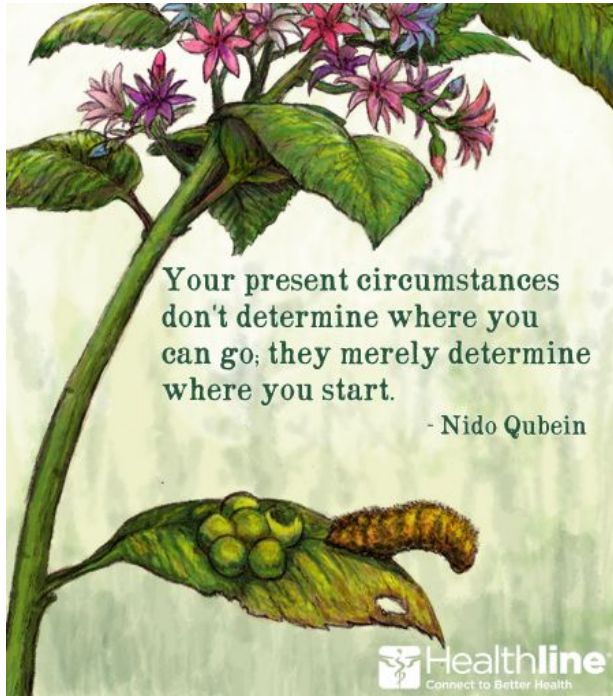


Friends Center for Children

ENGAGE COMMUNITY EMBRACE DIVERSITY
INSPIRE TEACHERS
EMPOWER FAMILIES
EDUCATE CHILDREN



Dear Families

We reach out in hopes of your continued safety and well-being. Spring continues to bloom all around us, bringing the anticipation of brighter days ahead. We hope that you find time to get outdoors, safely and responsibly. May you continue to breathe, and take in the small gifts that nature presents; a warm ray of sunlight through a window, a faint, fragrant breeze, the chirping of a robin or chattering of a squirrel, the rustling of branches as they prepare for new life. We hope that you continue to find joy and light in each coming day, and look forward to reuniting with you all as soon as possible.

Yours in hope,

The FCfC TEam



Check it out: [Weekly Family Activities with Therese and Kathy](#)

New Videos Up on The [Friends Center for Children YouTube Channel!](#)

**Week
of the
Young
Child**

Next Week: April 11-17, 2020

Week of the Young Child - April 11-17, 2020. The Week of the Young Child™ is an annual celebration hosted by the National Association for the Education of Young Children (NAEYC) celebrating early learning, young children, their teachers, and families.

Click Here For: [Week of The Young Child - Overview and Daily Themes](#)



We invite you to enjoy the “calm” tunes of: [Acoustic Mornings with Papa Tom](#)

Awareness/Advocacy

Access Health CT Extends Enrollment Window In Response To COVID-19 Pandemic

As the state's **unemployment numbers continue to skyrocket**, Access Health CT is giving Connecticut residents more time to enroll in private health plans.

The new special enrollment period was created in response to the COVID-19 pandemic. It began on March 19 and was scheduled to end April 2.

That window was recently extended to April 17. Coverage for anyone who enrolled between March 19 and April 2 began on April 1.

Anyone who enrolls between April 3 and April 17 will have coverage that takes effect May 1.



PLEASE CLICK THE FOLLOWING LINKS TO LEARN MORE ABOUT:

[The FCfC COVID Emergency Fund - En Inglés y Español](#)

[The Disproportionate Racial Impact of COVID-19](#)



Do you or someone you know need some emotional support?

[Access Local Mental Health Resources Here](#)

[Explore Healthy Lives CT for Free Wellness Assessments and Resources](#)

Mindfulness Moment



Go on a SAFARI

Go outside on an exciting adventure, try picking up a small rock or touching a plant or flower.

Notice the bugs or the birds. Take a moment to kneel down and touch the earth.

Walk mindfully paying close attention to everything. Make sure you walk in silence because you want to notice all those little details.

Big Life Journal - biglifejournal.com

Quick and Easy Outdoor “Mindfulness Safari”

You may find yourself wondering what to do with your little ones while being cooped up at home, or after a long shift. When you find yourself rested and ready, you can head outside for a quick “Mindfulness Safari”. Pick something to search for, maybe a pebble, or a twig. See what you can safely and responsibly touch, feel, smell and experience during your time outside. Kneel down, and allow your hands to meet the earth, whether it be grass, pavement, sidewalk, or sand, let yourself be supported by the earth beneath you. Try to have this experience in silence, set that expectation at the start. Ask your child to help you count how many different sounds you can hear as you take your “Mindfulness Safari” through your outdoor space, or perhaps from your front door or window!

14 Mindfulness Tricks to Reduce Anxiety



A Note from EWBC and the Quaker Dimension Committee:



EQUALITY

Equality is respecting every person's right to fairness. Each person has a voice, and no one voice is valued differently or above another's. We honor and embrace diversity. We work to expand the circle of generosity, respect, love, and sympathy found within the child's immediate family to include wider circles of other parents, the school, the community, and the natural world.

We practice equal sharing of resources and turn-taking. We try to have lots of duplicate or similar toys, so that sharing is easier. Occasionally there is a special, one of a kind toy. Should it prove too challenging, we put it away for a while. Children appreciate our recognition that sharing can be hard. Equality, of course, does not mean sameness. We work on helping children to recognize that being fair does not necessarily mean treating everyone the same or giving everyone the same thing; needs vary. The older children learn that when we go on a walk the infants get to ride in the stroller because they cannot yet walk on their own.

Ways to help children experience and understand *Equality*

Environment and expectations

- Make the environment as safe as possible.
- Choose and use books, games and toys that show diversity of people, places, lives, families, jobs, homes, languages, abilities, etc.
- Set children up for success so that there is a minimum of saying “No”.
- When there is a “No,” follow up with why it’s not OK, focusing on the effect of the situation on relationships with others.
- Help children learn to recognize and express their own “Yeses” and “Nos” so that they have confidence in voicing their preferences and opinions.
- Make materials accessible for children. Having choices allows more independence and encourages expression of individual preferences.
- Give children opportunities to do real work and feel competent.
- See “misbehavior” as “mistaken behavior”—this view enables children to forgive, fix mistakes, and move on. Talk about your own mistakes and how you learn from them.
- Expect children to test limits. Be ready to repeat yourself.
- Give each child time to move at her/his own pace as much as possible.
- Adapt and adjust expectations to accommodate children's changing needs and abilities.
- Notice when you are more lenient with one child than with another. Sometimes this is appropriate, many times it is not. Be curious about what might influence your responses.

Modeling

- Value each person. Give respect and expect respect.
- Listen hard and thoughtfully to children and to each other.
- Expect differences. Respect differences. Appreciate differences. Also expect sameness.
- Look for and acknowledge your own biases. Listen to your language and change it as necessary to make it inclusive.
- Avoid assigning children to roles and stereotypes—particularly by sex and by ability. Stereotypes and rigid roles can be confining, self-fulfilling and limiting for children.
- Slow down. A slower pace is less stressful and more successful for the group.

Activities/Materials

- Close observation of the environment, animals and people increases children's ability to see and appreciate similarities and differences. For the very young, model this. Talk to children about everything. As they begin to speak, they will join in.
- Pretend play—being a dog, a doctor, or a parent gives children practice in taking on a different role and seeing life from a different perspective.
- Conversations about our lives and experiences offer children a wider knowledge of the world and the ways in which their lives and experiences connect with others'.

Queries on *Equality*
for personal reflection or for conversation with children

- How do we teach children about fairness and sharing resources equally?
- What can we do when we see someone is being treated unfairly?
- What do we need to do to raise our awareness of unconscious bias that we carry?
- How can we show respect for different peoples and different ideas?
- How can we celebrate the richness of a community made up of many cultures?
- Can I envision a big world for myself and loved ones full of care that crosses barriers/ boundaries of difference?
- How does our work at Friends Center contribute to equal access to quality early childhood education?

