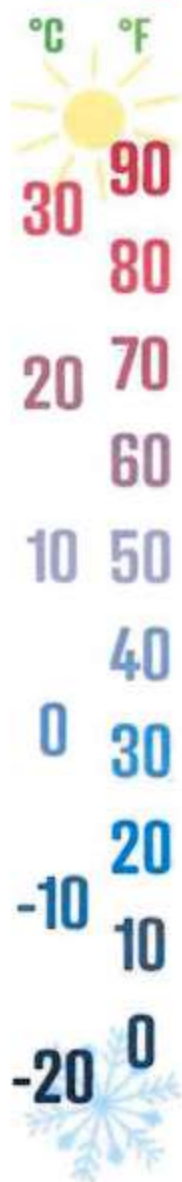
FEET: INSULATED BOOTS, WOOL SOCKS (NOT COTTON): EVEN IF YOUR BOOTS ARE WATERPROOF, YOUR SOCKS MAY STILL GET WET FROM SWEAT. (WOOL IS A GOOD CHOICE HERE, AS IT WILL KEEP YOUR FEET WARM, DRIES FASTER, AND HAS NATURAL ANTI-BACTERIAL PROPERTIES.)

ACCESSORIES: WOOL TOQUE, NECK WARMER, MITTENS



DRESSING OUR KIDS FOR OUTDOOR PLAY IN ANY WEATHER

(adjust for exposure and activity level)



www.GetTheKidsOutside.com





Mitten Magic - A Helpful Strategy To Keep Mittens On All Winter Long

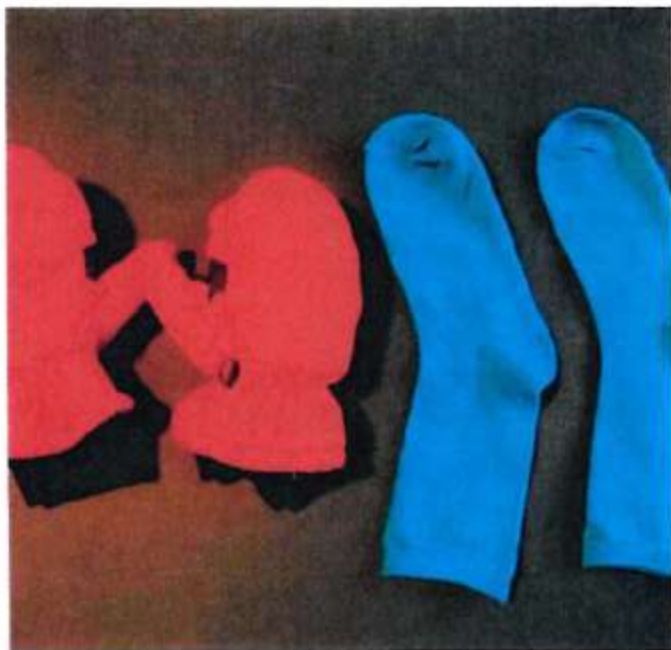
Keeping mittens on in the winter is key to playing outdoors. It is imperative that children have proper grasp when wearing their mittens. This means that children's thumbs are in the thumb spot which will allow for children to grasp items and support outdoor unstructured free play. If children do not have proper grasp with their mittens on, they cannot interact with tools, loose parts and other wintry materials. This equates to stationary bored children who cry to go inside within 5 minutes.

Here's how to make it work: (pictures below)

- Children need mittens that are easy to put on. Short mittens allow for greater success and permits adults to assist children's thumbs in the thumb spot of the mitten.
- Our favourite mittens are from [H&M](#) and the key is to size down. Children up to 3 years old will fit in the 9-12 month size and children up to 5 in the 18 month-2T size.
- Adapting a pair of children's socks. (Cut the toe of the sock, Create a small slit in the heel of the sock)
- Children put on their mittens first and place the adapted socks over top. The sock will reinforce keeping the thumb in the thumb spot and will allow extra coverage on wrists. All socks are easy and inexpensive to attain from the dollar store.

Outdoor winter play is successful when children have proper grasp and warm hands. Children will be able to use shovels in the snow, mallets to break up the ice, basic grasp for transporting materials and friends in their toboggans, making forts, and using toilet brushes for painting the snow. Whatever the provocation or planned winter activity, if you don't have proper grasp, your time outside will be minimal. Let's make it work for little hands and pass on this info to colleagues and families that you work with.

1. Short mittens and a pair of children's socks



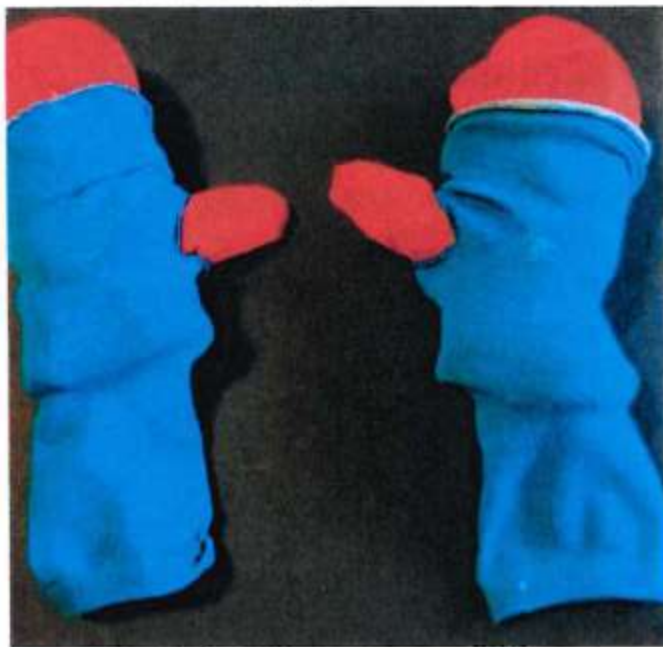
2. Cut the toes off the socks



3. Cut a slit in the heel of the socks



4. Mittens on first and then add the adapted socks



Thumbs up! Ready to Play!

Local Mental Health Services

Aimee

Please note: These resources are current as of April 2026, but you are encouraged to contact service providers directly to confirm.

Front Door Children's Mental Health

www.frontdoormentalhealth.ca
519-749-2932

Centralized intake for most publicly funded child and youth mental health services (0-18yrs) in Waterloo Region. Also offers quick access counselling and short-term parent consultation.

Camino Wellbeing + Mental Health

www.caminowellbeing.ca
519-743-6333

Publicly funded and private pay counselling for children, adults, and couples. Also offer walk-in counselling, group programs, and other community supports.

One Stop Talk

www.onestoptalk.ca
1-855-416-TALK (8255)
or online chat

Publicly funded, virtual single-session counselling for children, youth and parents.

Here 24/7

www.frontdoormentalhealth.ca
1-844-437-3247 (HERE247)

Offers crisis support, intake, assessment, referrals, crisis support, waitlist management, for youth and adult mental health services in Waterloo-Wellington.

Bloom Child and Family Therapy

www.bloomkwtherapy.ca
226-647-7529

Private-pay counselling services for children and families in Waterloo Region. Most staff specialize in creative therapy approaches (i.e. art, play, etc.) and have additional training in neurodiversity.

Stone Silo Counselling & Wellness

www.stonesilo.ca
(519) 208-0544

Private-pay counselling services for children, adults and couples. Most child-focused staff have extensive training and formal certification in Play Therapy.



Further Reading

Aimee

Books for Caregivers

- *"Good Inside: A Practical Guide to Resilient Parenting Prioritizing Connection Over Correction"*
By: Dr. Becky Kennedy
- *"Raising Kids with Big, Baffling Behaviours: Brain-Body-Sensory Strategies That Really Work"*
By: Robyn Gobbel
- *"The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind"*
By: Daniel Siegel and Tina Payne Bryson
- *"Raising Securely Attached Kids: Using Connection-Focused Parenting to Create Confidence, Empathy, and Resilience"* By: Eli Harwood

Books for Children

- *"Breathe Like a Bear -30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere"* By: Kira Willey
- *"The Colour Monster: A Book of Feelings"* By: Anna Llenas
- *"The Invisible String"*
By: Patrice Karst
- *"Listening to my Body"*
By: Gabi Garcia
- *"My Magic Breath: Finding Calm Through Mindful Breathing".*
By: Nick Ortner & Alison Taylor
- *"Casey's Greatness Wings: Teaching Mindfulness, Connection & Courage to Children"* By: Tammi Van Hollander
- *"The Very Hungry Worry Monsters"* By: Rosie Greening

Online Resources

- *Children's Mental Health Ontario (CMHO) Parent Resources*
www.family.cmho.org/resources/
- *Child Mind Institute Family Resource Center* www.childmind.org/resources/
- *Harvard Centre on the Developing Child* www.developingchild.harvard.edu/
- *Robyn Gobbel's Free Resource Hub* www.roblyngobbel.com/freeresources/



Signs & Sensations of Stress

Because young children don't always have the words for what they are experiencing, they may often show their emotional stress with their behaviour.



Some common ways children may show stress are:

Body	Mind	Feelings	Behaviour
Tense muscles	Poor concentration	Restless	Whining
Headache	Forgetful	Jumpy	Clinging
Stomach ache	Less creative	Impulsive	Poor listening
Shallow breathing	Difficulty problem solving	Cautious	Biting / kicking
Rapid heartbeat	Not spontaneous	Intense feelings	Excessive crying
Dry mouth	Easily distracted	Withdrawn	Thumb sucking
Sweaty palms	Confused	Fearful	Nail biting
Skin rash	Racing thoughts	Anxious	Accident prone
Darting eyes	Zoned out	Frustrated	Missing schoolwork
Clenched jaw	Day dreaming	Sad	Changes in appetite
Tense face		Angry	Apathetic
Disturbed sleep		Overwhelmed	Difficulty sleeping
Fatigue		Panicky	Infantile behaviour
Illness		Extra sensitive	Wetting the bed
Shaky		Irritable / moody	
Diarrhea		Impatient	
Constipation		Hopeless	

Children might show many of these signs as they are learning to express their feelings. The key is to notice whether they get over it fairly quickly **or if the behaviour continues over a long period of time.**

Signs of stress for children will vary from one child to the next, depending on their age, personality, and support systems. This is why it is important to watch for big or sudden changes in the child's behaviour and keep track of the signs you commonly see in each individual child.

Young children often lack the cognitive ability to introspect and make the connection between their feelings/behaviour and the stressors in their lives. They need adults to help them connect the dots.

Consider using the Stress Tracker (Appendix B, Page 63) as an observational log for each child.

What to Do (and Not Do) When Children Are Anxious

How to respect feelings without empowering fears

-Clark Goldstein, PhD

When children are chronically anxious, even the most well-meaning parents can fall into a negative cycle and, not wanting a child to suffer, actually exacerbate the youngster's anxiety. It happens when parents, anticipating a child's fears, try to protect her from them. Here are pointers for helping children escape the cycle of anxiety.

1. The goal isn't to eliminate anxiety, but to help a child manage it.

None of us wants to see a child unhappy, but the best way to help kids overcome anxiety isn't to try to remove stressors that trigger it. It's to help them learn to tolerate their anxiety and function as well as they can, even when they're anxious. And as a byproduct of that, the anxiety will decrease or fall away over time.

2. Don't avoid things just because they make a child anxious.

Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run. If a child in an uncomfortable situation gets upset, starts to cry—not to be manipulative, but just because that's how they feel—and their parents whisk them out of there, or remove the thing they're afraid of, they're learned that coping mechanism, and that cycle has the potential to repeat itself.

3. Express positive—but realistic—expectations.

You can't promise a child that their fears are unrealistic—that they won't fail a test, that they'll have fun ice skating, or that another child won't laugh at them during show & tell. But you can express confidence that they're going to be okay, they will be able to manage it, and that, as they face their fears, the anxiety level will drop over time. This gives them confidence that your expectations are realistic, and that you're not going to ask them to do something they can't handle.

4. Respect the feelings, but don't empower them.

It's important to understand that validation doesn't always mean agreement. So if a child is terrified about going to the doctor because they're due for a shot, you don't want to belittle their fears, but you also don't want to amplify them. You want to listen and be empathetic, help them understand what they're anxious about, and encourage them to feel that they can face their fears. The message you want to send is, "I know you're scared, and that's okay, and I'm here, and I'm going to help you get through this."

5. Don't ask leading questions.

Encourage your child to talk about their feelings, but try not to ask leading questions—"Are you anxious about the big test? Are you worried about the science fair?" To avoid

feeding the cycle of anxiety, just ask open-ended questions: "How are you feeling about the science fair?"

6. Don't reinforce the child's fears.

What you don't want to do is be saying, with your tone of voice or body language: "Maybe this is something that you should be afraid of." Let's say a child has had a negative experience with a dog. Next time she's around a dog, you might be anxious about how she will respond, and you might unintentionally send a message that she should, indeed, be worried.

7. Encourage the child to tolerate her anxiety.

Let your child know that you appreciate the work it takes to tolerate anxiety in order to do what he wants or needs to do. It's really encouraging him to engage in life and to let anxiety take its natural curve. We call it the 'habituation curve'-it will drop over time as he continues to have contact with the stressor. It might not drop to zero, it might not drop as quickly as you would like, but that's how we get over our fears.

8. Try to keep the anticipatory period short.

When we're afraid of something, the hardest time is really *before* we do it. So another rule of thumb for parents is to really try to eliminate or reduce the anticipatory period. If a child is nervous about going to a doctor's appointment, you don't want to launch into a discussion about it two hours before you go; that's likely to get your child more keyed up. So try to shorten that period to a minimum.

9. Think things through with the child.

Sometimes it helps to talk through what would happen if a child's fear came true-how would she handle it? A child who's anxious about separating from her parents might worry about what would happen if they didn't come to pick her up. So we talk about that. If your mom doesn't come at the end of soccer practice, what would you do? "Well I would tell the coach my mom's not here." And what do you think the coach would do? "Well he would call my mom. Or her would wait with me." A child who's afraid that a stranger might be sent to pick her up can have a code word from her parents that anyone they sent would know. For some kids, having a plan can reduce the uncertainty in a healthy, effective way.

10. Try to model healthy ways of handling anxiety.

There are multiple ways you can help kids handle anxiety by letting them see how you cope with anxiety yourself. Kids are perceptive, and they're going to take it in if you keep complaining on the phone to a friend or you can't handle the stress or anxiety. I'm not saying to pretend that you don't have stress and anxiety, but let kids hear or see you managing it calmly, tolerating it, feeling good about getting through it.

St. John's is selling poinsettias!

Once again, we are selling poinsettias for our Christmas fundraiser. Our poinsettias are grown at Warren's Greenhouse a local supplier who always provide vibrant, long-lasting plants. Poinsettia's make a lovely Christmas decoration for your home, or a great gift to a friend or family member. Funds raised will go towards purchasing materials for our playgrounds.

The sizes and colours available are as follows:

4.5" Pot	\$10.00	Red/White/Pink
6.5 Pot	\$16.00	Red/White/Pink
8" Pot	\$30.00	Red/White/Pink
10" Pot	\$40.00	Red/White/Pink

Orders are due to the school office by **Friday November 13th**. (either emailed or paper copy dropped off)

Poinsettias will be available for pick up on **Friday November 27th**. Please arrange to pick-up your orders that day as we do not have adequate space to store flowers. Children will be delivering poinsettia plants to Luther Manor Senior Home that day as well.

Payment Details: Once we receive your order, we will put your payment owing through your Kindertales payment method.

**** If you have multiple orders, the full payment of the FULL order will go through your Kindertales payment method****

Thanks again for your continued support!

02A5007047

St. John's Christian Nursery School, Fundraising Committee

4.5"	6"
8"	10"

[illegible]

