



A program for parents and caregivers of children birth to age five.

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This material has been reviewed by Saskatchewan experts in the fields of nutrition and public health, as well as frontline service professionals. The Saskatchewan Prevention Institute is grateful for the input received from these experts.

A complete reference and reviewer list is available. Please contact info@skprevention.ca if you are interested in receiving a copy of the reference list.

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Table of Contents

JUST FOR YOU AS A PARENT	8
Benefits.....	8
Support.....	9
Fathers.....	10
Culture.....	10
Domestic Violence.....	11
Caregiver Mental Health.....	13
Maternal Mental Health.....	14
Sex After Pregnancy.....	16
Planning for Another Baby.....	17
Tobacco.....	18
Your Relationships.....	18
Who Can Support You?.....	20
CAR SEAT SAFETY.....	21
Using After-Market Products.....	21
Expiry Dates.....	22
Throwing Out Your Car Seat.....	22
Replacing the Seat Because of a Crash.....	22
Rear-Facing Car Seats.....	22
Forward-Facing Seats.....	24
Booster Seats.....	26
Car Seat Manufacturers.....	27
Car Seat Quiz.....	28
CHILD ABUSE.....	29
Types of Child Abuse.....	29
Signs of Child Abuse.....	30
Impacts of Child Abuse.....	30
Reporting Child Abuse.....	31
Prevention of Child Abuse.....	31
Prevention of Domestic Violence.....	32
Child Abuse Quiz.....	33
CHILD CARE.....	34
Daycare Centres.....	34
Babysitters.....	35
Nannies.....	36
Family Members.....	36
Separation Anxiety.....	36
Daycare Checklist.....	38

Emergency Numbers List	40
Child Care Quiz	41
CHILD DEVELOPMENT	42
0-3 Months	42
3-6 Months	43
6-9 Months	44
9-12 Months	45
12-18 Months	46
18-24 Months	47
2-3 Years	48
3-5 Years	49
Child Development Quiz.....	50
CRYING	51
Why Babies Cry.....	51
Why it is Important to Never Shake a Baby	52
Crying Quiz.....	53
DISCIPLINE.....	54
Discipline (0-1 Year)	54
Discipline (1-3 Years)	55
Discipline (4-5 Years)	56
Discipline Strategies.....	58
Reasons for Discipline.....	60
Physical Punishment.....	61
Changing Your Parenting Style.....	61
Discipline Quiz	62
DRESSING	63
Dressing Your Baby (0-1 Year).....	63
Dressing Your Child (1-5 Years)	63
Teaching Your Child How to Dress Themselves	64
Dressing Your Child Quiz.....	65
HEALTH	66
Bathing.....	66
Urinating and Bowel Movements.....	66
Children with Special Needs	66
Male Circumcision	66
Female Circumcision.....	66
Vitamins and Supplements.....	67
Water	67
Preventing Illness.....	67
Signs of Illness	68
Common Childhood Health Issues	70
First Aid.....	86

Information about First Aid for Specific Injuries	87
Immunization.....	91
Toilet Training.....	93
Health Quiz	95
HEALTHY EATING	96
Healthy Eating (0 - 6 Months).....	96
Breastfeeding.....	97
Formula Feeding.....	103
Healthy Eating (6-12 Months)	105
Healthy Eating (1-2 Years).....	109
Healthy Eating (2-3 Years).....	111
Healthy Eating (4-5 Years).....	112
Healthy Eating (5 Years).....	113
Canada Food Guide	116
Caffeine.....	117
Drinking (3-5 Years)	117
Food Safety	118
Meal Time: Your Role; Your Child’s Role	119
Picky vs Problem Eaters	120
Salt.....	121
Sugar	121
Vegetarian and Vegan Diets.....	122
Healthy Eating Quiz	124
LITERACY	125
Literacy	125
Literacy Quiz	126
MENTAL HEALTH FOR CHILDREN	127
Loving Care (0-2 Years).....	127
Loving Care (3-5 Years).....	128
Attachment.....	128
Your Child’s Brain	133
Resiliency	135
Helping Your Child Learn Empathy	135
Helping Your Child Learn to Try New Things	137
Helping Your Child Calm Their Emotions	138
Helping Your Child Learn to Be Optimistic.....	138
Routine	139
Stress	141
Temperament.....	143
Mental Health for Children Quiz	146

ORAL HEALTH	147
Oral Health (0-1 Year)	147
Caring for Your Baby’s Oral Health	148
Oral Health (0-5 Years)	148
Caring for Your Child’s Oral Health	149
Oral Health Quiz	152
PETS.....	153
Pets	153
Pets Quiz.....	156
PLAY	157
Why is Play Important?	157
Encouraging Play	158
Guide to Buying Toys.....	159
Active Play	160
Stages of Play.....	161
Outdoor Play.....	162
Toys for Fun and Learning	163
Physical Activity.....	164
Play Quiz	167
SAFETY.....	168
What is an Injury.....	168
Development and Safety	169
Batteries	173
Bicycles	174
Burns.....	175
Car Seats	175
Choking.....	175
Drowning	176
Electrical Shock.....	176
Falls.....	177
Farm Safety.....	178
Fire.....	179
Helmets	181
Pedestrian Safety.....	181
Playgrounds	182
Poison	184
Sleep	186
Storage	189
Suffocation and Strangulation.....	189
Sun Safety	190
Toys.....	190
Winter.....	191

Safety Quiz.....	193
SCREEN TIME.....	194
What is Screen Time?	194
Screen Time (0-2 Years).....	194
Screen Time (3-5 Years).....	195
Screen Time Quiz.....	197
SEXUAL HEALTH DEVELOPMENT.....	198
Sexual Health Development (0-2 Years).....	198
Sexual Health Development (3-5 Years).....	199
Sexual Health Development Quiz.....	201
SLEEP	202
Sleep (0-1 Year)	202
Sleep (1-3 Years).....	204
Sleep (3-5 Years).....	206
Sleep Quiz.....	208
QUIZ ANSWERS	209
Car Seat Quiz Answers.....	209
Child Abuse Quiz Answers	210
Child Care Quiz Answers.....	211
Child Development Quiz Answers	212
Crying Quiz Answers	213
Discipline Quiz Answers.....	214
Dressing Quiz Answers	215
Health Quiz Answers	216
Healthy Eating Quiz Answers.....	217
Literacy Quiz Answers	218
Mental Health Quiz	219
Oral Health Quiz Answers.....	220
Pets Quiz Answers	221
Play Quiz Answers	222
Safety Quiz Answers	223
Sexual Health Development Quiz Answers	224
Screen Time Quiz Answers	225
Sleep Quiz Answers	226

Just For You as a Parent

There are always new things to learn about being a parent.

Be kind to yourself and remember to take time for you.

This section is all about you ... the parent.

Benefits

What benefits are you eligible for when your child is between 0-1 year old?

As a parent of a child between the ages of 0-1 year old, there are some benefits you can get. These are described below.

Maternity Benefits

You can apply for these through Employment Insurance,

<https://www.canada.ca/en/services/benefits/ei/ei-maternity-parental/apply.html>. Your workplace may also have coverage.

The following are things you should know about this benefit.

- These benefits are only available to new moms and surrogate moms.
- You need to have worked 600 hours over the last 52 weeks. You have to prove this by sending in an original copy of your Record of Employment. This is given to you by your employer. If you had more than one employer during the 52 weeks, you need a Record of Employment from each work place.
- You cannot apply for these benefits before you are 12 weeks away from your due date.
- Benefits end 17 weeks after you have your baby.
- If you work while on benefits, the government will subtract whatever you make off of the benefit they give you.

Parental Benefits

You can apply for these through Employment Insurance,

<https://www.canada.ca/en/services/benefits/ei/ei-maternity-parental/apply.html>. Your workplace may also have coverage.

The following are things you should know about this benefit.

- Both parents can take these benefits. You can take them at the same time or one after the other.
- These benefits are given for a total of 35 weeks. The 35 weeks is shared between both parents. You can add these benefits to your Maternal Benefits for a total of 52 weeks.
- You need to have worked 600 hours over the last 52 weeks. You have to prove this by sending in an original copy of your Record of Employment. This is given to you by your employer. If you had more than one employer during the 52 weeks, you need a Record of Employment from each work place.
- If you work while getting this benefit, the government will take off \$50.00 a week or 25% of your pay cheque; whichever is higher.

What other benefits are you eligible for from when your child is born until they are 5 years old?

As a parent of a child between the ages of 0-5 years old, there are some benefits you can get. These are described below.

Canada Child Benefit

The Canada Child Benefit, <https://www.canada.ca/en/revenue-agency/services/child-family-benefits.html>, helps eligible families with the cost of raising children from 0-17 years of age. This is a tax-free, monthly benefit.

Eligibility for the benefit, as well as how much you will receive, is based on your income tax return. Both parents have to file their income tax returns and fill out an application form.

GST Credit

The GST credit is a tax-free payment that is received 4 times a year. This credit helps low or modest income families. Eligibility for this benefit is based on your income tax returns. There are no extra forms that need to be filled out. Both parents have to submit their income tax returns.

Saskatchewan Low-Income Tax Credit

The Saskatchewan Low-Income Tax Credit is tax-free. The payment is combined with the GST credits above. Again, eligibility is determined through your income tax returns. Both parents need to submit their income tax returns.

Child Disability Benefit

The Child Disability benefit is a monthly, tax-free credit. It is available to families who care for a child under 10 years old who has a disability. A healthcare professional will need to fill out a form that states that your child has a severe and long-term disability. You can find out more information from the Canada Revenue Agency (<https://www.canada.ca/en/revenue-agency/services/child-family-benefits/child-disability-benefit.html>).

Support

You and your child need a support system. A support system is a group of people and agencies that can support you when you need it.

People in your support group can include:

- friends and family
- people from your community, like members of your book club or your child's coach
- professionals and organizations, like a food bank or parent support group

On page 20, you will find an activity that can help you figure out who can support you.

Give your child the chance to meet and play with other children. This will help them to build resiliency skills and develop mental health.

Opportunities for your child to meet other children include:

- attending community events
- going to friends' or relatives' houses
- participating in child-focused programming
- helping with chores outside of your house, like grocery shopping

Let your child play with other children their own age. It is also good if they have relationships with trusted adults outside of your family. This will build their support system.

Fathers

Not all children have fathers in their lives.

For those who do, it is important to recognize that fathers play a unique role in their children's lives. Fathers who are involved in parenting and their children's lives can have many positive impacts on their children.

Fathers who are involved with their children have more confidence as a parent, have more connections to their families, and are happier in future friendships and relationships. Research shows that children who have involved fathers are more likely to have better problem-solving skills, are less impulsive, have higher self-esteem, can regulate their emotions, are empathetic, and are less aggressive.



Culture

Culture is the way that a group of people “do things”. Culture can be based on ethnic background, religion, sexuality, language, social group, or family. Culture includes shared traditions, values, behaviours, ways of thinking, ways of bringing up children, and ways of understanding those around you.

An important part of raising your child is passing on your culture. Research shows that children who have a connection to their culture are physically and mentally healthier than those who don't. It can be difficult keeping your culture and fitting in where you live. Some practices, which are considered normal in some cultures, may be seen differently by other cultures (e.g., physical punishment, bed sharing, practices around child care, or living in large family groups).

Sometimes, a family with same-sex parents may be judged because they do not fit into the “traditional family” model. This can impact both the parents and the child.

Indigenous people have had their culture impacted by colonization, residential schools, and racism. For some families and communities, re-learning their culture may be very important, including values, traditions, language, spirituality, and child-rearing practices.

Getting support from others in your culture or an organization that focuses on your culture may help.

Domestic Violence

What is domestic violence?

Domestic violence refers to abuse that occurs between people who are in a relationship. Domestic violence is sometimes called intimate partner violence. Domestic violence can happen to anyone regardless of income, culture, sexual orientation, whether married or not, or whether they live together or not.



This picture gives examples of domestic violence used against women. Visit <https://www.theduluthmodel.org/wheels/> for other examples.

Who can be the victim of domestic violence?

Both men and women can be abusive. Both men and women can also be abused. There are a lot of different kinds of abuse. Some of these include physical, emotional, sexual, financial, or spiritual abuse.

Who is to blame for the violence?

The victim is never at fault. Nothing that they did or did not do caused the abuse. Abuse happens because the abuser needs to have control over someone else.

Young Children and Domestic Violence

Young children are affected by domestic violence. They are more vulnerable than older children for some of the following reasons. They are:

- physically smaller and unable to protect themselves
- more likely than older children to be home during conflicts
- unable to ask for help or talk about what they see, hear, or feel
- less likely to know people outside of their home

In Saskatchewan, witnessing domestic violence is considered a form of child abuse.

Children are affected by domestic violence when they:

- see or hear violence
- see the effects of violence on their parents (injuries or depression)
- are threatened as part of the abuse
- feel the need to become caregivers for their parents
- have their family break apart
- are victims of abuse themselves

Domestic violence:

- increases a child's risk of being abused
- often results in families breaking down (e.g., divorce or separation)
- increases the risk of mother's mental health problems before and after pregnancy; this can impact the health of their child
- can affect the care the parents give the child (e.g., nutrition, clothing, bathing)
- can result in other problems within the family (e.g., alcohol or drug abuse, isolation)

Children who live in a home where there is domestic violence may:

- not understand what is happening, why it is happening, and who is at fault; they might blame themselves
- think that violence is okay and normal
- develop behavioural problems
- not be getting the nutrition that they need
- lose behavioural, social, and emotional skills (regress)

- develop health issues like allergies or asthma
- not have a good example to learn about healthy relationships or how to interact well with others
- have problems forming healthy relationships with adults and other children

How can you help children deal with domestic violence?

A child who has experienced domestic violence needs help to sort through their feelings, to understand the abuse, and to develop a healthy relationship with their parent(s). You can help your child rebuild their close relationships.

Below is a list of ways that you can help your child deal with domestic violence.

- Allow your child to be a child; don't give them adult responsibilities and roles.
- Provide a safe place for play and exploration.
- Help the child learn how to recognize, name, and manage their emotions.
- Model social skills for the child, such as respect.
- Provide opportunities, like running or swimming, for your child to release built-up energy.
- Teach your child problem-solving skills.
- Pay close attention to what your child says or how they act and understand that it may be a result of the violence.
- Model dealing with anger in a positive way.
- Help your child learn to deal with success and failure.
- Help your child learn coping skills, such as relaxation techniques.
- Give your child opportunities to play with other children their age.
- Build on your child's strengths.
- Once your child is safe, help them to understand that it was not their fault, that abuse is not right, and that it is okay to feel confused about everything that happened.

Caregiver Mental Health

Do you have a mental health concern? Do any of your child's other caregivers have a mental health concern? There is support available for caregivers dealing with mental health concerns. Many people who experience mental health concerns are great caregivers.

Sometimes, caregivers who are experiencing mental health concerns are not always able to take care of their children in a sensitive and consistent way. For example, you may be hospitalized and, therefore, have breaks in your relationship with your child. It may also be difficult to be there for your child emotionally. This can impact your child's ability to form a secure attachment to you.

Your child may develop some behavioural, learning, mental, and social problems. Sometimes, behaviours of your child may make your mental health symptoms get worse, for example, getting less sleep when your baby is young or not being able to stick to a specific schedule.

With support, parents with mental health concerns can be great parents. There are some things that you can do to support yourself and your children.

- Recognize that it is okay to admit to others that you are struggling and that you need help. Get support from professionals, family, or friends.
- Take time for yourself when you need to.
- Recognize that you have a lot of strengths.
- Help yourself and your child build resiliency skills.
- Connect with local support groups and organizations. The Canadian Mental Health Association (CMHA) can help you do this (<https://cmha.ca/>).
- Gather information. National mental health sites from a variety of countries have information about parenting and mental health.
- Build a support network around yourself and your family. You can also call HealthLine (811) if you need to connect with someone right away.

Maternal Mental Health

Maternal mental health problems happen during pregnancy or in the first year after you have had your baby. A lot of people experience maternal mental health problems. Any new mother can be affected. It doesn't matter how much money you have, what ethnicity you are, or where you live.

Please read the list of symptoms below. Do you have several of these symptoms? Have these symptoms lasted longer than two weeks? If you have answered "yes" to any of these questions, please talk to your healthcare professional.

- Cry for no reason
- Have less interest in normal activities
- Feel unusually grumpy, angry, or sensitive
- Feel more tired than usual
- Have more energy than usual
- Have problems sleeping or sleep too much
- Have problems concentrating
- Have difficulty coping
- Feel anxious or panicked
- Think about hurting yourself, your baby, or others
- See things or hear voices



Maternal mental health concerns can be serious. They can affect the health of the mother, baby, and others around them. If you are having thoughts of hurting yourself, your baby, or others, call 911.

It is important to get help as soon as possible. Contact your regional mental health office. You can also call HealthLine (811) if you need to talk to someone right away.

Medications

Sometimes, people who experience maternal mental health problems will need medications to help them get better. Medications for mental health may be needed just as medications may be needed for physical health. Medication does not work alone. You will also be offered other kinds of support.

Medication can help you to regain wellness and function.

If you need medication, your healthcare professional will prescribe it for you. Everyone reacts to medications differently. You may be taking something different from other women that you know. You can work with your healthcare professional to figure out which medication(s) work best for you.

Risk Factors for Maternal Mental Health Problems

Sometimes people may worry that they will have problems coping and adjusting after they have a baby. They may have heard about postpartum depression and wonder if they are at risk.

Below are some risk factors. Risk factors do not cause mental health problems. However, they are important to share with your healthcare professionals so that you can receive support if needed.

- You have had or still have a mental health problem.
- You have changes in your mood and unusual thoughts before your period.
- You are really anxious and worried at the end of your pregnancy.
- Someone in your family has mental health problems.
- Someone in your family has addiction disorders.
- People in your family have been treated or are being treated for maternal mental health problems.
- You have experienced severe sleep loss during your pregnancy or after your baby's birth.
- You have been in pain for a long time.
- You have had a high level of stress lately.
- You have had other health problems during pregnancy.
- You were given hormone treatment to help you get pregnant.

Adapted from McDonald, J. & Flynn, C. (2015). Mother's Mental Health Toolkit. A Resource for the Community. Nova Scotia: IWK.

What Can I Do to Help Myself Recover?

The list below includes suggestions that may help improve your health. Some of these may help; some may not. You may have other ideas that you want to add to the list.

- Take an active role in getting better.
- Learn as much as you can about your maternal mental health problem.
- Decrease the amount of stress in your life.
- Find a service provider you can trust and talk to.

- Take medication if it is needed.
- Tell yourself it is okay to take medications.
- Find people who can support you at this time.
- Take care of yourself. You are important.
- Tell your partner what you need and how to help.
- Think about what your life will be like when you get better.
- Try not to use substances that will change your thinking or mood. Drugs and alcohol can also change the way your medication works.
- Put your recovery first.

Adapted from McDonald, J. & Flynn, C. (2015). Mother's Mental Health Toolkit. A Resource for the Community. Nova Scotia: IWK.

Sex After Pregnancy

There is no rule that says when you should start having sex after pregnancy. It is important to wait until your body heals. This can take 4-6 weeks depending on the delivery of the baby. Some women wait until their healthcare professional gives them the go-ahead.

There are many things that may make you decide to wait longer to have sex. These include feeling tired, pain, and stress. It is okay to wait until you are ready to have sex. Talk to your partner about how you feel. Try other forms of intimacy.

The hormonal changes during pregnancy can change your body. Your vagina may not be as lubricated as it was pre-pregnancy. This may cause discomfort during sex. Talk to your partner about what pleases you. Take your time. Try a vaginal lubricant or cream.

You may also find that the muscles in your vagina are not as tight as they used to be. This may affect the stimulation you feel during sex. You can tighten these muscles by doing Kegel exercises. Kegel exercises are done by tightening your pelvic muscles like you do when you are stopping your pee mid-stream. Hold for 10 seconds and then release.

Contraception

To give your body time to heal, it is recommended that you wait 18-24 months before becoming pregnant again.

Breastfeeding does not guarantee that you will not become pregnant. You will need to use birth control if you do not want to become pregnant. You can become pregnant two weeks before your first period starts following pregnancy. Your period may start as soon as 4-6 weeks after having your baby.

There are several forms of birth control that you can use while breastfeeding. Talk to your healthcare professionals about your options.

Planning for Another Baby

Your body needs time to heal after having a baby. To give your body time to heal, it is recommended that you wait 18-24 months after giving birth before becoming pregnant again.

The timing between having a baby and getting pregnant again can affect the health of you and your baby. Short times between your pregnancies can lead to preterm birth and a low birthweight baby. These can cause long-term health problems in your child.

Breastfeeding does not guarantee that you will not become pregnant.

You will need to use birth control if you do not want to become pregnant. There are several forms of birth control that you can use while breastfeeding. Talk to your healthcare professional about your options. You can also use the KIS-SK App to learn about contraception and where to get it in Saskatchewan.



Siblings

Introducing a new baby to your house can be a fun time or a difficult time for other children in the house.

Include your child in the excitement of getting ready for the baby. Start early in the pregnancy to prepare your child for their new sibling.

Babies get a lot of attention from you as well as from people who come to visit. It is important that your other child(ren) do not feel left out or ignored. Celebrate their new role. Include them in caregiving (e.g., bringing you a diaper).



Keep your child's routines the same as much as possible (e.g., reading a book before bedtime).

Tobacco

Infants and children who are exposed to tobacco smoke may develop health problems, like asthma and allergies.

Children absorb more chemicals from tobacco smoke than adults because:

- they breathe faster than adults
- they inhale more air relative to their body weight
- they absorb the chemicals faster than adults

The harmful products of tobacco smoke also can be passed to the infant through breast milk. Second-hand smoke refers to the tobacco smoke that is inhaled from the smoke of another person's cigarette, cigar, or pipe.

Third-hand tobacco smoke is the chemicals from tobacco smoke that can be left on a variety of surfaces, such as couches, rugs, hair, and clothing.

Young children are exposed to third-hand tobacco smoke because they crawl on the floor, may be held by adults who smoke, and often put objects in their mouths. The chemicals from tobacco smoke remain on the clothing, hair, and skin even if a person smokes outside. If you smoke and cuddle your baby, they are still being exposed to the chemicals. After you have smoked, try to wash your hands and change your clothing before holding an infant or child.

For information about the impact of tobacco smoke on children, please go to <https://www.canada.ca/en/health-canada/services/health-concerns/tobacco.html> and/or <https://skprevention.ca/smoking-and-tobacco/>.

Your Relationships

Having a child can cause a lot of changes in your life. Some of these changes can affect your relationships.

If your friends do not have children, this can change the dynamics of your friendship. This is not necessarily a bad thing, but in a time when a lot is already changing it may feel overwhelming. Talk to your friends about these changes.

Your relationship with your partner will also change. You've added another person to your family. Take time for each other. Take time to do things that you enjoy and allow your partner to do the same.

Spend time talking to your partner. Parenting takes a lot of compromising and an understanding of where each parent is coming from. Keep communicating.

Try to talk about some of the decisions you will have to make before you have to make them. That way you can both take your time to discuss concerns and come to an agreement. Always remember that these agreements might change in the future.

Some things that you may want to discuss are:

- At what age will you feel comfortable leaving your child with a babysitter? A family member?
- Do you want your child to go to daycare? At what age?
- Do you want your child involved with a religious organization?
- What are the discipline strategies that you might use?
- What type of bedtime routine do you want for your child?
- Do you have a specific diet you want the family to follow? At what age is it safe to introduce this?
- What is each parent's role going to be in raising this child (e.g., changing diapers, putting the child to bed, reading to the child)?
- How will you cope if you don't get enough sleep?
- How do you feel about co-sleeping with the baby?
- How important is breastfeeding to you?
- What are your thoughts on circumcision if you have a boy?



Who Can Support You?

What areas do you need support in? Use the space to add details for your particular situation.

- Chores and errands
- Financial support
- Practical advice
- Spiritual support
- Physical comfort
- Child care
- Community resources
- Emotional support

What qualities do you look for in a support person/organization? List people who you can turn to for these qualities.

- Trustworthy
- Good listener
- Available emotionally
- Good judgement
- Empathetic
- Understanding
- Patient
- Willing to give advice
- Sense of humour
- Non-judgmental

Adapted from Trauma Academy. (n.d). My Trauma Recovery.

Car Seat Safety

Car seats save children's lives. Using the proper seat for your child and installing it correctly is very important.

Car seat checks are available throughout Saskatchewan so parents can have their infant or child seat checked by trained technicians. The technicians will let you know how to install and use your car seat properly. Car seat checks are free. For more information about car seat checks in your community, visit <https://sgi.sk.ca/technicians>.

Your child's car seat needs will change as they grow and develop.

All car seats that are sold in Canada have to meet specific safety standards. The seat you buy should have a sticker that looks like the one to the right. There are many car seats available to buy and some are more expensive than others. Just because a seat is more expensive does not mean it is safer.



Used Car Seats

If you are thinking of buying a used car seat, find the answers to these questions before you buy. It may not be worth the risk to your baby's safety.

- Has the car seat been in a crash?
- Is the car seat past its expiry date? This can be found on the plastic of the seat, on the manufacturer sticker, or in the manual.
- Are the straps frayed or torn?
- Are there cracks or stress in the plastic?
- Is the manual with the seat?
- Are there missing parts?

Not all car seats work well in all vehicles. Before you buy a car seat, make sure it fits in your vehicle. Be sure to fill out and mail the car seat warranty card. If there is a recall or problem with your car seat, the manufacturer will contact you.

Using After-Market Products

After-market products are products that are sold separately from your car seat. After-market products are not recommended for use. These have not been tested for safety during a crash. After-market products include:

- Mirrors
- Toys
- Window covers
- Harness pads
- Seat protectors
- Infant support inserts
- Head rests
- Pillows
- Shoulder pads/harness covers
- Custom covers
- Waterproof pads

Expiry Dates

It is important to know the expiry date of the car seat that you are using. Car seats expire because the plastic parts begin to break down over time. Everyday use of the seat can also cause wear and tear. Expiry dates can be different depending on the brand of seat that you buy.

To figure out what the expiry date of your car seat is:

1. Check the date that your car seat was made. This can be found somewhere on your car seat.
2. Sometimes the expiry date for the car seat is listed on the plastic part of the seat or on a sticker. If it is not, you will find information about the expiry date in the car seat's manual. You can also contact the manufacturer for this information (see page 7).

Throwing Out Your Car Seat

Saskatchewan does not have a car seat recycling program. When it comes time to throw out your car seat, follow the steps below.

1. Remove padding and cut it in two.
2. Remove the harness and take all straps off.
3. Cut the harness so that it cannot be used again.

By taking the time to do these steps, you are helping to ensure that other children will not be put in an unsafe seat.

Replacing the Seat Because of a Crash

You will need to replace your car seat if it has been in a crash. Talk to SGI about getting the replacement cost covered if you are insured.

Rear-Facing Car Seats

You will need to have a car seat installed in your vehicle before you leave the hospital with your new baby.

Your child will need to be in a rear-facing car seat until they are **1 year old AND at least 10 kg (22 lb) AND can walk by themselves**. In this type of car seat, your child will be facing the back of your car. This is the safest position for your baby at this age.



Why are Rear-Facing Car Seats Important?

Rear-facing car seats are angled so that your child's head is supported. This prevents your child's head from falling forward.

A rear-facing car seat fully supports your child's head, neck, and back. If you are in a car crash, the force caused by the crash will go along the whole length of your child's back. This will decrease your child's risk of injuring their head, back, neck, and internal organs.

In a properly installed rear-facing car seat, your baby is in the safest position in your car.

What Type of Rear-Facing Car Seat Should I Buy?

There are a lot of options out there for rear-facing seats. Most parents choose to start with an infant carrier. With this type of seat, you can carry your baby to and from the car. The base of this car seat is always installed in the vehicle. The seat attaches into it. Because you do not have to remove the base, it can stay properly installed all the time. Infant carriers are convenient and fit small babies best.

The other types of rear-facing seats are called convertible seats (rear-facing and forward-facing) and 3-in-1 seats (rear-facing, forward-facing, and booster). If you are buying one of these seats, check the minimum weight for a child using the rear-facing option. Many of these seats have a 2.25 kg (5 lb) minimum weight requirement.

Installing a Rear-Facing Seat

Keep in mind that not all vehicles and car seats are the same.

It is important that your baby's car seat is installed properly. To make sure that you are using a rear-facing seat correctly, check the following:

- Check **both** the car seat manual and vehicle manual for specific instructions.
- The car seat should be in the back seat and facing the rear of the vehicle. Your child can be injured by the airbags in the front seat because of their size and development.

- The seat belt or Universal Anchorage System should be tightened, as indicated in the car seat manual. The seat should not be able to move more than 2.5 cm (1 in). Do not use a seat belt and Universal Anchorage System at the same time.
- Ensure that the seat is on the appropriate angle according to the instruction manual. This keeps your baby's head supported.

Securing Your Child

- The chest clip should be level with your baby's arm pits.
- The harness straps should lie flat.
- The harness straps should be tightened so you can only fit one finger between the strap and your baby's collar bone.
- The harness strap should come out of the car seat at or below your baby's shoulders. The top of your child's head should be at least 2.5 cm (1 in) from the top of the seat.
- If using an infant seat, check the manual to see what position the carry handle should be in when being used in the vehicle.



Forward-Facing Car Seats

A forward-facing car seat should be used after a child reaches the maximum weight or height of their rear-facing car seat. This seat will still be placed in the back seat of your vehicle. Your child can be injured by the airbags in the front seat because of their size and development.

Here are some questions to ask yourself before you switch your child to a forward-facing seat.

- Is your child at least 1 year of age?
- Does your child weigh more than 10 kg (22 lb)?
- Can your child walk by themselves?

If you answered “yes” to all these questions, you can legally move your child to a forward-facing seat.

If your child still fits within the weight and height requirements of their rear-facing seat, it is safest to keep using that seat. You will need to look at the car seat manual to find out this information.

There is no need to switch your child to a forward-facing seat until they outgrow the requirements of their rear-facing seat. Remember, keeping your child in a rear-facing car seat is the safest for your child.



Why is a Forward-Facing Car Seat Important?

Forward-facing car seats have 5-point harnesses. The harness secures your child by being placed over both shoulders and both legs. All points of the harness connect at the hips.

The harness is made so that if there is a crash, the force will be spread over the strongest bones in your child's body. This can help prevent serious injuries. The crotch strap also helps to prevent your child from slipping out of the seat.

There are 3 different types of forward-facing car seats:

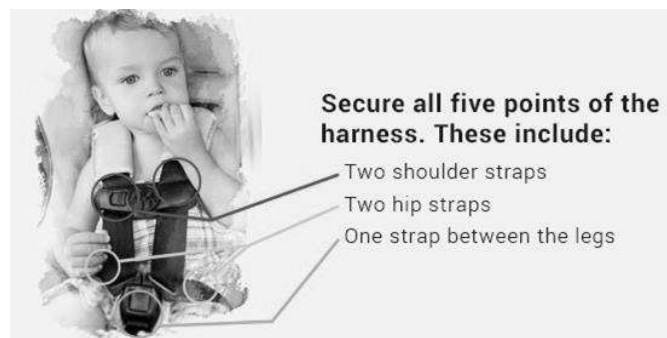
- Convertible seat – rear-facing and forward-facing
- 3 in 1 seat – rear-facing, forward-facing, and booster
- Combination seat – forward-facing and booster

Whichever car seat you use, it is important that it is installed properly.

Installing a Forward-Facing Seat

It is important that your child's car seat is installed properly. To make sure that you are using a forward-facing seat correctly, check the following:

- The car seat is in the back seat and faces the front of the vehicle.
- Most of the car seat, at least 80% of it, should be sitting on your vehicle's seat.
- The seat belt or Universal Anchorage System is tightened on the car seat. The seat should not be able to move more than 2.5 cm (1 in). Do not use a seat belt and Universal Anchorage System at the same time.
- The tether strap should be attached to the tether anchor. You can find the location of the tether anchor in your vehicle by looking in your vehicle's manual.



- The chest clip is level with your child's arm pits.
The harness straps are tightened so you can only fit one finger between the strap and your child's collar bone.
- The harness strap comes out of the car seat at or above your child's shoulders.

Check your car seat for the maximum weight it can hold. Many seats are safe for children who weigh between 10 - 29 kg (22 - 65 lb).

Booster Seats

Children should be kept in forward-facing seats as long as possible. Once they have outgrown the weight and height requirements of their forward-facing seat, children should move to a booster seat.

In Saskatchewan, children need to be in booster seats until they are **at least 7 years old**. Children should also weigh **at least 36 kg (80 lb) AND stand 145 cm (49 in) tall** before they are moved out of booster seats.

Booster seats are still placed in the back seat of your vehicle. Your child can be injured by the airbags in the front seat because of their size and development.

Why is a Booster Seat Important?

Booster seats raise children up on the vehicle seat so that the seatbelt properly fits their bodies. Without a booster seat, children are at risk of abdominal and spinal injuries.



Buying a Booster Seat

There are a few different types of booster seats:

- A high-back booster seat has a full back on it that adds head and neck support and also has a shoulder belt routing clip.
- A low-back/simple or no-back booster seat requires that the vehicle seat be at least to the top of the child's ears for head and neck support. Most vehicle seats have headrests that should work with this type of booster seat.
- 3-in-1 or combination seats can be converted from a forward-facing harnessed seat to a booster seat. Follow the car seat manual's instructions.

Not all booster seats work well in all vehicles. Before you buy one, be sure it fits in your vehicle.

Be sure to fill out and mail the booster seat warranty card. If there is a recall or problem with your booster seat, the manufacturer will contact you.

Installing a Booster Seat

Make sure that you check your vehicle manual and the booster seat manual for installation instructions. Many booster seat companies have installation videos on their websites.

It is important that your child's booster seat is installed properly. To make sure that you are using a booster seat correctly, check the following:

- The booster seat is in the back seat and faces the front of the vehicle.
- Most of the booster seat, at least 80%, should be sitting on your vehicle's seat.
- The lap belt should be placed under the arms of the booster seat or as shown in the booster seat manual. The shoulder belt goes across your child's chest and over their shoulder.
- The booster seat should sit straight and be against the vehicle seat.

Car Seat Manufacturers

The following is the contact information for manufacturers of car seats available in Canada. If you cannot find the manufacturer of your child's car seat below, you can find their information online.

Brand Name	Website	Phone Number
5514 KM (UPPAbaby)	www.5514km.ca	1-855-422-4515
Baby Trend	www.babytrend.com	1-800-328-7363
Britax	www.britax.ca	1-888-427-4829
carFoldio (Mifold)	www.mifold.ca	1-800-667-4111
Chicco	www.chicco.ca	1-800-667-4111 or 514-344-3045
Clek	www.clekinc.ca	1-866-656-2462
Diono (formerly Sunshine Kids)	www.ca.diono.com	1-866-954-9786
Dorel (Cosco, Eddie Bauer, Maxi-Cosi and Safety 1st)	www.dorel.com	1-800-544-1108 or 514- 934-3034
Evenflo	www.evenflo.com	1-937-773-3971
Fisher-Price	www.fisher-price.com	1-800-524-8697
Graco	www.gracobaby.ca	1-800-667-8184 or 1-514-344-3533
Harmony Juvenile	www.harmonyjuvenile.com	1-877-306-1001
Nuna	www.nunababy.ca	1-800-667-4111
Orbit Baby	www.orbitbaby.com	1-866-531-3255
Peg Perego	www.pegperegoCanada.com	1-800-661-5050 or 1-905-839-3371
Tomy/Learning Curve/The First Years	www.us.tomy.com/brand/the-first-years/	1-800-704-8697

Car Seat Quiz

1. Children in Saskatchewan are required to travel in an appropriate car seat until they are at least:
 - a. 6 years old
 - b. 10 years old
 - c. 7 years old
 - d. 4 years old

2. Where should your child's car seat be installed in your car?
 - a. Back seat; middle seating position
 - b. Back seat; right-hand or left-hand side
 - c. Front seat
 - d. a and b

3. When can your child switch from a rear-facing seat to a forward-facing seat?
 - Your child is 1 year old
 - Your child weighs 10 kg (22 lb)
 - Your child can walk by themselves
 - All of the above

4. What should I check before installing a used car seat?
 - a. Expiry date
 - b. Manual is with the seat
 - c. Seat has extra gadgets
 - d. Seat is a good fit for your vehicle
 - e. All of the above except c

5. All car seats sold in Canada have to meet specific safety standards.
 - True
 - False

Child Abuse

Child abuse is more common than people think. There are many different kinds of abuse. People often believe that if a child does not have physical injuries, they have not been abused. This is not true.

Child abuse means the physical, emotional, sexual, or neglectful maltreatment of a child. Witnessing violence is also considered a form of child abuse.

It is commonly believed that children are most often abused by strangers. This is why education about abuse has focused on stranger danger. Children can be harmed by strangers; however, it is more likely that a child will be abused by the people that they know. This can include family, family friends, and other trusted adults in the child's life.



Types of Child Abuse

Physical: Physical abuse means using physical violence against a child. Some examples of physical abuse include slapping, biting, burning, punching, pushing, throwing, grabbing, and hurting the head, brain, and neck. Physical abuse can cause injuries, like bruising or broken bones.

Emotional: Emotional abuse refers to using words, attitudes, or behaviours to humiliate, embarrass, or hurt a child. Some examples of emotional abuse include making fun of, mocking, or calling a child names.

Sexual: Sexual abuse is any kind of sexual activity involving a child. Sexual activity does not have to include penetration (e.g., putting the penis into the vagina or anus/bum) to be abusive. Some examples of sexual abuse include sexual touching and kissing, forced sexual acts, forcing a child to watch sex between adults (in person or through pornography), making child pornography, and sex trafficking.

Neglect: Neglect refers to not meeting a child's needs. This can include:

- Emotional neglect: not providing love and care
- Physical neglect: not providing physical supplies like clothes, toothbrush, and soap
- Educational neglect: not allowing the child to attend school
- Medical neglect: not providing a child with needed medical care

Witnessing Domestic Violence or Marital Discord: Witnessing domestic violence or marital discord refers to a child seeing, hearing, or dealing with the effects of domestic violence. The child may not be physically harmed by this abuse. They can be indirectly harmed, for example, by being made to lie about the reason for a parent's injuries.

Witnessing abuse is considered a form of child abuse in Canada.

Signs of Abuse

Sometimes it is easy to notice the signs of abuse.

However, it can also sometimes be difficult to notice signs of abuse. Sometimes signs of abuse and normal development can be confused.

Below are some signs of abuse:

- Not interested in activities the child used to like
- Changes in behaviour (e.g., more aggressive or hyperactive)
- Going backwards in development (e.g., not being able to use the potty when they have already been potty trained)
- Developing new and unusual fears
- Lack of parent supervision
- Lack of parent attention
- Unexplained injuries, such as bruises, fractures, or burns; young babies are not able to injure themselves until they begin to move
- Injuries that don't match the explanation given by parent or child
- Untreated medical or dental problems
- Sexual behaviour or knowledge that is inappropriate for the child's age
- Trouble walking or sitting, or pain in the groin area
- Child acts out abuse they have experienced and may abuse other children
- Frequent headaches or stomach aches
- Seeking stranger's affection
- Poor growth or weight gain
- Poor hygiene
- Lack of clothing or supplies



Impacts of Child Abuse

There are many impacts of child abuse. Some of these you can see right away, like bruises or aggressive behaviour.

Some of the impacts occur over time. Ongoing abuse causes a constant activation of the child's stress response system. This constant activation results in physical, emotional, and behavioural problems in childhood and adulthood.

Abuse can also harm the child's attachment relationships and may make home an unsafe place to be.

Reporting Child Abuse in Saskatchewan

The Saskatchewan Child Abuse Protocol states that it is everyone's responsibility to report child abuse to social services or the police (local or RCMP). If you make a report, it is not up to you to prove the abuse is happening. Child protective services, the police, and other specialists will investigate and make that decision.

It is important not to assume that someone else has already reported the situation. If you suspect abuse, you should report. This ensures that reports are made and information can be added to a child's file.

Prevention of Child Abuse

Teach

- Introduce your child to the Kids Help Phone, call 1-800-668-6868 or text 686868.
- Teach your child their rights.
- Teach your child to use the correct names for their body parts.
- Talk about child abuse and domestic violence openly in your community and at home.
- Teach your child the difference between appropriate and inappropriate touch.
- Supervise and set boundaries around your child's use of the Internet.
- Create a safety plan with your child so that they know who to go to if they are feeling unsafe. Help your child to understand that if they do not get the help they need from the first person they tell, to keep telling until they get the help they need.

Report

- If you suspect child abuse, report it to social services, police, or RCMP. Understand your duty to report. You do not have to have proof of the abuse.

Support for Parents

- Learn about positive discipline. Positive discipline skills help you to find long-term solutions that can help children develop their own self-discipline.
- Be aware of signs of abuse (e.g., overly aggressive behaviours and inappropriate sexual behaviour).
- If you suspect that your child has been abused, call social services, RCMP, local police, or HealthLine (811).

Check

- Before enrolling your child in a program or daycare, check that adult leaders/coaches have had a criminal records check.
- Coaches in Saskatchewan are encouraged to take a training called Respect in Sport (<https://sasksrc.respectgroupinc.com/>). The purpose is to help decrease bullying and abuse in sports.

Prevention of Domestic Violence

- Learn the warning signs of domestic violence (<https://skprevention.ca/domestic-violences/>).
- Be aware of the impact of domestic violence on children.
- If you are being abused, get help. Please refer to PATHS, Provincial Association of Transition Houses and Shelters (<http://pathssk.org>) for information.
- Teach your child social skills, including the importance of healthy relationships. Visit <https://kidshelpphone.ca/get-info/healthy-relationships-vs-unhealthy-relationships/> for more information on healthy relationships.
- Model to your child what a healthy relationship is. Your child will copy and learn from your relationship.

Child Abuse Quiz

1. Creating a support system for your child is one way to prevent abuse.
 True
 False

2. It is easy to tell if a child has been abused.
 True
 False

3. Only professionals working with children are obligated to report if they think a child is being abused.
 True
 False

4. Child abuse does not affect young children. They just get over it.
 True
 False

5. Which of the following would be considered child abuse in Canada? Choose all that apply.
 a. A child taking care of their mother the morning after their mother was hit by their father
 b. Grabbing your child's arm to keep them from running into traffic
 c. Watching pornography with your child
 d. Shaking your child to stop them from crying
 e. Cuddling on the couch while watching television with your child
 f. Calling your child worthless or stupid
 g. Bathing your child
 h. Tripping your child on purpose
 i. Not allowing your child to get medical attention when they need it

Child Care

There are many options available for child care. Choose child care that will work for you, your family, and your child. Plan for your child care needs early. Most child care centres and other care providers have a wait list.

Daycares

Wait lists for daycare centres can be long. Plan ahead if you will need one. You can make appointments to visit different daycares. This will help you feel comfortable with your choice. Ask the daycare for a reference or if you can talk to some of the other parents whose children are being cared for by the same daycare. See page 5 for a list of things to look for in a daycare and questions to ask.

Even after your child starts preschool or kindergarten, you may still need child care. Some daycares offer before and after school care. Some offer part-time care if your child is in a half-day preschool or kindergarten.



Once your child begins daycare, make sure it is a good fit for you and your child. Drop in often to see how your child is getting along. Talk to your child about their day and listen to their feelings. It may take time for your child to adjust to a new place and new people. Both you and the staff can help your child adjust to this change.

If you notice unexplained bruises or injuries on your child, changes in your child's behaviour, or your child talking

about inappropriate things that happen at the daycare, take immediate action. Trust your instincts. If you have concerns, discuss them with the staff or another professional. If you suspect that your child or other children are being abused, you have a legal responsibility to report your concerns. You can report to your nearest Ministry of Social Services office, First Nations Child and Family Services Agency, or local police/RCMP.

There are two types of daycares in Saskatchewan: licensed and unlicensed.

Licensed Daycares

Some daycares are licensed by the Government of Saskatchewan. They can be daycare centres or home-based daycares. Licensed daycares are checked by Early Learning and Child Care Consultants. For more information, visit: <https://www.saskatchewan.ca/residents/family-and-social-support/child-care/find-a-child-care-provider-in-my-community>.

Unlicensed Daycares

Unlicensed daycares are common. Most of these are run out of family homes. Unlicensed daycares are not checked for the care or the environment that they provide.

Babysitters

Babysitters provide ongoing or occasional care for your child.

In Saskatchewan, children 11-15 years old can take a babysitting course that teaches them how to:

- care for babies, toddlers, preschoolers, and school-age children
- care for themselves and other children without adult supervision
- deal with phone calls and visitors
- handle first aid emergencies, like choking, bleeding, poisoning, or burns
- cope with normal child behaviours, like tantrums and crying
- keep child(ren) entertained with games and activities

Babysitters do not have to take this course.

Ask your babysitter as many questions as you need so you feel comfortable leaving your child with them.

If they have experience babysitting, ask if you can talk to the other parents for a reference.

If you are using a babysitter, provide information about your child and who to call in case of an emergency. Tell your babysitter that if you are needed, you will be home as soon as possible. See page 8 for an emergency phone list that you can print, fill out, and place on your fridge.

When a babysitter takes care of your child, make sure that they know the routines you have in place for your child. Share any steps you take to keep your baby safe, for example, placing them on their back to sleep.



Nannies

A nanny cares for your child in your home and may or may not live with you.

As well as caring children, nannies may also help to prepare meals, clean, help with homework, and drive your child to activities.

Always ask the nanny for references and take time to talk to the other parents whose names/numbers the nanny has provided.



Family Members

Sometimes family members will take care of your child. Make sure that family members know the routines you have in place for your child. For example, you want them to place your baby on their back to sleep.

Separation Anxiety

Young children can feel anxious if they are away from their parents. Some children are upset when the parent first leaves but settle very quickly after the parent is gone. You can phone the caregiver to see how the child is managing. Most children will grow out of this.

Feeling anxious can make it hard for your child to get through their day. If this continues or gets worse, your child may have separation anxiety. It may be hard for your child to control their anxiety. They won't want to be alone, even in their own room.

Many times, young children show physical signs of anxiety if their parent/caregiver leaves. These can include throwing up, hiccupping, and drooling.

Talk to your healthcare provider if you think your child has separation anxiety.

Ways to Help a Child with Separation Anxiety

- Make a space for quiet time where the child can go if they feel overwhelmed.
- Leave your child with someone they feel comfortable with. Start with a small amount of time and increase it gradually.
- Try not to feel anxious yourself. Your child will pick up on your emotions.
- Teach your child how to cope with their emotions.

- Create routines with your child that they can do at home and at daycare. For example, looking at a book before a nap.
- Feed your child regularly. Being hungry can make children anxious.
- Let your child play with children their own age.
- Learn what things increase your child's anxiety (e.g., playing with a new person). Do not help your child avoid these situations. Instead, help them feel safer.
- Model coping skills to your child.
- Comfort your child.
- Get help for your child if you need it.



Daycare Checklist

There are a lot of things to look for in a daycare. This checklist can help you figure out what questions are important to you. Be sure to ask these questions.

License

- Is this a licensed daycare? If yes, the daycare should have its license hung up where you can see it.

Building

- Is the daycare clean?
- Is the daycare well maintained?
- Are the windows and doors secure so that children cannot get out of them on their own?
- Is the building accessible?
- Is there an outdoor play space? Is it clean and well maintained?

Safety

- Are there safety gates at the top and bottom of staircases?
- Are medications and cleaning products stored in a safe area that children cannot get into or reach?
- Does equipment, like cribs, meet Canadian Safety Standards?
- Does the daycare use car seats properly when transporting children in vehicles?
- Does the daycare have a policy about who is allowed to pick up your child from daycare?
- Is there a routine for emergency evacuations, such as in the case of a fire? Are these practiced with the children?
- What is the ratio (number) of staff for children? Is this manageable?

Health

- Does the daycare clean all toys and surfaces regularly?
- Does the daycare have a handwashing policy?
- Is there a policy about giving children medications?
- Does the daycare have policies about allergies?
- Are all staff required to have up-to-date first aid and CPR training?
- How does the daycare monitor which adults come in and out of the daycare?
- Is there a policy about bringing a sick child to the daycare?

Programming

- Are parents told about the daily schedule?
- Are activities developmentally appropriate? Do children have access to age-appropriate toys and equipment?
- Do children get to play outdoors?
- Do children have lots of time to play?
- Is the use of TVs, computers, and other screened technology limited?
- Is the programming inclusive to children with special needs?

- Does the daycare provide food, or do you have to bring it for your child? If the daycare provides food, is it nutritious? Does the daycare follow Canada's Food Guide and Ministry of Education's Standards?
- Are the staff dressed appropriately for working and playing with children?

Children

- Are children actively playing?
- Are staff respectful of the children?
- Is there a policy about discipline?
- Are children allowed to bring a special toy or blanket from home?

General

- What will daycare cost?
- When do you have to pay?
- Will you get a receipt?
- Can parents give suggestions about programming?
- Do you have to pay for times when your child is not at the daycare?
- Is there an open door policy for parents visiting the daycare?
- Can you go into the daycare when picking up your child or is your child always brought to you?
- What time can you pick up or drop off your child?
- What happens if you are late to pick up your child?

Emergency Numbers List

Parents' contact information:	
Emergency Contact:	
Healthcare Provider:	
Nearest Hospital or Clinic:	
Poison Control:	
Ambulance:	911
Police:	911
Fire:	911
List of Child's Medical Concerns:	
List of Child's Medications:	

Child Care Quiz

1. There are long waiting lists for child care.
 True
 False
2. Once your child starts preschool or kindergarten, they can no longer go to daycare.
 True
 False
3. A nanny has to live in your house.
 True
 False
4. Which of the following are ways that you can help your child deal with separation anxiety? Choose all that apply.
 a. Feed your child regularly; children who are hungry can feel anxious.
 b. Stay at the daycare with your child all day so they don't disrupt other people.
 c. Let your child play with children their own age.
 d. Model coping skills to your child.
 e. Don't leave your child until they are older and can deal with you leaving.

Child Development


Your child will grow and develop quickly during their early childhood. Some children develop more quickly than others. If you are concerned about your child's development, talk with a healthcare provider.



Child Development 0-3 Months

<p style="text-align: center;">Physical Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • may hold out their arms when you feed them • will learn to push their feet against your hand • will be able to open and close their hands into fists • will wave their arms and legs in the air when excited <p>By three months, your baby:</p> <ul style="list-style-type: none"> • will hold their head up and move around when being bathed • may be able to roll from side to side and can roll off of high surfaces, like a bed or change table; always keep one hand on your baby when they are on a high surface • will be able to push themselves up on their arms when they are lying on their stomach • will be able to bring their hands to their mouth and suck on their finger or thumb 	<p style="text-align: center;">Communication Development</p> <p>Your baby can:</p> <ul style="list-style-type: none"> • gurgle and coo • make an alert face • make sounds that sound like vowels (aaaaa, eeeee, and ooooo) • respond to some sounds by looking toward the sound and listening • show awareness of the sounds they make • take turns “talking” to you • giggle or laugh
<p style="text-align: center;">Cognitive Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • likes patterns • makes noises (vocalizes) to get your attention • looks forward to repetitive events, like feeding • will be able to look at an object • responds to textured items that are placed on their cheek, like a wash cloth • discovers their mouth and likes to watch their hands move • coos or gets excited when they see or hear you • moves their eyes back and forth to follow a moving toy 	<p style="text-align: center;">Emotional Development</p> <p>Your baby will:</p> <ul style="list-style-type: none"> • turn towards sounds • become quiet and responsive to your voice • smile, kick, and wave when they see your face • respond to warmth and affection • like or dislike their bath • be content when nursing or feeding • benefit from being around people

Child Development 3-6 Months

<p style="text-align: center;">Physical Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • is able to roll over from back to front • is able to hold a toy when it is placed in their hand • holds their head steady when they are sitting up • sits up with only a little bit of support • lifts their head, shoulders, and chest when they lie on their stomach or back • is showing the beginning stages of crawling by pushing on their hands and drawing up their knees • plays with their toes and fingers • is grasping and moving objects 	<p style="text-align: center;">Communication Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • laughs out loud and squeals in delight • begins to “talk” to toys and people • looks around when they are feeding and will stop sucking to listen to voices and noises • is interested in the sounds they make • takes turns making noises with you • recognizes and responds to your voice and other caregivers’ voices • makes eye contact with you
<p style="text-align: center;">Cognitive Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • watches their fingers, hands, and slow-moving objects • explores objects by putting them in their mouth • reaches up for hanging objects • responds to sounds that are out of their line of sight • searches for objects when they are taken away <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;">Emotional Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • interacts with you and others • is learning that they will be comforted when they are upset • is learning to trust you and other caregivers • uses gestures to show their dislikes • shows eagerness, pleasure, displeasure, and satisfaction • moves excitedly when they know food is coming • likes attention • is beginning to react to strangers • becomes more interested in their surroundings and activities

Child Development 6-9 Months

<p style="text-align: center;">Physical Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • tries to crawl using both their arms and legs; they can move forward and backward • move around by creeping, crawling, or pulling • rolls over, from front to back and back to front • sits independently for short periods of time • reaches for objects • stands up by pulling up on furniture (e.g., the rail of their crib) • picks up objects, such as larger blocks • moves objects from one hand to the other • puts everything in their mouth; this is their way of exploring the world 	<p style="text-align: center;">Communication Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • enjoys making sounds, verbally and by banging objects together • is beginning to put vowels and consonants together (e.g., “mum” or “dada”) • might say words, like “mama”, but doesn’t know what they mean yet • is learning to make sounds based on how you respond • tries out lots of other sounds, like coughing, growling, clicking, and lip bubbles • listens to you closely when you speak • responds when you talk to them • starts simple games, like peek-a-boo • points to get what they want • recognizes their name
<p style="text-align: center;">Cognitive Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • explores their world using all of their senses: sight, sound, touch, smell, and taste • inspects objects in their hands • learns about objects by reaching, grasping, throwing, banging, pounding, and splashing • is beginning to understand the concepts of in and out • searches for partly hidden objects • anticipates the reappearance of an object • follows the path of a falling object with their eyes • is beginning to understand height; they may be afraid of falling 	<p style="text-align: center;">Emotional Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • responds playfully to their image in the mirror • plays peek-a-boo • enjoys being sung and talked to • shows an attachment to familiar people and a fear of strangers • initiates play with other people • likes games and songs that have movement and rhythm • shows they like and dislike people, places, and objects

Child Development 9-12 Months

<p style="text-align: center;">Physical Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • puts objects into containers • pats or claps their hands • picks up small things with their forefinger and thumb • rolls and pushes objects • crawls across floors and up the stairs • stands up by holding onto furniture • side steps around furniture • sits in a chair, but needs supervision to prevent falls • may be able to walk, but this can also take several more months • may not have enough fine muscle development to put down objects and may drop them 	<p style="text-align: center;">Communication Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • makes word-like sounds • combines some vowels and consonants (e.g., “da”) • can say a few simple words (e.g., “mama”, “dada”, or “no”) • imitates new words that you say • talks to themselves when they play • can carry out simple requests or instructions • has a longer attention span when they are interacting with you and other people • recognizes several words and some directions • stops an activity if you tell them to • enjoys repetition, rhythm, and rhyme, like “pat a cake”
<p style="text-align: center;">Cognitive Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • uncovers hidden objects • searches for objects or people that are out of sight • explores their environment using their five senses • starts to choose what they want to play with; they will change activities by themselves when they want to • begins to develop problem solving skills, like pulling a string to move a toy or pressing a button to make a noise • is developing their sense of curiosity • will try to draw; big toddler crayons will be easier for them to use • will enjoy looking at pictures in a book 	<p style="text-align: center;">Emotional Development</p> <p>Your baby:</p> <ul style="list-style-type: none"> • likes your praise and does things that will get them more praise • starts to play games with other people, like rolling a ball back and forth • begins to show affection by hugging both people and toys • begins to help when getting dressed • wants to do things independently; they will still need your help to do the things that they cannot do yet • may kick and hit to resist change and other restrictions to their freedom • shows physical signs of their frustration • starts to understand that when you go away, you will come back • learns they are a separate person from you • recognizes their own image in the mirror • may be upset by strangers or may be timid around them

Child Development 12-18 Months

<p style="text-align: center;">Physical Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • wants to move all the time • stands alone and may walk alone • likes to climb, throw, push, and pull things • scribbles with a large crayon • stacks and balances small blocks • turns two or three pages at a time in a book or magazine • squats when playing 	<p style="text-align: center;">Communication Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • uses a few words to communicate, like “more drink” • hums and responds to music • looks at a picture book on their own • imitates words • shows different emotions through their speech • can identify the parts of the face • follows two-step directions • recognizes named objects • uses made up and real words to tell you about experiences
<p style="text-align: center;">Cognitive Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • begins to understand what to do with unfamiliar objects • copies your body gestures, even if they are new to them • copies your actions with familiar objects • imitates household routines during play • uses an object (like a stick) to get another object when shown how • can insert a piece in a simple puzzle 	<p style="text-align: center;">Emotional Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • develops an attachment to a favourite toy • likes to be near people • shows affection for parents and family • likes to listen to music and to dance • likes to be the centre of family attention • appreciates routine • begins to self-feed with a spoon • shows lots of different emotions, like jealousy, anxiety, and affection

Child Development 18-24 Months

<p style="text-align: center;">Physical Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • begins to run • can kick a large ball • walks up and down stairs holding onto someone's hand • builds a tower of six blocks or more • jumps with two feet • pushes and pulls a toy • turns knobs on the radio or a door 	<p style="text-align: center;">Communication Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • puts two words together, like "all gone" • copies other people's speech • can identify the parts of the face • can identify articles of clothing • can sit through a simple story • uses pronouns, such as mine and me • lets you know what they need
<p style="text-align: center;">Cognitive Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • continues to develop problem-solving abilities • can climb onto a chair to get something • moves things around to get objects they want • imitates actions after a short delay • begins to line up their toys (small toys, blocks) 	<p style="text-align: center;">Emotional Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • may have a security toy or blanket • likes to play alone; this is called solitary play • pretends to dress or feed a doll or stuffed toy • begins to eat with a fork • is afraid of you leaving them • can help with simple household tasks • has a strong sense of "mine" • has little patience • is very sensitive; their feelings may be hurt easily • responds to praise and wants to please you



Child Development 2-3 Years

<p style="text-align: center;">Physical Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • will be able to walk up the stairs • may begin to learn to ride a tricycle • will be able to walk on their toes • can jump up and down • won't have much aim, but they can throw a ball • likes to put one object into another object • will be able to turn the pages in a book one at a time • can draw lines up and down; they may start drawing circles • can screw lids on jars 	<p style="text-align: center;">Communication Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • often asks 'what?', 'why?', and 'what's this?' • will repeat words you use to name objects • will use two or three word sentences • can make words plural by adding an "s" • likes to tell stories about things they just did
<p style="text-align: center;">Cognitive Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • is beginning to understand the concept of size • is beginning to recognize different colours • understands words that describe amounts, like 'one', 'two', and 'many' • is able to use three blocks to build a bridge • can take simple things apart and put them back together 	<p style="text-align: center;">Emotional Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • can tell you when they need to go to the bathroom • will have less frequent temper tantrums • may display fear of the dark or animals • will seek praise and affection • will show sympathy by trying to comfort or help a friend • takes pride in the things they do for others • needs time with other children their age



Child Development 3-5 Years

<p style="text-align: center;">Physical Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • is developing their large muscles; their coordination will increase • jumps up and down really well • goes up and down stairs holding onto a railing • throws a ball overhand with better aim • can learn to catch a ball • can learn to cut and paste using scissors and glue • can learn to put long beads on a string • might not need naps, but will still need rest breaks • can pour liquid into a cup from a small pitcher 	<p style="text-align: center;">Communication Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • knows their first and last name • likes to talk about their experiences • knows their body parts • can recite nursery rhymes and songs • understands their physical needs, like feeling sleepy and hungry
<p style="text-align: center;">Cognitive Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • is very imaginative • is learning more and more words and concepts • does not understand time • can count to 10 or more by the age of 3, and to 20 by the age of 5 	<p style="text-align: center;">Emotional Development</p> <p>Your child:</p> <ul style="list-style-type: none"> • wants your approval • likes to help around the house • imitates your language and your behaviours • will be restless and agitated when tired • begins to learn what is okay and what is not • is very curious and will ask countless questions • likes to talk on the telephone • can use the toilet by themselves by the time they are 5

Child Development Quiz

1. Not all children develop at the same rate. Some children develop slower or faster than other children their age.
 - True
 - False
2. Your baby will start to feed themselves with a spoon at approximately:
 - a. 6-9 months
 - b. 1-3 months
 - c. 3-5 years
 - d. 12-18 months
3. Your baby may be able to roll from side to side at approximately:
 - a. 1 month
 - b. 3 months
 - c. 6 months
 - d. 4 months
4. Your child's temper tantrums will start to be less frequent at approximately:
 - a. 2-3 years
 - b. 3-5 years
 - c. 18-24 months
 - d. 12-18 months
5. Your baby may be able to stand up in their crib at approximately:
 - a. 3-6 months
 - b. 12-18 months
 - c. 6-9 months
 - d. 9-12 months

Crying

Crying is normal. Some babies cry more than others. Babies cry because they:

- are hungry
- need a clean diaper
- want to be comforted
- are stressed
- feel sick

Crying does not mean your baby is angry with you. Your baby is not being bad when they cry.



Why Babies Cry

Sometimes it is hard to know why your baby is crying. If you can figure out the cause, it will help you know how to calm your baby.

This list might help you find out why your baby is crying. You can add reasons as you learn about your baby.

- Hungry
- Dirty or wet diaper
- Diaper is too tight or pinching
- Tired
- Diaper rash
- Wants to be held
- Frustrated
- Needs to be burped
- Too hot or too cold
- Gas or constipation
- Clothes are uncomfortable
- Too much noise or activity
- Sick
- Wants to be with you
- Needs a rest or quiet time
- Other reasons

Calming Your Baby

Your baby may not be calmed the same way each time. You might have to try different things. You can use these ideas to help calm your baby.

- Burp your baby after they have eaten.
- Change your baby's diaper.
- Feed your baby.
- Gently rock your baby.
- Give your baby a warm bath.
- Massage your baby's back.
- Offer your baby their favourite toy.
- Sing or hum to your baby.
- Walk and gently bounce your baby.
- Snuggle your baby close to your chest (skin to skin is best).
- Take your baby for a walk.
- Take your baby for a car ride.
- Wrap or swaddle your baby in a soft blanket.
- Run a washing machine, dryer, or white noise machine. Be sure the noise is not too loud.

You may feel anxious or frustrated if you cannot calm your baby. These feelings are normal. Be gentle with yourself and your baby. Plan ahead. How will you deal with these feelings when they come up? If your baby is in a safe place, take a break and leave the room for a few minutes to calm yourself.



Why It is Important to Never Shake a Baby

Never shake your baby. Your baby has weak neck muscles and a heavy head. Even a few seconds of shaking can cause serious damage like:

- paralysis
- developmental delays
- seizures
- movement and coordination problems
- learning problems
- blindness
- brain damage
- death

It only takes a few seconds to cause brain damage that lasts a lifetime.

If you are feeling overwhelmed, make sure that your baby is safe and then take a break. Do something that will help you relax. Ask someone for help if you need it.

Crying Quiz

1. It is easy to figure out why a baby is crying.
 True
 False
2. Shaking your baby to stop them from crying can cause brain damage and sometimes death.
 True
 False
3. It is okay to make sure that your baby is safe and then leave the room for a few minutes if you are feeling frustrated by their crying.
 True
 False

Discipline

Discipline is not the same as physical punishment. Discipline is one way you can teach your child. It helps children learn to behave in acceptable ways. Discipline also teaches children how to make decisions and solve problems. Discipline helps your child feel safe and loved.

Discipline (0-1 Year)

During the child's first year, you can guide them by:

- meeting their physical needs
- loving them and responding to their needs
- providing them with a safe environment to grow and explore in

You cannot spoil a baby. When you meet your baby's needs, they will learn that the world is a safe place. Your baby will learn to trust that their needs will be met.

After about 6 months, your baby will start practicing new skills. They will throw things, bang things, and put everything in their mouth. When they start to crawl, they will explore everything within reach. That is how they learn.



As your baby learns to use their hands, they will reach for everything. They do not know that there are things they should not reach for. Your job is to stop them from getting into things they should not get into. The best way to do this is to think ahead and baby proof your house.

Physical punishment, such as slapping your child's hands when they reach for things, will not correct their behaviour. It can hurt the trust that you are building with your child. A firm "no" and re-direction of their attention will be more effective. Re-directing your child means that you are directing your child to a new or different activity. If your child pulls your hair or hits you, doing the same to them will not



teach them to stop doing these behaviours. Your child does not understand that they hurt you. Again, a firm "no hitting" or "no pulling" will help stop the behaviour. Your child may have to hear this many times to begin to change their behaviour.

Your understanding and guidance will help to build your child's self-discipline and self-esteem. These are important qualities that are needed for life.



Discipline (1-3 Years)

Physical punishment and discipline are not the same thing. Discipline is one way you can teach your child. It helps children learn to behave in acceptable ways. Discipline also teaches children how to make decisions and solve problems. Discipline should help your child feel safe and loved.

Toddler's Behaviour

Your toddler is starting to learn what good and bad means. They do not understand rules or warnings. They will not always do the things you want them to do.

Eventually, your child will understand what you expect from them. This will help them develop self-control.

For caregivers, the most difficult thing can be to remain calm. It is important to remember your child is learning, growing, and testing their independence. They need to know what their limits are. They also need to be able to have lots of room so that they can grow and discover.

Learning Limits

Your toddler can learn that there are limits to their behaviour. They need to know that when they misbehave, you will stop them. It is important that consequences are immediate, to the point, and brief. By using a firm, calm, loving manner, these situations can be learning opportunities.

Set out rules that are reasonable, age appropriate, and achievable. These will help your child succeed. Success will help build your child's self-esteem.

Children are more likely to behave positively if that is a family expectation. If you expect nothing of your child, they will not have guidelines for their behaviour. If your expectations are too high, they will constantly feel like they are failing. By encouraging them to meet reasonable expectations, they will develop feelings of self-worth.

When your child makes a mistake, they need to know that a mistake has been made. Help them to understand that they are responsible. Never leave a child alone to figure this out. Children need guidance and support every step of the way.

Respond in a calm way. The control you show in helping your child learn right from wrong helps them to learn how to control their behaviours.

Importance of Praise

Your child wants to please you. Praise and positive attention from you will motivate your child. Praise your child's positive behaviours. For example, "You put away all your toys? Good job." Praise your child's actions. This tells them what pleases you.

Your child will continue to do things that they know please you.

Discipline (4-5 Years)

Preschooler's Behaviour

By age four, your child will have some control over their emotions. However, they will still struggle for control over their world. They may even act in ways that seem like they are trying to annoy you on purpose.

Your child is starting to develop a sense of cause and effect, "If I do that, this happens."



Your child is learning to express their emotions through words. They need help explaining their problems and feelings. Teach them the words for their feelings (e.g., "It looks to me like you are very sad right now."). By being able to express their anger and frustration with words, they will be less likely to act out their anger (e.g., hit you).

Teaching through Discipline

Discipline is not about having control over your child. The goal of discipline is for your child to learn self-control.

This does not mean letting your child control or intimidate you. They need to know what reasonable limits are. Your child will learn to set their own limits by having you set reasonable limits for them while they are young.

It is important to reward positive behaviour. Your child wants to please you and have your attention. By responding to positive behaviours, you are showing your child what pleases you. By giving your child attention for positive behaviours, you also increase the likelihood that your child will repeat these behaviours.

Self-Control

Self-control is part of your child's healthy development and is based on your unconditional love. Their self-control will develop well if they have strong relationships in their family.

Your child needs encouragement to develop self-control. Sharing time and activities with your child builds a foundation of affection and trust. Make time for yourself and your child.

When you need to correct your child, talk about your child's behaviour. Do not talk about your child.

Saying "You hurt Kim when you hit them" will help them understand their actions. Saying "You're a very bad child" will lead them to believe that they are bad.

Your child will continually test the limits you set. This is an important step in learning independence and self-control.



It is important to be fair. Trust your child within the boundaries that you have set. Although your child may complain, they will know that you love them enough to set limits.

Routine and Freedom

By the time your child is 4, they will understand what is expected of them on a daily basis.

You may want to set up a simple schedule with pictures. Include meals, bedtime, and daily routines on the schedule. This allows your child to take some control of their day.

Transitions can be difficult. Having a routine can help you avoid conflict. Children have little concept of time. Having a routine, for example at bedtime, helps prepare for changes in activity.

Your child needs some freedom to choose their own friends, clothes, and games. They will make mistakes. With your help, they will learn from these.

Avoid nagging, bribing, and threats. Your child will learn over time to tune you out, especially if there is no follow-through. Bribes and threats seldom work and can teach your child that in order to get what they want, they have to threaten or bribe others.

Avoid spanking. It may temporarily stop the undesired behaviour, but the long-term lesson for your child will be that hitting is a way to solve problems.

Self-Soothing

One of the skills that children learn is how to self-soothe. Self-soothing means that they can calm themselves. Self-soothing helps in many areas of a child's life, including sleep, behaviour, impulse control, problem solving, and discipline.

Teach your child resiliency skills to help them self-soothe.



Sometimes, in order for your child to calm down or re-direct their behaviour, they may need to be physically separated from the environment that they are in. This separation is not about correction or thinking about behaviour. Instead, the goal is to give the child a break and allow them to self-soothe.

With young children, you may have to spend this “time in” with your child to help them to calm down. Creating a positive space can help. This space can be filled with things that help your child feel safe and self-soothe, for example, a blanket or teddy bear. Being in this space should not be a punishment.

Discipline Strategies

1. Use “No” Sparingly

“No” is an important word. However, if you use it too frequently, your child will not respond. If they hear it only a few times a day, they will be more likely to pay attention.

Decide what limits are most important to you. Be consistent. It is very confusing to a child when a behaviour is okay one day and not the next.

Say “no” by saying “yes”. For example, instead of saying “No, you cannot have a cookie”, say “Yes, you can have a cookie after lunch.”

2. Positive Approach

Think about your approach. Try to be positive.

Instead of constantly saying “no” or “don’t”, tell your child what they should do. For example, instead of saying “Don’t tear the book”, you can say “Books are for reading, not for tearing. Let’s read the book together.”

3. Distractions

Distraction is a good way to change children’s behaviour. This can be used to guide the child to more appropriate activities or behaviours. For example, instead of saying “No, do not touch the TV”, you can distract them by saying “Here is your ball. Can you roll it to me?”

This technique shows your child what they can do. They learn what behaviours and activities are appropriate.



4. Give Choices

Give children choices. Keep these simple. For example, “Do you want your lunch in the kitchen or at the picnic table?” Giving choices helps your child learn how to solve problems and feel like they have control

and success in their environment. Giving choices can also increase your child's enthusiasm about the activity.

Be careful not to offer a choice where none exist. A question of "Do you want to go to bed now?" is likely to receive a response of "no." Instead, say "It is bedtime now. What story do you want to read?" This will be more likely to receive a positive response.

5. Removal From a Situation

If your child is behaving in a way that is not safe or is inappropriate, it is important that you remain calm and do not raise your voice. Remove them from the activity.

For a young child, distraction with another activity is usually all that is needed. Remember that very young children do not understand cause and effect.

For 3-5 year olds, you may need to remove them to a separate, safe place. Some children may be very afraid of being put in their room with the door shut. Remove them to a spot that is within your view. You may even want to be with your child at this time. Your child can rejoin the activity once they have calmed down. Some children may need music or another self-soothing technique to calm down.



Think ahead and identify situations or activities where your child may need some boundaries and guidelines. Before your child joins the activity, tell them what the behaviour is that you expect (e.g., "We don't hit the puppy. We pet the puppy gently, like this.").

If your child is unable to follow the expected behaviour, then they are not ready for that activity. This is the natural consequence of not being able to follow certain boundaries or guidelines. It is very different from physical punishment.

6. Announce Activity Changes

Sometimes it may be hard for your child to stop an activity. Instead of having a power struggle or becoming frustrated, announce a few minutes ahead of time that you will want them to do something else. The change from one activity to another will be much easier this way.

7. Remind Your Child about Expectations

Before going out, remind your child about how you expect them to behave. Let them know that they can come to you if they have a problem.



8. Reinforce Positive Behaviours

An important part of discipline is reinforcing positive behaviours. Your young child wants to please you.

If your child is engaging in a positive activity, it is important to not ignore this behaviour. Instead, tell them “I like the way you line up all of your books”. They are getting your attention and praise, and this will reinforce the positive behaviour.

Keep your praise sincere, honest, and specific.

9. Logical Rewards, not Bribes

Logical rewards for a particular behaviour should occur as a result of that behaviour. For example, “If you help me pick up the toys, we will have time for another story”. Logical rewards are not to be used as bribes. They are a result of positive discipline. Compliments are also logical rewards for a positive behaviour.

Every child enjoys receiving compliments. Focus compliments on the activity. It recognizes their ability to do the task and do it well. This helps them feel competent and able to learn more.

10. Quiet Time

Over-excitement and over-stimulation can be stressful for children.

Quiet time can be a time for calming and self-soothing. Taking some time for oneself to do a quiet activity is a healthy way of dealing with too much stress. The idea is not to punish the child, but to recognize the need for rest and relaxation in order to get back in control. Parents need quiet times as well to deal with their own feelings of stress or frustration.

Reasons for Discipline

Positive discipline is part of loving your child. There are no easy answers and no magical solutions. There are many reasons for discipline. Some of these are listed below.

1. Discipline can help keep children safe from physical harm.
2. Discipline helps children learn about responsibility. Responsibilities that are age-appropriate can help raise your child’s self-esteem.
3. Discipline helps children learn a sense of right and wrong. This allows children to set limits for themselves when they are on their own. Children need to learn *how* to think, not just *what* to think.
4. Discipline helps your child learn the natural results of their behaviour. For example, if your child leaves their favourite book outside, it may get wet and damaged.
5. Discipline helps to develop social skills.
6. Discipline helps to maintain some order. Consistent, loving discipline at home gives you the best chance of helping your child be healthy, happy, and well-adjusted.

Physical Punishment

Discipline helps guide and teach your child. Discipline helps them learn self-control and develop self-respect.

Physical punishment forces your child to meet your expectations. Physical punishment keeps a child dependent and fearful. It can harm their sense of dignity and self-worth.

Never resort to punishment that physically or emotionally hurts your child. Spanking, slapping, beating, belittling, and screaming at children of any age does more harm than good. Below are some reasons why.

- The child may stop misbehaving for a moment, but physical and emotional punishment teaches them that it is okay to hit and yell when they are upset or angry. Remember that you are your child's role model. Children who are hit, grow up thinking that hitting is a way to solve problems.
- Physical punishment, like hitting or spanking, can harm or injure your child. Sometimes in the anger of the moment, you may hit your child harder than intended.
- Physical punishment teaches your child to behave out of fear of being hit. This will not teach them positive behaviour skills. Instead, it will teach them that it is okay to misbehave as long as they do not get caught.
- Physical punishment gives your child attention. If this is the only time they get attention, they are likely to continue misbehaving. To a child, any attention is better than no attention.
- Every time you use physical punishment, you lose the opportunity to model a positive coping skill for your child. You are your child's first teacher. It is a big responsibility.

Changing Your Parenting Style

It is never too late to change. If you are reading this, you may realize that you would like to stop using physical punishment. The first step is to learn about alternative ways to deal with your child.

The second step is to get to know yourself and recognize how you feel when you are angry. When you feel yourself getting angry, step back from the situation.



You can use some of the following techniques to calm down.

- Walk away and ask yourself, "What do I need?"
- Get some quiet time. Have someone else look after your child while you go out for a walk.
- Make sure that your child is safe, and go to a different room for 10 minutes.
- Get rid of stress by ripping up old newspapers or magazines and throwing them out.
- Count to 10 and take three slow deep breaths. Once you are calm, then deal with your child.
- Call a friend and talk.
- Enhance your parenting skills and your peer support. Join a parenting group or class.

Discipline Quiz

1. Your young child will like to test their limits. It is your job to keep your child safe.
 True
 False
2. Your child wants to please you. Praising them will not influence their behaviour.
 True
 False
3. Discipline is a way to:
 a. Teach your child
 b. Guide your child
 c. Punish your child
 d. Show your child that you love them
 e. a, b, and d
4. Some discipline strategies include (choose as many as you want):
 a. Using “no” sparingly
 b. Slapping your child on the back of their head
 c. Distracting your child
 d. Giving your child choices
 e. Ignoring your child’s behaviour
 f. Teaching your child how to calm themselves
5. Physical punishment is not discipline. It can harm your child and your relationship with your child.
 True
 False

Dressing

Dressing Your Baby (0-1 Year)

If dressed appropriately, your baby will be comfortable at room temperature. If you feel cool, your baby probably needs an extra sweater or blanket. Your baby's back should feel comfortably warm, not cold or sweaty.

The climate, time of year, and your own personal preference will affect what your baby wears. Here are some things to think about.

- Your baby will grow quickly. Buy clothes with room for growth. For example, instead of buying several newborn outfits, buy a few and then buy some outfits that are the next size up.
- You can choose cloth or disposable diapers. Fitted cloth diapers are easy to use and are environmentally friendly. They are cheaper in the long run but require more time and effort on your part.
- Do not overdress your baby. In really warm weather, a diaper and light shirt or sleeper are enough.
- Nylon and polyester do not allow air movement and can become very hot and uncomfortable in warm weather.
- When it is cold, make sure that your baby's head, hands, and body are well covered. Once you come inside, remove outdoor clothes right away so that your baby does not get too hot.
- Babies need hats for winter and summer. In the winter, a hat holds your baby's body heat in. In the summer, a wide brim hat will protect your baby from the sun.
- Choose clothes that are easy to put on and take off. Clothing with snaps and zippers make changing diapers easier.
- Think about safety. Do not use clothes or shoes with small decorations or strings. Strings can become strangulation hazards.
- One-piece sleepers should be long enough that your baby's feet and toes aren't cramped. Cramped sleepers can affect growth and cause foot problems.



Dressing Your Child (1-5 Years)

The weather, time of year, your child's preferences, and your own personal preference will affect what your child wears. Here are some things to think about.

- Your child will grow quickly. Buy clothes that your child can grow into. Second-hand clothes are also a good option and can save lots of money.
- Do not overdress your child. Dress your child in layers so that you can take off layers as your child gets warm.
- Nylon and polyester do not allow air movement and can become very hot and uncomfortable in warm weather.

- When going outside in the cold, make sure that your child’s head, hands, and body are covered. Once you come inside, remove outdoor clothing as soon as possible so that your child does not overheat. Remember to change wet or sweaty clothing as they can cause your child to get cold.
- Think about safety. Avoid clothing and shoes with decorations that can come off easily. Strings can become strangulation hazards.
- Children need hats for winter and summer. In the winter, a hat keeps in the body heat that is lost through your child’s head. In the summer, a hat protects your child from the sun.



Teaching Your Child How to Dress Themselves

Your child is learning how to dress themselves. Dressing takes lots of skills. Before learning to dress, your child needs to develop movement, thinking, and problem-solving skills.

Start by giving your child a choice about what they want to wear. For example, you can ask “Do you want to wear your pink socks or your yellow socks?” This will get them involved in the process of dressing and helps them feel like they have some control over what they wear.

Teach your child how to undress. This is often easier than dressing. Allow for extra time so that you and your child do not feel rushed or frustrated.

Before you begin to teach your child how to dress, think about your child’s clothes that are easy to get on. For example, pants that have an elastic waist band are easier than those with a button and zipper. Break down the steps that it takes to get dressed. For example, help your child learn to tell the difference between the front and the back of a shirt. Next, help your child put their arms and head into the shirt. Your child can then pull down the shirt.

Dressing Quiz

1. Your newborn baby will wear the same size clothes for a few months at a time.
 True
 False
2. You have to buy your baby brand new baby clothes.
 True
 False
3. Your newborn cannot make themselves cooler or hotter by removing or putting on clothes. You have to help them to do this.
 True
 False
4. It is important that your child's sleepers or shoes are not too tight on their feet.
 True
 False
5. To keep your child safe, which of these should NOT be on their clothing? You can select more than one answer.
 a. Drawstrings
 b. Zippers
 c. Snaps
 d. Loose buttons
 e. Beads

Health

Bathing

Bathing can be soothing. It can become part of your daily routine with your child.

It is important to understand that children can drown quickly and quietly in less than 2.5 cm (1 inch) of water. Children should be supervised at all times when in the bathtub. You should be within arm's reach of your child until they are over the age of 5.

Urinating and Bowel Movements

Your baby will urinate (pee) several times a day.

Your baby's first bowel movements (poop) will be black and then change to yellow, green, tan, or brown. The softness or firmness also varies. Your baby may not have regular (daily) bowel movements until they start to eat solid food.

Sometimes babies and young children get constipated. Sometimes babies and young children have diarrhea.

Bedwetting or having night time accidents is not seen as a problem until a child reaches the age of 7. Before this, your child may wet the bed from time to time as their bladder control develops.

Children with Special Needs

Sometimes children are born with special physical, emotional, or learning needs. Sometimes these develop after birth due to development, injury, or illness. There are many organizations that can help you to support your child to live their life to the fullest. These organizations can help you get equipment or special therapies. They can also support you, including providing respite care or overnight nursing.

Male Circumcision

Male circumcision is the process of cutting off the foreskin of a penis. Boys can be circumcised for religious, social, and health reasons. It is your choice whether you circumcise your child. Children who are circumcised have a lower chance of urinary tract infections throughout their lives as well as sexually transmitted infections (including HIV) in adulthood. However, proper cleaning of the foreskin and penis can reduce these risks as well.

Female Circumcision

In Canada, female circumcision is against the law. Performing a female circumcision without a medical professional can be dangerous. Talk to your healthcare professional for more information.

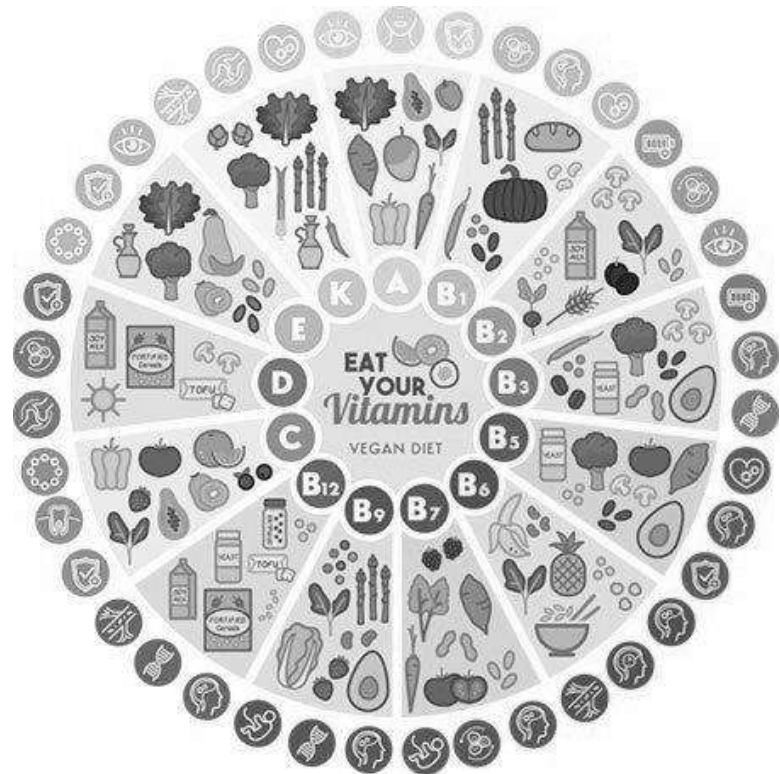
Vitamins and Supplements

If you are breastfeeding, you will have to give your child a supplement of vitamin D.

Once your child starts eating solid foods, they should be getting all the nutrients, vitamins, and minerals they need from the food they eat. Talk to your healthcare provider or pharmacist before giving your child vitamins or supplements.

Water

It is important to make sure that your family has a source of clean, safe water for cooking, eating, and cleaning. If you use your own water source, your water should be tested twice per year such as in the spring and fall, or if concerns arise. If you have been notified of a boil water advisory in your area, follow the precautions outlined by the Saskatchewan Health Authority.



Preventing Illness

Proper handwashing is the best way to prevent illnesses from being spread from one person to another. Remember that your child learns through your example. Teach your child how to wash their hands.

When Should You Wash Your Hands?

- Before touching and making food
- Before feeding your child
- Before eating
- After using the bathroom
- After helping your child use the bathroom
- Before putting a bandage on yourself and your child
- Before and after changing diapers
- After touching pets or other animals
- After cleaning and touching garbage
- After blowing your nose or coughing into your hand
- After you help your child blow their nose

When Should Children Wash Their Hands?



How to Wash Your Hands

- Run your hands under warm water.
- Rub your hands together with soap for 20 seconds. Sing Twinkle Twinkle Little Star or the ABCs while washing your hands. When the song is finished, 20 seconds is up.
- Make sure you wash every finger, between the fingers, and under the nails.
- Rinse your hands for 10 seconds.
- Dry your hands with paper towel or a clean towel.

Immunization (vaccination) is another important way to keep your child healthy. Immunization can protect your child from some diseases. These diseases can make your child very sick and, in some cases, can kill them. The Saskatchewan Immunization Schedule recommends routine immunization at 2, 4, 6, 12, and 18 months, as well as a booster at 4 - 6 years of age. For more information on immunizations, see page 27.

Signs of Illness

Your child will get sick from time to time, just like you do.

Here are some signs that your child may be sick.

- Your child may be quieter, moodier, sleepier, or more restless than usual.
- Your child's behaviours may be more extreme than usual.
- Your child may refuse more than one meal.
- Your child may vomit (throw up) all or part of their meal.
- Your child's bowel movements (poops) may suddenly increase or decrease.
- Your child may have a fever.
- Your child may be flushed or pale.
- Your child's skin may be dry or hot.
- Your child may sweat a lot.
- Your child may be having difficulty breathing.
- Your child's cough may get worse.
- Your child may be bothered by light.
- Your child's eyes may be red, painful, or itchy.
- Your child may be in pain.
- Your child's body may be twitching, shaking, stiff, or immobile.



If you are worried about your child's health, contact your healthcare provider or HealthLine at 811 or <https://www.saskatchewan.ca/residents/health/accessing-health-care-services/healthline>.

If Your Child is Sick...

- Encourage your child to drink lots of water.
- Take your child's temperature.
- Encourage your child to rest. This does not mean that they have to stay in bed or sleep.
- Encourage quiet activities, like colouring or playing with blocks, instead of running and playing outside.

Prescription Medications

Not all health issues can be treated with medication. Sometimes the best you can do is help your child to rest, drink water, and treat some of the symptoms.

Your healthcare professionals will know when your child needs a prescription or not.

Your healthcare professional may feel that your child needs medicine to get better. Your healthcare professional will explain to you what the medicine is and how your child needs to take it. You will take the prescription to a pharmacist. If you have any questions about the prescription, you can talk to your pharmacist or healthcare professional.

Giving Medication

For some parents, giving medication to their child is easy. For most, it can be a struggle.

Common Childhood Health Issues

Below is information about the common health issues that children experience. For each health issue, you will find information about:

- what it is
- what the symptoms are
- when to see a healthcare professional
- how it is spread
- how it is treated
- how it is prevented

Chicken Pox

Chicken pox (varicella) is caused by a virus. Chicken pox is a common childhood illness. It is also an illness that can be prevented. Both pregnant women and children can get a vaccine that will protect them against the chicken pox virus.

Having chicken pox is not dangerous for most children. However, infants and children who have weak immune systems can get very sick. Some children have to be hospitalized because of complications. In rare cases, people can die from chicken pox.

Symptoms

Your child can be exposed to the chicken pox virus a long time before they have any symptoms. The first symptoms your child will have are fever, aches, and pains.

Two to three days after these symptoms, children will develop a rash. This rash appears as small pink spots that turn into small water blisters. These are often very itchy. The water blisters scab over in approximately 5 days.



When to See a Healthcare Provider

See a healthcare professional, if your child:

- has a chicken pox spot that becomes large, red, and sore
- has a lot of spots in their mouth
- has a fever that comes back
- does not want to play, eat, or drink

Treatment

- There is **no treatment** for chicken pox. Your physician might give your child anti-viral medication if your child has other medical concerns.
- Tylenol (acetaminophen) can be given to children over 2 years old to help with fever and body aches. Follow the directions on the package.
- **Do not** give your child ASA (Aspirin or acetylsalicylic acid). Giving young children ASA can increase their risk of Reye's syndrome. This syndrome can cause damage your child's liver and brain.
- A bath with baking soda and warm water can help with the itching.

Spread

- The chicken pox virus is airborne. This means that the virus can be spread by people who have chicken pox when they breathe, cough, or sneeze. It can also be spread through contact with the rash or blisters. Once the blisters have dried up and scabbed over, chicken pox is no longer contagious.

Prevention

Healthy children should get immunized against chicken pox. People who live with children and work with children should also get the chicken pox vaccine.

Chicken pox can be passed from one person to another easily. Keep your child home from daycare or school while they are sick. Your child can go back to school when they feel better.

Constipation

Constipation is common in children. If your child is constipated, they will have a hard time having a bowel movement (pooping). Their stool (poop) will be hard and dry.

Symptoms of Constipation

- Having 3 or less bowel movements (poop) a week
- Having trouble having a bowel movement (poop)
- Straining when having a bowel movement (poop)
- Having pain when having a bowel movement (poop)
- Seeing blood on the toilet paper after wiping
- Having stool (poop) that is hard, dry, and large
- Feeling full or bloated

- Having stomach pain or cramps
- Having small liquid or soft stool (poop) marks on your child’s diaper or underwear

When to See a Healthcare Provider?

Sometimes there are medical reasons why a child has constipation. If your child has lots of problems with constipation and it disrupts their regular routine, take them to your healthcare provider for a check-up.

See your doctor if your child:

- Has blood in their stool (poop)
- Has a fever
- Is urinating (peeing) often
- Finds urinating (peeing) painful
- Loses control and doesn’t make it to the bathroom in time (after being toilet trained)
- Has a hard time having a bowel movement (poop)
- Has not had a bowel movement in 4 days

Take your child to the hospital if:

- They are having a lot of pain
- They are vomiting (throwing up) a lot
- They are vomiting (throwing up) dark green fluid
- Their stomach is swollen

Treatment and Prevention

Treatment and prevention are the same for constipation.

- Increase the amount of water your child drinks.
- Give your child more foods that are high in fibre.
- Decrease the amount of foods your child eats that are high in fat.
- Make sure your child gets plenty of exercise.
- Eat meals at the same time every day.
- Help your child learn ways to cope with their stress.
- Help your child develop a habit of having a bowel movement (poop) every day. You cannot force your child to have a bowel movement. Having a bathroom routine will help your child have a bowel movement every day.
- Make sure your child has enough time to use the toilet; do not rush them in the bathroom.
- Allow your child to have regular access to the bathroom.

Spread

Constipation does not spread from one person to another.

Croup (Laryngitis)

Croup is a common childhood illness. Croup can be caused by a lot of different viruses. These viruses cause an infection in the child's throat and vocal cords. In children under 5, this infection is called croup. In older children and adults, it is called laryngitis.

Symptoms

- Cold symptoms (stuffy nose, headache, and sore throat)
- Fever
- Cough that sounds like a bark and may be worse at night
- Red, swollen throat and voice box
- Hoarse or croaky voice
- Trouble breathing
- Fast and noisy breathing
- Tired
- Symptoms can get worse when a child is excited

When to Get Help:

Call your healthcare provider or HealthLine (811) if your child has:

- a fever and is under 6 months old
- a fever for more than 72 hours (3 days)
- bluish-coloured lips or nails
- difficulty breathing
- a hard time breathing when lying down
- rapid breathing
- a lot of drool
- problems swallowing
- no energy
- stopped responding to you

Treatment and Care

- Keep your child calm.
- Offer a lot of fluids, like breast milk and water.
- Use a cold mist humidifier.
- Unless your doctor tells you to, do not use over-the-counter cough and cold medications for any children under 6 years old.
- Regular Tylenol (acetaminophen) can be given to children over 2 years old to help decrease pain and bring down the fever. Give Tylenol according to the directions on the bottle. Do not give more than 5 doses in 24 hours (a day).
- Do not give your child ASA (Aspirin or acetylsalicylic acid). Giving young children ASA can increase their risk of Reye's syndrome. This syndrome can damage your child's liver and brain.



Spread

The viruses that cause croup can spread through the air on water droplets that leave a person when they breathe, cough, or sneeze.

The viruses that cause croup can be spread through touch. Your child can get croup if they touch the hands of someone who has croup or who has taken care of someone who has croup.

Prevention

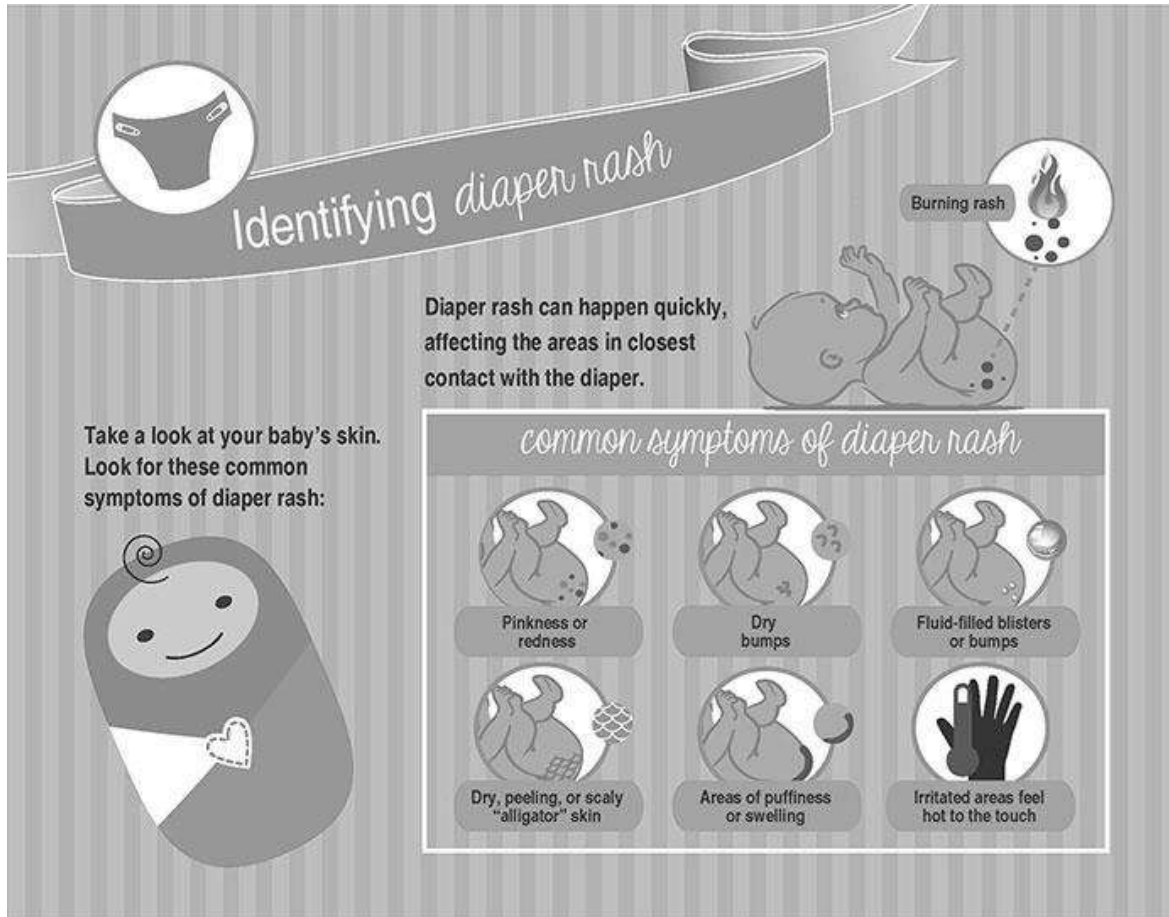
Wash your child's and your own hands frequently. Teach your child how to wash their hands properly. Teach your child to cough and sneeze into their upper arm or a tissue.



Diaper Rash

Diaper rash is very common. It is caused by your child's diaper rubbing against their skin. It can also be caused by certain foods, allergies to chemicals, yeast infection, or having a wet diaper for a long time.

Symptoms



When to See a Healthcare Provider

Contact a healthcare professional:

- if there are open sores
- if there is pus (white, yellow, or green drainage)
- if the rash keeps getting worse

Treatment

- Leave your baby's diaper off. Air will help heal the rash.
- Put zinc oxide ointment on the rash before putting on your child's diaper. Your pharmacist can help you find this cream.

Spread

- Diaper rash cannot spread to another child.

Prevention

- Do not use baby wipes; use gentle soap and water instead.
- Do not use lotion, baby oil, or powder in your child's diaper area.
- Keep your baby clean and dry.
- Change your child's diapers often.

Diarrhea

When your child has diarrhea, they will have more bowel movements (poop) than usual. Their stool (poop) will be loose, runny, or watery.

Diarrhea can be caused by many things (e.g., bacteria and viruses). Diarrhea is common in young children.

Diarrhea can be dangerous. It can cause dehydration. Dehydration means that your child does not have enough water in their body. Dehydration can make your child very sick.

Symptoms

- Loose or watery stool (poop)
- Fever
- Loss of appetite
- Throwing up
- Cramps
- Stomach pain
- Blood or mucous in their stool (poop)

When to Contact a Healthcare Provider

Take your child to a healthcare provider if your child:

- Is under 6 months old
- Is peeing more than they usually do
- Is more thirsty than they usually are
- Has a fast heartbeat
- Has sunken eyes
- Has no tears when they cry
- Has grey-coloured skin
- Has a dry mouth, throat, or tongue
- Has black or bloody stool (poop)
- Is throwing up (vomiting) blood
- Has pain in their stomach that keeps getting worse
- Has diarrhea for more than 24 hours
- Has a high fever that doesn't go away after 72 hours (3 days)

Treatment

The goal of treatment for diarrhea is to keep your child from getting dehydrated.

- Give your child a lot of liquids, like water or breast milk.
- If formula feeding, do not dilute the formula.
- If your child is not taking fluids, you can offer oral re-hydration fluid. These can be bought at the pharmacy. Ask your pharmacist for more information.
- If you cannot get oral re-hydration fluid, you can make your own. Mix 4 cups of boiled water with 4 teaspoons of sugar and ½ teaspoon of salt.
- Give one tablespoon of oral re-hydration fluid every 10 minutes.

Spread

The virus or bacteria that causes diarrhea can spread quickly between children and between children and adults.

Prevention

- Wash your hands and your child's hands frequently.
- Teach your child how to wash their hands properly.
- Wash your hands thoroughly after each diaper change.
- Clean your changing surface thoroughly after changing diapers.
- Wash your child's and your own hands after using the bathroom.
- Learn about safe food handling.

Ear Infection

Middle ear infections are common in young children. Often, they are not serious or contagious. Ear infections often follow a cold.

Symptoms

- Fever
- Fussiness
- Trouble sleeping
- Pain in the ears
- Trouble hearing quiet sounds
- Tugging, pulling, or itching of the ears

When to See a Healthcare Provider

Contact a healthcare provider if your child has an ear infection and:

- Has other medical problems
- Is throwing up often
- Is younger than 6 months old
- Is older than 6 months and has had a fever for more than 48 hours
- Has swelling behind their ear

- Is very sleepy
- Is very irritable
- Has problems hearing

To diagnose an ear infection, a healthcare professional will use an otoscope. The otoscope is an instrument that has a light on it. This helps the doctor see in your child's ear.

Treatment

- For infections that are minor (not too much discomfort and no high fever), the healthcare provider will most likely wait to see if the ear infection goes away by itself. If it does not go away after 48 hours or gets worse, take your child back to your healthcare provider.
- Your healthcare provider may give your child antibiotics if:
 - Your child has a high fever (more than 39°C (102°F))
 - Your child has severe pain
 - Your child's condition does not improve over 48 hours
 - Your child's ear canal has new fluid in it
- If your child is over the age of 2, regular Tylenol (acetaminophen) can be used to decrease your child's pain. Give your child over the age of 2 Tylenol to help bring down the fever. Give Tylenol according to the directions on the bottle. Do not give more than 5 doses in 24 hours (a day).
- Do not give your child ASA (Aspirin or acetylsalicylic acid). Giving young children ASA can increase their risk of Reye's syndrome. This syndrome can damage your child's liver and brain.

Spread

Ear infections cannot be spread from person to person. However, the virus that caused the original illness (e.g., a cold) can be.

Prevention

- Wash your hands and your child's hands frequently.
- Teach your child how to wash their hands properly.
- If you can, breastfeed your baby. Breastfed babies get less ear infections.
- Do not bottle-feed your baby when they are lying down.
- Use a cup instead of a bottle when your baby is 1 year old.
- Keep your child's environment smoke-free. For more information on second hand smoke, [click here](#).
- Get a flu shot for your child and you. This will keep your whole family safe.



Fever

When you have a fever your body temperature is higher than 37°C (98.6°F). Fevers are normal if your child has an infection. Fevers usually go away in 72 hours. Fevers are usually not dangerous.

Taking Your Child's Temperature

There are a lot of ways that a child's temperature can be taken: rectally, in the armpit, in the ear, or by mouth. The best method depends on your child's age. The chart below will help guide you in taking your child's temperature.

Age	Method
Birth to Two Years	First Choice: Rectal (anal) Second Choice: Armpit
Two to Five Years	First Choice: Rectal (anal) Second Choice: Ear or armpit
Six and older	First Choice: Mouth Second Choice: Ear or Armpit

When to See a Healthcare Provider

See your healthcare provider if your child:

- Is **under 6 months old** AND has a fever
- Is older than 6 months old AND has a fever **over 39.5°C (103°F)**
- Has had a fever for **more than 6 days**
- Is really sleepy or has low energy
- Is really cranky, restless, or irritable
- Is wheezing
- Has a cough that will not stop or go away
- Has a rash or other signs of illness that worry you
- Has a febrile (fever) seizure; if the seizure lasts more than 3 minutes or your child is turning blue, call 911

Treatment

- Give your child lots of fluids (e.g., water or breast milk).
- Offer your child small amounts of food.
- Let your child rest. Your child will need more rest than usual. However, they don't have to be kept still or stay in bed.
- Keep your child home from daycare, preschool, or school.
- Keep your child warm. Shivering raises body heat and can increase your child's temperature.
- Your child will sweat. This can make your child cold. Keep them warm, dry, and clothed.
- If your child is over the age of 2, give regular Tylenol (acetaminophen) to help bring down the fever. Give Tylenol according to the directions on the bottle. Do not give more than 5 doses in 24 hours (a day).

- Do not give your child ASA (Aspirin or acetylsalicylic acid). Giving young children ASA can increase their risk of Reye’s syndrome. This syndrome can damage your child’s liver and brain.

Febrile Seizures

- Febrile seizures are seizures caused by high fevers. During a febrile seizure, your child’s body will go stiff and begin shaking. Febrile seizures occur in children between 6 months and 6 years of age. These seizures can be scary for parents but are fairly normal. They are usually not harmful. If you are worried, talk to your healthcare provider. If the seizure lasts more than 3 minutes or your child is turning blue, call 911.

Impetigo

Impetigo is an infection caused by bacteria. The bacteria can get into scrapes and bug bites and cause an infection. Any child can be infected with impetigo.

Symptoms

- A rash that appears around the mouth, nose, or skin not covered by clothes. The rash is a cluster of red bumps or blisters. These may ooze or be covered with a honey-coloured crust.
- If the infection is severe, your child may have a fever, pain, swelling, and weakness.



When to Contact a Healthcare Professional

Your child will need to be seen by a healthcare professional. Your child will need to take antibiotics.

Treatment

Your child will be given antibiotics. Make sure that your child takes the medicine as the healthcare professional prescribes.

Keep the sores covered with gauze.

Keep your child home from daycare and school until your healthcare professional says it is alright to go out.

Spread

Impetigo can spread to another person if that person touches the rash. Impetigo can also spread by touching bedsheets, towels, or clothing that have touched the infected child’s skin.

Prevention

- Wash your child's and your hands thoroughly with soap and water after touching the infected skin.
- Teach your child how to wash their hands properly.
- Do not share clothes or towels between family members.
- Wash bedding, clothes, and towels in hot water and dry thoroughly.

Jaundice

Many babies have mild jaundice when they are born. Jaundice is caused by a build-up of a chemical (bilirubin) in your baby's blood. Your baby's liver may not be functioning well enough yet to get rid of this chemical. Severe jaundice can be harmful to your baby. It can affect your baby's nervous system and brain.



Symptoms

- The skin on the face appears yellow. Later the chest, stomach, arms, and legs look yellow.
- The whites of the eyes also look yellow.

When to See Your Healthcare Professional

After your baby is born, your healthcare professional will assess your baby for jaundice before you leave the hospital. Once home, if you notice your baby has yellowish skin on their chest, stomach, arms, and legs, contact your healthcare professional. Your healthcare professional will look at your baby's skin and take a blood test. The blood test will check your baby's bilirubin level.

Treatment

Your baby will have their clothes removed and will be placed under special lights. Your baby's eyes will be covered to protect their eyes. The lights help your baby's body get rid of bilirubin.

Spread

Jaundice does not spread from one person to another.

Lice

Lice are very common in children. Many children will have at least one case of lice before the end of elementary school.

Lice are small bugs that live in hair. They do not spread disease.

Anybody can get lice.

Lice eggs (nits) are white-grey, tan, or yellow. They are small and oval. Sometimes nits look like dandruff. Nits are found close to the scalp.

Lice are black. Lice are hard to see because they are small. A louse is the size of a sesame seed. Lice can live for a long time on a person's head (up to 30 days) and will continue to produce nits.



Symptoms

- Itchy scalp
- Seeing lice in your child's hair
- You can have lice and have no symptoms at all

When to Contact a Healthcare Professional

You do not need to contact a healthcare professional if your child has lice.

Treatment

- Talk to your pharmacist about treatments for lice. Tell your pharmacist your child's age. Some treatments are not safe for young children.
- Follow the directions on the package.
- Don't leave the shampoo in longer than the instructions say.
- Rinse the hair with cool water after treatment.
- Comb your child's hair in small sections with a nit comb. Nit combs have teeth (tines) that are very close together. Because nits (lice eggs) are so small, regular combs and brushes do not catch them.
- After treating your child's hair to get rid of the lice and nits, wash all sheets, towels, clothes, and hats in hot water and dry on high heat.
- Stuffed animals, pillows, and blankets can be placed in a sealed plastic bag for two weeks. This bag can also be put in the freezer for 24 hours.
- Re-treat your child's hair after 7 to 10 days.



Spread

Lice are spread through:

- head-to-head contact
- sharing combs, hats, hairbrushes, and other things that touch a person's hair
- contact with blankets, sheets, and clothes; lice can live on these items for up to 3 days

Head lice cannot be spread through pets.

Prevention

- Unless your child's school has a "no nit" policy, there is no reason for your child to stay home.
- Check your child's hair frequently.
- Do not share things that touch your child's hair (e.g., hats, brushes, and headphones).
- After treating your child's hair, wash all sheets, towels, clothes, and hats in hot water and dry on high heat.
- Stuffed animals, pillows, and blankets can be placed in a sealed plastic bag for two weeks. This bag can also be put in the freezer for 24 hours.

Respiratory Distress

Sometimes newborns have problems breathing. There can be some simple reasons for this. For example, your baby may have breathing problems because their nose is plugged.

Treatment of a Plugged Nose

- Buy nasal (nose) saline (salt) and a bulb syringe from the pharmacy. Your pharmacist can help you find these.
- Use nasal saline drops as instructed.
- Use a bulb syringe to suck out the drops and mucus.



Contact 911 or your healthcare professional immediately if your baby:

- is breathing fast (more than 60 breaths in one minute)
- is grunting when breathing
- has a blue skin colour
- is having a hard time breathing

Strep Throat (Streptococcus)

Strep throat is one reason why your child may have a sore throat. Strep throat is caused by bacteria.

Symptoms

- Very sore throat
- Trouble swallowing
- Swollen/tender lymph nodes
- Fever
- Nausea (sick to one's stomach)
- Stomach ache
- Headache

Strep throat can cause kidney problems and rheumatic fever. Rheumatic fever is an illness that can lead to swollen joints, rashes, and heart damage.

When to Contact a Healthcare Professional

Strep throat needs to be treated by a healthcare professional. To diagnose, a swab will be taken from your child's throat. This can look scary and be uncomfortable.

Treatment

- Your child may be given an antibiotic. Follow the instructions for giving the medication.
- Gargling with warm salt water can help decrease the pain in your child's throat.
- Tylenol (acetaminophen) can be used to decrease your child's pain. If your child is over 2 years old, you can give them Tylenol to help bring down the fever. Give Tylenol according to the directions on the bottle. Do not give more than 5 doses in 24 hours (a day).
- Do not give your child ASA (Aspirin or acetylsalicylic acid). Giving young children ASA can increase their risk of Reye's syndrome. This syndrome can cause damage your child's liver and brain.
- Give your child plenty of fluids.
- Make sure your child gets lots of rest.



Spread

Strep throat is spread through:

- coming in contact with an infected person's saliva or mucus
- coming in contact with droplets spread through the air when the infected person coughs or sneezes

Prevention

- Teach your child to sneeze and cough into their upper arm or a tissue.
- Wash your child's and your hands frequently.
- Teach your child how to wash their hands properly.
- Keep your child home until your healthcare professional says they can return to normal activities.

Medications

Not all medications are safe to give children. In fact, some may be very harmful. Talk to your healthcare professional or your pharmacist before giving medication to your child. Always give medication the way that you have been instructed by your healthcare professional.

Remember that prescribed medication can only treat certain illnesses. Not all illnesses can be or should be treated with medication. Giving medications that are not needed, or using other people's medications, can make them work less effectively when your child does need them.

How to give medication?

- Keep your child and yourself calm.
- Sit your child up.
- Give small amounts until you reach the full amount in the instructions.
- Put the medicine inside your child's cheek. Do not force it down your child's throat.
- Do not mix medication in juice. Some of the medication will stick to the cup and your child will not get the full amount.
- Give your child something good tasting to eat or drink afterwards.



Safety

- Never tell your child that medication is candy or mix it with something really good tasting.
- Keep all medication locked up or out of your child's reach.
- Do not leave medication in your purse, bag, or anywhere that your child can reach.

First Aid

Knowing some basic first aid and CPR (cardiopulmonary resuscitation) will ensure that you and your family stay safe. First aid and CPR is what you do to help someone right away while you are waiting for medical help.

Courses

You can take first aid courses from St. John's Ambulance and Canadian Red Cross. You can also download the "First Aid App" from the Canadian Red Cross. This app provides simple, step-by-step instructions to guide you through everyday first aid scenarios.

First Aid Kit

It is important that you have a basic first aid kit at home. You can buy one or make one yourself. Make sure that it includes:

- Emergency telephone list
- Small and large gauze pads
- First aid tape
- Tensor bandage
- Triangular bandage
- Antibiotic cream
- Different sizes of bandages
- Scissors
- Tweezers
- Safety pins
- Instant ice packs
- Latex gloves
- Antiseptic wipes
- Pencil and paper
- Emergency blanket
- Eye patch
- Thermometer
- Face shield (mask)
- First aid manual

Canadian First Cross. (n.d) Kit Contents. First Aid Kits.

Assessing a Situation

Make sure that you are safe before helping your child. It is important that you don't get hurt as well. If you do, you may not be able to help your child.

Always CHECK the situation, then CALL for help, then CARE for your child.

Check

- Is the space around your child safe? Check for broken glass, fire, wires, and gas.
- Is your child conscious? Are they responding to you?
- Can your child breathe? If your child is breathing, you will be able to feel air coming out of their nose or mouth, their chest will rise and fall, and you will be able to hear their breath if you put your ear near their mouth. Open your child's airway by gently tilting back their head and lifting their chin.
- Is your child bleeding? You may need to put pressure on the wound to slow the bleeding.

Call

- Call 911 to get help for your child.

Care

- While waiting for help, do first aid if you need to.
- Have your child rest quietly.
- Keep your child warm.
- Stay with your child.

Information about First Aid for Specific Injuries

Animal and Human Bites

If your child is bitten by an animal or human:

- rinse the bite under water
- wash the bite with soap and water
- dry the bite using a clean gauze pad
- cover the bite with a clean gauze pad held on with first aid tape
- keep your child warm and comfortable

Human and animal bites can get infected. Watch for signs of infection, like swelling, redness, warmth, and pus. See a healthcare professional if any of these happen or if the bite is severe and needs stitches.

Bug Bites

Bug bites can be uncomfortable. Sometimes people are allergic to bug bites. If your child is allergic to a bug bite, they will get lots of swelling, a rash, and may have trouble breathing. If your child is having trouble breathing, call 911.

Below is a list of things you can do to help your child if they are not having a life-threatening allergic reaction.

- If there is a stinger in the bite, remove it by scraping it out. Do not squeeze it.
- Wash the bite with soap and water.
- Use an ice pack 20 minutes every hour to help reduce the swelling.

Bug bites can get infected if they are scratched. Contact your healthcare professional if there are signs of infection.

Burns

Burns make the skin look red and there may be some swelling. There will also be some pain. Some burns can be treated at home while others need medical attention right away.

If there are any blisters, take your child to a healthcare professional right away.

If, after a few days, your child's burn changes colour, has blisters, has pus, or your child gets a fever, take them to a healthcare professional.



The following steps will help you take care of your child if they are burned.

1. Run cold water over the burn. This should stop the pain.
2. Put an antibiotic cream on the burn.

Bumps and Bruises

Children will get many bumps, bruises, and cuts throughout their lives. It is part of exploring the world, growing, and learning.

A bump is a swelling under the skin. Bruising is the leaking of blood vessels under the skin causing the skin to change colour.

The following steps will help you take care of your child's bumps and bruises.

1. Have your child rest.
2. Put an ice pack on the bump for 20 minutes every hour for one to two days.
3. Raise your child's injury above the level of their heart. If this hurts your child, don't do it.

Bumps on the head can be serious. They can cause concussions. See a healthcare professional if your child has any of the following after they have bumped their head.

- Headache
- Dizziness
- Confusion
- Problems with eyesight
- Problems breathing
- Seizures
- Blood coming out of ears or eyes
- Tiredness
- Unconsciousness

Cuts

The following steps will help you take care of your child's cuts.

1. Press on the cut until the bleeding stops. If the bleeding does not stop or the cut is deep, your child may need stitches. Keep pressure on the cut and take him to the healthcare professional.

2. Once the bleeding has stopped, rinse the cut under water for at least 5 minutes. Wash the cut with soap and water. If you are not near water, you can use antiseptic pads (e.g., alcohol wipes) to clean the cut.
3. Use a new gauze pad to dry the cut.
4. Put on antibiotic cream.
5. Cover the cut with a bandage or gauze and tape.

Hypothermia

Hypothermia happens when your body loses heat faster than it can make heat. Hypothermia occurs when a child's body is exposed to cold temperatures for a long period of time.

How to Prevent Hypothermia

- Wear layers of clothing that can be easily put on and taken off.
- Wear a warm winter hat that covers the ears.
- Wear warm mittens.
- Wear a neck warmer or balaclava.
- Wear an extra pair of warm socks and warm, waterproof boots.
- If your child's clothes get wet, change them into warm and dry clothing as soon as you can.

Warning Signs of Hypothermia

- Shivering
- Exhaustion
- Confusion
- Fumbling hands
- Memory loss
- Slurred speech
- Drowsiness

Additional Warning Signs of Hypothermia in Babies

- Bright red and cold skin
- Very low energy

What to Do If Your Child has Hypothermia

- Seek medical attention immediately.
- Move your child into a warm room.
- Give your child a warm drink to help increase the body temperature.
- Keep your child dry and wrap their body, neck, and head in a warm blanket.

Frostbite

Frostbite occurs when a child's skin freezes. Frostbite can occur if skin is not protected or covered in cold temperatures. The most common body parts to get frostbite are the cheeks, ears, nose, hands, and feet.

Preventing Frostbite

- Skin can freeze quickly in cold temperatures. Always check the temperature and wind chill factor before going outside.
- If the temperature or the wind chill is reported as -27°C (-16°F), it is safest for children to stay indoors.
- Have your child come inside often to warm up and take a break. Staying outside for long periods of time in cold temperatures can be dangerous.
- Dress children in warm clothing when outdoors in cool and cold temperatures. Children should wear:
 - layers of clothing that can be easily put on and taken off
 - a warm winter hat that covers the ears
 - warm mittens
 - a neck warmer and balaclava
 - an extra pair of warm socks and warm, waterproof boots

Warning Signs of Frostbite

- The first signs of frostbite are:
 - skin that appears red and swollen
 - skin that feels like it is stinging or burning
- If there is pain or redness on any area of skin, bring your child out of the cold and cover the area before going outside again.
- If the skin does not become protected from the cold or is not warmed, the next signs are:
 - skin that appears grey in colour
 - skin that feels like it is tingling
- If the skin continues to be exposed to the cold, it freezes.
 - Skin will be shiny and white.
 - A child will have no feeling in the area.

What to Do If Your Child has Frostbite

- Remove any cold clothing that is covering the affected area.
- Put your child in dry, warm clothing or cover with blankets.
- Slowly warm up the area by gently covering it with your hand. You may use lukewarm (not hot) water to slowly warm affected body parts.
- Seek medical attention immediately if your child's skin is white, waxy, or feels numb.

What NOT to do if Your Child has Frostbite

- Do not massage frostbitten skin.
- Do not rub snow on frostbitten skin.
- Do not use a hot bath, heating pad, heat lamp, or heat from a stove or fireplace to warm affected areas.

Immunization

How do vaccines work?

When you get sick, your body works hard to help you get better. It does this by making antibodies.

Antibodies help your body fight the bacteria and viruses that make you sick. Antibodies can also protect you from getting the same illness in the future. It takes time for your body to make enough antibodies to fight the illness you have. Some illnesses can make you very sick, very fast. You can be very sick and be at risk for complications before your body has made enough antibodies to fight the illness.

When you are immunized, you are given a vaccine. Each vaccine is made for a specific disease. Vaccines cause your body to produce antibodies. These antibodies are stored in your body. These antibodies protect you from these specific illnesses in the future.

Why is Immunization Important?

At birth, your child is immune to some common childhood diseases. This is passed on from mother to child during pregnancy. This immunity will go away or decrease during the first few weeks of your child's life.

Vaccines can protect your child from some diseases (see the following chart). These diseases can make your child very sick and, in some cases, cause death.

Getting your child vaccinated against diseases helps to stop these diseases from spreading. This protects you, your child, and your community.

Vaccination Schedule for Children in Saskatchewan

Children in Saskatchewan are immunized against 13 different diseases. Vaccines are offered through Public Health Clinics and are free of charge. Some vaccines are repeated to make sure your child has developed enough antibodies against specific diseases. These repeated vaccinations are also called booster shots.

Vaccine schedules make sure that your child receives vaccines at certain ages and time intervals. Following this schedule makes sure that your child is protected against certain infectious diseases.

The chart below shows Saskatchewan’s Immunization Schedule for children aged 2 months to 6 years. Your child will not receive a separate needle for each disease. Some of the vaccines are combined together.

Age	Immunizations
2 months	diphtheria, tetanus, whooping cough (pertussis), polio, meningitis, pneumococcal disease, rotavirus
4 months	diphtheria, tetanus, whooping cough, polio, meningitis, pneumococcal disease, rotavirus
6 months	diphtheria, tetanus, whooping cough, polio, meningitis
12 months	meningococcal disease, measles, mumps, rubella, chicken pox (varicella), pneumococcal disease
18 months	diphtheria, tetanus, whooping cough, polio, meningitis, measles, mumps, rubella, chicken pox
4-6 years	diphtheria, tetanus, whooping cough, polio
Yearly after 6 months	Influenza (flu shot)

You can keep a record of your child’s vaccinations using the CANImmunize app. This app will also remind you when your child’s next vaccination is due. You can also see your child’s vaccination record through MySaskHealth (visit the government of Saskatchewan website). Your healthcare professional can also print out a copy of this record.

Are vaccinations safe?

The vaccines used in Canada are very safe. It is rare that a child cannot be given a vaccine for medical reasons. Talk to your healthcare professional if you have questions.

Can My Child have Side Effects from Vaccinations?

Some children experience mild reactions to vaccines. Your child may have a sore arm or a fever. This will go away after a few days.

If your child is over the age of 2, give your child Tylenol (acetaminophen) to bring down their fever, if they develop one. Give Tylenol according to the directions on the bottle. Do not give more than 5 doses in 24 hours.

Do not give your child ASA (Aspirin or acetylsalicylic acid). Giving young children ASA can increase their risk of Reye’s syndrome. This syndrome can cause damage your child’s liver and brain.

Some children may have more serious side effects from vaccines. If you have any concerns about side effects, please call HealthLine (dial 811) or your healthcare professional.

Flu (Influenza) Vaccine

The flu (influenza) vaccine helps to protect you, your child, and your family from the getting the flu. In Saskatchewan, you can get flu vaccines for yourself and your child. Children between 6 months and 5 years old can get very sick from the flu. This makes it important for young children to get the flu vaccine. Contact your local Public Health Clinic, doctor, health centre, or pharmacist for information about getting a flu vaccine.

Toilet Training

Learning to use the toilet is a skill that your child is ready to begin learning when they are around 2 years old. Until this time, your child does not have enough muscle control to hold urine in their bladder for a few hours. It usually takes more time for boys than girls to learn how to use the toilet. Learning the complete process can take several years for both boys and girls.

It is important to make your child's toilet training as relaxed and simple as possible. The whole process is easiest when your child is ready. Your child must want to take this major step. They will be ready when they become eager to please and imitate you, but also want to be more independent. As your child gains control over their body, there is a new sense of self-esteem, self-control, and independence.



Is Your Child Ready?

The following are signs that your child is ready to toilet train.

- Their bowel movements (poop) occur at a regular time.
- They announce when they are having a bowel movement or peeing.
- They stay dry for several hours or overnight.
- They can and will follow instructions.
- They know when their bladder is full or when they are about to have a bowel movement. They let you know through words, facial expressions, or a change in activity.
- They show interest in imitating other family members or friends in the bathroom.

When you see the readiness signs, you can provide the needed structure, support, and guidance to make this a positive experience. As with any new skill, learning to use the toilet takes time, patience, and a lot of practice. Parents can expect mistakes or accidents but can use them as an opportunity for learning.

Even when your child is using the potty all the time in the daytime, your child may still need a diaper overnight.

Tips for Success

- You will need a child's potty chair or an adapter for a full-sized toilet. The potty chair works well because the child can plant their feet directly on the floor and can get on the chair by themselves. Many children need help getting onto a full-sized toilet and some may fear that they may fall into the bowl. Provide a sturdy stool in front of the toilet so that the child can still get on the toilet by themselves.
- For the first few weeks, let your child sit on the potty. This can be with or without a diaper. The aim is to help them feel comfortable with the potty.
- Show your child how to plant their feet on the ground or stool. This will be important when they have a bowel movement (poop).
- For the first few months, be aware of your child's cues to encourage them to use the potty. You will have to rely on grunts, faraway looks in their eyes, or your child squatting in the corner. If possible, take your child to the potty prior to the bowel movement.
- Set up a routine. Take your toddler to the potty when they get up in the morning, after breakfast, after lunch, after nap, after dinner, and before a bath. If nothing happens in five minutes, say something like "I see you do not have to go right now" and let the child go on with other activities.
- When they succeed, share their excitement, and gently praise. Focus on their accomplishment rather than praising them.
- Make using the potty as routine as eating and sleeping.
- If you ask your child "Do you have to use the potty?" the usual reply will be "No". You'll have more success if you say, "Let's go to the potty now."
- After they use the potty regularly, they can gradually switch from diapers to training pants.
- Your child will also have to learn how to take down their pants and underpants, wipe themselves, and then wash their hands when they are finished
- Expect your child to have the occasional accident. A child does not do this on purpose; they are learning a new skill. It takes time. They do not like wet or soiled clothing any more than you do. Be prepared. Carry an extra set of clothes with you at all times, and leave an extra set in the car.
- If your child has an accident, do not make a big deal of it. This is common and should not be a cause for punishment.
- You can help yourself to stay relaxed by not taking on this process with a deadline in mind. This puts a great deal of stress on you and your child. If a deadline for potty training is due to child care or preschool, you may want to look at alternative arrangements.

Health Quiz

1. Handwashing is the best way to prevent the spread of illnesses from one person to another.
 True
 False
2. My child will not be affected by my tobacco smoke if I smoke outside.
 True
 False
3. If your child is having difficulty breathing, call 911 or take them to emergency immediately.
 True
 False
4. Toilet training happens quickly. Some parents even think...“I’ll show my child what to do and within a week they’ll be doing it on their own 100% of the time”.
 True
 False
5. Vaccinations can help protect your child, your family, and those in your community from certain illnesses and diseases.
 True
 False

Healthy Eating

Healthy eating means that you are getting the water and nutrients you need to be healthy. Nutrients include protein, carbohydrates, fat, vitamins, and minerals.

Healthy eating gives you energy and helps to keep you physically and mentally healthy.

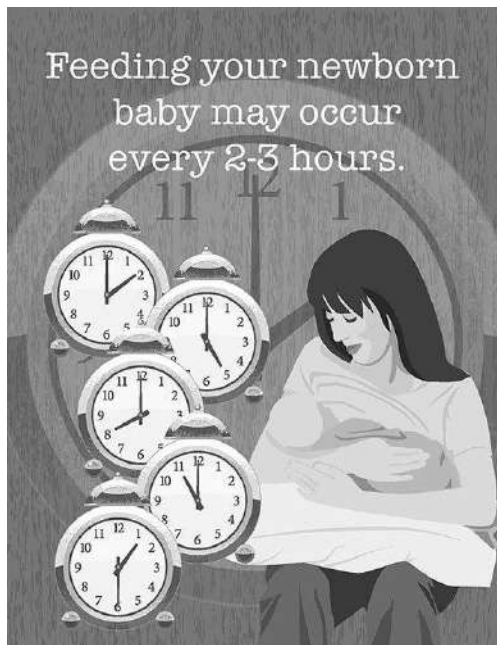
Healthy Eating (0-6 Months)

Deciding how you will feed your baby is an important decision. Learn everything you can about breastfeeding and formula feeding. This will help you decide what is best for you and your baby.

Breastfeeding is a natural and healthy way to feed your baby. Breast milk is the best food for babies for their first year. If you are breastfeeding, give your baby 400 IU of vitamin D a day. There are many benefits to breastfeeding.



Some women choose not to breastfeed for medical or personal reasons.



How Often Does my Baby Need to Feed?

Your newborn will need to feed every 2 to 3 hours. Your baby's stomach is very small when they are born. As your baby gets older, their stomach will get bigger. They will be able to hold more food and will be satisfied for a longer time.

Your baby needs to be fed when they are hungry. Your baby will develop a feeding schedule that meets their needs. Let your baby tell you when they are hungry.

Your baby will let you know when they are hungry by putting their fingers in their mouth, moving their eyes rapidly, nuzzling against your breast, fussing, or making sucking motions with their mouth. By responding when they need you, your baby learns that you will meet their needs. This will help them develop an attachment to you. This is the beginning of trust.

Crying is a very late feeding cue. When your baby begins crying from hunger, this often means that the other cues have been missed.

You cannot spoil a baby. By attending to their needs, they will feel better. They will learn security and love.

How Much is Enough?

To know if your baby is getting enough to eat, use their diapers as clues. If they are getting enough, they should have six to eight wet diapers a day. In addition, they may have several small bowel movements (poop) daily. Some babies “fill their diaper” after each feeding.

Some breastfed babies over six weeks old may go several days without a bowel movement. This is because breast milk is almost completely digested. This is normal. As long as your baby is comfortable, there is no need to worry.

As time goes on, there will be fewer bowel movements and diaper changes. If your baby is eating well, gaining weight, and does not have dry, hard bowel movements, they are doing well.

Your newborn may lose weight during their first week. After that, there should be a steady weight gain.

Watch for the following to ensure that your baby is getting enough food.

- The urine in their diaper is pale or clear in colour.
- They are content after most feeds.
- They are gaining weight.

The amount your baby drinks at each feeding will gradually increase. If you are breastfeeding, your milk will continue to increase to meet your baby’s needs.

Breastfeeding

Breast milk is the best food for babies. Breast milk provides all the nutrients and calories your baby needs.

Breastfeeding can continue as long as you want. It is your choice when you stop breastfeeding. Every day that you breastfeed benefits your baby.

It is recommended by the Canadian Paediatric Society and Health Canada that breast milk be the only food for babies 0-6 months old. You can continue to breastfeed your baby as long as you and your baby want to.

Breastfeeding Benefits

Your breast milk:

- changes as your baby develops in order to meet their needs

- rarely runs out; you produce it as your baby needs it
- is easier to digest than formula
- helps build your baby's immune system which can protect them against infection
- is convenient and free with no bottles or nipples to sterilize
- can be pumped (expressed), stored, and fed to your baby by bottle at a later time

Breastfeeding:

- can lower your baby's risk of sudden infant death syndrome (SIDS, crib death)
- has been found to have a positive effect on children's motor skills, problem solving skills, and social skills
- can decrease your baby's chance of getting cavities, allergies, and asthma
- helps protect you and your baby from some types of cancers, including breast, cervix, ovarian, and some childhood cancers
- can decrease your feelings of stress and anxiety
- uses a lot of energy that burns calories and fat, and helps you lose weight after your baby is born
- is environmentally friendly; there are no cans or packaging needed
- can soothe your baby
- is free

Choosing to Breastfeed

Your baby's brain is growing and developing from birth. Breastfeeding allows your child to be in the perfect position to see your eyes and face. This helps with attachment and helps your baby's brain to develop.

Your baby's brain will develop because of the experiences they have in their early years. Newborns experience the world through their five senses: touch, smell, sight, hearing, and taste. Skin-to-skin contact while breastfeeding provides touch and smell experiences. Your baby is in a position during breastfeeding to hear your heart beat.

You can also pump your breast milk so that you can feed it to your baby by bottle later.



The amount your baby drinks at each feeding will gradually increase. If you are breastfeeding, your milk will continue to increase to meet your baby's needs.

Vitamin D Liquid Supplementation

Babies who are breastfed should get a vitamin D supplement of 400 IU each day. This will prevent the vitamin D deficiency bone disease called rickets. If your baby was born prematurely, your doctor may recommend other vitamin or mineral supplements.

Breastfeeding Concerns

Breastfeeding does not come easy to all mothers. With each baby, breastfeeding can be different. It may take a while for both you and your baby to learn to breastfeed together.

Breastfeeding can be hard for some women. Sometimes it can be painful. This is often due to infections. Talk to your healthcare providers if you have any questions or concerns. You can also talk to a lactation consultant. Lactation consultants are trained to help women with breastfeeding concerns and questions. For more information, please contact the Saskatchewan Lactation Consultant Association at www.skslca.com/contact.html or find a lactation consultation near you by contacting the International Board Certified Lactation Consultants in Saskatchewan.

If you have twins or multiples, please speak to a lactation consultant about breastfeeding your children. They can help you with advice about positioning as well as nutrition and getting enough fluids.



Some women are worried about having skin-to-skin contact with their babies. They may feel that they are doing something wrong or inappropriate. It is natural to have skin-to-skin contact with your baby. In fact, skin-to-skin contact is one of the best ways to support your baby's growth and development.

It is common for new moms to feel a bit sore and tender after breastfeeding. You should not feel pinching, biting, or soreness that lasts the whole feeding. After breastfeeding, if your nipple looks flat, cracked, or is bleeding, this is not normal.

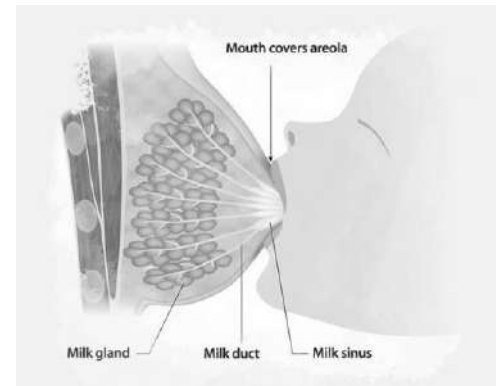
Below are some common breastfeeding issues and strategies for dealing with them.

Latching On

A good latch prevents sore nipples and is important for your baby to get the nutrition they need. If your baby is drinking and growing well, and your nipples are comfortable, this means your baby has a good latch.

Breastfeed as soon as possible after your baby is born. Babies have a natural reflex to look for and latch onto your nipple. Skin-to-skin contact and your smell and touch help trigger this natural reflex.

Your baby's mouth will open wide, like they are yawning. Their whole mouth should cover not just your nipple, but the bottom and some of the top of your areola. Your areola is the dark skin around your nipple.



Your baby is latching well if you feel a pull or tug sensation on your breast and if they are getting milk. You will know if they are swallowing by watching their lower jaw moving and hearing an 'ahh' sound occasionally. This sound is your baby exhaling after they swallow.

There are many different positions for breastfeeding your baby. Find a position you can be relaxed in, such as in a reclining chair with your baby's tummy on your tummy.

Engorgement

It is normal for breasts to feel full if you are breastfeeding your baby. Your breasts will be larger and heavier and feel slightly tender.

Engorgement, however, is not normal. The symptoms of engorgement are swollen, red, and painful breasts; flattened nipples; and shiny and tight skin surrounding the nipples.

Engorgement most commonly occurs when your baby is 3-5 days old. It usually lasts only 12-48 hours if your baby is breastfeeding well.

If you are experiencing engorgement, there are steps you can take to help make you more comfortable.

What can you do?

- Apply warm (not hot), moist cloths to breasts before breastfeeding.
- Feed your baby every two hours.
- Pump your breast milk to help drain your breasts.
- Continue to drink plenty of fluids.
- Avoid feeding your baby from a bottle or using soothers at this time. Breastfeeding your baby will help stop engorgement.

Plugged Duct

The breast has many milk ducts. If one of these ducts is not drained correctly, it can get plugged. You may have a plugged duct if you have a mild pain in your breast or a lump that does not go away after breastfeeding. A duct may become plugged gradually. You may have a slight fever and feel unwell.

What can you do?

- Feed your baby often; every two hours.
- Apply warm (not hot) cloths to your breast and massage it before breastfeeding.
- Make sure your baby is latched on well and swallowing your milk.
- If your baby does not empty your breast, pump the rest of your breast milk.
- Avoid wearing a tight bra or clothing.
- If needed, physical therapy can help with plugged ducts.

If you are having problems breastfeeding, talk with your healthcare provider, public health nurse, or lactation consultant.

Mastitis

Mastitis is an infection of the breast tissue or milk ducts. It will usually happen suddenly, and you may have flu-like symptoms such as feeling tired, headache, muscle ache, fever, or chills. Your breast may be red, hot, and swollen. The pain can be strong in one area of the breast.

Mastitis can be caused by cracked nipples, being overtired with high stress, an untreated plugged milk duct, and/or a decrease in the number of feedings each day.

What can you do?

- Contact your healthcare provider if you think you have mastitis. You may need antibiotics.
- If you have mastitis, continue to breastfeed. Your baby will not get sick from mastitis.
- Feed your baby often; every two hours. Try different positions.
- Apply warm (not hot) cloths and massage the area before breastfeeding.
- Make sure your baby is latched on well and swallowing your milk.
- If your baby does not empty your breast, pumping the rest of your breast milk can help.
- Avoid wearing a tight bra or clothing.

If you are having problems breastfeeding, talk with your healthcare provider, public health nurse, or lactation consultant.

Sore and Cracked Nipples

Breastfeeding should not hurt.

You can get sore and cracked nipples if your baby is not latched on or sucking on the breast the right way. It can also happen from not using a breast pump correctly or from an infection of the breast.

If you have sore nipples, nurse on the least sore side first. Hold your baby in different positions to nurse. After breastfeeding, express a few drops of breast milk on your nipples. Your breast milk can help heal cracked nipples. Apply warm (not hot) cloths soaked in salt water. Take these off once the cloth gets cold.

Try to prevent getting sore nipples. If you feel pain when you are breastfeeding, you can break the latch and reposition your baby. When latching your baby to your breast, your baby's mouth should be wide open with their tongue out over their bottom gums. They should not latch just on the nipple but also on the part of the breast around the nipple (the areola).

Most sore nipples are caused by latch problems. Some will need to be treated. If you are having breastfeeding troubles, talk with your healthcare provider, public health nurse, or lactation consultant.

Increasing Supply of Breast Milk

You may think you have a low breast milk supply when you do not. If your baby is getting bigger and is content after feeding, you do not have a low milk supply. Talk to your healthcare provider if you have a concern.

Some tips for increasing breast milk supply include the following.

- You can keep your breast milk supply up by nursing often. When your baby is first born, you will feed them almost every two hours during the day and every three hours at night.
- Make sure you can hear your baby swallowing regularly. When your baby is latched on, squeeze your breast when their swallowing slows.
- Try to offer both breasts at each feeding. Have your baby empty one breast before switching to the other side. This way your baby will get the rich, high-fat milk that comes after a few minutes of feeding.
- If your baby does not empty your breast, pumping your breast milk (hand expression or pump) after breastfeeding will help increase milk supply. By pumping breast milk after feeding your baby, your body learns that more milk is needed.
- Breastfeeding can take some time to establish. Some mothers choose to offer pumped breast milk while working on establishing a latch with their baby. When you feed breast milk from the bottle, your baby still receives the nutritional benefits of breast milk.
- Get extra rest, as feeling relaxed and rested may also increase your milk supply.
- Eat a balanced diet following Canada's Food Guide and drink plenty of fluids a day. 1920 mL (8 cups) of non-caffeinated liquids per day is recommended.

If you are having breastfeeding troubles, talk with your doctor, public health nurse, or lactation consultant.

Formula Feeding (0-12 Months)

Cow's milk-based, iron-fortified commercial formula provides the best alternative for infants who are not breastfed or who are being fed both formula and breast milk. Your baby will not need formula after they are 12 months old.

Plain cow's milk, evaporated milk, or homemade infant formulas will not meet your baby's nutritional needs. Homemade formula increases the risk of illness, due to contamination by bacteria. Health Canada, the Canadian Paediatric Society, and Dietitians of Canada do not recommend the use of homemade formula.

Are There any Reasons I Should not Breastfeed?

A mother should not breastfeed if they:

- are living with HIV (human immunodeficiency virus)
- have herpes lesions on both breasts
- have a severe illness that prevents them from caring for their child

If a new mother has HIV, the Government of Saskatchewan will provide free formula until the baby is one year old. To access this program, please call:

Prince Albert: 306-765-6535 Regina: 306-766-3915 Saskatoon: 306-655-1477

Choosing Formula

If you choose to formula feed your baby, your first step is choosing a formula. Choose a formula that is cow's milk-based. Infant formula is sold in three forms:

- Liquid ready-to-use
- Liquid concentrate
- Powdered

Liquid ready-to-use formulas are the easiest to use and are sterile. If you plan to use liquid concentrate or powdered formulas, make sure that you are mixing them with sterilized water. Always read the instructions so that you are mixing the formula properly. This will help you make sure that your baby is getting the nutrients and calories they need.

What Position Should I be in to Bottle-feed my Baby?

Hold your baby in the same position you would if you were breastfeeding. Skin-to-skin contact is important when your baby is young. Always hold your young baby when you are feeding them. When your child wants to hold the bottle and feed themselves, make sure they are in their high chair. You will need to burp your baby after they eat.

What Should I do if my Baby Needs a Different Kind of Formula?

For babies who are sensitive to cow's milk, your doctor or dietitian will recommend a specialized formula. It is often not necessary to use a soy or lactose-free formula. Always talk to your healthcare provider before switching formulas.







How Much Should I Feed my Baby?

The amount your baby drinks at each feeding will gradually increase. If you have concerns about how much your baby is drinking, be sure to contact your healthcare provider.

Can I Feed Both Formula and Breast Milk?

If you are choosing to breastfeed and formula feed your baby, there are a few things you should know.

- The amount of breast milk you make will decrease.
- Your baby's stomach might get irritated if you switch back and forth.
- You will need to supplement your baby with 400 IU of vitamin D every day.

Formula Feeding: How much should I feed my baby?		
0-3 Weeks (7 lb*)	28-85 mL (1-3 oz) every 2-3 hours 8-12 feedings each day or 227-682 mL (8-24 oz) in total over a 24-hour period	 28-85 mL (1-3 oz) 8-12x/day
3 Weeks - 3 Months	85-114 mL (3-4 oz) 6-8 feedings each day or 227-682 mL (24-32 oz) in total over a 24-hour period	 85-114 mL (3-4 oz) 6-8x/day
3 Months - 6 Months	114-227 mL (4-8 oz) 4-6 feedings each day or 227-682 mL (24-32 oz) in total over a 24-hour period	 114-227 mL (4-8 oz) 4-6x/day
6 Months - 8 Months	170-227 mL (7-8 oz) 6 feedings each day or 909 mL (32 oz) in total over a 24-hour period	 170-227 mL (7-8 oz) 6x/day
9 Months - 12 Months	199-227 mL (7-8 oz) 3-5 feedings each day or 682 mL (24 oz) in total over a 24-hour period plus the introduction of solid foods	 199-227 mL (7-8 oz) 3-5x/day
12+ Months	Formula is no longer needed 62 mL (2 oz) of whole cow's milk up to 4 times a day Maximum of 227 mL (8 oz)	 227 mL (8 oz) 4x/day

Healthy Eating (6-12 Months)

At this age, your baby's main source of food is still breast milk or an iron-fortified formula. These contain the nutrients and calories that your baby needs.

Breastfeeding can continue as long as you wish. Breastfeeding for longer than six months can be healthy for both you and your baby and is recommended by Health Canada.



For you, breastfeeding may help prevent certain types of cancer. It also can help you continue to bond with your child.

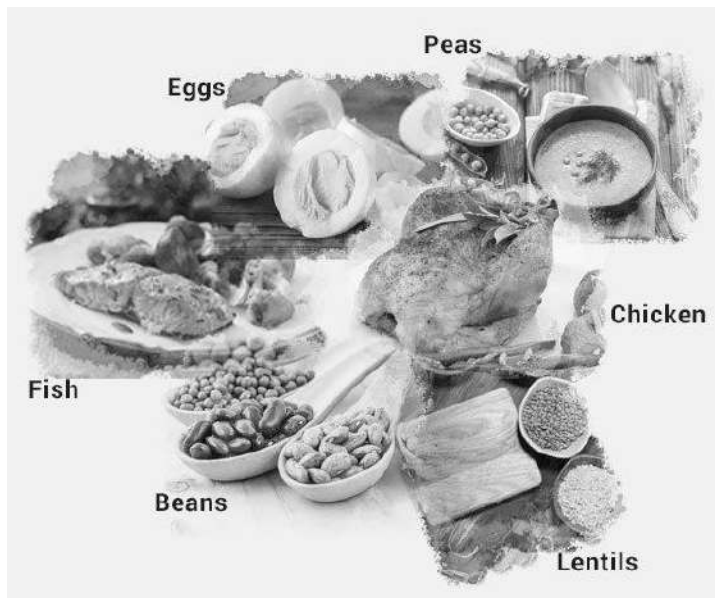
If you are breastfeeding, your child continues to need more vitamin D until you transition your child to cow's milk (whole or 3%). Continue to supplement 400 IU of vitamin D to their diet. It is important to give vitamin D so your child does not develop rickets.

When to Introduce Solid Foods

Your baby may be ready to try solid foods when they are six months old. You can tell that your baby is ready when they:

- can sit up and lean forward without your support
- can hold food in their mouth without pushing it out with their tongue right away
- can control their head movements
- show interest in the food you are eating
- open their mouth when they see food coming toward them
- let you know they are full by turning their head away from you or leaning away from you
- pick up food and try to put it in their mouth





Start adding solid foods that have iron and offer these foods a few times each day. Foods such as fish, eggs, chicken, tofu, beans, and lentils are high in iron. Iron-fortified infant cereals are also high in iron.

Your baby's body can use iron from meat easier than iron from plants. Continue to focus on introducing food high in iron.

It is also important to feed your baby food that has a high amount of vitamin C. This includes oranges and tomatoes.

Juice and Pop

Do not give babies and young children juice or pop. Juice and pop contain a lot of sugar. Even 100% fruit juice is high in sugar. Sugary drinks can cause dental cavities. When you eat sugar, the sugar is changed to an acid by bacteria that is in your mouth. The acid dissolves the outer part of the teeth, called enamel. Holes in your teeth's enamel are called cavities.

Juice and pop can also lower your baby's appetite for healthy foods. Juice can also cause diarrhea. Cavities, lowered appetite, and diarrhea can happen even if you dilute the juice with water.

New foods should be introduced gradually.

Remember that these foods are only being introduced. They are not helping your baby get the nutrients and calories that they need. They are getting these from breast milk or formula.

Pay attention to your baby's signs that they are hungry or full.

Self-feeding can start along with the introduction of solids. This is an important part of a healthy feeding relationship. Supervise your child to make sure that they have swallowed the food in their mouth before they add more.

You can choose to buy prepared baby food from the store. You can offer your baby the foods that your family is eating, as long as the texture is modified appropriately. Puree, mash, and chop foods to make them the right texture for your baby. You can use a fork, potato masher, sieve, or blender. Avoid adding extra salt, sugar, or fat to your baby's food.

Food Allergies

It is safe to introduce most foods during your baby's first year. This includes foods like peanuts, fish, and egg whites. Introducing these foods earlier than 12-24 months of age might lower the chance of your baby being allergic to them. Offer new foods every 2-4 days and watch for signs of an allergic reaction.

Possible signs of an allergic reaction

- hives, skin redness, or rash
- swelling of the face, tongue, or lips
- vomiting
- diarrhea or blood in bowel movement (poop)
- coughing or wheezing
- difficulty breathing
- loss of consciousness

If you or another family member has a serious allergy to any food, talk to your healthcare provider before introducing these foods to your child.

Milk and Milk Products

Wait until your baby is at least nine months old before introducing pasteurized cow's milk and alternatives such as yogurt, cottage cheese, and other cheeses. At this time, give your baby whole or 3% milk until they are two years old. Milk will help support growth and brain development.

Low-fat dairy is **not recommended** until your child is older than two years of age. Low-fat dairy products are low in iron and also lower the amount of iron they will absorb from other foods.

Fruits and Vegetables

Other healthy foods include soft vegetables and fruits. Actual vegetables and fruits should be offered instead of juice.

Healthy Habits

It is important to make sure that your child sits while eating. Sitting reduces the risk of choking. Include your child in family meals to build family connections and healthy eating habits.



Tips: How to Feed Your Baby (6-12 Months)

Include your baby in family mealtimes.

Encourage self-feeding. At this stage, your baby will be using their hands to eat, not utensils. Learning how to eat is a messy process.

Learning to eat or trying new foods includes:

- seeing what they eat
- looking at food
- smelling food
- tasting and swallowing food
- eating one bite and stopping
- changing their mind about what they like

Let your baby touch the food in the dish or spoon. Feed your baby food that has a variety of textures, such as bananas, minced meat, bread crusts, and grated cheese.

Feed your baby at their own pace. Do not try to make them go faster or slower than they want.

Make sure you are watching to see if your child is swallowing food before feeding them more.



Stop feeding your baby when they show you that they are full (e.g., turn their head away).

Be patient when offering new foods. It may take many attempts before your baby may like a new food.

Use a regular open-top cup to help your baby develop drinking skills. Your child should only be drinking water, breast milk, and/or formula. Your baby will need your help with the cup until they are more independent.

What Not to Feed a Baby (0-12 Months)

- Do not give babies and young children juice or pop.
- Do not give a child of any age energy drinks.
- Your baby only needs breast milk or formula until they are six months old.
- Pasteurized cow's milk, milk products (cheese and yogurt), or goat's milk are not meant for babies until they are at least nine months old. If possible, do not introduce these products until your child is 12 months old.
- Do not feed your child (of any age) unpasteurized milk. Pasteurization is a process that gets rid of microbes, like bacteria, that are present in the milk.
- Soy milk, rice milk, nut milk (like almond and cashew), coconut milk, and other milk substitutes should not be given to babies or toddlers. These do not have the nutrients and fat that your baby

needs. If your child is not breastfeeding and is unable to tolerate cow's milk formula, talk to your healthcare provider about alternatives.

- Honey should not be given to babies until they are at least 2 years old. Honey can cause botulism in young children. Botulism is caused by bacteria and can cause death.

Healthy Eating (1-2 Years)

You can continue to breastfeed your child if you want to. Your body will continue to make milk for as long as your baby is feeding. Your baby does not need formula at this time.

Young children can be sensitive to added flavours. Your child may not like foods that are too buttery, sweet, sour, or spicy. Bland foods are best at this age. If using spices, start with milder spices and avoid high-sodium (salt) spice blends.

Introducing Cow's Milk

If you are formula feeding, it is time to switch to cow's milk. This may be called whole milk or 3% milk. The milk that you give your child should be pasteurized. Pasteurization is a process that removes microbes (like bacteria) from the milk. Limit the amount of milk your child drinks to a maximum of 240-480 mL (2-3 cups) a day.

Iron

Newborns are born with iron in their bodies. Babies also get iron from breast milk and formula. The iron that they had at birth starts to run out when they are six months old. Because of this, babies around 7-12 months of age start to need iron from food that they eat. Iron is an important mineral because it carries oxygen from the lungs to all parts of the body. It helps build red blood cells in the body. It helps the brain develop. Iron also helps all the cells in the body work.

You can get iron through food. The main sources of iron in foods are red meat, fish, chicken, and iron-fortified infant cereal. Iron is also found in lentils, dried beans, green leafy vegetables, and eggs yolks.

Cow's milk contains very little iron. Once you switch to cow's milk, your child must get iron from other foods to help them be healthy.

Vitamin C will help your child absorb iron. Good sources of vitamin C include cauliflower, broccoli, brussels sprouts, tomatoes, oranges, cantaloupe, kiwi, bananas, strawberries, and green, yellow, and red peppers.

If your child does not get enough iron, they will develop anemia. Anemia is a medical condition where you don't have enough red blood cells or hemoglobin in your blood. The symptoms of anemia in young children include fussy behaviours, irritability, difficulty learning, being tired and/or weak, not gaining a lot of weight, and less interest in eating.

Offer child-sized portions. A portion is the amount of food you choose to feed your child at each meal and snack. A guideline for a portion is about 15 mL (1 tbsp) of food for each year of age. Remember that your child may not choose to eat the whole portion at one time but over the course of a day.

Food Safety

Test the temperature of the food to be sure it is not hot. Your child cannot do this for themselves, as they may burn their mouth or tongue.

Certain foods must be cut or broken into small pieces to avoid choking (e.g., wieners, carrots, grapes). Make sure that your child swallows what they are eating before they put more food in their mouth.

Self-Feeding

Your child is still learning how to feed themselves. This will be messy. Your child must practice feeding themselves if they are to learn the skill.

You can lessen your own stress by making sure they have easy-to-wash clothes, lots of bibs, and a splash zone around their high chair.

Have your child practice drinking with a child-size, open-top cup. If you are still bottle feeding, begin to decrease the number of times you are giving your child a bottle.

Sippy cups and non-spill training cups are not recommended for use. These are hard to clean, and bacteria can get trapped in the lids or straws. Also, using these cups affects the development of your child's swallowing muscles.

Use child-sized, unbreakable utensils. A small spoon with a short, straight handle is easy for a child to use. A small cup with a broad mouth and a weighted bottom does not tip easily. A dish with a rim or sides makes it easy to push food onto the spoon.



Small Stomach = Small Appetite

Your child's stomach is small. Their appetite will also be small. Their body will tell them when they are hungry or full. Follow your child's lead. **Offer food and leave it up to them to decide how much, if any, they will eat.** Offering small amounts frequently is important.

Your toddler's eating habits will be unpredictable from one day to the next. They may eat only their favourite food for three days in a row, then not eat it at all. They may eat a large breakfast and then very little for the rest of the day. "They were such a good eater and now they are not!" is a common concern for parents.

Healthy Eating (2-3 Years)

Healthy Foods and Routines

Snacks and meals should be given around the same time each day. Routine is important to your child's development.

Provide nutritious food choices at main meals. These should be given sitting at the table. Mealtimes are a good opportunity to spend time together.

Provide lots of snacks during the day.

One of the easiest ways to get your toddler into good eating habits is to offer healthy food choices. Here are some examples of healthy snacks.

- Dry, unsweetened cereal and a glass of milk
- Meat, cheese, or peanut butter sandwich
- Graham crackers or oatmeal cookies
- Banana, pumpkin, or zucchini bread
- Fresh, dried, or canned unsweetened fruit
- Raw vegetables cut in strips
- Cooked pasta with fresh vegetables
- Plain yogurt with fruit
- Cheese cubes

Introducing Milk Lower in Fat and Milk Alternatives

Is your child eating a variety of foods from the food groups? Are they growing well? You may choose to switch to lower-fat milk (2%). The switch from high-fat to lower-fat milk should be made gradually.

At this time, it is safe to introduce almond milk, soy milk, hemp milk, or rice milk. Soy milk is recommended for young children over other milk-free alternatives. Compare labels and choose milk or milk-free alternatives that contain the recommended amount of protein, calcium, and vitamin D.



Introducing New Foods

Your child will learn most by copying you. If you eat nutritious foods, they will likely follow your lead. Try new foods. Serve foods that may not be your favourites. Let them decide if they will like that food. It can take 8-12 times or more for a toddler to decide if they will like a food.

Teach your child that trying new food is fun. Your child will quickly learn that being fussy about food can give them a lot of attention. To decrease fuss, add an unfamiliar food when serving a food that your child already enjoys.

Small Stomach = Small Appetite

Your child's stomach is still small. They will need to be offered food every few hours. Many young children eat three meals and two to three snacks throughout the day.

Trust their appetite. Do not force them to finish everything on their plate. Forcing your child to finish everything on their plate prevents them from learning to listen to their body so they will stop eating when they are full. If your child is forced to override their body's signals, they may be training their body to develop weight control problems later in life.

Some days they will want less food than other days. Some days they will want more food. They may eat the same food for three days in a row, then not want to eat it the next day. They may only eat a few swallows or bites. Other times, they will eat more than you think they can.

Your child will eat a balanced diet over several days.

Healthy Eating (4-5 Years)

Offer a variety of healthy food to your child every day. Be sure to include some choices that contain fat (e.g., 2% milk, peanut butter, and avocado).

Your child may eat more at some meals than at others. Try not to make a fuss over foods not eaten. Be patient when offering your child new and unfamiliar foods. Don't worry if the food is not eaten. Offer the new food again later, in a few days or weeks. The more often your child is exposed to a food, the more likely they will eat and enjoy it.

Healthy Snacks

Offer healthy snacks throughout your child's day. Healthy snacks provide energy and the nutrition your child needs. Young children benefit from snacks since they may not eat enough at mealtimes to meet their nutritional needs.

Some examples of healthy snacks include:

- whole wheat pita triangles with hummus or peanut butter
- yogurt mixed together with fruit or in a smoothie
- hard-boiled egg
- crackers and cheese cubes
- English muffin with melted cheese and apple slices
- plain popcorn
- oven roasted canned chickpeas

- nuts and dried fruit
- popsicles made with yogurt
- fresh, frozen, or canned fruit
- raw vegetables such as carrots, peppers, zucchini, cherry or grape tomatoes. These can be served alone or with a dip such as salad dressing or hummus.

Limit less healthy foods that are high in calories, sugar, sodium (salt), or less healthy fats. Less healthy foods include cakes, candies, chips, chocolate, cookies, doughnuts, pop, fries, granola bars, ice cream, buttered popcorn, and pastries. These can be offered occasionally, but the majority of food that is offered should be healthy.

Introducing New Foods

Be patient when offering your child new and unfamiliar foods. Try not to make a fuss over foods not eaten. Offer the new food again later, in a few days or weeks. The more often your child is exposed to a food, the more likely they will eat and enjoy it.

Allergies and Food Restrictions

If your child has any food restrictions or allergies, make sure to pay close attention to make sure that they receive all of the nutrients they need to stay healthy.

Healthy Eating (5+ Years)

Help your child develop healthy habits regarding food.

Healthy Snacks

Aim for two food groups or more per snack. Include a vegetable/fruit often. Here are some examples:

- Apple and cheese
- Celery sticks and hummus
- Flaked canned tuna and whole wheat crackers
- Fruit smoothie made with fresh, frozen, or canned fruit and yogurt

Keep in mind that all children will have different needs. Your child may eat a different amount day to day. Know that as they go through growth spurts, they will want more food than other times.

Breakfast

Be sure to feed your child breakfast each day. Breakfast provides energy and nutrition after a long night of no food intake. Aim for a breakfast that includes at least three of the four food groups.

Routine

Continue to have consistent times each day for meals and snacks. Say no to eating between meals and snacks. Your child can be given water between these.



Healthy eating is important at home and away from home. Pack healthy lunches for your child so they have the energy to learn and be active at school.

Foster Healthy Relationships with Food

Help your child develop a healthy relationship with food. Trust your child when they are hungry or full. Avoid telling your child to finish everything on their plate. When children are told to finish their plates, this teaches them to eat even when they are full. Let your child decide if they have eaten enough or want more.

Avoid using food as a reward or punishment. This could lead to overeating and poor food choices. Involve your child in shopping for food and preparing meals and snacks. If your child has helped in some way with food preparation, they are more likely to try and enjoy it. It can be as simple as having them pick out a new fruit or vegetable in the grocery store. In the kitchen, they may choose between two different types of sandwiches and then help you make them. Have the whole family involved in meal prep and clean up.

Share Meals as a Family

Enjoy mealtimes together as often as possible. Model healthy eating. Avoid eating in front of the television at mealtimes. Avoid using cell phones or other devices at the table. Take the opportunity to talk and eat together.

Healthy Food Choices

Give your child a chance to make simple healthy food choices, such as ‘would you like an apple or a banana?’ instead of asking ‘what do you want for a snack today?’ Make most food choices healthy ones from Canada’s Food Guide (see <https://food-guide.canada.ca/> for more information).

Make less healthy food, such as French fries, chips, and candy, available only some of the time. Include them for all family members. Avoid using them as a reward or punishment.

Allergies and Food Restrictions

If your child has any food restrictions or allergies, pay close attention to make sure that they receive all of the nutrients they need to stay healthy.

Packing Lunches for School

You may need to pack a lunch and snacks for your child to eat while they are at school. Some schools provide meals and snacks. Healthy foods in school will help your child be active, concentrate, and learn. Aim to offer a variety of food at most meals and for a snack while your child is at school.

Try to involve your child in packing their lunch and snacks. Your child is more likely to eat and enjoy foods if they have picked them. Give your child healthy options to pick from. Have them help pack snacks into containers or make sandwiches.

If your child is hungry throughout the day at school, they may not be getting enough to eat. Or, if uneaten food is usually coming home, they may be getting too much. Keep this in mind while packing future lunches.

Be aware that some schools will have allergy policies where some foods are not allowed. Some schools are 'peanut-free' due to this being a common food allergen in children. Find out from your child's school if any foods are not allowed.

Send a water bottle to school with your child to drink when they are thirsty throughout the day. Milk can be a healthy choice with their lunch or snack. Continue to limit juice and other sugary beverages.

Prepare and store food safely at home and when you send foods to school. Wash all fruits and vegetables well, even those that say "pre-washed". Buy an insulated lunch bag. Foods that need to be kept cold or hot can be packed into a thermos. This will keep foods at a safe temperature and prevent your child from getting sick. An ice pack can also keep cold foods cold. Do not re-use perishable foods (meat, fish, poultry, milk products) that may come home un-eaten. Wash reusable containers well with warm, soapy water.



Canada Food Guide

The Canada Food Guide provides information about the amount and types of food your child should be eating. Your child should be eating a variety of foods. Vegetables, fruit, whole grains, and protein foods should be consumed regularly. If your child has any food restrictions or allergies, pay close attention to make sure that they receive all of the nutrients they need to stay healthy. For more information on the Canada Food Guide, read below and visit: <https://food-guide.canada.ca/>.

Vegetables and Fruit

Vegetables and fruit are important to stay healthy. They are rich in vitamins, minerals, and fibre. They can help to protect your child from getting sick. They will also help your child be healthy later in life. Examples of vegetables and fruits include: potatoes, carrots, broccoli, bananas, apples, oranges, and cantaloupe.

Protein Foods

Protein foods are important for your child to stay healthy. Protein helps build, maintain, and repair muscles throughout the body. Muscles and organs (such as your heart) are made of protein. Protein foods also provide iron, which is important for carrying oxygen in the body.

Protein foods include legumes, nuts, seeds, tofu, fortified soy beverage, fish, shellfish, eggs, poultry, lean red meat including wild game, lower fat milk, lower fat yogurts, lower fat kefir, and cheeses lower in fat and sodium.

Some parents choose to raise their children as vegetarians or vegans for religious, cultural, or lifestyle reasons. Your child may also choose not to eat meat as they get older. Talk to your healthcare provider or a dietitian to make sure your child is getting the calories, vitamins, minerals, and fat that they need for growth and development.

Grains

Grain products are important to stay healthy. Grain products, like some cereals, are often fortified with folic acid, folate, and/or vitamin B12. These help your child's brain and nervous system to develop.

Grains are also a source of fibre, which helps your child have a healthy digestion system.

Grains can also give your child's body energy to be active throughout the day. However, in order to provide the nutrition your child needs, be sure to also provide other sources of energy. These sources include lean meats, fish, and fresh fruit and vegetables.



Choose grain products made from whole grains (e.g., whole wheat, oats, barley) rather than white flour when you can.

Products such as cakes and cookies can be high in sugar, unhealthy fat, and sodium. Avoid these as much as possible. These should not be considered a serving of grains.

Caffeine

More research is needed to understand the effect of caffeine on young children's bodies. Caffeine can make a child sleepless, restless, and irritable.

In early childhood, young children develop taste habits or preferences. Foods that contain caffeine may become a taste habit. It is difficult to change a habit once it is formed.

Cocoa, coffee, tea, and chocolate bars contain caffeine. It is a good idea to limit these items. Many of the foods and drinks that have caffeine in them also have sugar (e.g., pop).

Drinking (3 -5 Years)

Water is the healthiest drink for your active child. Encourage your child to satisfy their thirst with water. Aim for your child to have 480 mL (2 cups) a day.

Offer your child actual vegetables and fruit rather than fruit juice. Fruits and vegetables have lower levels of sugar than juice (e.g., an apple vs. apple juice). If you do offer juice, limit it to 120 mL (1/2 cup) of 100% fruit juice a day. Drinks labeled as fruit drink, fruit punch, or fruit beverage may not contain any real fruit at all. Avoid these drinks.

Drinks to Avoid

Drinks such as Kool-Aid®, iced tea, pop, slushes, sport drinks, or other fruit drinks are high in sugar. High-sugar foods and drinks have no nutritional value and will reduce your child's appetite for more healthy foods. For some children, high-sugar foods may cause unhealthy weight gain.

If your child eats and drinks lots of sweets, they will likely eat less of other foods that are needed to be healthy. Children need your help to limit sweet drinks. A high sugar intake is also the cause of many dental cavities. Sugar from sugary drinks stays on the teeth. This provides a setting for the growth of the bacteria that causes cavities.

Food Safety

- Do not give a child of any age energy drinks.
- Cooked eggs are safe for your baby. The yolk should be cooked well and not runny.
- Raw eggs in raw cookie dough or cake batter can make your child sick. Bake anything that has eggs in it thoroughly before giving it to a child.
- Fish is safe if it is broken into small pieces. Be sure that all bones are removed.
- Peanut butter can stick in your child's mouth. Spread peanut butter thinly on crackers or bread to make it safer and easier to swallow.
- Remove pits or large seeds from fruit. Cut grapes in halves or quarters and remove seeds.
- Cut wieners lengthwise, then in small pieces.
- Unpasteurized honey is not recommended until your baby is at least two years old. Pasteurized honey can be given after one year. Do not feed honey to a baby who is under the age of one year. This can cause botulism.
- The following are choking hazards for your baby. Avoid them until your child is at least four years old:
 - raisins, gum, hard candies, marshmallows
 - popcorn, nuts, sunflower seeds
 - any food with toothpicks or skewers



Mealtime: Your Role; Your Child's Role

It is your job as a parent to be a good role model by eating healthy foods and offering healthy foods to your child. It is also your responsibility to determine where your child will eat, for example at the kitchen table, and when the child will eat. It is important to have a regular schedule for meals and snacks.

It is your child's job to decide how much to eat, what they will eat, and if they will eat at all.



It can be hard for some parents to trust their child to determine how much and if they will eat. However, children have a natural ability to determine how much food they need. If they are given healthy foods, they eat as much as they need to grow.

If children are taught that they need to 'clean their plates' or 'have two more bites', their natural body cues for hunger and fullness do not work as well.

If your child is growing well, they are getting the right amount of food that they need.

Mealtime Tips (2-5 Years)

Offer your child small portions, with second helpings if they ask for them. Remember the portion size guide: 15 mL (1 tbsp.) of each food per year of age. Try to choose healthy snacks like fruit, vegetables, or cooked eggs. This reduces the chance of cavities and other problems associated with too many sweets or high-fat foods.



Avoid using food as a reward for good behaviour. It can create a dependence on food for emotional rather than physical needs.

Consider if your child's request for a snack is an actual need for food or because they are bored. What they may really want is to play a game or have time alone with you.

Eating when concentrating on another activity, such as watching TV, may lead to over/under eating. Discourage this practice.

Children naturally like nutritious foods in all the food groups. Consider your child's food preferences when preparing meals. For example, carrots do not need to be cooked. Your preschooler may prefer them raw and cut in sticks. Children tend to prefer bright, colourful food selections in separate portions

– not mixed together. Serve cooked foods warm, but not hot, because a child’s mouth is much more sensitive than an adults’.

Let your child help plan and prepare the family’s meals. They are more likely to eat foods they helped choose and prepare.

There are foods that parents dislike and choose not to eat. Children are no different. Forcing your child to eat everything on their plate prevents them from learning to listen to their body and stop eating when they are full. If your child forces themselves to ignore their body’s feeling of fullness, they may develop weight control problems later in life.

Offer new foods casually. Don’t make a big deal out of this. Let your child decide for themselves whether they try the new food. Encourage, but do not force, them to try one bite. Reinforce the idea that it is fun to try something new. Your child quickly learns that being fussy about food can give them a lot of attention.

Parents sometimes find that children snack so much that they are not hungry at mealtime. This is not a problem if the snacks are healthy foods.

The snack could be part of a meal the child didn’t eat or the meal that is still to come. Your child’s stomach is small. If they are very active, they should eat often to meet all their energy needs.

If you provide a cheerful, relaxed, and casual atmosphere that is free of stress, your child will learn to enjoy eating. If a power struggle develops over food, no one wins. Remember that your child is trying to become independent.

The most important influence on your child’s food habits is your example. Children learn most by imitation. If you eat and enjoy nutritious foods, they will too.

Picky vs. Problem Eaters (3-5 Years)

Developing healthy eating habits in childhood can help to prevent unhealthy weight gain (obesity) and chronic diseases later. Your child will need your help to develop these healthy habits.

Many parents describe their child as being a picky eater at this age. Picky eating can be common and normal for this age. Some children are problem eaters. It is very difficult to get children who are problem eaters to eat a variety of healthy foods.

Both picky eating and problem eating can be considered a health issue if your child is not growing as they should.

Picky eaters

- A picky eater will usually eat at least 30 different foods.
- They eat the same food over and over and then suddenly refuse it. They will then re-start eating this food after a few weeks.
- They can handle a new food being on their plate even if they do not eat it.
- They eat at least one food item per food group.
- Sometimes you may need to feed them different foods than the rest of the family at mealtime.

Problem Eaters

- A problem eater will usually eat less than 20 different foods.
- They may eat the same food over and over again and then refuse it. They will not re-start eating this food in a few weeks.
- Offering new foods usually results in a temper tantrum.
- They will refuse all foods from a food group.
- They almost never eat the same foods as the rest of the family.

If you think your child is a problem eater, talk to your doctor or local healthcare provider.

If your child is a picky or problem eater and not growing as they should, your healthcare provider may refer you to a dietitian who can help your child grow appropriately and increase the variety of foods they eat. If needed, your healthcare provider and dietitian may refer you to a psychologist or registered therapist.

Salt (1-5 Years)

Eating too much salt will affect children's blood pressure. Too much salt can put your child at risk for chronic diseases later in life.

The eating habits that your child has now will affect their eating habits later in life.

Now that your child is eating what the rest of the family is eating, it is important to continue to limit salt in foods.

Compare labels and buy foods with lower salt. Salt is called sodium on labels. Choose foods that the Nutrition Fact Table states have a serving size less than 15% DV (daily value) for sodium, or look at two different products (e.g., crackers) and choose the one with less sodium per serving size.

Sugar (1-5 Years)

Eating too much sugar can lower a child's appetite. As a result, your child will likely eat less of other foods needed to be healthy. Children need your help to limit sweet treats.

Drinks such as Kool-Aid®, iced tea, pop, slushes, or fruit juice are high in sugar. Limit 100% fruit juice to 120 mL (1/2 cup) a day and offer only after meals rather than in between meals. Do not offer other high-sugar drinks. Like other high-sugar foods, they have no nutritional value and will reduce your child’s appetite for more healthy foods.

A high sugar intake is also the cause of many dental cavities. Sticky, sugary snack foods stay on the teeth. This provides a setting for the growth of the bacteria that causes cavities. Limit sweets to mealtimes, rather than eating sweets throughout the day. Crisp or fibrous foods help clean off the teeth.

Vegetarian and Vegan Diets

Some families decide to feed their children vegetarian or vegan diets for cultural, religious, or lifestyle reasons. If your child is less than two years old, they might not get all of the nutrition they need on a vegetarian or vegan diet. Therefore, your child may need additional supplements. Talk to your healthcare provider before introducing a toddler to a vegetarian or vegan diet.

Nutrients

If your child does not eat meat, they must get protein, iron, zinc, and vitamin B12 from other foods. If your child does not eat or drink milk products, they will need to get calcium and vitamin D from other food sources. These nutrients have important roles in their body.

Sources of Nutrition for Vegetarian and Vegan Diets

<p>Protein</p> <ul style="list-style-type: none"> • breast milk or formula for babies • soy products (tofu, veggie burgers, soy cheese) (not until child is 2 years old) • whole milk (not until child is 9 months old) • cheese or yogurt (not until child is 9 months old) • fortified soy beverages (not until child is 2 years old) • eggs (pureed or mashed for children under 2) • legumes (dried beans and lentils) • nuts and seeds (whole or buttered) 	<p>Calcium</p> <ul style="list-style-type: none"> • tofu (not until child is 2 years old) • legumes • leafy green vegetables • dairy products (not until child is 9 months old) • almonds (supervise child as this can be a choking hazard)
<p>Zinc</p> <ul style="list-style-type: none"> • legumes • nuts and seeds • whole grains 	<p>Vitamin B12</p> <ul style="list-style-type: none"> • dairy products (not until child is 9 months old) • eggs • soy products (not until child is 2 years old)

<p>Iron</p> <ul style="list-style-type: none"> • iron-fortified cereals • legumes • soy products (not until child is 2 years old) • iron-fortified pasta • dried fruit • dark green vegetables 	<p>Vitamin D</p> <ul style="list-style-type: none"> • soft margarine • fortified soy milk (not until child is 2 years old) • whole milk (not until child is 9 months old)
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Well-planned vegetarian diets can be made healthy for your child. Ask your doctor for a referral to see a registered dietitian. The dietitian will help make sure your child is meeting their nutritional needs while following a vegetarian or vegan diet.

Healthy Eating Quiz

1. When can you begin to introduce solid foods to your child?
 - a. 3 months
 - b. 6 months
 - c. 1 year
2. Why is drinking water important?
 - a. 70% of a person's weight is water.
 - b. Water helps your body function.
 - c. Humans used to be fish.
 - d. Water helps you get rid of toxins and waste from your body.
 - e. a, b, d
3. It is your role to offer nutritious food. It is your child's role to choose how much they eat.
 - True
 - False
4. Eating meals together as a family is important.
 - True
 - False
5. Breast milk is the best nutrition for babies. Health Canada recommends exclusive breastfeeding for at least...
 - a. 1 month
 - b. 6 months
 - c. 12 months
 - d. 24 months

Literacy

Literacy is about more than reading and writing skills.

Literacy skills help you to make sense of your world.

These skills include:

- being able to read and write
- being able to use math and numbers
- being able to use computers
- being able to communicate with others
- being able to understand images and symbols



Your child will start learning literacy skills as soon as they are born (e.g., they can tell you when they are hungry by crying). Your baby is learning literacy skills when they say their first words, listen to you read a book, and sing along to songs.

There are many different things you can do with your children that increase literacy skills. Did you know that spending 15 minutes a day reading and doing activities or crafts with your child will help develop their literacy skills? Here are some other things you can do with your child to help build literacy skills.

- Talk to your baby
- Sing the ABCs or 123s
- Ask children questions
- Teach nursery rhymes
- Make up songs together
- Play games in the car together
- Describe road signs to one another
- Make up plays together as a family
- Plan a family trip and follow the route on a map
- Write a letter to a friend or family member

By helping develop your child's literacy skills, you are:

- developing your child's love of reading and learning
- building your child's respect for you as a parent and teacher
- strengthening the bond between you and your child
- preparing your child to do well at school

Literacy Quiz

1. Literacy skills include:
 - a. Being able to count
 - b. Being able to talk to other people
 - c. Being able to add
 - d. Being able to read
 - e. Understanding signs, like stop signs
 - f. All of the above

2. You do not need to worry about your child's literacy skills until they start kindergarten.
 - True
 - False

3. Literacy skills begin at home.
 - True
 - False

Mental Health for Children

Providing loving care to young children helps them to be mentally healthy.

You may not have heard the term mental health used for children. However, children need to be both physically and mentally healthy.

Mental health is about being healthy. It is not about being unhealthy. Mental health refers to the emotional, social, and cognitive well-being of your child.



The brain begins to develop before a child is born. The brain continues to grow and develop throughout a person's life. The early years are very important for the development of mental health.

A young child's mental health gives the child the ability to:

- Form close and secure relationships with others
- Understand and manage their emotions
- Feel safe to learn and explore their environment

Early mental health impacts all areas of a child's life, now and in the future.

Loving Care (0-2 Years)

Your baby depends on you to meet all of their needs. They need your loving care.

Learn your baby's cues and respond in a loving, responsive way. When your baby gets their needs met, they are learning that you will provide a safe place for them to grow and explore the world. This special relationship is called attachment.

Here are some suggestions for providing loving care.

- Hold your baby skin to skin.
- Sing songs to your baby.
- Create routines when you feed and change them.
- Respond to your baby when they are upset.
- Enjoy spending time together with your baby.
- Make eye contact.
- Calm your baby when they cry.
- Give full attention to your baby without distractions like your phone.
- Cuddle, rock, and hold your baby as much as you can.

Your baby's brain develops very quickly in their first few years. Positive experiences help your baby's brain to grow in a healthy way that will help them throughout their life. Negative experiences can harm the way your baby's brain develops. It is important that your baby has many more positive than negative experiences.

Loving Care (3-5 Years)

When you provide loving care to your child, you are helping them to be mentally healthy. They will develop skills that will help them to be healthy throughout their life. These skills will also help your child be ready to start school. The skills include:

- Making sense of and controlling their emotions
- Controlling impulses
- Understanding other people's emotions and expressions
- Forming secure attachments to caregivers
- Actively exploring the environment
- Having a sense of curiosity
- Social skills
- The ability to communicate with others
- Coping with changes and new environments
- Understanding and accepting differences among people



Being mentally healthy can also help your child stay physically and mentally healthy now and throughout their life.

Attachment

Attachment is the bond that your child will develop with you. Children of all ages can develop attachments to their caregivers.

Children can form more than one attachment. They form attachments with the caregivers they spend the most time with, such as a parent, grandparent, or daycare provider. Children do not need to be related to adults to form an attachment to them.



Your child's attachment to you and other caregivers can be either secure or insecure. It is important to help your child develop a secure attachment. Your child will form a secure attachment when you provide them with safe, loving, and consistent care.

Attachment meets your child's needs for love, support, safety, acceptance, and security.

Because children can form attachments to more than one person, it is important that all caregivers understand attachment. All caregivers should also understand what they can do to help the children in their care develop a secure attachment to them.

Why is attachment important?

Secure attachment is important. It helps your child trust that you will be there for them. When your child knows that they can return to you for comfort and safety, they can feel confident to explore their world and play. A secure attachment relationship and your support will also help your child learn to cope with change and stress.





Secure attachment relationships help children to increase their self-confidence, self-esteem, and self-efficacy. Attachment relationships teach children how to act in relationships and build resiliency skills. Attachment also influences the development of children's brains.





Helping Your Child Form a Secure Attachment to You

Your child will develop a secure attachment to you because of the way you behave and respond to their needs. Here are some ways you can help your child develop a secure attachment.

- Respond sensitively to your child's cues (e.g., when they are upset, want to play, or are hungry). Sometimes it is not easy to read children's cues (e.g., a toddler may become angry when they are hungry). It takes time, but you will learn your child's cues.
- Help your child to regulate their emotions by helping them calm down.
- Provide loving care.
- Comfort your child when they are upset.
- Provide close, safe physical touch, like cuddling or rocking.
- Adapt to your child's needs. For example, if you are in a noisy environment that is upsetting your child, move to a quieter space.
- Keep your child safe.
- Teach your child appropriate behaviours.
- Let your child explore their environment.
- Let your child participate in child-led play. Share the fun of play with your child.
- You may not be able to respond immediately to your child's needs all the time. This happens to every parent. Acknowledge to your child that this has happened and work to repair your relationship as soon as possible.

Baby Cues 0-2 years

Cues	What is my Baby Saying?	Example
<ul style="list-style-type: none"> • Eye contact • Turning head and eyes towards you • Reaching to you, raising eyebrows • Following you around 	<ul style="list-style-type: none"> • I want attention. 	
<ul style="list-style-type: none"> • Turning head away from you or an activity • Arching back • Crying • Sneezing • Yawning • Pushing you away 	<ul style="list-style-type: none"> • I need a break from you or an activity. 	
<ul style="list-style-type: none"> • Jerking arms and legs • Rubbing eyes • Yawning • Not responding to you or the environment • Crying • Demanding attention 	<ul style="list-style-type: none"> • I am tired. 	
<ul style="list-style-type: none"> • Making fists before and when starting feeding • Rooting (turning face towards you when you touch their face) • Crying that starts softly and gradually increases in intensity 	<ul style="list-style-type: none"> • I am hungry. 	

<ul style="list-style-type: none"> • Moving away from the food, bottle, or breast • Arching back • Pushing food away 	<ul style="list-style-type: none"> • I have eaten enough. 	
<ul style="list-style-type: none"> • Arching back • Crying • Sharper sounds of pain or discomfort 	<ul style="list-style-type: none"> • I am uncomfortable. 	
<ul style="list-style-type: none"> • Smiling, cooing, gurgling 	<ul style="list-style-type: none"> • I am content. 	
<ul style="list-style-type: none"> • Smiling, reaching 	<ul style="list-style-type: none"> • I recognize you. 	

What Children Have to Say (All Ages)

You can help your child develop a secure attachment to you. This list can help you understand your baby's attachment needs. It shows how your child feels and what they may need from you.

Birth to two months

- You can hold me as much as you want.
- You can't spoil me.
- Crying is how I tell you that I need something. I don't cry to make you angry.
- If you think you have taken care of all of my needs and I am still crying, hold me and comfort me.
- Smile at me, laugh, sing to me, rock me, dance with me gently, talk to me softly. This is how our relationship grows.

Two to seven months

- When I look at you, smile, coo, and reach up to you, I want you to respond to me.
- Crying is how to tell you that I need something. I don't cry to make you angry.
- If I turn away, I need a break.
- When I am hurt, sick, or afraid, I need you to hold me right away.

Seven to twelve months

- I prefer to be with the few people who look after me the most. I am upset by people I don't know.
- I get upset when you leave me. Hug and cuddle me when you leave and again when you come back; then I will learn that I am safe and secure.
- Play and talk with me face to face.
- Watch me play and follow my lead. If you always direct my play, I will stop trying.
- Think about what I need when I cry, smile, babble, or turn away.

One to two years old

- I am learning about my world. I like to explore, but when I am frightened, I need to come back to you for comfort. When I feel safe and comforted, I am ready to explore again.
- Even though I can do more things by myself, I still need love and affection.

Two to four years old

- When I want to do things on my own, let me try, as long as it is not dangerous.
- I still need you to keep me safe and comfort me when I am hurt, frightened, or sick.

Used with permission from McDonald, J. & Flynn, C. (2012). Mother's Mental Health Toolkit. A Resource for the Community. Nova Scotia: IWK Centre.

Your Child's Brain (0-5)

Your child's brain grows and changes a lot during early childhood.

By the time your child is four years old, their brain is already 90% of the size of an adult's brain. The connections within your child's brain also strengthen during this time. These connections help your child's brain talk to different parts of the brain and the rest of their body.

Adults have an opportunity to influence brain development in good ways and in bad ways. There are many things that you can do to help your child's brain grow and develop in a healthy way.

Brain Talk

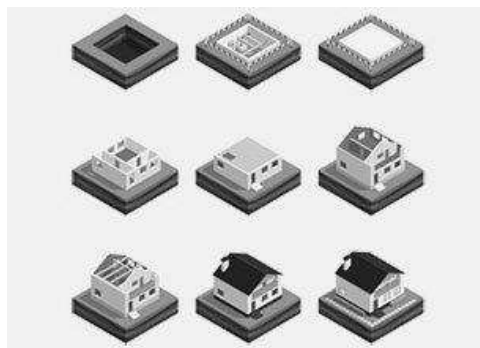
Your child's brain communicates or "talks" both to itself and to other parts of his body. Neurons communicate with each other through electrical signals that pass from one neuron to another. Connections are formed when the same neurons communicate over and over again. When neurons connect together, they form a neural network. Networks that are used a lot get strong. Networks that aren't used much fade away.

Your child's neural networks are formed and strengthened by the experiences they have. The more they do something, the stronger the neural network will become. For example, if you and your child laugh together often, your child's brain will become 'wired' to respond to laughter as a positive thing. Positive experiences help the brain to grow and develop in positive ways.

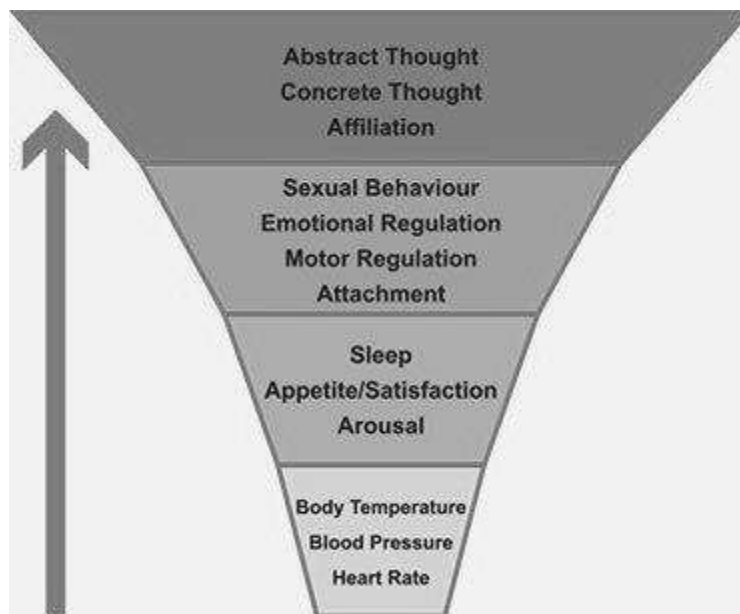
One of the most important experiences that your young child will have is the love and care that they receive from you. Be sure to provide warm and consistent care. Provide stimulating, repeated experiences to help build your child's neural networks, such as listening to your heartbeat, rocking, and routines.

The Brain is Under Construction

Your child's brain develops from the bottom up. The areas that develop first are the ones that help them to live, such as breathing and heartbeat. You can think of this as the foundation of a house (as shown in the following picture). It is important to have the areas of the brain that are needed for life and stability working first.



The image below shows how the functions of the brain develop. The areas of your child's brain that help them survive work earlier than the areas that help them solve problems. In fact, the development of the highest area isn't complete until they are around 25 years old.



Helping Your Child's Brain Develop (All Levels)

- Love your child no matter what they do or say (unconditional love).
- Learn behaviours that will help your child to develop a secure attachment to you.
- Give your child a lot of safe, appropriate touch through cuddling, hugging, holding, feeding, and rocking.
- Respond to your child's needs in a consistent and sensitive manner.
- Create routines for day-to-day activities, such as brushing your child's teeth every night before bed.
- Provide consistent care so your child learns you will be there for them.
- Follow your child's cues regarding when to play and when to be calm.
- Provide new experiences and environments for your child to safely explore.
- Praise your child and be specific about what you are praising them for and why.
- Set boundaries and rules and reinforce them in a kind, calm, and respectful way.
- Encourage your child's play.
- Speak to your child in a positive way.
- Use positive discipline.
- Provide opportunities for rhythmic listening and movement through music and dance.
- Use repetitive play, movement, sounds, phrases, and songs.

Resiliency (All Ages)

Resiliency is the ability to cope with stressful situations, changes, or problems. Children who are resilient use coping skills that they developed from past experiences to help them cope better with new situations.

Life is not stress free. All people experience stress, change, and problems in their lives. Children are not born knowing how to handle stress. You can help your young child learn skills to deal with stress. A child is never too young to start learning these skills.

Skills That Build Resiliency

Resiliency grows as you grow. Even as adults, we are still growing and learning skills that will help us to be more resilient. Teaching your child the following skills will help them build their resiliency.

Help your child to:

- express feelings
- name feelings
- recognize other people's feelings
- take responsibility for own behaviour
- feel better in hard situations
- use problem-solving skills
- make decisions

Helping Your Child Build Resiliency Skills

There are lots of ways that you can help your child build their resiliency skills. Remember that you are your child's best teacher. Children learn from watching and copying the adults in their lives.

- Show your child how to deal with stressful situations; lead by example.
- Show your child that you are confident, flexible, courageous, and optimistic.
- Talk about what you are doing and how you are feeling. This will help your child develop empathy.
- Encourage your child to learn words for their emotions.
- Teach your child how to calm themselves when they are excited, hyper, scared, stressed, or upset.
- Encourage your child to safely explore their environment, try new things, and be independent.
- Reinforce rules in a calm and kind way.
- Give your child comfort and encouragement in stressful situations.
- Allow your child to develop close and safe relationships with other adults.
- Provide a safe and consistent home environment.

Helping Your Child Learn Empathy (All Ages)

Empathy means being able to understand another person's feelings and situation. Empathy is an important social skill. Below are ways that you can help your child learn empathy.

Model Empathy to Your Child

- Your child will learn how to be empathetic when you are empathetic to them.
- Point out when other people are being empathetic.

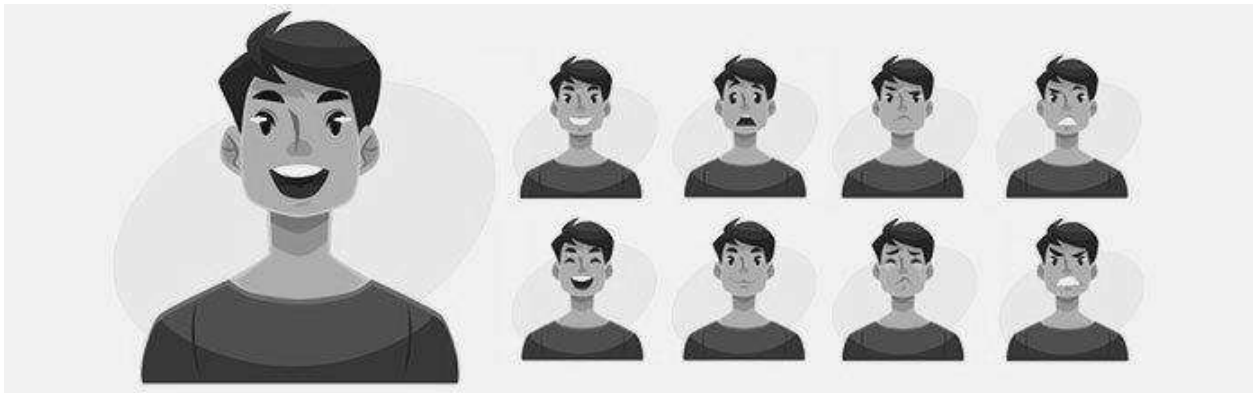


Help Strengthen Your Child's Attachment to You

- Sensitive respond to your child's cues. This helps them feel safe and loved.
- Comfort your child when they are upset.
- Respond to your child based on their needs, not based on your needs. For example, if you and your child are playing and your child is tired or not interested, allow your child to have a break from the activity.
- Allow your child to lead your play with them.

Help Your Child Understand Feelings

- Teach your child that all feelings are normal.
- Talk to your child about your feelings and what they feel like in your body (e.g., my shoulders get tight when I am mad).
- Look at pictures with your child and ask them what people are feeling in the pictures.
- Recognize your child's feelings and talk to them about them.



Helping Your Child Learn to Try New Things (All Ages)

Taking advantage of new opportunities will help your child grow and learn. Trying new things takes courage, self-esteem, and encouragement. Your child needs to know that when they try something new they might fail and that's okay. The important thing is never to stop trying.

Below are ways that you can help your child learn that trying new things is a good thing.

Model Trying New Things to Your Child

- Try new things yourself. Talk about how you feel as you go through this experience. For example, "I was really nervous about going to the book club last night but I met some really nice people. The book that I have to read is different than what I normally read but I'm going to read it anyway. Who knows, I might like it!"



Teach Your Child How to be Calm

- The key to trying new things is learning how to be calm and relax.

Help Your Child Attach to You

- Children who are securely attached will feel confident exploring their environment and taking risks.
- Provide a safe base that your child can come back to after they have tried new things.

Teach Your Child Patience

- Taking risks and trying new things takes patience.

Praise Your Child

- Praise your child for their effort, instead of for the outcome. For example, "You tried hard in swimming lessons today. You really paid attention to the teacher."
- Praise your child for trying new things.

Provide Opportunities

- Provide safe and healthy opportunities for your child to try new things.
- Step back and allow your child to take risks.
- Let your child learn how to succeed and fail.
- Break down new challenges into small steps. Celebrate the completion of each step.
- Encourage your child to be independent.
- Create a balance between taking hard challenges and easy ones.
- Let your child take breaks when they are feeling pushed beyond their comfort zone. After a break, they can try again.

Helping Your Child Calm Their Emotions (All Ages)

It is important that your child learns to understand, name, and be in charge of their emotions. This is called emotional regulation. The following are ways you can help your child understand and manage their emotions.

Model for Your Child

- Teach your child that all emotions are normal. It is what you do with them that can sometimes be harmful.
- Stay calm in stressful situations.
- Talk to your child about your emotions and what they feel like.

Teach Your Child How to Take Big Breaths

- Breathing deeply helps calm a person down.
- Practice blowing bubbles using a straw and a mixture of dish soap and water.
- Laugh lots as a family. Laughing makes you breathe deeply.
- Have your child put their hand on their stomach and feel it move when they breathe.



Touch and Cuddle Your Child

- One of the easiest ways to calm a child is to hug them. Cuddling with a safe person can also help a child feel safe.
- Supervised cuddling with a pet can also help calm a child.

Helping Your Child Learn to Be Optimistic (All Ages)

Optimism, or being hopeful and positive, is an important resiliency skill. Below are ways that you can help your child learn to be optimistic.

Model Optimism for Your Child

- It is easier to be negative than positive. Challenge yourself to model optimism and positivity.

Helping Your Child Develop Self-Efficacy

- Self-efficacy is the belief that you can make a difference in your world. This belief can help you have a more positive view for the future.
- Encourage your child to express their ideas and opinions.

Help Children Look at Both the Positive and the Negative

- Have a discussion about your child's favourite part of their day.
- Create environments that are filled with laughter, jokes, and encouragement.
- Encourage discussion about the future, short-term and long-term.

As a Family, Embrace Mistakes and Failure

- Encourage taking risks. When you take risks, sometimes you won't succeed. Sometimes you will succeed.
- Encourage your child to learn from mistakes and failures.
- Encourage active play that includes problem-solving.
- Encourage your child to make connections between their behaviours and outcomes.
- Try not to direct criticism at your child, but instead at their behaviours.



Routine (All Ages)

Routine refers to things that you do regularly, like your child having a bath every night before they go to bed. Sometimes routines help children calm down (e.g., reading before bed). Sometimes routines teach responsibility (e.g., helping to take the garbage out).

Routines are important for children. They help your child to develop in a lot of different ways. Some of these ways are listed below.

Supporting Brain Development

Routines provide consistency and stimulation. These help your child's brain to grow and develop.

Routines help your baby's brain develop ways to communicate with the different parts of their body.

Routines you create with your child also contribute to your child developing a secure attachment to you. Secure attachment helps children cope with change and stress as they get older. Attachment also helps children learn how to trust.

Developing Social Skills

As young children grow, they come into contact with more and more people. Routines teach social skills such as communication, taking turns, sharing, learning to wait, and helping others.

Soothing

Routines can be a buffer during stressful times. There are a number of routines that can help soothe children who are experiencing stress. These routines can also increase your child's feelings of safety.

- Having a soothing, quiet place to have a nap
- Having a massage
- Reading a book
- Singing a lullaby

- Dancing
- Going for a walk
- Rhythmic bouncing and rocking
- Having a warm bath

Practicing these routines regularly helps your child connect the routine to safety.



Developing Impulse Control

Routines can be helpful for teaching children to stop and wait (impulse control). For example, when you teach your child that they have to clean up their toys before they have a snack, it teaches them that the snack will come in a few minutes after they have cleaned up.

Creating Familiarity

Routines comfort children. Children are more likely to remain calm and cooperative if they know what comes next (e.g., reading to your child every day when you get home from work).

Coping With Change

There will be times when routines are disrupted (e.g., during a trip to a relative's house). To help children cope with these changes, it is important to plan ahead to create feelings of "sameness". Some examples are:

- Keeping routines around mealtimes and bedtime

- Bringing a familiar bib, spoon, or bowl for eating
- Going through the same morning routine
- Planning your travel around important times, such as mealtime and nap time
- Having a backpack for your child with their special items

Even though routines are important, it is important to recognize that sometimes there will be a need for flexibility. Remember that routines do not have to be on a strict timetable. However, as a schedule provides safety and a knowledge of “what’s next”, it is important to fit routines into changed schedules if possible.

Stress (All Ages)

As a parent, it is your role to protect your child from stress. However, you will never be able to keep your child’s life completely stress-free. In fact, that is not in the best interest of your child.

Many people do not believe that babies or young children experience stress and trauma. This is not true. For example, your child will experience some level of stress any time something is new or different.

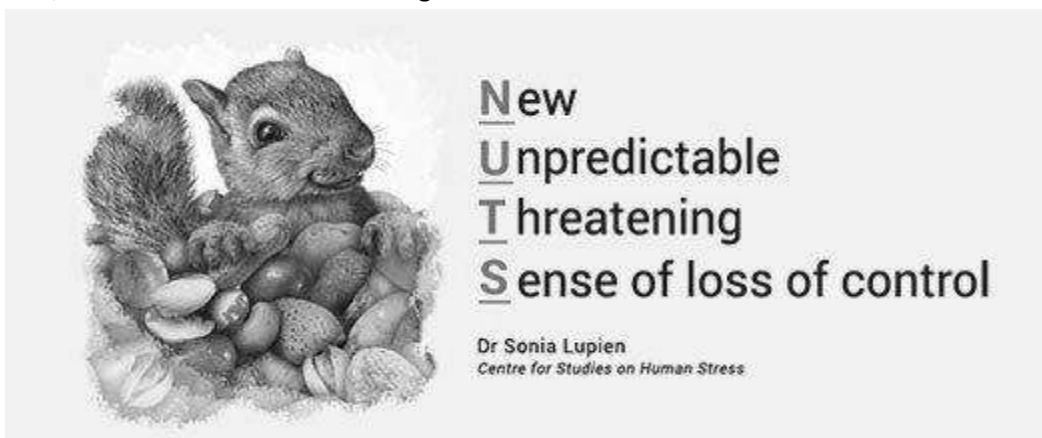
Experiencing stress is not always a bad thing. When a child is supported, experiencing stress can help them to learn resiliency skills. Resiliency skills are tools your child can use to help cope with stress in the future.

Everyone experiences stress throughout their lives. Developing resiliency skills will benefit your child throughout life.

What Happens to Your Child’s Body When They Experience Stress?

The human stress response system is instinctual. This means that the stress response is not under our control. It exists to keep us safe.

Children experience stress when an experience is new, unpredictable, threatening, or uncontrollable. In other words, children feel stress when things feel **NUTS**.



Your child will react to stress the same way adults do. Their brain and body will get ready to survive the stressful experience. For example, your child's body will release adrenaline to their muscles. This chemical will give their muscles the extra energy that might be needed to protect them. There are also other chemicals that are released into their body.

How do I Know if my Child is Reacting to Stress?

Sometimes it is hard to tell if your child is experiencing stress. One common response to stress in young children is freezing. Freezing means that your child may have no facial expression, may be slow in reacting or following your instructions, or seem like they are "not really there".

Whether your child reacts to stress by screaming and crying or by freezing, the response of their brain and body is the same.

When a child is not supported in times of stress, it can affect their health. For example, they may begin to have nightmares or night terrors. They may have physical complaints (e.g., tummy aches). They may also seem to be "super aware" of everything that goes on around them (hypervigilance). Behavioural problems, such as impulsivity, tantrums, aggressiveness, frequent crying, and fussiness, are also common.

Stress can also affect your child later in their life. It can cause physical illness, mental illness, problems in the growth and formation of the brain and organs, and impacts on the child's ability to learn. This happens only when children are not supported when stress happens or when they experience long-term stress (e.g., ongoing abuse).

Helping Your Child Cope with Stress

As a caregiver, you are the best person to help your child cope with stress. Your relationship with your child is very important.

- Teach your child how to soothe themselves (e.g., deep breathing, blowing bubbles, laughing, and playing drums).
- Help your child get rid of their stress (e.g., dance with them, laugh, talk, or go for a walk).
- Try to be consistent and maintain or re-establish routines during and after stress.
- Get support for yourself so you can deal with the effects stress has on you. This will help you to support your child.
- If a situation is stressful, take your child away from it. Stay with them and help them calm down.
- Talk to your child. Ask them about their day. Let them know that they can talk to you about anything.
- Have dedicated special time with your child. Even in stressful periods, this is something they can look forward to.
- Build on your child's strengths.
- Help them make positive goals and work towards them.

Temperament (All Ages)

Temperament is the way that your child reacts to the world around them. Temperament is something you are born with, not something that develops.

The areas impacted by temperament include:

- Activity level
 - How active and energetic your child is
- Positivity
 - How many positive feelings your child shows
- Attention/focusing
 - Your child's ability to stay focused on one thing
- Self-control
 - Your child's ability to stop themselves from doing something that is not allowed, the amount of effort they put into things they do
- Fearfulness
 - How stressed your child becomes when change happens
- Expression of anger and frustration
 - How much emotion your child shows when they don't get their way or are challenged
- Recovery time
 - How long it takes your child to calm themselves when you change activities or settings, and how long it takes them to get involved with a new activity

You and your child might have different temperaments. If you and your child have different temperaments, this can impact your relationship with your child.

Take some time to figure out how your child reacts to their day. Do what you can to make days easier for both of you.

For example, you may be a person who needs a set routine in the morning in order to get out the door and face the day. Your child, on the other hand, may like to play, laugh, and take their time in the morning.

One way to cope with this difference is to make the morning routine fun. For example, you can sing songs while you both get dressed or make teeth brushing a game.

Another way to cope with this difference is to do as much as you can the night before. For example, you can shower the night before, set your coffee to be made when you wake up, or lay out clothes before bedtime.

You and Your Child's Temperament (All Ages)

The chart below will help you to figure out you and your child's temperaments. Remember that temperament is the natural way that you and your child relate to the world. There are no right or wrong answers. This exercise will help you understand your child better.

Definitions You'll Need to Know

- Activity level
 - How active and energetic are you/your child?
- Positivity
 - How many positive feelings do you/your child express?
- Attention/focusing ability
 - Can you/your child stay focused on one activity for a period of time?
- Effortful control
 - Are you/your child able to wait? Can you/your child regulate emotions while waiting? Are you/your child able to stop doing something that is not allowed? Do you/your child put effort into tasks?
- Fearfulness
 - How distressed and anxious do you/your child become when change happens? How distressed and anxious do you/your child become when they are stimulated?
- Expression of anger and frustration
 - How much emotion do you/your child show when they don't get their way or are challenged?
- Recovery time
 - During transitions, how long does it take you/your child to become calm and engage in the environment? If something negative happens, how long does it take you/your child to become calm and engage in the environment?

Activity Level			
Child	Low		High
You	Low		High
Positive Affect			
Child	Low		High
You	Low		High
Attention and Focus			
Child	Low		High
You	Low		High
Effortful Control			
Child	Low		High
You	Low		High
Fearfulness			
Child	Low		High
You	Low		High
Expression of Anger and Frustration			
Child	Low		High
You	Low		High
Recovery Time			
Child	Low		High
You	Low		High

Follow Up Questions

Think of your relationship with your child.

After you have completed the chart above, please follow up with the questions below.

1. Were there any surprises when you filled out the chart?
2. What are some of the ways your temperament areas are similar to your child?
3. What are some of the ways your temperament areas are different from your child?
4. What can be some of the positive and negative consequences of having similarities?
5. What can be some of the positive and negative consequences of having differences?
6. How can knowing some of the ways your child's temperament differs from you affect the way that you care for your child?

Adapted from Lubimiv, G. (2005). Parent/Child Temperament and Goodness of Fit Chart. Retrieved from [Parent/Child Temperament and Goodness of Fit Chart](#).

Mental Health for Children Quiz

1. Skin-to-skin contact with my baby is important.
 - True
 - False

2. Which of the following can help your child's brain grow?
 - a. Playing and exploring
 - b. Consistency
 - c. Routines
 - d. Being talked to
 - e. Looking into your eyes
 - g. All of the above

3. Mental health means...
 - a. Being healthy
 - b. Being able to make friends
 - c. Being able to deal with your emotions
 - d. Having supports
 - e. All of the above

4. Resiliency skills develop throughout our entire lives.
 - True
 - False

Oral Health

Oral health means the health of your gums, teeth, mouth, and jaw.

From the time they are born, taking care of your child’s oral health is important.

Oral Health (0-1 Year)

Babies are not born with the germs that cause cavities. These germs are passed to them from the people who take care of them. Germs can be passed through saliva when sharing a spoon with your baby or cleaning a pacifier with your mouth.

You can help reduce the chance of early cavities in your child’s teeth by:

- keeping your mouth healthy and free of cavities
- not sharing items between your mouth and your baby’s mouth
- taking your child for a dental visit by age one
- cleaning your child’s mouth twice a day

First Dental Appointment

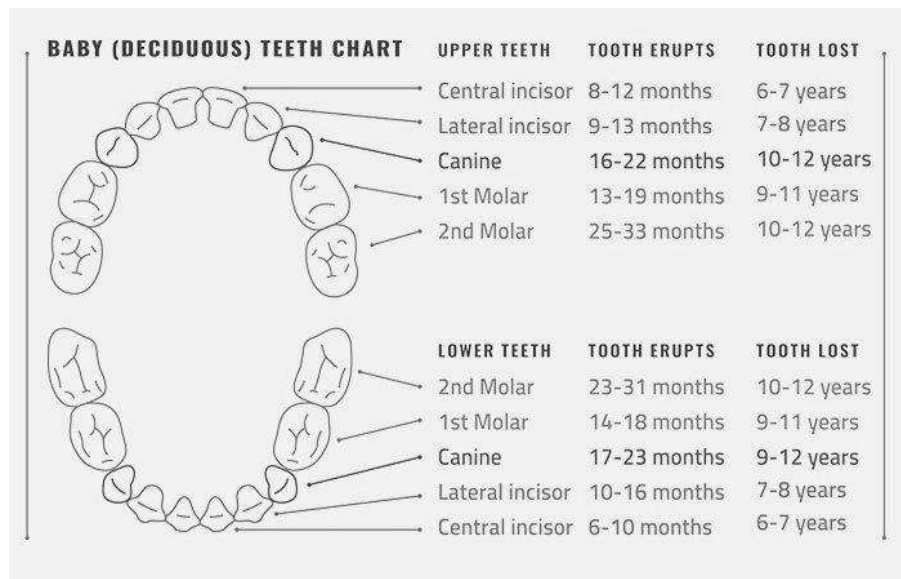
By the time your child is one year old, they should go to their first dental check-up. An oral health professional (e.g., dentist, dental therapist, dental assistant, dental aide, or hygienist) will count your child’s teeth and clean their teeth and mouth. This visit allows the oral health professional to find any early oral health problems and fix them before they get bigger.

An oral health professional will answer any questions you have about your child’s oral health. This visit lets you and your child develop a positive relationship with the oral health professional.

Teething

Your baby’s first teeth will likely begin to come in at around 6 months. They will have all of their baby teeth by the time they are around 3 years old. Your baby’s bottom front teeth will probably come in first. These will be followed by their top front teeth.

When each tooth comes in, it can be uncomfortable and painful. Your baby may get



irritable and may not want to eat. Biting a teething ring or cold wet wash cloth can help. You can also try rubbing your baby's gums with a clean finger or finger toothbrush.

Caring for Your Baby's Oral Health

Cleaning Your Baby's Mouth

Oral health care for your baby should begin before their first tooth appears. This is an important step towards having a healthy mouth for life.

Clean your baby's mouth every day. Start soon after birth by wiping all around the inside of your baby's mouth with a soft, moist, clean cloth at least once a day. This will reduce bacteria and help your child get used to regular cleaning.

Once your child's first tooth appears, use a small, soft-bristled toothbrush and gently clean your baby's teeth. It is important to get into the habit of doing this for your baby twice a day.

Keep cleaning your child's teeth until they can do this properly themselves. Brushing teeth properly requires the child to move the brush at many angles. Help your child to brush their teeth until they are at least 8 years old.

Early Childhood Tooth Decay

Your child's teeth can start to decay as soon as their first tooth starts to appear.

Fruit juice, sweetened tea, pop, cow's milk, and formula all contain sugar. Going to bed with a bottle filled with these liquids can cause tooth decay.

Over time, sugar causes acid that eats away at the enamel of the teeth. Enamel is a protective coating on the teeth. When the enamel is eaten away, cavities occur.

Oral Health (1-5 Years)

By the time your child is three years old, they will have most or all of their baby teeth.

The Canadian Dental Association has lots of activities that you can do with your child to help them understand the importance of their oral health.

Plaque

Plaque causes tooth decay (cavities), gum disease, and bad breath. Plaque is a sticky, build-up of bacteria that forms on the teeth, gums, and tongue.

Tooth Decay/Cavities

Tooth decay begins when plaque sticks to a tooth and is not cleaned by brushing. The plaque makes acid from the sugars and starches that are in your mouth from the food you eat and beverages you drink.

This acid causes a hole to form in the tooth's enamel. Enamel is what covers and protects the tooth. The hole is called a cavity.

Gum Disease

Gum disease is an infection of the gums and other areas that support the teeth. Gum disease happens when plaque is not removed every day by brushing and flossing. When the plaque builds up, the gums get red, swollen, and can bleed. If your child's gums are bleeding, ask your oral health professional for some tips about flossing and brushing.

Visiting the Dental Clinic

Continue to take your child to your oral health professional once a year or more often if requested. Visiting the dental clinic regularly can help treat problems early on.

Untreated dental problems can lead to health problems later in your child's life. Preventing these problems is the best choice.

Caring for Your Child's Oral Health

Brushing

Brushing teeth removes plaque and food from the teeth and gums. Below is a list of things to remember.

- Use a child-sized toothbrush with soft bristles. Replace the brush every three months or after an illness. Never share toothbrushes.
- When your baby gets their first tooth, begin brushing twice a day. Use a "grain of rice size" amount of fluoridated toothpaste.
- When your child turns 3 years of age, use a "pea size" amount of fluoridated toothpaste. Encourage your child to spit after brushing.
- Gently move the toothbrush back and forth. Do 2-3 teeth at a time. Make sure you do all the teeth. Make sure you brush the front, back, and top of the teeth.
- Brush your child's tongue.
- Rinsing is not recommended after brushing. Keep the fluoride on the teeth.



- Rinse the toothbrush well after brushing. Keep it in a clean, dry place. Don't let the bristles touch the bristles of other toothbrushes.
- Keep cleaning your child's teeth until they can do this properly themselves. Brushing teeth properly requires the child to move the brush at many angles. An adult should help brush your child's teeth until the child is at least 8 years old.



Flossing

- Flossing removes plaque and food from the places that your toothbrush cannot reach.
- Floss your child's teeth once a day.
- Break off a piece of dental floss the length of your arm.
- Wrap most of the floss around a finger on one hand. Wrap the rest around a finger of the other hand.
- Hold the floss tightly between the fingers and work it slowly between the teeth and under the gum line, using a gentle back and forth motion. You can also use a floss pick.
- Floss every tooth.
- Children should not floss for themselves until age 9.

Fluoride

Fluoride is a mineral that helps the enamel on your teeth get stronger. This makes them less likely to decay.

Fluoride can be found in some communities' water supplies. It is also found in toothpaste that is recommended by the Canadian Dental Association, and in some mouth rinses and fluoride varnishes.

Sealants

Sealants prevent tooth decay. Sealants are painted on the chewing surfaces of the molars by an oral health professional.

Diet

Eat a variety of healthy foods each day.

The teeth and gums, like the rest of the body, need a well-balanced diet to stay healthy.

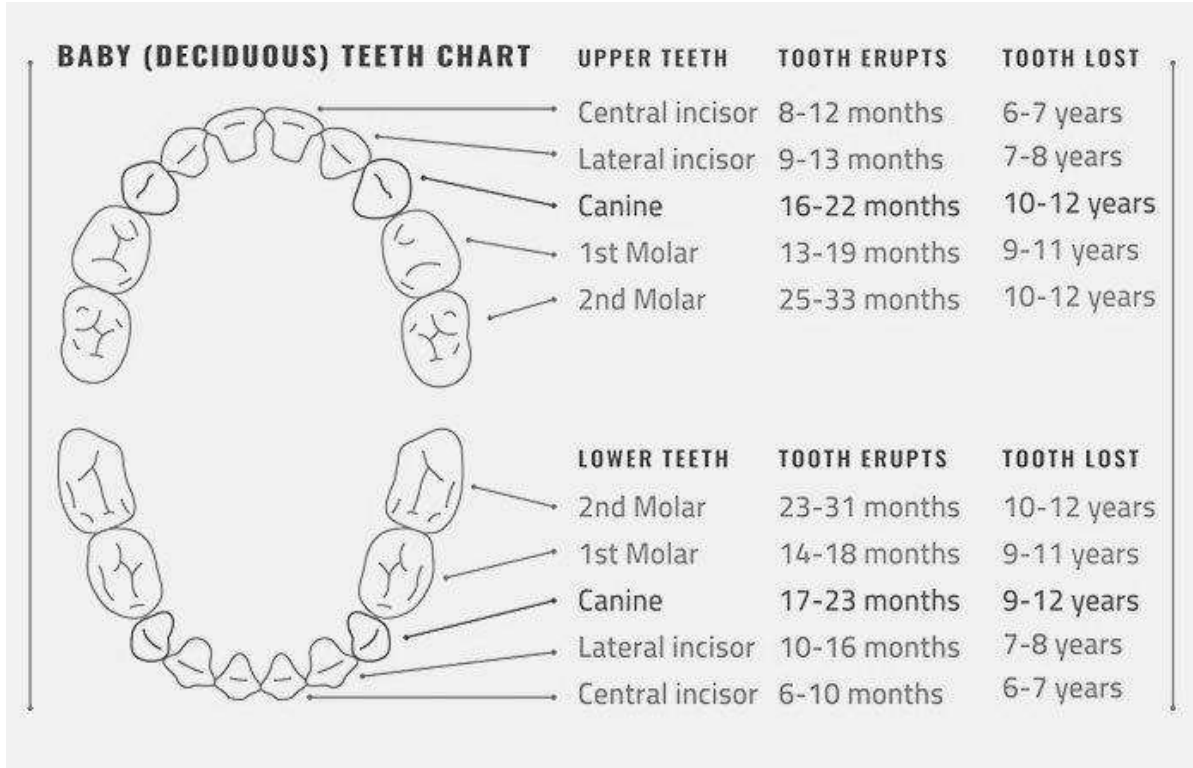
Following Canada's Food Guide is an easy way to make sure children aged two and older get the nutrition they need for good general and oral health.

Make water your drink of choice.

Encourage your child to drink water between meals to quench their thirst.

To decrease your child's risk of cavities, all beverages other than water should be paired with a meal.

Your Child's Teeth



Oral Health Quiz

1. You can transfer germs (bacteria) that cause cavities from your mouth to your child's mouth by:
 - a. Sharing a spoon
 - b. Kissing your child
 - c. Having their soother in your mouth then in their mouth
 - d. Sneezing
 - e. a, and c

2. Taking care of your child's oral health begins:
 - a. When they are one year old
 - b. When they start teething
 - c. At birth
 - d. When they are 6 months old

3. Your child's first visit to the dentist or hygienist should be:
 - a. Before they are a year old
 - b. After their first tooth appears
 - c. Once they are three years old
 - d. None of the above

4. Oral health includes the health of your:
 - a. Teeth
 - b. Mouth
 - c. Gums
 - d. All of the above

5. Brushing and flossing helps get rid of plaque.
 - True
 - False

Pets

Many families have pets. You may have had a pet before you had your baby. You may have bought a pet after your child was born. For many, pets become part of the family.

It is important to remember that our pets are animals. Pets react with their instincts. Instincts are the natural ways that your pet reacts to things going on around them. Pets do not think through their actions before they act.



Normally, your pet may be great around children. You may think your pet would never hurt your child. However, you need to remember that your pet will react if they feel scared, hurt, angry, or anxious. Reactions can include hiding, nipping, biting, and growling. Your pet's reactions may hurt your child.

Remember that not all animals like children. Never force an animal to be around your child.

Learn Pet Body Language

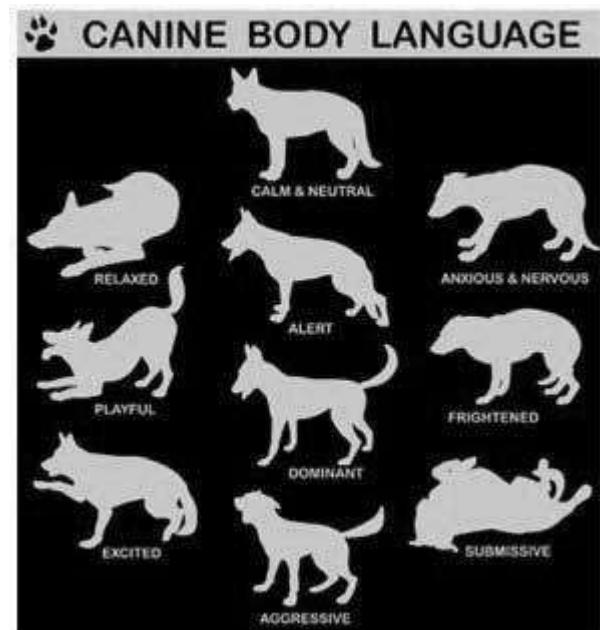
Body language is the way that feelings are expressed through your body. For example, when you feel angry, you might clench your jaw.

It is important to learn your pet's body language.

Once you understand your pet's body language, you can help your child learn this as well. Most of the time, animals do not attack a person for no reason. They will give warning signs through their body language.

Keeping Your Child and Pet Safe

Even if your pet has been great with your child in the past, don't assume this will always be the case.



It is important to keep your pet's toys, treats, food, leashes, medication, flea and tick shampoo and treatments, and litter or shavings out of your child's reach.

Below is a list of things you can do to keep your child safe around pets.

1. Keep your pet's vaccinations up to date.
2. Put your pet in a separate room when you have people visiting. Lots of visitors in your house can make your pet feel unsafe and anxious.
3. Do not let your young child and pet sleep in the same room.
4. Put your pet in a separate area when your child is eating. Have your child sit when they eat. Wandering around with food in their hands is tempting for your pet.
5. When your toddler begins exploring the world, create a space that is separate from your family pet.
6. Learn to read your pet's body language. If your pet is feeling tired, uncomfortable, anxious, angry, or confused, remove the animal from the area.
7. Using a muzzle on a dog will not decrease the risk of harm to your child. Swiping paws can also be dangerous.
8. If a child is bitten or scratched, clean out the wound carefully. Pet bites and scratches can get infected.
9. If you have fish, reptiles, birds, or other animals in cages or tanks, attach the cages or tanks to the wall using brackets so that they do not fall on your child.

Be Still

Dogs get excited, aggressive, and/or anxious if a child is running, waving their hands, getting excited, jumping, screaming, or shrieking. Hugs and kisses can also feel threatening to pets. Hugs and kisses can cause your baby to be bitten in the face or neck.

A dog will follow your hand movements and your child's hand movements with their head. If your child crosses their arms across their chest or holds their hands up in the air, this causes the dog to look up at the child's face. This can cause your child to be bitten in the neck or face.

Teach your child to be still around dogs:

- that they do not know
- that they know but the owner is not present
- that make them feel uncomfortable, scared, or worried
- that are chasing them
- that are really excited

Being still is easy. Teach your child these simple steps.

- Stand still.
- Look at their own feet.
- Don't make eye contact with the dog.
- Fold their hands in front of their stomach.
- Count the highest they can...over and over until the dog leaves or someone comes to help them.



Introducing a Pet to a Child

Don't try to force a meeting between a pet and a child. Allow the pet to approach you and the child. It may take a while for the pet to become comfortable with the new family member.

Meeting a Pet

Your child should not make contact with a new animal or an animal whose owner is not present. Teach your child to take the following steps when meeting a new animal.

1. Be still. This lets the animal become comfortable and calm with your presence.
2. Ask the pet's owner if your child can pet the animal.
3. Once you have permission to pet the animal, hold out your hand and let the pet smell it. Animals greet each other through smell, so this will be familiar to the animal.
4. Teach your child to pet the animal on its neck. This keeps your child away from the animal's face and mouth.



Remember that your child learns behaviours by watching you. Follow the steps above when you meet a new animal or an animal whose owner is not present.

Behaviours that are Not Safe Around Pets

Teach your child what behaviours are not acceptable around your pet.

Pets are not playgrounds. Children should not climb on pets, pinch, punch, kick, pull a pet's tail or paw, or sneak up behind pets. Teach your child to be gentle and respectful of pets. Teasing, harassing, rough housing, and being aggressive or overly excited around pets can result in scratches or bites.

Teach your child not to bother pets when they are eating or sleeping.

Pets Quiz

1. It is important to keep your pet's toys, treats, food, leashes, medication, flea and tick shampoo and treatments, and litter or shavings out of your child's reach.
 True
 False
2. It is a good idea for a child to be still when being introduced to a new pet.
 True
 False
3. What are some of the important things that you should do when your child is meeting someone else's pet?
 a. Ask for permission before your child touches the pet.
 b. Always make sure the owner is there before your child interacts with the pet.
 c. Teach your child to hold out her hand for the pet to smell before touching the pet.
 d. All of the above
4. Your dog or cat is laid back and friendly. Your pet can sleep in your child's room to protect them and keep them company.
 True
 False

Play

To adults, play is a change from their work. To children, play is their work.

Play helps children grow and develop. Play is important to children's physical and mental health, just like getting enough sleep, eating well, and exercising.

During play, children use both their bodies and minds. They interact with their environment, with materials, and with other people.

Why is Play Important?

When your child plays, they:

- feel loved, happy, and safe
- learn about their body
- learn about caring for others and the environment
- express their feelings like delight, surprise, and frustration
- build pathways in their brain
- become attached to you
- build self-esteem and self-confidence



What Areas are Developed Through Play?

- Empathy
- Social skills
- Language skills
- Vision
- Motor skills
- Verbal and nonverbal communication skills
- Imagination
- Problem-solving skills
- Planning and decision-making skills
- Hand-eye coordination
- Attention span
- Literacy skills
- Listening skills
- Resiliency

Play doesn't have to be organized. Everyday routines like bathing and feeding provide opportunities for play.

Playtime is a learning time for young children. Creating opportunities for children to play with others and also by themselves is important.

Let your child lead their play time with you. When you let your child take the lead, you are telling them they are important and that you are interested in what they are doing. This also helps your child learn curiosity.



Don't give your child too many toys at once. If you have a lot of toys, rotate them to keep your child interested. Giving them too many options will be overwhelming.

As long as your child is safe, let them explore and experiment.

Encouraging Play

Encourage play. Make time for it.

Your child will enjoy playing by themselves.

Sometimes they will want to play with someone else. Your child needs playmates. These can be you, other adults, siblings, or peers. By playing with others, your child will begin to discover their strengths and weaknesses. They will develop feelings of self-esteem and self-confidence.

When children play in a group of other children, each child will have different strengths. This allows each child to be a leader at some point during play.

Arrange play with other children in park programs or play groups. Check out toy lending libraries. As your child gets older, they may be ready for daycare or preschool. This provides an excellent opportunity to be social with other children.



Try not to over-schedule your child's life. They need time to play by themselves. They also need quiet times. Just as we balance out children's food, we also have to balance their activities. Children need a variety of experiences. Try to make time in a week for social and solitary play, reading, helping around the home, music, and caring for pets.

Children need both indoor and outdoor play time. Children also need active play where they take risks and test their boundaries.

Guide to Buying Toys

You may notice that your child spends more time playing with the box a toy came in than the toy itself. You don't have to buy fancy toys. In fact, sometimes fancy toys are not as helpful for learning and development as simple toys. For example, a child can engage in more creative play with a simple doll than a doll that walks, talks, and eats by itself.



Toys do not have to be expensive to be educational or fun. Some simple and inexpensive toys are metal or plastic cups, pots and pans, wooden spoons, crayons and paper, boxes, boxes inside of boxes, dress up toys, balls, plastic bottles, and floating toys.

When you are buying toys, there is a lot to consider.

How Many

Your child does not need multiple toys or the most high-tech gadgets.

Durability

Your child will be rough on their toys. Make sure that the toy can stand up to being dropped, banged, poked, and pulled. Also, make sure the toy is washable with both soap and water.

What is the Reason for the Toy?

- Can your child use their five senses when playing with the toy? The five senses are seeing, smelling, hearing, tasting, and feeling.
- Does the toy give your child the chance to move, push, or pull?
- Does your child get to use their imagination to play with the toy?
- Does the toy encourage climbing, crawling, walking, running, jumping, or rolling?
- Can the toy be squeezed, banged, thrown, opened, closed, or stacked?

What Age is the Toy for?

Often, toys are labelled with what age the toy is made for. This helps keep children safe. Choose toys that are approved for your child's age.

When buying a toy, think about if the toy will still be interesting as your child gets older and their skills increase.

Use

Make sure that your child has one toy that they can play with on their own. A toy should engage and involve your child, such as blocks. It is important to buy toys that your child can do things with instead of toys that do things by themselves.

Variety

Provide a variety of toys for a wide range of experiences. Everyday objects in your house can be toys, like pots and pans.

Active Play

Being active and exploring the world comes with some risks. For example, your child might trip over some rocks when running outside and skin their knee. It is important for your child to take risks during play. This pushes their limits and helps them to develop skills.



Your child will benefit from active play in the following ways.

- Build self-confidence
- Build resiliency skills
- Develop a belief in themselves
- Explore independence
- Develop sound judgement
- Develop risk assessment skills
- Develop social skills
- Understand that it is safe to test limits
- Feel a sense of accomplishment
- Try new skills and new behaviours

As an adult, your role is to make sure that the environment is free of hazards. For example, it is your role to make sure there is no glass in the sandbox before your child plays.

You can support your child to be active, explore their world, and take risks by:

- providing supervision when your young child is playing
- making sure the place where your child is playing has no hazards in it
- encouraging your child to be independent
- making time for your child to play with other children
- encouraging your child's desire for joy and excitement
- helping your child learn how to understand risks and figure out how to manage them
- encouraging your child's imagination
- making sure that your child gets a lot of rest so they have the energy to be active
- allowing your child to have free time



Stages of Play

Stages of Play (0-12 Months)

Your baby learns through their five senses: sight, hearing, taste, smell, and touch. Even a newborn baby needs things to look at, to listen to, and things to touch. During the first few months, you are your child's best playmate. Looking into your eyes, feeling your touch, and hearing your voice are examples of ways that your baby is learning with you. Your baby does not need expensive toys and gadgets.



By the time your baby is three months old, they need interesting and safe objects to hold and play with. Small, soft, washable toys of different textures are great.

Look around your house. There are a lot of objects that you already have that your baby can play with and learn from. Some examples are cardboard boxes, plastic containers, pots and pans, and safe, non-sharp kitchen utensils.

Stages of Play (1-3 Years)

Your child is still developing a lot of skills. They are learning physical skills, such as how to climb and jump. They are learning social skills. They are learning how to be independent, problem solve, and plan. They are using their imagination more. They are remembering events and are starting to be able to apply things they have learned to new tasks. Play will help them develop these skills.

Continue to give your child opportunities to play with you, with other children their age, and with other people in your community.

Your child's favourite thing to do can change every day. Let your child make choices about what they want to do. Allow for free play time (time when play is not organized and doesn't have rules). Your child still needs to see you, or know where you are, to feel safe when they play.



Every day, give some time for your child to lead your play with them. This helps them build their connection to you and their self-esteem.

Your child does not need expensive toys and gadgets.

Your child needs active, physical play every day.

Stages of Play (3-5 Years)

Your child is continuing to learn about their body and what it can do. They are actively using their imagination in both play and everyday activities. For example, your child may want to wear a superhero cape to preschool.

Your child's social skills are also developing. They are learning how to share and to recognize other people's feelings. They are also learning how to negotiate. This helps with fair play, but sometimes can feel manipulative. For example, "Dad said I could ..."



Your child's world is expanding beyond your family and home. Help to expand this. Take trips to parks, playgrounds, and activities. Allow for social opportunities.

You will notice that your child will enjoy imitating you during play. They are trying out roles, words, and testing boundaries. As long as your child is safe, it is important for your child to test their limits.

Your child needs active, physical play every day.

Outdoor Play

Playing outside helps your child grow and learn.

Playing outside lets your child:

- be active
- explore
- use their imagination
- problem-solve
- develop their muscles

Children who play outdoors move more than those who play indoors. Time spent outdoors can help meet the physical activity requirements of your child's age group.

Children who play outside get less chronic illnesses, like Type 2 diabetes, vitamin D deficiency, asthma, and high blood pressure. It can also decrease your child’s risk of experiencing depression and anxiety later in life.

As long as children are properly dressed, playing outside during both winter and summer is healthy and possible.

Remember that adult supervision is very important for young children and especially important when children are playing outdoors.



Toys for Fun and Learning

Toys for Fun and Learning (0-12 months)

<p>Things to look at:</p> <ul style="list-style-type: none"> • Mobiles • Pictures and picture books • Toys • Your happy face 	<p>Things to listen to:</p> <ul style="list-style-type: none"> • Music • Voices • Musical toys
<p>Things to feel:</p> <ul style="list-style-type: none"> • Soft toys • Things with different texture, like furry, silky, smooth, fluffy, bumpy, rubbery 	<p>Things to hold and bite:</p> <ul style="list-style-type: none"> • Plastic cups • Wooden spoons • Teething rings
<p>Things to hit and shake:</p> <ul style="list-style-type: none"> • Hanging toys to bat at, reach for, grab, and kick • Plastic jars with lids (put things inside of them for a new sound) • Rattles 	

Toys for Fun and Learning (1-2 years)

<p>Active toys:</p> <ul style="list-style-type: none"> • Toys to ride on • Toys to push or pull • Climbing space • Things to throw and catch 	<p>Toys to sort and put together:</p> <ul style="list-style-type: none"> • Nesting cups or boxes • Stacking rings • Boxes to sort blocks into
<p>Noisy toys:</p> <ul style="list-style-type: none"> • Things to bang, shake, and make music, like drums, tambourines, rattles, bells 	<p>Toys for messy play:</p> <ul style="list-style-type: none"> • Containers to fill and empty • Pails and shovels • Big crayons
<p>Toys for playing grownup:</p> <ul style="list-style-type: none"> • Kitchen tools, like pots, pans, wooden spoons • Dress-up clothes like hats • Small table and chairs • Dolls and stuffed animals • Toy phone • Toy tools 	

Toys for Fun and Learning (2-3 years)

<p>Toys for active play:</p> <ul style="list-style-type: none"> • Tricycles • Low rocking horses • Wagons • Swings 	<p>Toys for messy play:</p> <ul style="list-style-type: none"> • Sand with pails, shovels, containers, and spoons • Clay, finger-paints, and play dough • Bubbles to blow
<p>Toys for quiet play:</p> <ul style="list-style-type: none"> • Puzzles • Blocks • Stacking toys • Little cars • Animal and human figures • Boxes and paper bags to sort things into and carry them around 	<p>Toys for pretending:</p> <ul style="list-style-type: none"> • Old clothes for dress-up • Brooms • Toy dishes • Dolls, stuffed animals
<p>Arts and crafts:</p> <ul style="list-style-type: none"> • Crayons • Finger paints and play dough • Chalk 	<p>Books:</p> <ul style="list-style-type: none"> • Picture books • Word books

Toys for Fun and Learning (3-5 years)

Toys for active play: <ul style="list-style-type: none">• Tricycles and bicycles• Beanbags and balls• Buckets and shovels	Toys for quiet play: <ul style="list-style-type: none">• Building sets• Puzzles and easy games• Small cars, trucks, trains, and figures• Wind-up toys
Arts and crafts: <ul style="list-style-type: none">• Play dough• Crazy goop• Paints• Bubbles• Crayons and markers• Blackboard and chalk	Things for make-believe play: <ul style="list-style-type: none">• Dress-up clothes• Dolls and stuffed animals• Cardboard boxes• Hand puppets made from mittens
Toys to make music: <ul style="list-style-type: none">• Drums, xylophone, tambourine• Pots and pans	

Physical Activity

Physical Activity (1-4 years)

Between 1-4 years of age, your child should have at least 180 minutes of physical activity throughout the day. This does not mean 180 minutes all at one time. It can be spread out over the whole day. For example, your child might be physically active for 20 minutes every hour for 9 hours of the day.

For small children, meeting the physical activity requirements is often not difficult, as they like to move around and explore their world. Below are some ways that you can help your child to be physically active.

- Plan sitting activities that will not take too much time.
- Switch from sitting activities to movement activities.
- Let your child explore both indoors and outdoors.
- Visit your local playground.
- Actively play with your child (e.g., kicking a ball around the back yard).
- Do not leave your child in their car seat or stroller for a long time. **It is recommended that children under the age of 5 are placed not in a confined seated position for more than 1 hour at a time.**
- Encourage walking instead of using the stroller.
- Keep TVs and computers out of your child's bedroom.
- Have little or no screen time around your child. Screen time is any time that includes TVs, computers, tablets, electronic games, or cell phones.

Physical Activity (5 years)

By the time your child is 5, they should have over 60 minutes a day of moderate to vigorous physical activity. This does not mean 60 minutes all at one time. It can be spread out over the whole day. For example, your child might be physically active for 10 minutes of vigorous activity every hour for 6 hours of the day.

Please note that this guideline is for every day. If your child is enrolled in soccer on Fridays and is active for 90 minutes, the extra 30 minutes does not count towards the next day's 60 minutes.

Children should have as many opportunities as possible throughout the day to move around.

Be careful not to overschedule your child. Unscheduled physical activity is important.

Moderate physical activity includes bike riding, playing at the playground, skateboarding, walking, hiking, and t-ball.

Vigorous physical activity includes running, swimming, aerobics, dancing, and ice skating.

Below are some ways that you can help your child to be physically active.

- Plan sitting activities that will not take too much time.
- Switch from sitting activities to movement activities.
- Let your child be active both indoors and outdoors.
- Visit your local playground.
- Encourage active imaginative play.
- Actively play with your child (e.g., kicking a ball around the back yard).
- Enroll your child in community programming, like swimming lessons or t-ball.
- Be active together as a family (e.g., take a walk, rake the yard, or shovel snow).
- Keep TVs and computers out of your child's bedroom.
- Limit your child's screen time to less than 2 hours per day. Screen time is any time that includes TVs, computers, tablets, electronic games, or cell phones.

Play Quiz

1. Why is play important?
 - a. It helps develop children's imagination.
 - b. It can help children to test their boundaries and try new things.
 - c. It helps children learn social skills.
 - d. It helps children to grow and develop.
 - e. All of the above

2. Your child does not need expensive or complicated toys.
 - True
 - False

3. What is the most important thing you should consider when buying toys?
 - a. How often the toy is advertised
 - b. What toys other children have
 - c. What age of child the toys are made for
 - d. What colour the toy is

4. Outdoor play is important because...
 - a. It helps children develop their large and small muscles.
 - b. It connects children to their community and nature.
 - c. It challenges children to use their imagination.
 - d. It provides an opportunity for active play.
 - e. All of the above

5. It is important for children to play actively and test their limits, skills, and boundaries.
 - True
 - False

Safety

Many children in Saskatchewan get injured every year. Some of these children have to go to the hospital. Some even die. Injuries can result in lifelong health problems. Some injuries cause problems that will affect your child all of their life.

You can take steps to keep your child safe. Injuries can be prevented.

What is an Injury?

An injury is damage to the body. The damage may be visible (a broken arm) or invisible (a concussion). Injuries are caused by energy. There are many different kinds of energy that cause injury.

Causes of Injury	Examples
Mechanical (impact) energy	Car crash, fall, a punch
Thermal (heat) energy	Burns from hot coffee, stove burner, or hot water
Chemical energy	Swallowing pills, eating detergent pods, swallowing a battery
Electrical energy	Touching a live wire, sticking a finger in an electrical outlet
Lack of heat	Freezing to death, frostbite
Lack of oxygen	Choking on food or balloons, drowning, strangled by a blind cord

Where Injuries Happen

Injuries can happen at anytime and anywhere. Learning the risks for injuries can help you take steps to prevent them. Children are more at risk for injuries when they are growing and developing new skills.

Are Injuries Accidents?

Injuries can be prevented. That means that injuries are NOT accidents.

What Can You Do to Keep Your Child Safe?

- Pay attention to your child.
- Be prepared. Think ahead.
- Stay close to your child until you are sure of their abilities.
- Make your home safe.
- Start teaching your child early about being safe.
- Set a good example.

Development and Safety

Following are stages of development and related safety concerns for specific age groups.

0-6 Months

Remember that not every child grows at the same rate. This provides a general overview. If you are worried about your child's development, talk to your healthcare professional.

Development	Safety Concerns
<ul style="list-style-type: none">• Your baby's head is large and heavy.• Your baby will not have much control over their head movements.• Your baby's skin is very thin.• Your baby can make sudden movements, like grabbing and kicking.• Your baby likes to put things in their mouth.• By three months, your baby will hold their head up and roll from side to side.• By three months, your baby can roll off of high surfaces.• By three to six months, your baby will be able to hold a toy in their hand.• By six months, your baby should be able to sit with very little support.• Between three to six months, your baby will be able to roll from their back to their stomach.	<ul style="list-style-type: none">• Your baby's neck can be injured if their head is not supported when you pick them up, hold, or carry them.• Your baby can be severely injured in a car crash. A rear-facing car seat can help reduce the risk of injury.• Your baby may not be able to breathe if their nose and mouth are covered by pillows and stuffed animals in their crib. Your baby may also suffocate on a soft mattress or couch.• Your baby can suffocate if they sleep in a sitting position.• Your baby can fall from any surface such as a table or a counter, even when they are in a baby carrier.• Your baby's skin can burn quickly and at a lower temperature than yours would.• Your baby may choke on things they put in their mouth.• Your baby may knock over things within their reach, like a cup of hot coffee.

6-12 Months

Remember that not every child grows at the same rate. This provides a general overview. If you are worried about your child's development, talk to your healthcare professional.

Development	Safety Concerns
<ul style="list-style-type: none">• Your baby can travel by themselves by creeping, crawling, or pulling.• Your baby can roll over, from front to back and back to front.• Your baby can sit by themselves for short periods of time.• Your baby will begin to reach for and pick up objects.• Your baby will pull themselves up to a standing position using furniture.• Your baby will put everything in their mouth.• By nine months, your baby will be able to pick up small objects.• By nine months, your baby will be able to roll and push objects.• By nine months, your baby will be able to crawl up stairs and across floors.• By twelve months, your baby may be able to walk.	<ul style="list-style-type: none">• Your baby can be severely injured in a car crash. A rear-facing car seat can help reduce the risk of injury.• Your baby can fall from heights and out of objects, like strollers, if not strapped in.• Your baby can fall down stairs.• Your baby can fall out of windows.• Your baby can be suffocated by blind cords, ties from hats, and jewelry.• Your baby can choke on things they put in their mouth, including food.• Your baby can drown quickly and easily.• Your baby can get burned quickly.

1-2 Years

Remember that not every child grows at the same rate. This provides a general overview. If you are worried about your child's development, talk to your healthcare professional.

Development	Safety Concerns
<ul style="list-style-type: none">• Your child will want to move all the time.• Your child can stand alone and may walk alone.• Your child will start to like to climb, throw, push, and pull things.• Your child can scribble with a large crayon.• Your child can stack and balance two small blocks.• Your child can turn two or three pages at a time in a book or magazine.• Your child may squat when playing.• Your child will copy your body gestures, even if they are new to them.• Your child can copy your actions with familiar objects.• Your child imitates household routines during play.	<ul style="list-style-type: none">• Your child is learning a lot of new skills, quickly. They may be awkward as they learn these.• Your child can be severely injured in a car crash. A car seat can help reduce the risk of injury.• Your child can fall from heights.• Your child can fall down stairs.• Your child can fall out of windows.• Your child can be suffocated by blind cords, ties from hats, and jewelry.• Your child can choke on things they put in their mouth, including food.• Your child can drown quickly and easily.• Furniture, like televisions or bookcases that are not secured to the wall, can fall on your child if they climb or pull on them.• Your child's skin can burn quickly.• Your child can get into cleaning products, medications, and other poisons easily.• Your child will copy you, even if you are doing something that is not safe.• Your child can get injured if using a toy that is not made for their age group.• Your child is not able to set their own limits.

3-5 Years

Remember that not every child grows at the same rate. This provides a general overview. If you are worried about your child's development, talk to your healthcare professional.

Development	Safety Concerns
<ul style="list-style-type: none">• Your child will be developing their large muscles. This will increase their coordination.• Your child can jump up and down really well.• Your child can go up and down stairs by holding onto a railing.• Your child can throw a ball overhead with more precision.• Your child can learn to cut and paste.• Your child can learn to put beads on a string.• Your child can learn to catch a ball.• Your child's sleep habits will be different. They might not need naps but will still need rest breaks.• Your child can pour liquid into a cup from a small pitcher.• Your child will try to test the limits. This is part of growing up.• Your child will be curious and want to explore.• Your child may want to help you with household tasks.	<ul style="list-style-type: none">• Your child is learning a lot of new skills, quickly. They may be awkward as they learn these.• Your child may be more awkward or clumsy when they are tired.• Your child can be severely injured in a car crash. A car seat can help reduce the risk of injury.• Your child is learning to climb and may fall.• Furniture, like televisions or bookcases that are not secured to the wall, can fall on your child if they climb or pull on them.• Your child can fall out of windows.• Your child can be suffocated by blind cords, ties from hats, and jewelry.• Your child can choke on things they put in their mouth, including food.• Choking is more likely to happen when your child is moving (walking or running) and eating.• Your child can drown quickly and easily.• Your child can get into cleaning products, medications, and other poisons easily.• Your child will copy you, even if you are doing something that is not safe.• Your child can get injured if using a toy that is not made for their age group.• Your child is not ready to be on their own near any roads and streets.• Your child can be injured by many different things in the yard and/or on the farm.• Your child is not able to set their own limits.• Your child may be getting older, but they still do not know how to control their impulses.• Your child will try to test their limits.• A helmet can protect your child's head and brain when they ride a tricycle or bicycle.• Your child can be injured (e.g., scalded or poisoned) when helping with household chores.

Below is information on safety topics.

Batteries

Batteries can be dangerous for children, including the batteries in battery-operated toys.

If the batteries are easy to get out of the toy, your child may remove the batteries and put them in their mouth. This can be a choking hazard.

Button batteries can also cause damage if they are stuck in the nose or ears. Batteries can cause internal burns.

Batteries are found in a lot of things around the house.

- Calculators
- Cameras
- Toys
- Talking or singing books
- Electronic toothbrushes
- Flameless candles
- Flashing jewelry
- Remote controls
- Flashlights
- Laser lights
- Handheld games
- Hearing aids
- Key fobs



Why is it dangerous to swallow a battery?

Batteries are harmful if swallowed or put in the ears or nose. They are also a choking hazard. The most serious damage happens when a battery is swallowed. When a battery is swallowed, saliva (spit) causes an electrical current with the battery. This current causes a chemical reaction that can burn internal tissues and organs (e.g., throat, stomach, intestines). These chemical burns can happen in less than two hours.

Button batteries are the most dangerous. These are small, round, flat batteries. They are sometimes called lithium batteries. Button batteries have higher levels of power (voltage) than other batteries. Also, they are easy to swallow and to stick in the ears or nose.

How can you tell if your child has swallowed a button battery?

The scary part is that you may not know your child has swallowed a battery. Children may still breathe and act normally after swallowing a battery. Signs and symptoms may include choking, coughing, drooling, throwing up, not wanting to eat, fever, throat or stomach pain, and fussiness. If the battery is stuck in the ear or nose, there may be blood or other fluid (drainage).

Safety Tips

- Know which products in your home use button batteries. Check that all products using button batteries have screws or strong tape to secure the battery compartment.

- Actively supervise young children whenever they are using or are around products with batteries.
- Store loose batteries and battery-powered products that are not in use out of the sight and reach of young children. Whenever possible, use a locked cabinet or container.
- Only adults should change batteries. Do not allow children to play with batteries.
- When visiting family members and friends, be aware that their homes may have button batteries that are easily accessible to young children.

Getting Help

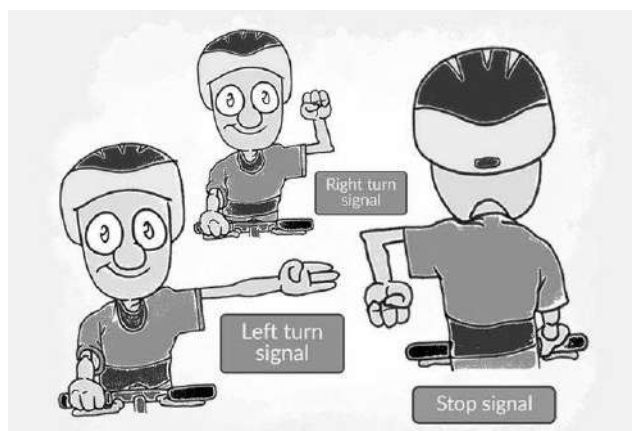
- If you think your child has swallowed a button battery or has put one in their nose or ear, go to the emergency room right away. Do not wait until you see symptoms to get help.
- If it is quickly available, give 5-10 mL of honey on your way to the hospital IF the battery was swallowed in the last 12 hours, AND your child is 12 months or older and is not allergic to honey. Do not give honey if your child is vomiting or cannot swallow. Do not delay going to the hospital to get honey.
- Do not make your child throw up, and do not make your child eat or drink anything other than the honey.
- Immediately tell the admitting staff about the battery ingestion.

Bicycles

Learning to ride a bike can be fun!

There are several ways you can make sure that your child is safe while bike riding.

- Make sure that both you and your child always wear a properly fitted helmet.
- Adults need to supervise their young children when they are riding.
- Maintain your family's bicycles.
- Follow the rules of the road.



Burns

Young children's skin burns easily. Below are some things that you can do in your house to prevent burns.

Be Careful When Cooking

- Never leave food unattended on the stove.
- Place pots and pans at the back of the stove where your child cannot reach them.
- Supervise your child in the kitchen.
- Do not let a young child use a microwave.
- Place your child's highchair out of reaching distance from the stove.

Turn Down Your Water Heater

- Turn down your water heater to 49°C or 120°F.
- Remember that the water heater may be set higher at other homes and hotels.

Check the Temperature

- Always check the temperature of liquids and food before feeding them to your child. When dropped on your wrist, liquids should feel warm but comfortable.
- Test the temperature of bath water before putting your child in it. It should feel comfortably warm but not hot.

Car Seats

When in a correctly installed car seat, your child is the safest person in your car. In Saskatchewan, children must be in a car seat (rear-facing, forward-facing, booster) until they are at least 7 years old. For more information, review the Car Seats chapter.

Choking

Choking happens when a child's throat is blocked by something. Children can choke on many things that we might not think are a risk. Young children are at risk of choking because they like to put everything in their mouths.

Examples of What Children Can Choke On

- Food like lollipops, apples, meat, nuts, seeds, popcorn kernels, grapes, sausages
- Household items like coins, batteries, tops from pens and markers, jewelry
- Toys and toy parts like marbles, eyes from stuffed animals, balloons
- Things that children find outside

Balloons are a major cause of choking for children. **Balloons are not recommended for use for children under the age of 5.** Uninflated balloons or pieces of broken balloons can stick in your child's throat. The surface sticks to the moist skin in the child's throat and blocks off the air passage.

Tips for Preventing Choking

- Always have your child sit while eating.
- Cut food into small pieces.
- When feeding a young child, wait until they swallow the food they already have in their mouth before giving them more food.
- Cook, grate, or mash foods for infants.
- Keep small objects out of reach of children.
- Use toys that are made for your child's age.
- Keep toys for older children away from younger children.

Drowning

Children can drown quickly and quietly, in less than 5 cm (2 in.) of water and in only 10 seconds. Drowning can happen in ponds, rivers, lakes, bathtubs, dugouts, sloughs, pails, and water barrels. Children often cannot call out or signal that they need help.

There are a lot of things that adults can do to keep children safe in and around the water.

- Young children should be within an arm's reach of an adult (not an older child) when in or near water, including paddling pools and in the bathroom. Older children and adults should always use the buddy system and never swim alone.
- Adults should be actively supervising children (e.g., not distracted by other activities).
- Ensure all backyard pools have fencing on all four sides that is at least four feet high and cannot be accessed by children. Any gate to the pool area should be self-closing and self-latching. Teach children not to go in or near the pool without an adult.
- Teach children that a personal flotation device (PFD) must be worn at all times in or around water. Young children should always wear a properly fitted PFD when swimming in a pool or lake and when



on a boat. Set a good example and wear your life jacket when boating. Teach your child how to roll on their back when wearing a PFD so that their face will be out of the water if there is an emergency.

- Enroll your child in swimming lessons or a Swim to Survive program. Check out the Canadian Red Cross and Lifesaving Society's websites for more information. Your local pool and regional park may have more information on their websites.

Electrical Shock

Electrical shocks happen when you come into contact with a source of electricity. Electrical shocks cause burns and can cause death. Electrical shock can also affect your brain, heart, and other organs.

When electricity moves through your body, you can get burns that you cannot see. You may think that you are not injured but there can be lots of injuries inside your body.

Cover all electrical sockets that are not being used. The best socket covers are ones that slide over the socket instead of stick in the socket. Avoid using power bars if you can. If you need one, make sure that it has safety covers over the sockets.

Tuck wires out of a child's reach. Young children like to play with or chew cords.

Make sure that all small appliances, like toasters and hair dryers, are unplugged when they aren't being used. Electricity travels through water. If an appliance drops into water that you or your child have contact with, this can result in an electrical shock.

If your child has an electrical toy, plug it in for them and supervise them when they are playing with it.

Falls

Falls are a common cause of injuries in children. Sometimes, the injury can be serious. The following information is about some of the ways that you can protect your child from serious falls.

Safety Proofing Your House

Safety proofing your house is one of the most important things you can do to keep your child safe from injuries. Your child will explore their environment. They can roll off a bed, try to crawl up the stairs, and climb on everything. Watch your child carefully, and make changes around your home to reduce the risk of serious falls.

Crib

When your child can sit and stand, move their crib mattress to the lowest position.

Furniture

Use proper hardware to secure heavy furniture to the wall. This includes bookshelves, dressers, and televisions. This will prevent these heavy objects from falling onto a child.

Make sure furniture is not top heavy. Use the bottom shelves or drawers for heavy objects.

High Surfaces

Don't leave your baby alone when they are on any surface above floor level. Keep one hand on your baby when they are on a high surface like a change table.

Stairs

Falls often happen on stairs. Stairways need to be blocked off at both the top and the bottom with either a closed door or a safety gate.

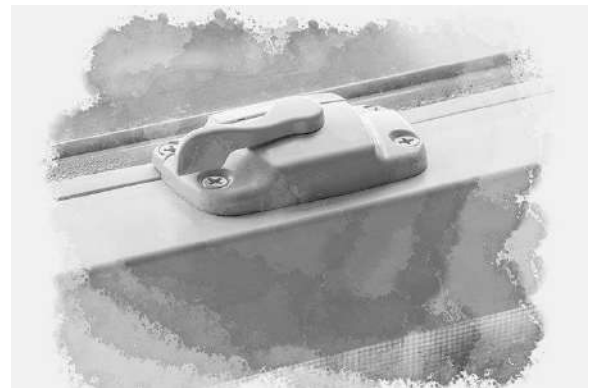


There are two types of safety gates: pressure-mounted and wall-mounted. You can use either type at the bottom of your stairs. This will prevent your baby from crawling up the stairs. Use a wall-mounted gate at the top of stairs. This will stay in place if your child falls against it.

Make sure that all safety gates meet current safety regulations.

Riding Toys

Supervise your child when they use a riding toy. These toys should be used outside and away from stairs. Your child does not have control over their movement and can fall down a flight of stairs. They can also fall off the toy.



Windows

Put latches or window guards on all windows and patio/balcony doors.

Farm Safety

Farms offer excellent opportunities for children to grow and learn. However, farms also have a lot of hazards. The best way to keep your young child safe on the farm is to have a designated play area for children. This area should be surrounded by a fence with a self-locking latch. Accompany your young child at all times when they are not in this play area.

Teach your child what areas and equipment on the farm are off limits. Keep in mind that sometimes areas that are safe one day may not be safe the next day. For example, being near a field during seeding, spraying, or harvest would be more dangerous than at other times.

Dangers on the Farm

Machinery/Equipment

- Rollovers: The machine rolls over and the child flies out or becomes trapped.
- Run-overs: Children can be run over when they fall from a machine or are playing in an area where the vehicle operator cannot see them.
- Cuts, burns, and amputations can occur when playing around farm equipment.

Drowning

- Dugouts, lakes, rivers, sloughs, ponds, manure pits, and lagoons are all potentially dangerous for drowning.

Livestock

- Remember that calm and domestic animals can be dangerous when they feel threatened.
- Farm animals will be protective of their babies.
- Young children can be easily knocked over, trampled, or kicked by farm animals.

Pesticides/Chemicals

- Pesticides/chemicals that are not locked away from children can be a poisoning hazard.

Grain

- Children can get trapped in flowing grain in just a few seconds; this includes grain in bins, trucks, and wagons.

Fire

Having a smoke detector that works properly and knowing what to do when the alarm goes off will help keep your family safe if there is a fire.

Preventing Fires

- Keep lighters and matches out of reach of children.
- Supervise children around fires, inside and outside.
- Do not teach children how to use a lighter or matches.
- Supervise children in the kitchen. Do not let young children use the stove.
- Create a fire escape plan for your home. Make sure babysitters and others know this plan as well.
- Make sure the smoke detectors in your home work properly. Do not remove the battery or disconnect the wires.



Fire Escape Plan

Make a fire escape route from your home. This route will help family members get out of the home safely during a fire.

Here are some easy steps to follow in making a plan.

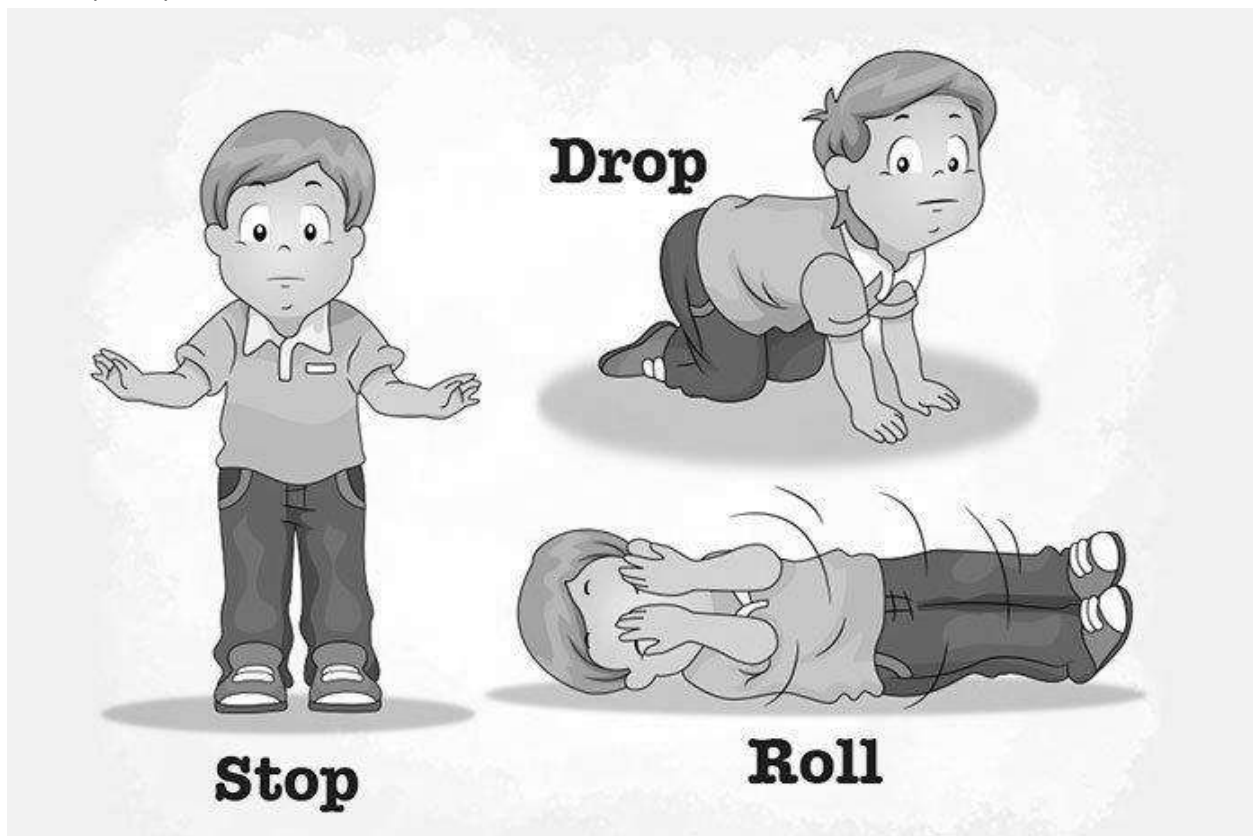
1. Draw a simple floor plan of your home.
2. Plan two ways out of each room.

3. Choose a special meeting place outside the home where all family members will meet after escaping. This place could be by the back fence, beside the garage, or at a neighbour's house. Mark this place on the escape plan.
4. Have a fire drill at least twice a year. During the drill, make sure that:
 - everyone understands the planned escape routes
 - doors and windows can be opened easily
 - if an escape ladder is necessary, it is where it should be and that everyone knows how to use it
 - someone is assigned to help small children and the elderly

Make sure that everyone in your family knows what to do if there is a fire.

In case of a fire, teach family members to:

- never risk their lives to take possessions with them
- always crawl under the smoke to escape a fire
- never go back into a burning building
- stop, drop, and roll if their clothes are on fire



Helmets

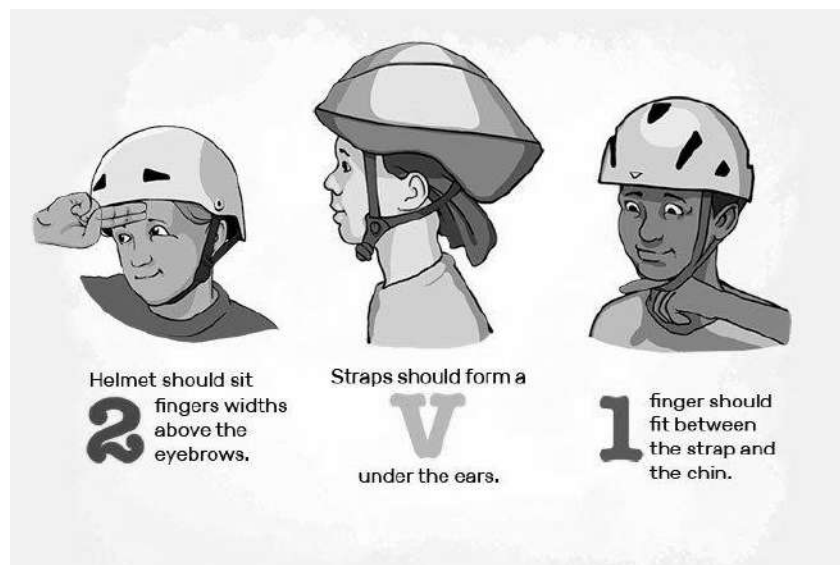
Helmets decrease the risk of head injuries. Helmets should be used with all wheeled transportation, such as biking, rollerblading, and skate boarding, and several sports, like hockey.



Bike Helmets

Before purchasing a bicycle helmet, check the inside of the helmet to make sure it meets safety standards. If it does, it will say CPSC, CSA, ANSI, ASTM, or Snell approved.

Follow the 2 V 1 Rule below to make sure the helmet is being worn correctly.



Make sure that the bicycle helmet is fitted to the top of the head. Once the straps are done up, there should be very little movement.

Tie long hair at the base of the neck below the helmet. Do not wear ball caps or winter hats under the helmet.

If you or your child has a crash or fall, you should replace the helmet.

Pedestrian Safety

There are certain skills a child needs before they are able to cross the street safely by themselves. Under the age of 5, your child will not have these skills yet. Commonly, it is stated that children do not have these skills until age 9.

There are lots of reasons why supervising your child is important when they are walking outside.

1. Children often focus on only one thing at a time. These are things that they are interested in and may not include traffic.
2. Children are easily distracted.
3. There is a lot of information that you need to work through to cross a road safely. Children are not able to process this information when they are young.
4. Children who are less than 4 feet in height might not be able to see cars. Also, drivers might not see small children.
5. A child's ability to see what is going on at the side of their vision (peripheral vision) is not developed. When a child is looking straight ahead, they may not be able to detect movement to the side.
6. Children may not recognize the sound of a car.
7. Children may not be able to tell whether a sound is coming from their right or left.
8. Children cannot tell how fast a car is coming toward them.
9. Children have difficulty understanding how far away a vehicle is or how much space is between two vehicles.

Helping Your Child Cross the Road Safely

Model the correct behaviour and teach your child how to safely cross streets. Make sure you accompany them across the street.

1. Stop at the corner.
2. Look left for any cars coming in the left traffic lane.
3. Look right for any cars coming in the right traffic lane.
4. Look left again to make sure there are still no cars approaching.
5. Turn head back and look over shoulder to see if cars are coming from behind.
6. Look forward to see if any cars are coming from in front of you.
7. Make eye contact with drivers so you know that they see you and they know that you see them.
8. Make sure that any cars have come to a complete stop before you start to cross the street.
9. Hold your child's hand. Carefully cross the street, still looking left and right.

Playgrounds

Play helps children grow, learn, and develop. Playgrounds are important places because they give children opportunities to play and interact with other children. Children can take risks, try new things, and develop problem-solving skills.

Playgrounds are also a place where injuries can happen. Fractures, scrapes, cuts and bruises, head injuries, strains and sprains, friction burns, and pinches are the most common injuries due to playground equipment. The most serious injuries on playgrounds are due to falls, getting caught in equipment, and collisions.

Supervision is important.

Keeping Children Safe at the Playground

1. Check Your Children

- Remove drawstrings from your child's clothes. These might get caught in equipment and strangle your child.
- Remove your child's helmet when they are in the playground. Helmets are larger than your child's head and can get caught in equipment openings. The straps of the helmet may also strangle your child.
- Do not allow your child to play with skipping ropes or other ropes and cords on the play equipment. This can cause your child or other children to be strangled.

2. Check the Playground

- Check playground equipment for parts that are loose, worn out, or broken.
- The surface under the playground equipment should be soft. Wood chips and shredded rubber should be 15-30 cm deep (6-12 in). Grass and hard-packed dirt are not good surfaces under the playground equipment.
- Check for glass or garbage and other debris in the play area.
- All equipment should have both handrails and guardrails.
- Advocate that new and existing playground equipment follows Canadian Safety Association (CSA) standards.
- If your child has special needs, playground equipment can be adapted so that your child can have a safe experience.

3. Supervise and Teach Safety Habits to Children

- Let your child play actively. This will help them develop skills and confidence.
- Children less than 5 years of age require constant and active supervision on play equipment.
- Encourage your child's safe play habits including:
 - Waiting their turn
 - No pushing
 - Feet first down the slide
 - Sitting on swings and slides
 - Looking before jumping
- Ensure play equipment is age-appropriate. Playgrounds are designed for two age groups: 18 months to 5 years, and 5 years to 12 years. Playgrounds designed for older children have heights that are unsafe for younger children.

Poison

Poison is a substance that can cause illness or death when it is swallowed or touched.

How Can Someone be Poisoned?

Poison can enter the body in four ways:

- Ingested by swallowing the substance.
- Inhaled by breathing in the substance.
- Absorbed by contacting the skin.
- Injected such as through insect bites or needles.

What Things in the Home are Poisonous?

Below is a list of poisonous items that can be found in the home. Walk through your home to make sure these items are properly stored. They should be locked up in a cupboard, out of sight, and out of reach of your child.

Bathroom: <ul style="list-style-type: none">• Cleaning products• Lotions and creams• Personal hygiene products and cosmetics• Rubbing alcohol• Medicines, vitamins, and herbal products• Air fresheners	Bedroom: <ul style="list-style-type: none">• Cosmetics, air fresheners, and perfumes
Laundry Room: <ul style="list-style-type: none">• Detergent and fabric softener• Laundry pods• Bleach and cleaning solutions	Living Room: <ul style="list-style-type: none">• Plants• Tobacco, cigarettes, and butts• Crafts and hobby supplies• Batteries
Kitchen: <ul style="list-style-type: none">• Cleaning products• Medicines, vitamins, and herbal products• Alcohol• Vanilla Extract• Spray oils• Pet medications	Basement/Garage/Storage Room: <ul style="list-style-type: none">• Weed killer, insecticides, and fertilizers• Paint and paint thinner• Charcoal lighter• Gasoline and motor oil• Antifreeze• Windshield washer fluid• Lime• Mothballs

Keep the number for poison control on your fridge 1-844-POISON-X (1-844-764-7669). It is free to call this number from anywhere in Canada.

Talk to Your Older Child

- Help them understand what poisons are and what they can do to their body.
- Remind your child that they should always ask an adult before eating or using an unknown substance.
- Show your child warning labels so they can identify which products are dangerous.

Poisonous Plants



Adapted from Poison and Drug Information Services, Government of Alberta

Lead Poisoning

Lead is a heavy bluish-grey metal. Lead is created naturally and can be found everywhere in our environment. Many products we use every day may contain traces of lead. Traces of lead enter the body through the mouth, the lungs, or the skin. Large amounts of lead are dangerous and can cause negative health effects.

Children are at greater risk of ingesting lead because they may chew on objects that contain lead. Here are some tips on how to reduce lead poisoning in your family.

- Clean your house regularly to remove dust and particles that may contain lead.
- Do not keep food or drinks in lead crystal containers.
- Discourage children from putting things into their mouths unless the object is intended to be put in the mouth (like food and pacifiers).
- Never allow a child to suck or chew on metal jewelry.
- If you are concerned about exposure to lead, speak to your healthcare professional.

Sleep

Second-Hand Furniture

Second-hand cribs, cradles, and bassinets may not be safe. The following safety features are important.

Bassinet

A safe bassinet needs:

- a label that has the model name and number
- an instruction manual
- a date when it was made
- posts that are not higher than 1.5 mm (1/16 in)
- bars that are 6 cm (2 3/8 in) or less apart
- a solid frame
- sides that lock into place
- a firm mattress that is no thicker than 3.8 cm (1½ in)
- a mattress that is tight against all four sides of the bassinette
- a fitted sheet that is tight on the mattress



Cradle

A safe cradle needs:

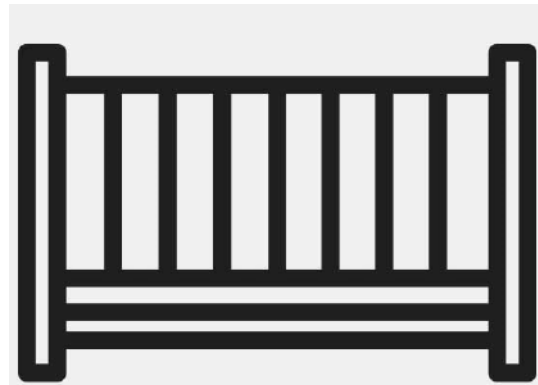
- a label that has the model name and number
- an instruction manual
- a date when it was made
- posts that are not higher than 1.5 mm (1/16 in)
- bars that are 6 cm (2 3/8 in) or less apart
- a solid frame
- sides that lock into place
- a firm mattress that is no thicker than 3.8 cm (1½ in)
- a mattress that is tight against all four sides of the crib
- a fitted sheet that is tight on the mattress



Crib

A safe crib needs:

- a label that has the model name and number
- an instruction manual
- a date when it was made
- posts that are not higher than 1.5 mm (1/16 in)
- bars that are 6 cm (2 3/8 in) or less apart
- a solid frame
- sides that lock into place
- a firm mattress that is no thicker than 15 cm (6 in)
- a mattress that is tight against all four sides of the crib
- a fitted sheet that is tight on the mattress



Lowering Crib Mattress

When your child can pull themselves up into a standing position, move the crib mattress to the lowest level. This will prevent them from falling out of the crib. Remove any mobiles or rail toys that your baby will now be able to reach.

When to Use a Bassinet, Cradle, or Crib

- If you are using a bassinet or a cradle, move your child to a crib when they can roll over. This happens between 3 and 4 months.
- Move your child into a bed when they can climb out of the crib. This happens between 18 and 24 months.

Check the crib, cradle, or bassinet.

- Space between the bars must not be more than 6 cm (2 3/8 in).

- No bumper pads, quilts, pillows, or stuffed animals.
- there should be no drop sides; cribs with drop down sides have been banned for sale by Health Canada.
- No splinters or burrs.
- No sharp edges and points.
- No loose nuts or bolts.

Put your crib, cradle, or bassinet away from:

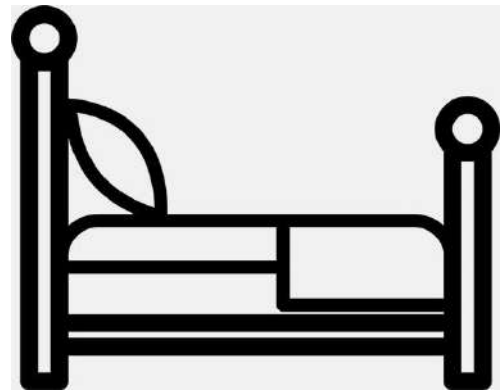
- Lamps
- Curtains
- Windows
- Blind cords
- Patio doors
- Electrical plugs
- Electrical cords

Beds

Move your child to a bed when they can crawl out of their crib. A fall from a crib can cause a serious injury.

To prevent falls from the bed at night you can:

- use side rails
- place the box spring and mattress directly on the floor
- get a toddler's bed



Do not use the wall as a way to keep your child from falling out of bed. Make sure that the side of the bed is not against a wall, as your child can become trapped between the bed and the wall.

Make sure the mattress that you buy fits the size of your bed frame. There shouldn't be any gaps between the mattress and the headboard, footboard, or rails.

Teach your child that beds are not for jumping on. Jumping on a bed can lead to serious injuries if the child falls off the bed.

Continue to put your child's bed away from radiators, blinds, windows, and wires (e.g., lamp cords).

Bed Rails

You may choose to use bed rails to prevent your child from falling out of bed. If you use bed rails, the following guidelines can help keep your child safe.

- There should not be a gap between the bed rail and the mattress.
- Read all warnings and carefully follow instructions.
- Railings should not be more than 8.4 cm (3.3 in) apart.
- The bed rail should not have any sharp edges, points, or small parts.

Bunkbeds

Children under the age of 6 should not sleep on the top bunk. The safety rails for top bunks are made to prevent children above the age of 6 from falling. Younger children can get caught in this rail.

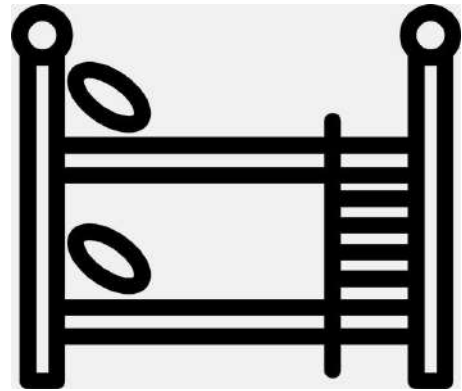
Sometimes the top bunk can be taken off. Unless you need the top bunk, store the top bunk until it is needed.

The mattress should fit without any spaces between the headboard and footboard and mattress.

Teach your child that neither bunk is to be played on. This can lead to injuries from falls.

If you have an older child using the top bunk, teach them to always use the ladder and to never have more than one person on the top bunk.

Make sure your bunkbed meets ASTM International Standards (American Society for Testing and Materials International). These are standards that manufacturers have to meet when building the bunkbed to ensure safety.



Storage

Storage bins and boxes can be dangerous. They can trap a child inside. If the bin/box does not have air holes, the child will not have enough air to breathe. Place storage bins/boxes where your child cannot get to them.

Provide safe storage for toys. If your toy box has a lid, be sure the box has air holes and a “no-latch lid. This will prevent your child from suffocating if they get trapped in the box. You can also use storage toy boxes that do not have lids.

Use separate toy boxes for younger and older children’s toys.



Suffocation/Strangulation

Suffocation means that the child is not getting enough air because something is covering their nose and mouth.

Strangulation means that the child is not getting enough air because something is squeezing their neck.

Blind and curtain cords can strangle a child if they become tangled in the cord. Tie curtain and blind cords out of reach of children by using a safety device, clothes pin, hook, or nail. Cut the bottom loop off of curtain and blind cords.

Keep cribs, beds, tables, couches, and chairs away from windows with curtain and blind cords.

Keep stuffed animals, quilts, pillows, and bumper pads out of your baby's crib. These objects can cover your child's nose or mouth and cause suffocation. Plastic bags, plastic wrap, and latex balloons can also cause suffocation. Keep these out of reach of your child.

Sun Safety

Your child's skin can burn just like yours. It doesn't matter what tone your skin is; you can still burn.

Burned skin can be very uncomfortable. It also puts your child at risk for skin cancer.

Your child's skin can burn in just 15 minutes. Your child's skin can burn in every season. Clouds do not protect your child from getting a sun burn.

When your child is outside, the following sun safety steps are recommended.

- For children over 6 months old, put sunscreen on all of their skin that is not covered with clothing.
- Re-apply sunscreen frequently, especially if your child has been swimming or sweating.
- Dress your child in long sleeves and long pants even if it is hot outside. There are a lot of fabrics that your child can wear that will keep them cool.
- Your child should wear a hat that has a wide brim.
- Have your child play in the shade between 11 a.m. and 4 p.m. This is when the sun is the hottest.
- Make sure that your child is drinking water frequently to avoid dehydration.

Until your baby is 6 months old, they cannot wear sunscreen. It is important that babies under 6 months of age are kept in the shade when outside.

Toys

Most children's toys are recommended for a particular age of child. This recommendation can be found on the packaging of the toy. The suggested age levels on toy packages are based on safety and the child's development. It is important to follow the recommendations. If you are given toys that are for an older age than your child, put them away for later use.

A child under the age of three has a tendency to put everything in their mouth. Toys with small parts can get stuck in their throat and choke them. A child can even choke on a broken crayon. **Any object that can fit through a toilet paper roll can be a choking hazard.**

Throw out broken toys.

Check toys for moving parts. Avoid buying toys with springs, gears, or hinges that could trap a child's fingers, hair, or clothing.

Be sure toys do not have sharp edges or pointed pieces. Avoid toys with parts made of glass or rigid plastic. These can shatter and cause cuts.

Limit the use of noisy toys. Loud noises can hurt your child's hearing.

Projectile toys, like darts, are dangerous for young children. They can cause eye injuries.

Many toys contain batteries. For important safety information on batteries, see page 7.

Winter

Sometimes parents think that they have to keep their children indoors during the winter. However, children need time outside, whatever the season. Children can play safely in Saskatchewan winters. Here are some tips for winter safety.

Dress your child in warm clothing when outdoors in cool and cold temperatures.

- Layer your child's clothes.
- Cover as much skin as possible.
- Change wet clothes and boots if your child is planning to stay out.
- Remove wet clothes as soon as your child comes inside.

Car Seat

- Using a winter coat under the harness of a car seat can make the harness loose. In order to work properly, the harness needs to be tight.
- Instead of putting your child in the car seat with their coat on, put them in the harness first and place the coat on the child backwards with their arms through the arms of the jacket. You can lay the jacket on your children or use a blanket to keep your child warm.

Remove strings and cords from children's clothing.

- Strings or cords can get caught on playground equipment, in doors, on sleds, or on other objects. If this happens, your child can be strangled.
- Use a neck warmer instead of a scarf. If a scarf is used, tuck the ends into your child's jacket.
- Attach mittens to your child's jacket with clips on the end of the jacket sleeve, rather than a long string.

Provide Enough to Drink

- Give children lots of water or warm drinks to help their bodies stay warm.

Provide young children with constant supervision while they are outside.

Winter Activities

- It is important to ensure safety equipment is used and safe practices are followed to keep children safe during winter activities such as tobogganing, skiing, snowboarding, and skating (e.g., helmets).
- To prevent frostbite and hypothermia, limit time outdoors in cold weather and dress your child in layers of warm, loose clothing.

Safety Quiz

1. If you are a good parent, your child will never have a bruise or scratch.
 True
 False

2. Injuries are not accidents. Injuries are almost always preventable.
 True
 False

3. Parents will always know when their baby is going to start to roll over.
 True
 False

4. Which of the following are considered safety equipment?
 a. Car seats
 b. Safety gates
 c. High shelf for cleaning products
 d. Child latches on cupboards
 e. Lock box for guns/ammunition
 f. First aid kit
 g. Bike helmet
 h. Ski goggles
 i. Skateboard pads
 j. All of the above

Screen Time

The Canadian Paediatric Society recommends no or limited screen time for your child. This depends on your child's age.

What is Screen Time?

Screen time refers to the time that your child is watching or listening to anything that has a screen: computers, iPods, vehicle DVD players, gaming systems, cell phones, tablets, and TVs. This also includes the use of these screens in the background, for example, having the TV on during dinner.



Why is this important?

- You will spend more time with your child if both of you are not distracted by screens.
- Your baby will sleep better if they are not stimulated by screens.
- Screen time can interfere with your child's play, learning, and attachment.
- There is no known benefit of screen time for young children, even if a product is advertised for young children.

Screen Time (0-2 Years)

The Canadian Paediatric Society does not recommend screen time for children under two. The exception is video chatting with caring adults, such as extended family.

How can you reduce screen time in your home?

The Canadian Paediatric Society recommends that families minimize the use of screens, mitigate (reduce) the risks associated with screen time, be mindful of the use of screen time, and model healthy screen use.

Minimize

- Screen time is not recommended for children under two. The exception is video chatting with caring adults, such as extended family.
- Ensure that sedentary (sitting) screen time is not a routine part of child care.

Mitigate (reduce) the risks associated with screen time

- If screens are being used, be present and engaged and, whenever possible, co-view with children.
- Focus on educational, age-appropriate, and interactive programming. Use screen devices for creative activities, such as drawing, instead of passive viewing.
- Use parenting strategies that support self-regulation skills in children, without relying on screen-based media.

Be mindful about the use of screen time

- Think about your own screen time habits. For example, are you texting while breastfeeding or at a family meal?
- Develop a family plan for when, how, and where screens may (and may not) be used.

Model healthy screen use

- Set a good example by limiting your own screen time (e.g., wait until your child is in bed before you use devices with screens).
- Discover new activities you can do together as a family. Engage in activities that do not involve screens (e.g., go for a walk, play outside, read together, play easy board games, crafts).
- Turn off devices during family time at and away from home.
- Turn off screens when not in use and avoid background TV.
- Encourage healthier screen use policies in child care settings and schools.

Screen Time (3-5 Years)

The Canadian Paediatric Society recommends under 1 hour of screen time a day for children between 3 and 5 years old.

How can you reduce screen time in your home?

The Canadian Paediatric Society recommends that families minimize the use of screens, mitigate (reduce) the risks associated with screen time, be mindful of the use of screen time, and model healthy screen use.

Minimize

- Aim for less than 1 hour of screen time for children aged 3-5.
- Keep screen-free times throughout the day, especially for meals and reading time with family.
- Avoid screens for at least 1 hour before bedtime.
- Ensure that sedentary (sitting) screen time is not a routine part of child care.

Mitigate (reduce) the risks associated with screen time

- Monitor young children's media use by creating playlists and/or selecting appropriate channels.
- Be present and engaged when screens are used and, whenever possible, co-view with children.
- Focus on educational, age-appropriate, and interactive programming. Use screen devices for creative activities, such as drawing, instead of passive viewing.
- Talk to your children about what they watch or listen to. Your child may not understand the content the same way you do.
- Use parenting strategies that support self-regulation skills in children, without relying on screen-based media.
- Limit children's exposure to advertising.

Be mindful about the use of screen time

- Think about your screen time habits. For example, are you texting while at a family meal?
- Develop a family plan for when, how, and where screens may (and may not) be used.
- Use media that is shared as a family (e.g. age-appropriate interactive videos, games, or watching TV or movies together).
- Encourage older siblings to help ‘mentor’ younger children’s use of screens.

Model healthy screen use

- Set a good example by limiting your own screen time (e.g., wait until your child is in bed before you use devices with screens).
- Engage in family activities that do not involve screens (e.g., play outside, read together, play easy board games, crafts).
- Turn off devices during family time at and away from home.
- Turn off screens when not in use and avoid background TV.
- Encourage healthier screen use policies in child care settings and schools.

Screen Time Quiz

1. Screen time can affect your child's sleep.
 True
 False
2. Limiting screen time means also limiting the time that your child is exposed to your screen use.
 True
 False
3. It is recommended that screen time is limited to ____ for 5 year olds.
 a. Under 1 hour per day
 b. 30 minutes per day
 c. Under 2 hours per day
4. There are no known benefits of screen time for young children, even if a product is advertised for young children.
 True
 False
5. Changing your own screen habits can help you to change your family's screen habits.
 True
 False

Sexual Health Development

Sexual health development is a normal part of your child's development. Sexual health development begins at birth. There are several stages of sexual development. These stages include an increased understanding of relationships, sexuality, family, cultural norms, and moral values.

The building blocks of sexual health are laid throughout childhood. The following provides information related to the different ages and stages of development in the early years.

Sexual Health Development (0-2 years)

Your relationship with your baby will help them feel loved and secure. Through this relationship, your baby will develop the ability to trust, relate to others, express their needs, and experience well-being.

Giving Body Parts the Correct Name

During bath time and diaper changes, begin to teach your child the correct names for body parts. This will help your child to be comfortable with their own body. Avoid names that might confuse or frighten your child, such as using terms like "front bum" or "down there". Teaching children the correct names of their body parts helps to avoid shame and confusion later in their lives.

Discovering the Body

Boys may begin to realize that they have penises at around 6 or 7 months. This is the same time as they understand their other body parts (e.g., hands and feet). Girls may discover their vulva between 6 to 8 months.

Infants and toddlers may find it soothing to stroke their vulva or penis. Many young children rub their genitals as they are drifting off to sleep. This is normal and parents should not shame or punish children for doing this.

Girls from age 1-2 may notice and pay attention to the fact that boys have penises. This is normal. The penis is a very visible different part of the boy's body. Boys also get to stand to pee. Young girls may feel like they are missing out.

Instinctual Responses

You may notice that your son's penis becomes erect or your girl's vulva is wet (lubricated) during diaper changes. This is a natural reflex response to genital touch and can also be a sign of needing to empty their bladders. This is not a sexual response; it is simply physical development and an instinctual response.

Learning About Gender

During the first 18 months of life, your child is learning the differences between males and females. Your child will also begin to identify themselves as either male or female. Around 12 months, your child will begin to recognize that they are distinct from others in their environment.

At two years of age, most children may also begin to recognize that the people around them are identified as either female or male. This is part of the gender identity and gender role development of a child.

Social Skills and Healthy Relationships

Letting your child play with other children helps your child learn social skills. This is important to healthy sexual development as it helps children begin to understand how to listen to another person, how to empathize, how to be respectful, and also what is unacceptable, hurtful, or damaging in a relationship with another person.

Sexual Health Development (3-5 years)

Dealing with Questions

At this age, your child will have lots of questions about sexual development. Answer these questions honestly and with facts. Provide short answers. Only give as much detail as the child asks for. Keep your facial expression and body language open, honest, and accepting. Children can easily pick up on adult discomfort.

Giving Body Parts the Correct Names

Continue to teach your child the correct names for body parts. Your child might get confused when other children and adults call their body parts by different names than your child has learned. If your child knows the correct names for their body parts, they will feel confidence in their knowledge about their body. Knowing the correct names for their body parts will also allow them to share information about any inappropriate touch they may experience.

Exploring Gender

During this stage of development, your child will become curious about the genitals and gender of their friends. This can be seen through the games they play such as “I’ll Show You Mine, If You’ll Show Me Yours”, “Playing Doctor”, or “Playing House” and trying out roles such as “Mommy” and “Daddy”. This is normal. This can give you a chance to talk to your child about privacy and respect for their body and other peoples’ bodies.

Sometimes adults think that children’s sexuality is wrong because it is about sex. However, when children are playing and discovering, they are not being sexual. They are being curious, spontaneous, and playful.

Your child is continuing to learn the differences between boys and girls. Children learn about being a girl or a boy through their family, media, books, and playing with toys. Let your child play with all types of toys, regardless of the gender you may think the toy is for.

Some children will not identify with the biological sex that they were born with. At this age, some children explore identifying with both genders. Some will feel that they identify as the opposite gender

to what they are biologically. This is okay but can be a confusing and difficult time for you and your child. Get support.

Exploring Their Body

Your child is beginning to learn about privacy. Explain to preschoolers that touching one's genitals is something that they should do in private, such as in their room or the bathroom. Try not to instill shame or guilt. It is okay to touch your own genitals.

It is normal for children at this age to talk about their genitals and try to look at or touch other's genitals. Scolding children for these behaviours can instill a sense of guilt and shame. Rather than punishing children, it is important to provide them with information, including that their bodies are private. You can teach them the 'swimsuit rule' – other people should not touch them in places their swimsuit covers.

Modelling Healthy Sexuality

You are a role model for your children in all aspects of your life. It is important for you to understand that your reactions to the opposite sex, body parts, sexuality, nudity, and related questions will influence your child's view of sexuality, gender, and sexual health.

Social Skills and Healthy Relationships

Encourage children to show affection appropriately and respectfully. This could include teaching a child to ask, "Is it okay if I give you a hug?" It is also important to teach children to observe the body language of others and to not force touch on anyone who backs away or looks uncomfortable.

Model this to your children (e.g., ask before giving them a hug to show you care). Don't force your child to give a hug to someone if they are uncomfortable.

Allow children to interact with children of the opposite sex so they are comfortable relating to others and are able to develop relationships/friendships beyond gender boundaries. Provide guidance on respect for others as needed. Teach respect for space, bodies, ideas, and feelings. For more information, visit: <https://bit.ly/3RhRsFr>.

Sexual Health Development Quiz

1. My child will learn everything they need to know about sexual health from their teachers when they start school.
 True
 False
2. Children will learn about their vagina and penis the same way that they learn about their other body parts...by sight and touch.
 True
 False
3. My 4-year-old asked how I got a baby in my tummy. They are too young to know about how babies are made.
 True
 False
4. Sexual health development begins at birth.
 True
 False

Sleep

Sleep is very important for children. Sleep directly impacts your child's mental and physical growth and development. It also keeps your child's immune system strong.

Sleep (0-1 year)

Your newborn will sleep 16-18 hours in total per day. As they age, this decreases to approximately 14 hours of sleep per day.

Your child needs sleep to grow. Sleep renews your child physically. It is during sleep that everything a child learns during the day is processed. Finally, it gives your child the opportunity to be alone and separate from you.

Back to Sleep

Put your baby to sleep on their back. This decreases their risk of sudden infant death syndrome (SIDS). SIDS is the leading cause of death in healthy infants between the age of one month and one year of age. SIDS occurs when a healthy baby dies suddenly during sleep.



Continue to place your baby on their back to sleep, even if they can roll over by themselves. When a baby can roll off their back by themselves, it is safe for them to sleep in a different position.

Safest Place for Sleep

The safest place for your baby to sleep is in a crib, cradle, or bassinet. Health Canada recommends that parents share a room with their baby for the first six months. This can help you respond to your baby when they need you.

Bed sharing is not recommended. Bed sharing is when an adult sleeps with the baby on the same surface, like a bed or couch. Bed sharing increases the risk of your baby dying from SIDS or suffocation. Babies should not be put to sleep on water beds, air mattresses, couches, futons, or armchairs. Sleeping on these surfaces can increase the risk of suffocation.

Your baby's crib should be empty except for their mattress and a fitted sheet. Loose bedding and other objects in the crib can cause suffocation. Avoid having comforters, heavy blankets, quilts, pillows, foam padding, stuffed toys, bumper pads, and sleep positioners in the crib.

If your baby falls asleep in their stroller, baby carrier, or car seat, move them to a safe place to sleep once you have reached your destination.

Make sure there are no hazards around the crib, bassinet, or cradle. Hazards can include blind cords, electrical cords, electrical plugs, baby monitors, lamps, and windows.

Too Hot or Too Cold

The temperature of the room your baby is sleeping in should be warm enough for short sleeves. They do not need to be covered with a heavy blanket. Sleep sacks are a good option.

Night Time Waking

Night time waking can be a major concern for parents. Perhaps you have gone back to work, or you are exhausted from the constant care of your baby. It is important to get enough sleep yourself.

Try to sleep when the baby sleeps. Ask family and friends to help with the housework so you can sleep. Perhaps your partner can take over care at night so you only have to wake up for feeding. Family or friends can help with night time feedings if you express your breast milk in advance.

When your child does wake in the night for feeding, keep the room calm and dim. Try not to do anything that will stimulate or waken the baby fully, like watching TV or listening to loud music. White noise is relaxing noise that helps to block out background noises. Sometimes white noise can help people sleep.

Routine

Once your child is six months old, it is time to begin helping them form healthy sleep habits. Your baby will be awake for longer periods during the day and asleep for longer periods at night.

As much as possible, put your baby in their crib to sleep. Put your baby in their crib when they are drowsy but not yet asleep. This helps them learn to associate the crib with sleep.



Your child will have a hard time sleeping if they are overtired. Letting your child nap during the day will help avoid this.

From six months to one year old, your baby may get restless or wake up at night. By this age, they probably do not need to be fed at night. Try to keep your baby in the crib if they wake up at night. Rub their back. Talk to them. Sing soothing songs. Remaining in their crib helps your baby develop the ability to soothe themselves back to sleep.

Sudden Infant Death Syndrome (SIDS)

Sudden infant death syndrome (SIDS) is the sudden, unexpected, and unexplained death of a baby under one year of age. SIDS is the leading cause of death in healthy infants between one month and one year

of age in Canada. SIDS can happen in any home. Below is a list of some things you can do to help to prevent SIDS.

- Always put your baby to sleep on their back.
- Do not use bumper pads, quilts, toys, and pillows in the bassinet, crib, or cradle.
- Do not use clothes that will cover your baby's head.
- Make sure your baby's sleep surface is firm and flat.
- Keep the room temperature and your baby's clothes comfortable and not too hot or cold.
- Make sure no one smokes tobacco around your baby.
- Do not use car seats, strollers, swings, and infant carriers for sleep. If your baby falls asleep in one of these, take your baby out as soon as you can.
- If you have twins or multiples, each should have their own separate sleep surface.

Sleep (1-3 Years)

Toddlers should be getting between 10 and 13 hours of sleep a day. This includes night time sleeping and napping.

Your child needs sleep to grow. Sleep renews your child mentally and physically. It is during sleep that everything a child learns during the day is processed. Finally, it gives your child the opportunity to be alone and separate from you.

Creating Bedtimes and Routines

A regular bedtime and a bedtime routine help children to relax and quiet down. Set a regular bedtime. Choose a time when your child gets naturally sleepy. Help your child begin to wind down a half hour before bedtime. Set up a quiet ritual that may include a bath, brushing teeth, reading a book, cuddling, or singing a song.



Bedtime routines make children feel secure. Routines help your child feel that they can trust and know what to expect from their environment. Routines help them feel calm enough to fall asleep.

Your child may try everything to keep you with them at bedtime. At this time, they are beginning to work on separating from you. Be gentle, but firm.

Rocking your child to sleep can be a wonderful experience for both you and your child. Even older children like to be rocked when they are ill or upset. As your child gets older, they will find ways to settle themselves. They may find a favourite lullaby or a soft blanket soothing.

Your child cannot sleep well if they feel tense, unhappy, or neglected. Your child needs your attention. By spending a few minutes helping them get settled, you will have more time for your needs later and your child will have a restful sleep.

Nap Time

Your child will have a hard time sleeping if they are overtired. Naps can help improve your child's mood, level of alertness, and ability to learn. However, do not let your child nap too close to bedtime or too late in the afternoon as this may interfere with sleeping at night.

As your child gets closer to the age of three, they may begin to resist their afternoon nap. This is a very difficult time of change for both parents and children. Your child seems to need the sleep, yet they do not want to sleep. This can result in a cranky situation by night time.

If your child does not want to sleep at nap time, try quiet time instead. This strategy will be better than trying to force your child to nap. Quiet time will help your child rest and have energy for the rest of the day.

Night Time Waking

Night time waking is a problem most parents have to deal with. There is no easy solution. If your child wakes at night, you can often settle them by reassuring them that you are near. You can do this without turning on the light or picking them up.

Nightmares

A nightmare is usually a dream that involves some real or imagined threat. Fears are common at this stage of your child's life, and these fears can cause nightmares. Sometimes, nightmares are triggered by something that has happened to your child during the day. They can also be triggered by changes in the child's life.

If your child wakes from a nightmare, you may find them half asleep or sitting up sobbing. Children often remember either the content of the nightmare or the feelings that went with it when they wake up. Usually, you can console a toddler by repeating words of comfort such as "I am here. You just had a dream. You are safe." Your child needs constant reassurances of your continued love and their safety. Don't ignore your child's fears.

Night Terrors

During a night terror, your child will be intensely afraid, flail, and scream. Each night terror lasts only a few seconds or minutes. A child can have several per night. Children often do not remember the night terrors.

Symptoms of night terrors are listed below.

- Sitting up in bed
- Screaming or shouting

- Kicking or thrashing
- Sweating
- Breathing heavily
- Racing pulse
- Difficulty waking up
- Unable to be consoled
- Staring wide-eyed
- Confusion when waking up
- Engaging in aggressive behaviours
- Sleepwalking
- Getting out of bed



Night terrors do not usually have any lasting effects on the child. However, if your child has disrupted sleep for a long period of time, develops a fear of falling asleep, or is being injured while having a night terror, take your child to see a healthcare provider.

Sleep (3-5 years)

Preschoolers need 10-12 hours of sleep a day.

Your child needs sleep to grow. Sleep renews your child mentally and physically. It is during sleep that everything a child learns during the day is processed. Finally, it gives your child the opportunity to be alone and separate from you.

Bedroom

Try to keep a child's bedroom as a comfortable, cozy, and safe spot. Do not place a television, computer, or video games in their bedroom.

Drinks and Food

Avoid giving your child food or drinks, except water, after they have brushed their teeth for bed.

Routine

Bedtime routines, including a time to go to bed, are still very important. These provide opportunities for quietness and soothing while preparing for bed. Routines will also help your child feel safe and secure. Tucking your child in can increase your child's feelings of security.



Set limits on your child's requests for delayed bedtimes. There may be special times when it is alright to delay bedtime (e.g., if you are visiting Grandpa and Grandma). However, limiting the times that you delay bedtime will reinforce the routine and prevent ongoing power struggles.

Even if your child does not nap regularly, there may be times that a nap is needed. For example, if your child is sick or has had a very busy day, they may need a nap.

Sleep Quiz

1. Your child should have a television or computer in their room. Using these will help them sleep.
 True
 False
2. Children need a lot of sleep to grow and develop.
 True
 False
3. A 2-month old baby should sleep on:
 a. Their back
 b. Their side
 c. Their front
 d. Doesn't matter
4. It is okay to sleep on the couch with your baby.
 True
 False
5. Routines help your child develop healthy sleep habits.
 True
 False

Car Seat Quiz Answers

1. Children in Saskatchewan are required to travel in an appropriate car seat until they are at least:
 - a. 6 years old
 - b. 10 years old
 - c. 7 years old
 - d. 4 years old
2. Where should your child's car seat be installed in your car?
 - a. Back seat; middle seating position
 - b. Back seat; right-hand or left-hand side
 - c. Front seat
 - d. a and b
3. When can your child switch from a rear-facing seat to a forward-facing seat?
 - a. Your child is 1 year old
 - b. Your child weighs 10 kg (22 lb)
 - c. Your child can walk by themselves
 - d. All of the above
4. What should I check before installing a used car seat?
 - a. Expiry date
 - b. Manual is with the seat
 - c. Seat has extra gadgets
 - d. Seat is a good fit for your vehicle
 - e. All of the above except c
5. All car seats sold in Canada have to meet specific safety standards.
 - True
 - False

Child Abuse Quiz Answers

1. Creating a support system for your child is one way to prevent abuse.
 - True
 - False

2. It is easy to tell if a child has been abused.
 - True
 - False

3. Only professionals working with children are obligated to report if they think a child is being abused.
 - True
 - False

4. Child abuse does not affect young children. They just get over it.
 - True
 - False

5. Which of the following would be considered child abuse in Canada? Choose all that apply.
 - a. A child taking care of their mother the morning after their mother was hit by their father
 - b. Grabbing your child's arm to keep them from running into traffic
 - c. Watching pornography with your child
 - d. Shaking your child to stop them from crying
 - e. Cuddling on the couch while watching television with your child
 - f. Calling your child worthless or stupid
 - g. Bathing your child
 - h. Tripping your child on purpose
 - Not allowing your child to get medical attention when they need it

Child Care Quiz Answers

1. There are long waiting lists for child care.
 - True
 - False

2. Once your child starts preschool or kindergarten, they can no longer go to daycare.
 - True
 - False

3. A nanny has to live in your house.
 - True
 - False

4. Which of the following are ways that you can help your child deal with separation anxiety? Choose all that apply.
 - a. Feed your child regularly; children who are hungry can feel anxious.
 - b. Stay at the daycare with your child all day so they don't disrupt other people.
 - c. Let your child play with children their own age.
 - d. Model coping skills to your child.
 - e. Don't leave your child until they are older and can deal with you leaving
 - Feed your child regularly; children who are hungry can feel anxious.
 - b. Stay at the daycare with your child all day so they don't disrupt other people.
 - c. Let your child play with children their own age.
 - d. Model coping skills to your child.
 - e. Don't leave your child until they are older and can deal with you leaving.

Child Development Quiz Answers

1. Not all children develop at the same rate. Some children develop slower or faster than other children their age.
 - True
 - False
2. Your baby will start to feed themselves with a spoon at approximately:
 - a. 6-9 months
 - b. 1-3 months
 - c. 3-5 years
 - d. 12-18 months
3. Your baby may be able to roll from side to side at approximately:
 - a. 1 month
 - b. 3 months
 - c. 6 months
 - d. 4 months
4. Your child's temper tantrums will start to be less frequent at approximately:
 - a. 2-3 years
 - b. 3-5 years
 - c. 18-24 months
 - d. 12-18 months
5. Your baby may be able to stand up in their crib at approximately:
 - a. 3-6 months
 - b. 12-18 months
 - c. 6-9 months
 - d. 9-12 months

Crying Quiz Answers

1. It is easy to figure out why a baby is crying.
 True
 False
2. Shaking your baby to stop them from crying can cause brain damage and sometimes death.
 True
 False
3. It is okay to make sure that your baby is safe and then leave the room for a few minutes if you are feeling frustrated by their crying.
 True
 False

Discipline Quiz Answers

1. Your young child will like to test their limits. It is your job to keep your child safe.
 - True
 - False

2. Your child wants to please you. Praising them will not influence their behaviour.
 - True
 - False

3. Discipline is a way to:
 - a. Teach your child
 - b. Guide your child
 - c. Punish your child
 - d. Show your child that you love them
 - e. a, b, and d

4. Some discipline strategies include (choose as many as you want):
 - a. Using “no” sparingly
 - b. Slapping your child on the back of their head
 - c. Distracting your child
 - d. Giving your child choices
 - e. Ignoring your child’s behaviour
 - f. Teaching your child how to calm themselves

5. Physical punishment is not discipline. It can harm your child and your relationship with your child.
 - True
 - False

Dressing Quiz Answers

1. Your newborn baby will wear the same size clothes for a few months at a time.
 - True
 - False
2. You have to buy your baby brand new baby clothes.
 - True
 - False
3. Your newborn cannot make themselves cooler or hotter by removing or putting on clothes. You have to help them to do this.
 - True
 - False
4. It is important that your child's sleepers or shoes are not too tight on their feet.
 - True
 - False
5. To keep your child safe, which of these should NOT be on their clothing? You can select more than one answer.
 - Drawstrings
 - b. Zippers
 - c. Snaps
 - d. Loose buttons
 - e. Beads

Health Quiz Answers

1. Handwashing is the best way to prevent the spread of illnesses from one person to another.
 True
 False
2. My child will not be affected by my tobacco smoke if I smoke outside.
 True
 False
3. If your child is having difficulty breathing, call 911 or take them to emergency immediately.
 True
 False
4. Toilet training happens quickly. Some parents even think...“I’ll show my child what to do and within a week they’ll be doing it on their own 100% of the time”.
 True
 False
5. Vaccinations can help protect your child, your family, and those in your community from certain illnesses.
 True
 False

Healthy Eating Quiz Answers

1. When can you begin to introduce solid foods to your child?
 - a. 3 months
 - b. 6 months
 - c. 1 year
2. Why is drinking water important?
 - a. 70% of a person's weight is water
 - b. Water helps your body function
 - c. Humans used to be fish
 - d. Water helps you get rid of toxins and waste from your body
 - e. a, b, d
3. It is your role to offer nutritious food. It is your child's role to choose how much they eat.
 - True
 - False
4. Eating meals together as a family is important.
 - True
 - False
5. Breast milk is the best nutrition for babies. Health Canada recommends exclusive breastfeeding for at least...
 - 1 month
 - b. 6 months
 - c. 12 months
 - d. 24 months

Literacy Quiz Answers

1. Literacy skills include:
 - a. Being able to count
 - b. Being able to talk to other people
 - c. Being able to add
 - d. Being able to read
 - e. Understanding signs, like stop signs
 - f. All of the above

2. You do not need to worry about your child's literacy skills until they start kindergarten.
 - True
 - False

3. Literacy skills begin at home.
 - True
 - False

Mental Health Quiz Answers

1. Skin-to-skin contact with my baby is important.
 - True
 - False
2. Which of the following can help your child's brain grow?
 - Playing and exploring
 - Consistency
 - Routines
 - Being talked to
 - Looking into your eyes
 - All of the above
3. Mental health means...
 - Being healthy
 - Being able to make friends
 - Being able to deal with your emotions
 - Having supports
 - All of the above
4. Resiliency skills develop throughout our entire lives.
 - True
 - False

Oral Health Quiz Answers

6. You can transfer germs (bacteria) that cause cavities from your mouth to your child's mouth by:
- a. Sharing a spoon
 - b. Kissing your child
 - c. Having their soother in your mouth then in their mouth
 - d. Sneezing
 - e. a, and c
7. Taking care of your child's oral health begins:
- a. When they are one year old
 - b. When they start teething
 - c. At birth
 - d. When they are 6 months old
8. Your child's first visit to the dentist or hygienist should be:
- a. Before they are a year old
 - b. After their first tooth appears
 - c. Once they are three years old
 - d. None of the above
9. Oral health includes the health of your:
- a. Teeth
 - b. Mouth
 - c. Gums
 - d. All of the above
10. Brushing and flossing helps get rid of plaque.
- True
 - False

Pets Quiz Answers

5. It is important to keep your pet's toys, treats, food, leashes, medication, flea and tick shampoo and treatments, and litter or shavings out of your child's reach.
- True
 - False
6. It is not a good idea to have a pet until your child is at least 8 years old.
- True
 - False
7. What are some of the important things that you should do when your child is meeting someone else's pet?
- a. Ask for permission before your child touches the pet
 - b. Always make sure the owner is there before your child interacts with the pet
 - c. Teach your child to hold out her hand for the pet to smell before touching the pet
 - All of the above
4. Your dog or cat is laid back and friendly. Your pet can sleep in your son's room to protect him and keep him company.
- True
 - False
5. My child can take care of any pet that we buy them.
- True
 - False

Play Quiz Answers

1. Why is play important?
 - a. It helps develop children's imagination
 - b. It can help children to test their boundaries and try new things
 - c. It helps children learn social skills
 - d. It helps children to grow and develop
 - e. All of the above

2. Your child does not need expensive or complicated toys.
 - True
 - False

3. What is the most important thing you should consider when buying toys?
 - a. How often the toy is advertised
 - b. What toys other children have
 - c. What age of child the toys are made for
 - d. What colour the toy is

4. Outdoor play is important because...
 - a. It helps children develop their large and small muscles
 - b. It connects children to their community and nature
 - c. It challenges children to use their imagination
 - d. It provides an opportunity for active play
 - e. All of the above

5. It is important for children to play actively and test their limits, skills, and boundaries.
 - True
 - False

Safety Quiz Answers

1. If you are a good parent, your child will never have a bruise or scratch.
 - True
 - False

2. Injuries are not accidents. Injuries are almost always preventable.
 - True
 - False

3. Parents will always know when their baby is going to start to roll over.
 - True
 - False

4. Which of the following are considered safety equipment?
 - a. Car seats
 - b. Safety gates
 - c. High shelf for cleaning products
 - d. Child latches on cupboards
 - e. Lock box for guns/ammunition
 - f. First aid kit
 - g. Bike helmet
 - h. Ski goggles
 - i. Skate board pads
 - j. All of the above

Sexual Health Development Quiz Answers

1. My child will learn everything they need to know about sexual health from their teachers when they start school.
 True
 False
2. Children will learn about their vagina and penis the same way that they learn about their other body parts...by sight and touch.
 True
 False
3. My 4-year-old asked how I got a baby in my tummy. They are too young to know about how babies are made.
 True
 False
4. Sexual health development begins at birth.
 True
 False

Screen Time Quiz Answers

1. Screen time can affect your child's sleep.
 - True
 - False
2. Limiting screen time means also limiting the time that your child is exposed to your screen use.
 - True
 - False
3. It is recommended that screen time is limited to ____ for 5 year olds.
 - a. Under 1 hour per day
 - b. 30 minutes per day
 - c. Under 2 hours per day
4. There are no known benefits of screen time for young children; even if a product is advertised for young children.
 - True
 - False
5. Changing your own screen habits can help you to change your family's screen habits.
 - True
 - False

Sleep Quiz Answers

1. Your child should have a television or computer in their room. Using these will help them sleep.
 True
 False
2. Children need a lot of sleep to grow and develop.
 True
 False
3. A 2-month old baby should sleep on:
 a. Their back
 b. Their side
 c. Their front
 d. Doesn't matter
4. It is okay to sleep on the couch with your baby.
 True
 False
5. Routines help your child develop healthy sleep habits.
 True
 False