



CARING FOR THE
FACES & SPACES
OF CLARK COUNTY

**MAY
2010**

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**Young Families
Newsletter**

A free newsletter edited by
Julie Simek-Heggebo,
Family Living Agent
Clark County UW-Extension

Dear Young Family,

UW-Extension is increasing access to valuable educational resources with the electronic delivery of the *Parenting Newsletter* series. Parents can now register online to receive monthly installments of *Parenting the First, Second and Third Years Newsletter* free via email. The newsletters continue to be available in English and Spanish.

Some parents may prefer hard copies of the newsletter; however email delivery is a new “green” option. The tips and information in the newsletter are timed to the exact changes you’re seeing in your child. This allows the newsletter to be extremely effective as the information arrives during those “teachable moments.”

If you’re currently receiving the newsletter, it will continue to be available via postal mail. If you decide to receive the newsletter through email, please let the UW-Extension office know so we can save on printing and postal costs.

The new website for the parenting newsletters, as well as, other UW-Extension and national eXtension parenting resources is <http://parenting.uwex.edu>.

If you have any questions about the new website, call or email our office anytime.

Sincerely,

Julie Simek-Heggebo
UW-Extension Family Living Agent



P.S. The Young Families Newsletter is now available on the web at www.uwex.edu/ces/cty/clark. Check this web site to view parenting resources and support services for Clark County families.



FEELINGS

Teaching children to recognize feelings is an important element in guiding their behavior, says parent educator and author, Myrna Shure. Young children are able to understand and correctly label their own feelings and by age four or five, they are more able to recognize feelings of others.

The main reason for teaching about feelings is to help children develop empathy, says Shure. She says that a child who feels genuine empathy won't want to hurt others and the child is genuinely bothered by the idea of hurting others. This contrasts to a child behaving out of fear of punishment. The feeling comes from the inside and goes with the child for life. Fear of punishment comes from the outside.

In order for children to genuinely care about others, they have to first care about themselves. That's why we ask a child how he feels, not just the other child. Start by helping your children become aware of their own feelings; then guide them to realize that others also have feelings.

Develop Feelings Vocabulary

Help your preschooler develop a vocabulary to describe feelings. In her book, Dealing with Disappointment, Elizabeth Crary offers four strategies to help your child increase an understanding of feelings.

1. Read books that illustrate feelings.

Books can be used in several ways. As you read, ask your preschooler to guess the feeling by looking at pictures. Ask what feelings are shown on faces. Read the text with expression showing excitement, anger, frustration, and other feelings. Talk about a time when you felt the way a character in the story feels. Ask your preschooler if he has had feelings like those in the story.

To get started, here are some suggested books for teaching about feelings:



- I Like Me by Nancy Carlson
- I'm Mad by Elizabeth Crary
- Glad Monster Sad Monster by Ed Emberley & Anne Mirand
- Wemberly Worried by Kevin Henkes
- On Monday When It Rained by Cherry Kchenmeister
- When I Feel Jealous by Cornelia Maude Spelman
- Sometimes I'm Bombaloo by Rachel Vail

2. Talk about your own feelings.

"I'm anxious about driving on snowy roads." "I'm so happy that Grandma will join us for Thanksgiving dinner." "I'm confident that I will get that new job." Share both your feeling and the cause of the feeling. Your ability to share your feelings gives your child a model for learning about feelings.

Your child learns that the "same" person can have "different" feelings at different times. Also, your child can learn that another's feelings may be different from their feelings. This perspective-taking gives a child the ability to appreciate that other people can feel differently than they do about something, and includes awareness and sensitivity to other's feelings.

Becoming aware of others' feelings is a valuable social skill. For example: A child is able to respond with sympathy to another child who is feeling hurt or your preschooler knows better when to approach grandma with a request by "reading" her current feeling.

Parenting

—— the ——

Preschooler

<http://www.uwex.edu/ces/flp/pp/>



FEELINGS

3. Reflect your child's feelings.

Watch your child and take note of feelings. "You are frustrated when you can't get your puzzle piece to fit." "You seem excited about opening your gift." "The loud sirens in the parade scared you." Reflect both pleasant and unpleasant feelings. Include both the feeling and cause of the feeling.

In the book, Between Parent and Child, Haim Ginott says, "Only when children feel right can they think clearly, and act right." Strong feelings do not disappear when someone says, "Do not feel that way." Only when the listener accepts the feelings with sympathy and understanding, do strong feelings diminish in intensity.

Use many different words to describe feelings you observe in your preschooler. Using the words when a child is actually feeling that way gives the child words to describe how they feel. Some words to use are:

Happy	Guilty
Sad	Disappointed
Angry	Jealous
Afraid	Suspicious
Proud	Mischievous
Frustrated	Hopeful
Anxious	Surprised
Lonely	Bored
Embarrassed	Ecstatic
Interested	Exhausted
Confused	Joyful
Contented	Shy



Remember all feelings are valuable, not just the ones that make you feel good. Show you respect your preschooler's feelings and that they are important by letting your child talk freely. Ask your child to complete the following:

- I feel happy when.....
- I feel angry when.....
- Everyone feels afraid sometimes. Was there a time when you felt afraid?
- What makes you laugh? Why is that so funny?

4. Do people watching.

Go someplace where people gather—park, store, sporting event. Comment on what you see. Ask your child: How do you think that person is feeling? Discuss feelings and the possible causes of feelings that you observe. Remember feelings are not bad or good—keep your observations neutral.



References:

- Crary, E. (2003) Dealing with disappointment: Helping kids cope when things don't go their way. Seattle, WA: Parenting Press, Inc.
- Ginott, H., Ginott, A., & Goddard, H. (2003). *Between parent and child*. New York: Three Rivers Press.
- Shure, M. (1995). *Raising a thinking child workbook*. Champaign, IL: Research Press.
- Takacs, M. (n.d.) Teaching feelings helps promote social emotional health. Lower Shore Child Care Resource and Referral Center. Retrieved June 30, 2009, from http://www.lowershoreccrc.org/teaching_feelings.htm.
- Teaching your children to talk about their feelings. (2007). Alberta Alcohol and Drug Abuse Commission. Retrieved July 6, 2009, from http://www.aadac.com/565_525.asp

For more information on Parenting and Child Development, contact: Joan E. LeFebvre, Area Family Living Agent, University of Wisconsin, Extension, 330 Court Street, Courthouse, Eagle River WI 54521-8362, 715-479-3653, FAX 715-479-3605, E-mail joan.lefebvre@ces.uwex.edu April 2010



UPCOMING EVENTS

RAISING RESPONSIBLE KIDS WITHOUT RAISING YOUR BLOOD PRESSURE



Join **Love & Logic® expert, Charles Fay, Ph.D.**, for plenty of giggles and lots of practical, fun solutions to some of the most common challenges facing parents, grandparents and anybody who cares for kids on Thursday, May 6th, 6:30-8:30 p.m. at the Off Broadway

Banquet Center, Menomonie.

- End arguing, back talk and power struggles
- Teach them to listen to you...the first time!
- Motivate them to learn and behave in the classroom
- Improve their ability to make wise decisions and resist pressure
- Help them feel great about themselves
- Make raising kids fun instead of frantic

Dr. Charles Fay is a parent, nationally-known consultant and a Nationally Certified School Psychologist. Thousands of educators, mental health professionals and parents have profited from his wealth of practical, down-to-earth solutions to the most common and frustrating problems displayed by youth of all ages.



This program is free. Snacks will be provided and registration is not required. Visit www.rcmc-mhs.org or www.DCPFY.org for more event information.

MAY WIC SCHEDULE

- May 4 Neillsville Clinic & Check pick up 9-4
- May 5 Neillsville Clinic 9-4
- May 10 Owen Clinic & Check pick up 9-4
- May 11 Abbotsford Clinic 9-4
- May 12 Abbotsford Clinic & Check pick up 9-4
- May 13 Neillsville Clinic & Late Check pick up 9-4
- May 20 Thorp Clinic & Check pick up 9-4
- May 21 Owen Clinic & Late Check pick up 9-12
- May 26 Abbotsford Clinic & Late Check pick up 9-4

PLANT SWAP & SALE

Bring plants to sell or trade, or just to shop

Saturday, May 8, 2010

Clark County Fairgrounds

Open to the public at 7:30 a.m.
Until sold out (10:30/11:00 a.m.)

Open to vendors only from 6:30-7:30 a.m.
for set-up.*
(*Anyone bringing plants to sell or trade)

This is a great opportunity to get economically priced vegetable and flower transplants, perennials, bulbs, hostas, houseplants, small fruits, and sometimes even shrubs and trees.



If you have any questions contact the Clark County UW-Extension office at 743-5121.

Sponsored by:
Over the Garden Gate Master Gardener Club
Clark County Master Gardener Volunteers



UPCOMING EVENTS

PRESSURE CANNER GAUGES TESTED

Dial Gauges Only!

Bring only the lid to the locations listed below.
Weighted gauges or "jigglers" cannot be checked.
Dial gauges should be checked yearly.

Wednesday, May 12

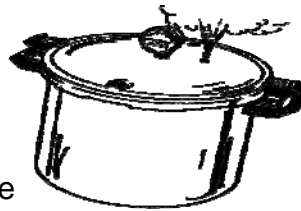
Mayville Market, Greenwood
9:00—11:00 AM

Wednesday, May 19

Thorp Super Valu
9:00—11:00 AM

Neillsville Courthouse
9:00—11:00 AM

Hene's Supply, Withee
1:00—3:00 PM



Wednesday, May 26

Kramer's County Market, Abbotsford
9:00—11:00 AM

Cloverdale Country Store, Curtiss
1:00—3:00 PM

This is the time of year to start thinking about the upcoming canning season. Dial gauges should be tested every year to make sure they are accurate and at the right pound of pressure. If you cannot attend one of the locations listed above in May, the Clark County UW-Extension office will test dial gauges at no charge anytime of the year. To make an appointment, call (715) 743-5121 to set up a time to have your canner cover tested. Office hours are Monday – Friday from 8 am – 4:30 pm.

Pressure canner checks are sponsored by Clark County UW-Extension and Clark County Master Food Preservers.

AMERICAN RED CROSS BLOODMOBILE

TOGETHERWE PREPARE



Tuesday, May 4

Granton High School Small Gym
12:00 — 5:00 PM

Thursday, May 6

Greenwood High School Old Gym
9:00 AM—2:00 PM

Tuesday, June 1

Thorp Fire Hall
12:00—6:00 PM

JUNE DAIRY MONTH RECIPE CONTEST JUNE 16, 2010 LOYAL CITY HALL

The June Dairy Month Recipe Contest committee announced today the theme for the 2010 contest "Salad's." The contest will begin with registration starting at 7:00 p.m.

Brent Shoup from Community Services will be the speaker; he will be talking about the origination of *Clark Pizza*.

If you need further assistance please contact the Clark County UW-Extension office at 743-5121.



KEEP YOUR CHILD FROM CHOKING

Babies and toddlers put things in their mouths. This is normal. It's a fact of life, but it does put them in danger of choking on something. Choking is preventable, but parents need to be vigilant to prevent it from happening. Children can choke on many things, including foods, toys with small pieces, balloons, and many other small objects found around the house and in other places. Parents need to be aware and do all they can to prevent it from happening.

Some foods are easy to choke on. This includes nuts, popcorn, fruit seeds or pits, pieces of hot dogs, bacon, marshmallows, and raisins. Peanut butter can also cause choking. Peanut butter is thick and can block airways. This is true for adults as well as children. Some raw vegetables and fruits dangerous for young children are carrots, celery, apples, and grapes. Finely chopped or grated foods may reduce the risk of choking. Peanuts, pumpkin seeds, and sunflower seeds should be avoided until children are older. Chewing gum can also be dangerous for a young child.

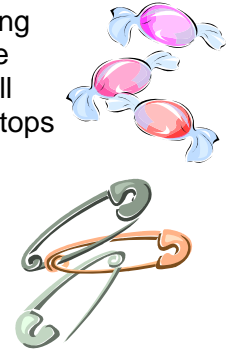
Never leave an infant or young child alone while he is eating. Children should eat while in a high chair or at a table and never eat while they are moving or running around. Teach your child not to talk or laugh with her mouth full. Food needs to be swallowed first.

Small toys or toys with small parts should be kept away from infants and toddlers. A choke tube tester can help determine if an item is large enough to be safe. A cardboard toilet paper roll can also be used. An opening with a diameter of 1 3/4 inches determines if a toy is safe.



Balloons are festive and are often used to decorate for parties. They are sometimes given away at public events and in stores. Children can choke on deflated balloons and broken balloon pieces. Be sure to collect all the pieces if a balloon breaks. You often see an inflated balloon tied to a stroller. If you are given one tied with string, make sure the string is less than seven inches long because a child can strangle on a longer string. Shorten the string if you need to.

Other objects associated with choking are buttons, coins, small button-type batteries, safety pins, marbles, small balls, pen or marker caps, and pop-tops from soda cans. Candy that is hard, sticky, or gooey can be choked on. Keep trash away from your young child because items such as egg shells and bottle caps can cause choking.



It's up to parents and other adults to keep infants and young children away from things that are not safe.

Summer Safety

Safety experts consider summer to be "trauma season" because many of children's serious injuries increase at this time of year. Most injuries can be prevented when parents realize their child's stage of development and take the right steps to help prevent injuries. When parents understand their child's cognitive, behavioral, physical abilities, and limitations at various stages of development they know what to look for to prevent serious injuries.

Five leading risks for children's injuries are falls, bicycle-related injuries, riding in motor vehicles, fire and burns, and poisonings. Here are some examples at different ages:

Infants:

- Infants' spines are not fully developed so they need to be properly placed in a car seat to avoid injury. Use a rear-facing, semi-reclined car seat until your baby is at least one year of age and weighs twenty pounds.

Toddlers and Preschoolers (Age 1 to 4 years old):

- Be sure to provide your toddler and preschooler with safe places to play. Safe playgrounds need to have twelve inches of surfacing under equipment in case of a fall. Safe surfaces include shredded rubber, hardwood mulch or fiber, or fine sand.

School-Age Children (Ages 5 to 9 years old):

- Five to nine year olds are at higher risk for cooking-related scald injuries from trying to use a microwave or stove. Your child should be tall enough to reach your microwave safely before being allowed to use it without supervision. Teach your child that steam can cause burns.



MANGO — MAY FRUIT OF THE MONTH

Mangoes belong to the genus *Mangifera*, consisting of numerous species of tropical fruiting trees in the flowering plant family Anacardiaceae, of which *Mangifera indica*, or the common mango, is commonly cultivated and used for food.



Mango trees grow 115-130 ft tall, with a crown radius of 33 ft. The mango tree is long-lived; some specimens still fruit after 300 years. In deep soil the taproot descends to a depth of 20 ft. and the profuse, wide-spreading feeder roots also send down many anchor roots which penetrate several feet of soil. The fruit takes three to six months to ripen.

The ripe fruit is variable in size and color. Cultivars are variously yellow, orange, red or green and carry a single flat, oblong pit that can be fibrous or hairy on the surface. Ripe, unpeeled fruit gives off a distinctive resinous, sweet smell.



Mango is generally sweet, although the taste and texture of the flesh varies across cultivars, some having a soft, pulpy texture similar to an over-ripe plum, while others flesh is firmer, like a cantaloupe or avocado. Some cultivars' flesh has a fibrous texture. Mango is consumed both as ripe fruit and as

an unripe fruit (vegetable). In unripe, pickled or cooked forms, the mango skin is consumed comfortably, whereas in ripe fruits, the skin is thicker and bitter and is usually not eaten. The ripe mango is commonly eaten fresh.

Mango is rich in a variety of phytochemicals and nutrients. The fruit pulp is high in prebiotic dietary fiber, vitamin C, polyphenols and provitamin A carotenoids.

Recipes

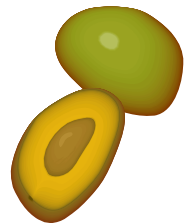
Kiwifruit-Mango Salsa

- 3 medium Kiwifruit
- 3/4 cups mango, peeled and chopped
- 1 tablespoon green chile peppers, minced
- 2 tablespoons lime juice, fresh
- 1 1/2 teaspoons honey
- 3 tablespoons cilantro
- 1/8 teaspoon salt
- 3 ounces tortilla chips (1 oz. per serving)

Peel the kiwifruit, cut lengthwise into quarters, then slice. Put the kiwifruit into a medium bowl and add all the remaining ingredients except the tortilla chips. Mix gently. Serve with tortilla chips or over cooked fish or chicken.

Tropical Fruit Snacking Cup

- 1/2 fresh pineapple, peeled, cored, and cut into cubes
- 1 mango, peeled, pit removed, and cut into cubes
- 2 bananas, peeled and cut into large cubes
- 3 kiwifruit, peeled and cut into large dice
- 1 1/2 cups purple grapes, stemmed
- 1 Tbsp. grated gingerroot
- 1 Tbsp. lime juice
- 3/4 cup mango nectar*



Combine all ingredients and chill for 30 minutes. To serve, spoon into chilled or frosty glasses, serve cold and enjoy.

***Chef's Notes:** Fruit nectars are available in the canned juice area of most grocery stores. They are fruit beverages that have high levels of both fruit juice and pulp and carry a more concentrated fruit flavor.



IT'S PLAY TIME!

This month's theme is about using your imagination, while engaging in physical activity, to benefit both mind and body. As Albert Einstein said, "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world." As you'll see, hopping, crawling, and pretending with your kid(s) is fun, and a great way for the whole family to exercise together.

Pretending 101

Here's an example of how you can pretend to be a bear:

- 1) Start the game with a fun intro, like saying:
"Come look, there's a bear in the kitchen!"
- 2) Crawl like a bear with your child.
"C'mon! Let's crawl like bears! Grrr!"
- 3) Find some pretend "food" that the animal likes.
"There's a river over there! See the fish? Pretend to eat the fish."
- 4) Find a pretend home for the animal.
"Look! There's our cave. Let's get inside and take a nap."
- 5) Continue, end the game, or start over with a different animal.



Animal Examples

Bunny: Hop, Tsk sound, Carrots, bunny Hole

Frog: Hop, Ribbit, flies, Lilly Pad

Cat: Crawl, Meow, Cat Food, Cat Bed

Cow: Crawl, Moo, Grass, Barn

Adjusting the Game

Is your child too young/old or "not into it?" Adjust the game by starting with just the animal sounds, or perhaps start by getting some books out of the library and reading about different animals. Try to play the game again. Sometimes it takes a few tries before a child catches on. But simply by modeling how to pretend, your child is learning by example that it's good to use his or her imagination! And, of course, you're never too old to be silly!

Moving and Dancing are Fun Ways to Prevent Obesity!

We keep hearing about preventing childhood obesity these days. Studies done by the Institute of Medicine in 2005 found that "one third of American children and adolescents are either obese or at risk of becoming obese." You may wonder why you need to worry about it when your child is young, but habits you teach your child now will carry over throughout her life. Obese children often become overweight or obese adults. Obesity puts kids at a higher risk for high blood pressure, diabetes, high cholesterol, and other health problems. Be active with your child and show fun ways to be physically active to help prevent health problems later in life.

Here are ways you can have fun with your child, get her moving, and keep her healthier:

- When your child wakes up from a nap, have him yawn and stretch his arms and other body parts. Make a game of it. Say, "Stretch your arms then give a big yawn. Roll your shoulders and move your head back and forth. Open and shut your eyes, How about your mouth!" You can add any other motions to make this a fun wake-up game.
- The Hokey-Pokey is a movement game and song that can be played indoors and outdoors. You can give your child directions for moving body parts in many different ways. Your child can take turns being the leader for this game.
- Marching can be done in many different ways. Have your child march slowly, then really fast. Have her march in a square pattern, down low, or on tip toes. Pretend you are marching through a mud puddle or on the beach in the warm sand.
- Freeze tag is a fun game to play with your child. Play some music and have your child jump, move his arms, tap his foot, or any movements you think of in time to the music. Stop the music and have your child freeze in the position he is in at that moment.





Notes for May

MAY 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Find 5 different kinds of trees
2 Talk about what makes you laugh	3 Show kindness to someone	4 Play checkers	5 Learn about your family	6 Make puppets out of paper	7 Volunteer!	8 Make s'mores
9 Teach someone something new	10 Pretend you live in the rainforest	11 Read a non-fiction book	12 Go to the playground	13 Eat healthy!	14 Stop and smell the roses	15 Craft Day!
16 Make tissue paper flowers	17 Go for a bike ride	18 Do something you have been	19 Talk about what it means to feel	20 Read a magazine	21 Pizza party!	22 Plant a garden
23 Make a volcano*	24 Talk about what you are thankful	25 Read a comic book	26 Thank your teachers	27 Make a summer reading list	28 Set goals for the summer	29 Pick flowers
30 Feel your heartbeat	31 Have a friend sleep over					

***Volcano:** Create a volcano by molding play dough around a small plastic cup. Be sure to leave the top open. In the cup mix 2 tablespoons of water and 1 tablespoon of baking soda. Add a few drops of red food coloring. When you are ready for the volcano to "erupt", pour 2 tablespoons of vinegar (all at the same time) into the cup and watch what happens.



Your county
extension office



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**Return Service
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CHECK US OUT, WE'RE ON THE WEB! WWW.CLARK.UWEX.EDU/

An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.

If you need an interpreter, materials in alternate formats, or other accommodations to access any programs, activities, or services, please contact the program coordinator at 715-743-5121 as soon as possible (10 days is reasonable) preceding the scheduled event so that proper arrangements can be made in a timely fashion. YF

WE NEED YOUR HELP!

If you have access to the World Wide Web and like using computers, we invite you to download/ read "Young Families" Newsletter online at <http://clark.uwex.edu/>, click on Family Living and then scroll down to Parenting. This would help us decrease our ever-expanding printing costs.

If you decide to access you newsletter via the web please e-mail us (theresa.hediger@co.clark.wi.us) so we can remove your name from our snail mail list. Also, if the "Young Families" newsletter does not meet your informational needs and you no longer want to receive this newsletter please contact Theresa at the above address or by email.

We appreciate you help!

Julie Simek-Heggebo, Clark County Family Living Agent
julie.simek@ces.uwex.edu

Office hours Monday — Friday
8:00 a.m.—4:30 p.m.

