

The Childhood Scene



A regional newsletter for early childhood professionals, parents and the community provided by Child Care Resource & Referral Region 13 serving Chatham, Harnett, Johnston, Lee and Wayne Counties

Bullying in Preschool

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School age bullying is in the news with increasing frequency, so people’s awareness of it and its consequences are on the rise. However, because most people think of bullying as something that happens in this older age group, they are often surprised to learn that bullying can occur in preschool age children. In addition, because of the important learning that occurs during the preschool age, what these young children see and experience can either reinforce bullying or help children develop the social and emotional skills to reduce it and its impact.

Bullying is different from occasional rowdiness and behavior problems observed under “normal” circumstances.

Occasional roughness in play is fairly normal and can be addressed using customary corrections. And aggressive behavior, if uncommon or if observed for a short period of time, is often the result of physical or

emotional stress caused by situations such as hunger, anger, fatigue, illness, or family changes such as divorce, a new sibling, or

death of a pet. In these circumstances, appropriate corrections and interventions need to take place, and as a result the unacceptable behavior is most often short lived. The most common forms of bullying are repeated hitting, shoving, chasing or threatening. Other forms include name-calling, teasing, telling lies, excluding and taking or destroying another child’s belongings.

Too often, teachers and parents take a wait-and-see approach with preschoolers or dismiss such bullying behavior as “kids just being kids.” Often intervention doesn’t happen at all or only happens once the situation reaches a crisis point or someone gets hurt.

This is not helpful for anyone—the child who is bullying or the target of the bullying—and it makes for an unpleasant classroom for the teacher.

This attitude also ignores the very cognitive and emotional developmental leaps children make in late toddlerhood. After age three, a child’s brain has the ability to understand another point of view and it’s also about this age that premeditated and purposeful aggression can begin. Another way to think of this is,

Continued on Page 2

Region 13 Partners



What’s Inside This Issue?

Infant and Toddler Time	3
The School Age Corner	5
The Healthy Child Care Provider	7
Special Days To Celebrate	8
When A Parent Becomes Unemployed	9



Bullying in Preschool ... Continued from Page 1

after age three, children who misbehave should and can know there are consequences for doing so.

The reasons children bully are varied. Often, children imitate what they see adults or other children around them do. Some children, bully to get attention, either from a teacher, parent or from other children. Others bully for more complex reasons, which may include being bullied themselves by those in the home.

When groups of young children, who often differ significantly in physical size, skill level, and family experience, get together regularly, patterns of hurtful behavior often emerge.

Children make mean faces, say threatening things, grab objects, push others aside, falsely accuse, or refuse to play with others. These behaviors are precursors to verbal, physical, or indirect bullying, although they are not always recognized as such.

Some young children are also capable of engaging in actual bullying behaviors that include deliberately and repeatedly dominating a more vulnerable peer through name-calling, taunting, physical attacks, manipulating relationships, excluding classmates, spreading rumors, telling secrets, and threatening not to play if their demands are not met. Lastly, because bullies don't want to be caught, they are often sneaky and secretive in their actions. These behaviors need immediate intervention.

Among children two to six years of age, bullying usually develops in a well-defined progression.

For example, a child may begin by targeting and dominating a vulnerable peer. If these early examples of coercive behavior are ignored or remain unchecked, the child is likely to increase her/his levels and/or increase the number of children targeted. Then, other children who observe this "success" and perceived power are likely to join in—dominating the same victims repeatedly or using similar tactics to target and dominate victims of their own. If these early forms of direct bullying are allowed to continue over several months, power

hierarchies may form, with groups of dominant children regularly bullying others who give in to their demands by crying and yielding.

Results of bullying are significant and can become lifelong sources of hurt and pain.

Targets of bullying become shy, isolated and fearful. The instigator of bullying is encouraged to believe that conflict is best resolved using threats or force; bullying behavior provides a false sense of the child's own importance and power and sets him or her up for social failure.

By helping children develop the right skills early, later incidents of bullying can be prevented. Teaching those skills with patience, good humor and consistency is key.

The first step in creating a bully free classroom is teacher diligence and alert attention.

Caregivers need to develop "eyes in the back of their head" and super sensitive hearing so that incidents are caught.

- Centers should include as a part of staff meetings reports of concerns regarding potential bullying and should include the development of an "intervention plan."
- Every caregiver should be trained on pre-bullying and bullying behaviors as well as being trained on how to intervene.
- Empathy should be included in the social skills being developed through classroom activities including as a part of free play.
- Adults should interrupt bullying behaviors and remind the children that they have hurt the other child through their words or actions.
- It's also a good idea to ask the child to apologize to the child they have hurt.
- Activities that encourage sharing are good.
- Teaching children to tell others when their feelings are hurt is helpful.

Continued on Page 3



Bullying in Preschool ... Continued from Page 2

Don't Forget the Parent

Finally, don't forget the parent. Include information about recognizing signs of bullying in their children in newsletters or other communications. So they are active partners in bullying interventions, parents should be made aware of all policies that relate to bullying. If interventions are needed, keep parents informed so they can reinforce the efforts in the home.



It's Best to Be Proactive

When it comes to bullying, it's best to be proactive. Put into place policies and procedures to deal with incidents of bullying before they are needed. Become informed by reading on the subject, being trained and providing training to all those who interact directly or indirectly with the children. Children who feel good about themselves and their classmates are happy and can learn, grow and develop to their greatest potential. Creating a safe, nurturing and bully-free environment is key to helping children develop to their greatest potential.

**Parent Education Handouts related to Bullying may be found at NC Cooperative Extension's website:
<http://www.ncfamilies.com>**



Discovering the World of Science and Nature with Infants and Toddlers

As infants and toddlers become interested in the world around them, learning begins. As very young children begin to explore their environment, they show excitement at their discoveries. Since they use all of their senses (touch, sight, sound, taste and smell) to study their surroundings it is appropriate to include many hands-on experiences for learning about science and nature.

Here are some ideas:

Provide access to some pictures, books and toys that represent nature realistically.

- Books showing animals and nature
- Photos of animals and nature
- Plastic or rubber zoo animals, farm animals or insects
- Puzzles with nature or science content
- Plastic fruits and vegetables
- Animal-shaped rattles
- Mobiles with birds or butterflies

Create daily opportunities for infants and toddlers to experience the natural world inside.

- Explore scent boxes or "smelling" containers, Nature Jars*.
- Play with large magnets and safe metal things (such as jar lids) for the magnets to attract (toddlers).

Continued on Page 4



Infant and Toddler Time ... Continued from Page 3

- Use magnifying glasses to inspect leaves, insects, and so on (older toddlers). Watch rain, leaves falling, trees, squirrels, birds, and so on, through a window.

Provide daily experiences with nature outside, weather permitting.

- View grass, trees, squirrels, birds, while lying on a large blanket outside or taking a stroller ride.
- Explore flowers and trees, look for bugs or worms, watch the clouds float by or feel the grass or wind blowing.

Include some daily experiences with living plants or animals indoors.

Place a plant or animal in an area that is accessible to the children. Be sure to draw attention to the living plant or animal with *each* child. Children can take part in feeding the classroom pet or watering the plant while the adult points out characteristics of the pet or plant.

Use everyday events as a basis for learning about nature and science.

Take advantage of the opportunity to experience nature that each day offers. Describe what infants and toddlers see, point out details, ask questions and share more information. For example, when a child notices a worm after it rains, take advantage of this opportunity to talk and ask questions about worms, using books or the internet to find out more information if needed.

Explore all kinds of weather. After it snows take the children outside. Talk about and explore the snow. Snow can also be brought into the classroom to enjoy.

Show interest in and respect for nature.

Act as a role-model and send a *positive* message about how you value and feel about nature.

Be respectful by avoiding doing harm to natural objects and living creatures. For example, if a spider is in the classroom, point out his characteristics before carefully placing it outdoors.

By providing these opportunities you will be encouraging the children to show interest in the world and sharing their excitement as they discover more about it and how it works.

Author: Barbie Moore, Region 14 Infant Toddler Specialist

Source: Cryer, Debby, Harms, Thelma, & Riley, Cathy (2004). *All About the ITERS-R*. Kaplan Early Learning Company: Pact House Publishing.

***Nature Jars**

Find or buy a plastic quart jar and add nature items such as pinecones, sweet gum balls, leaves, bugs, etc. Seal shut with electrical tape, wrapping it around the lid 4 or 5 times, to keep the lid on tight. Babies can now safely look at these nature items. Items can be taken out of the jar when teachers are supervising this activity so that children can explore the nature item using their other senses.





The School Age Corner

The “Village” After School Community

After school programs working to establish good rapport by reaching out to parents are rewarded in multiple ways. After all, parents and families are the “third leg” of the stool that is the after school program. Building better connections between program, staff and families many times is easy to do, and not time consuming. By thinking creatively, before you know it, you’re feeling the difference—the warmer interactions, the supportive offers, and the much appreciated “thank you’s.”

Parent’s Corner

One easy and popular idea is to create a “Parent’s Corner” somewhere close to where they come and go. This is the spot for easy to grab or check out great resources such as:

- Program and school information
- Calendars and schedules
- Suggestion box
- Local theater and other cultural events such as art and pottery shows
- Message center for swapping information
- Wish lists
- Coupon exchange
- Recycled magazines and books (appropriate)
- Community recreation and sport opportunities
- Educational information, tips for parenting

Cozy Corner

Some programs have found a space for parents to sit and visit or just take a load off and rest for a minute or two, watching their children interact. These parent “cozy corners”, if space allows, afford a unique chance for parents to feel not only welcomed into the environment but actually integrated.

Home Away From Home

Why does this matter? Why isn’t it OK to just run the best program we can for the children and accept the fact we are filling in for the parents in the afternoons? Because a high quality after school program doesn’t “just fill in” for the family. Yes, creating a homey atmosphere where children feel like it’s their “home away from home” is the feeling we want to achieve—but there is more to quality in after school.

Right Nuts and Bolts

We have paid attention to all the right “nuts and bolts” best practice recommends:

- developmentally appropriate materials and centers
- ample outdoor and socializing time
- stimulating activities
- friendly and warm interactions
- nutritious snacks

All good, and necessary, but there is more to supporting the children in our programs, and we can do that by supporting the families they belong to. A very little can go a very long way.

So whether you’re considering developing a Parent’s Corner or a Parent Cozy Area, or both, the fact that you are making that outreach will be noticed, and appreciated by the parents in your program. The

(Continued on page 6)



The Healthy Child Care Provider

Taking Care of Yourself So You Can Take Care of Others

Mindful Eating:

Savor the flavor

The concept of mindfulness means paying attention to the events, activities, and thoughts in your daily life. Mindfulness means doing things with purpose, not just going through routine motions with little awareness of what is being done at any given moment.



When applied to eating habits, mindfulness means eating with awareness of what is on your plate and what you are putting in your mouth. You may have heard the expression "savor the flavor." This is part of what is involved with mindful eating. Being more conscious of the entire eating experience is another part.

Remember the ice cream?

Consider sitting down to watch television, bowl of ice cream in hand. You may be aware of the first few bites and the last few bites. But often all the ice cream eaten in between is lost to whatever program is on the screen.

It has been suggested that we can improve our eating habits by making small behavioral changes over time. Studies have shown that those who adopt ways to live and eat more mindfully have improved health and are better able to control their weight.

Focusing on the "Bite"

Follow these suggestions to live and eat more mindfully:

- Set realistic expectations. Select one meal or snack each day and commit to focusing on mindful eating for just that time.
- Eat only at the table. Minimize mindless eating by sitting and giving the meal your full attention. Do not eat while driving or working at your desk.
- Set aside time for eating without distractions. This means no cell phone, television, computer or newspaper.
- Use utensils and put them down between mouthfuls. By eating more slowly, you may notice the difference between satisfaction and being overly full.
- Focus on each bite. Think about the flavor, texture, and sound of the food in your mouth.
- Aim for quality, not quantity. This will raise awareness of how much you eat while you learn to enjoy smaller portions.

*Extension's Successful Family Newsletter
Winter 2011, NC Cooperative Extension*

Attention Readers!

Region 13 Training Calendar is available on-line at

[Region 13 Training Calendar](#)

or

https://www.google.com/calendar/embed?src=6578c2345i274te560vmmmt6deg%40group.calendar.google.com&ctz=America/New_York

Click on the training date in which you are interested. Other training details will appear. So that we can keep you better posted on important items, please contact your CCR&R and give them your email address.

**Child Care Networks, Inc. CCR&R of
Chatham County**

P.O. Box 1531
Pittsboro, NC 27312
(919) 542-6644



**Harnett County
Child Care Resource & Referral**

126 Alexander Dr., Suite 300
Lillington, NC 27546
(910) 893-7530



**Partnership for Children of Johnston County Child
Care Resource & Referral**

1406-A S. Pollock Street
Selma, NC 27576
(919) 202-4893



**Coalition for Families
CCR&R Lee County**

507 N. Steele Street, Box 3
Sanford, NC 27330
(919) 776-7157



**Partnership for Children of Wayne
County
Child Care Resource & Referral**

800 N. William Street
Goldsboro, NC 27530



Turning the Page from Summer to Fall



National SIDS Awareness Month

- 5 Do Something Nice Day
- 5 World Teacher's Day
- 7 World Smile Day
- 9-15 Fire Prevention Week
- 22 Make A Difference Day



**Child Safety Protection Month
National Adoption Awareness Month
Native American Heritage Month**

- 8 National Young Readers' Day
- 11 Veteran's Day
- 13 World Kindness Day
- 15 America Recycles Day
- 20 World Children's Day
- 24 Thanksgiving



Write A Friend Month

- 18 Bake Cookies Day
- 25 Christmas
- 26-Jan 1 Kwanzaa





When A Parent Becomes Unemployed

When a parent loses their job, it causes a great deal of stress within the family. Not only are the adults worried and concerned, but the children are affected as well. Job loss creates anxiety and economic hardship for families.

Here are some of the issues unemployment can bring:

- ✱ Increased stress in the family
- ✱ Negative change in economic status (worse with single parents)
- ✱ Poverty status
- ✱ Resignation (frustration over the situation can cause a hopeless feeling and bring about an attitude of “why bother?!”)
- ✱ Lower self-esteem (children may feel they are not as good as others)
- ✱ Delay in social skills

Watch for the following warning signs:

- ✱ Child lacks basic necessities (food, clothing, shelter)
- ✱ Child is tired, listless
- ✱ Child feels insecure, fearful, possessive
- ✱ Child is withdrawn/depressed

How to help the child and the family during this time:

- ✱ Address hunger first (giving extras)
- ✱ Provide a special place for child’s possessions
- ✱ Provide a safe, stable, predictable environment
- ✱ Understand the child’s possessiveness

- ✱ Offer support and encouragement to the family
- ✱ Provide information on community support
- ✱ Respect parents and offer empathy

Tips for parents:

- ✱ Be truthful and realistic. Do not tell a child nothing is wrong. Children will sense it anyway. Children need to be able to trust the adults in their life.
- ✱ Discuss feelings. Parents should say if they feel angry or upset.
- ✱ Using words like “fired” or “laid off” should be avoided. Children need to be told what is happening in words they can understand clearly.
- ✱ Parents should not burden children with things that may not happen like the possibility of selling the house.
- ✱ Children will worry about their parents and how they are doing, so it is essential that parents take care of themselves.
- ✱ Big transitions such as potty-training should be avoided at times of high stress.
- ✱ Parents should use this event as a way of helping children become stronger (more resilient).
- ✱ Routines and schedules should be kept consistent. It is reassuring!
- ✱ Create moments of joy and positive memories for the child

*Child Care Resources, Inc.
Tip Sheet: HSB 14*

**Parent Education Handouts related to Unemployment may be found at NC Cooperative Extension’s website:
<http://www.ncfamilies.com>**



Harnett County CCR&R Happenings

Child Care News For Harnett County October-December 2011



Harnett County Child Care Resource & Referral Services

Harnett County Child Care Resource & Referral continues to offer services for providers and parents. In addition to pre-registering for classes, providers may check out resources and use the die-cut machine and the laminator in the Resource Library. There are charges to use the die-cut machine and the laminator. If possible, we would appreciate if you could call ahead to our office to let us know if you would like to use the resources in the library. Parents may contact our office for child care referrals and other services.

Our office is located in Harnett County Cooperative Extension at the Agriculture Center located at 126 Alexander Drive, Suite 300, in Lillington. Nancy Lee is working in the office fulltime now. You may contact her at 910-893-7530 or email her at nlee@harnett.org if you have any questions or if she can assist you in any way.

Training Classes

A list of classes for Harnett County may be found on the reverse side of this insert. As a reminder, please call the Harnett County CCR&R office at 910-893-7530 to pre-register for all classes.

Find us on Facebook!



Search for:

"Harnett County Child Care Resource and Referral"

Very Special Thanks to:

- ✂ Megan Ray for the Color Me Healthy Training
- ✂ Wanda Hardison for the ITS-SIDS Training
- ✂ Lennie Hamilton & Annie Arnold for the CPR/First Aid Training
- ✂ Jan Waugh for the BSAC Training
- ✂ Harold Flowers for the Fire Safety Training
- ✂ Brenda Lucas for assisting with registration for classes

Go to our website at
www.harnett.org/coop

to view announcements, past issues of:

HC CCR&R Happenings,
our most recent
Training Calendar,
and past issues of
The Childhood Scene!



Harnett County
Child Care
Resource & Referral

126 Alexander Drive • Suite 300
Lillington, NC 27546
(910) 893-7530 Fax: (910) 893-3195
Monday—Friday 8:00 am - 5:00 pm

Our Mission Statement: To improve the quality and availability of child care through services to families, technical assistance and training to child care providers, working with community organizations which serve children and families, the involvement of business and industry in child care issues, and the education of community with an emphasis to parents and other relevant groups on those issues important to promoting better child care and quality of life for our children and families.

This insert for HC CCR&R is funded by the Division of Child Development. Employment and program opportunities are offered to all people regardless of race, color, national origin, sex, age, or disability.

Harnett County CCR&R Training Classes*

October - December 2011

Oct. 18 Question & Answer Sessions with DCDEE Consultants

9:00-10:30 a.m. Child Care Center Directors
10:30 a.m.-12:00 p.m. Family Child Care Homes

Providers are welcome to come and ask questions of the licensing consultants. Center directors can receive 1.5 hours credit and family child care home providers can receive 1.5 hours credit for their session.

Oct. 24 6:30-8:00 p.m. Dealing with Custodial Rights and Protective Custody Issues in Child Care Beth Byrd, DSS

Providers will be given information on how to deal with various situations which may arise with parents/family members who have different custodial rights. 1.5 hours credit

Nov. 1 6:30-8:00 p.m. Fire Safety Harold Flowers, HC Deputy Fire Marshal

The Deputy Fire Marshal will review fire safety regulations for child care centers in addition to other information regarding fire safety. 1.5 hours credit

Nov. 8 9:00 a.m.-2:30 p.m. Family Child Care: Getting Started Nancy Stevens, Penn State Cooperative Extension Linda Caldwell, NACCRRRA

The workshop will focus on the key points to consider before opening a family care home and is for persons interested in starting an in-home child care business especially those interested in serving off-installation military families. Lunch provided. Harnett County providers residents attend **FREE** and can receive .5 CEU's free. All other counties will pay \$10.00 registration.

Nov. 10 6:30-9:00 p.m. Building Relationships with Parents Parents: Friends or Foes Part 1 Wanda Hardison, Cooperative Extension

MUST PRE-REGISTER TO ATTEND. Harnett County Child Providers attend **FREE** of charge. All other counties will pay fee of \$10.00. Light supper will be provided. 2.5 hours credit. Also .5 CEU'S if Part 1 and Part 2 completed at cost of \$8.00.

Nov. 14 6:30-8:00 p.m. ITS-SIDS Nancy Lee, HC CCR&R

Infant safe sleep rules and regulations will be addressed in addition to best practices for infant safe sleep in child care centers and family child care homes for the DCDEE mandated training for child care providers. 1.5 hours credit

Nov. 29 6:30-9:00 p.m. Building Relationships with Parents How to Get Parents on Your Team Part 2 Wanda Hardison, Cooperative Extension

MUST PRE-REGISTER TO ATTEND. Harnett County Child Providers attend **FREE** of charge. All other counties will pay fee of \$10.00. Light supper will be provided. 2.5 hours credit. Also .5 CEU'S if Part 1 and Part 2 completed at cost of \$8.00.

Dec. 8 6:30-8:00 p.m. Math & Science Activities for Infants, Toddlers, & Preschoolers Shelly Humphrey, Parents as Teachers

Come and learn hands-on math and science activities to take back and implement with the children in your classroom. 1.5 hours credit

Dec. 12 6:30-8:00 p.m. Sanitation in Child Care Facilities Gale Greene, HC Environmental Health

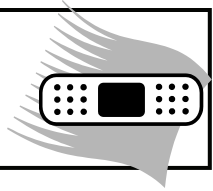
The Environmental Health staff will review areas that need more attention in order to be in compliance with the sanitation regulations. Providers will also be given the opportunity to ask questions of the staff. 1.5 hours credit

***REMINDER: Please call Harnett County CCR&R at 910-893-7530 to pre-register for all classes. Thank you.**



CPR and FIRST AID Classes for 2012 (Jan-May)

In cooperation with the Harnett County Day Care Association



June, July, Aug. & Dec.: NO Classes

January	12 (Thurs.)	CPR
	14 (Sat.)	First Aid/CPR*
February	9 (Thurs.)	CPR
	11 (Sat.)	First Aid/CPR*
March	8 (Thurs.)	CPR
	10 (Sat.)	First Aid/CPR*
April	12 (Thurs.)	CPR
	14 (Sat.)	First Aid/CPR*
May	10 (Thurs.)	CPR
	12 (Sat.)	First Aid/CPR*

*Saturday classes — bring a bag lunch.

Class Times — note new Thursday time!

CPR (Thurs.):	4 pm - 8:30 pm
CPR/First Aid (Sat.):	8 am - 2 pm

All classes are held at
Coats-Grove Fire & Rescue
HWY 55 in Coats, NC

Class fees are \$30
(this fee includes the non-optional
increased fee of \$5 for the card.)

Mail payment* and registration form to:
Brenda Lucas
310 East "F" Street
Erwin, NC 28339

*Make **money order or cashiers check** payable to: HCDCA. Payment must be received at least two weeks prior to class due to lower class/instructor ratio.

(Personal and Business Checks will NOT be accepted)

CPR & First Aid Classes offered through the Harnett County Day Care Association are for members only. To join the Association, send a \$35 membership fee and \$3 per staff member yearly dues to Brenda Lucas, HCDCA Secretary/Treasurer.

- **The \$35 membership fee is a one-time fee** which enables all employees of the facility to enroll in classes.
- **The \$3 per staff member dues are due every January** and must be paid before a person can take CPR or CPR/First Aid.

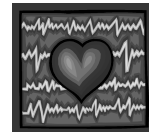
Due to the mandated increase of instruction time and increase in fee for the cards, the class fees have been increased accordingly.

Call HC CCR&R at 910-893-7597 to pre-register, make **money order or cashiers check** payable to HCDCA, and **mail** it with the registration form. Registration must be received *at least two weeks prior* to the class and mailed to: Brenda Lucas, 310 East "F" Street, Erwin, NC 28339. *No hand deliveries will be accepted.*

As of July 1, 2008:

CPR certification must be renewed on or before the expiration date of the certification or every two years, whichever date falls first on the calendar.

First Aid certification must be renewed on or before the expiration date or every three years, whichever falls first on the calendar.



CPR and CPR/First Aid Class Fee Structure and Schedule – REVISED

Due to changes the American Heart Association has made to the amount of in-class time required for CPR and CPR/First Aid trainings, the Harnett County Day Care Association (HCDCA) has made the following changes to their fee structure and schedule for the remaining portion of 2011 - and until further notice.

- The fee for all classes, (which now includes the increased fee of \$5 for the card, which will be forwarded to the college,) will be \$30 per person per class.
- The one-time membership fee will remain \$35.
- The annual membership dues PER PERSON will continue at \$3/*year*. (Please note that even if you do not take a class through HCDCA in a given year, members are responsible for those \$3/staff person/yr dues.
- **Due to lower class/instructor ratios, all fees must be received by Brenda Lucas at least *two weeks* prior to the class.**
- Mail fees and registration information to Brenda Lucas at 310 East “F” St., Erwin, NC 28339. ***No checks will be accepted – ONLY Money Orders or Cashiers Checks will be accepted.***
- **CPR** (only) classes will be held on the **second Thursday of the month** from 4 pm – 8:30 pm while **First Aid/CPR will be held on the Saturday which follows** the second Thursday of the month.
- No classes will be held in the months of June, July, August, or December.

Please download and print the registration form listed on the website: www.harnett.org/coop and call Harnett County Child Care Resource & Referral at 910-893-7597 if you have any questions about these trainings. We apologize for any inconvenience these changes may cause you or your staff. Changes were made only to reflect those changes made by the American Heart Association.

Power outages and food safety

The loss of power from high winds, snow, or ice can risk the safety of your food.

Knowing how to determine if food is safe and how to keep it safe will minimize the loss of food and reduce the risk of food-borne illness. Use these guidelines to help make the right decisions for keeping your family safe during a power outage.

If the power is out for less than two hours, then the food in your refrigerator and freezer is safe to consume. During the power outage, keep the refrigerator and freezer doors closed to keep food cold.

If the power is out for longer than two hours:

- The refrigerated products should be used within four hours of a power outage or placed in a cold environment of 40°F or colder. Use inexpensive Styrofoam coolers with ice for temporary food storage. Discard any perishable food (meat, poultry, fish, eggs, and leftovers) that have been above 40°F for more than two hours.
- A half-full freezer will hold food safely for up to 24 hours. A full freezer will hold food safely for 48 hours. Do not open the freezer door if you can avoid it. Once the power is restored use a food (bimetallic stem) thermometer to check the temperature of each package of food. Do not use appearance or odor as an indicator of safety. If the food still contains ice crystals or is 40°F or below, it is safe to refreeze. Throw away any food that has a temperature of more than 40°F.

To determine what frozen foods to discard, follow the United States Department of Agriculture chart:

For further food safety questions or concerns, call the USDA Meat and Poultry Hotline toll free at 1.888.674.6854, Monday through Friday, 10 a.m. to 4 p.m., for assistance.

OR

Contact your local County
Cooperative Extension Office

Reprinted from Successful Families Newsletter,
Winter 2011 NC Cooperative Extension



FROZEN FOODS: When to Save and When to Throw It Out		
FOOD	Still contains ice crystals and feels as cold as if refrigerated.	Thawed. Held above 40 °F for over 2 hours.
MEAT, POULTRY, SEAFOOD Beef, veal, lamb, pork, and ground meats	Refreeze	Discard
Poultry and ground poultry	Refreeze	Discard
Variety meats (liver, kidney, heart, chitterlings)	Refreeze	Discard
Casseroles, stews, soups	Refreeze	Discard
Fish, shellfish, breaded seafood products	Refreeze. However, there will be some texture and flavor loss.	Discard
DAIRY Milk	Refreeze. May lose some texture.	Discard
Eggs (out of shell) and egg products	Refreeze	Discard
Ice cream, frozen yogurt	Discard	Discard
Cheese (soft and semi-soft)	Refreeze. May lose some texture.	Discard
Hard cheeses	Refreeze	Refreeze
Shredded cheeses	Refreeze	Discard
Casseroles containing milk, cream, eggs, soft cheeses	Refreeze	Discard
Cheesecake	Refreeze	Discard
FRUITS Juices	Refreeze	Refreeze. Discard if mold, yeasty smell, or sliminess develops.
Home or commercially packaged	Refreeze. Will change texture and flavor.	Refreeze. Discard if mold, yeasty smell, or sliminess develops.
VEGETABLES Juices	Refreeze	Discard after held above 40°F for 6 hours.
Home or commercially packaged or blanched	Refreeze. May suffer texture and flavor loss.	Discard after held above 40°F for 6 hours.
BREADS, PASTRIES Breads, rolls, muffins, cakes (without custard fillings)	Refreeze	Refreeze
Cakes, pies, pastries with custard or cheese filling	Refreeze	Discard
Pie crusts, commercial and homemade bread dough	Refreeze. Some quality loss may occur.	Refreeze. Quality loss is considerable.
OTHER Casseroles – pasta, rice based	Refreeze	Discard
Flour, cornmeal, nuts	Refreeze	Refreeze
Breakfast items – waffles, pancakes, bagels	Refreeze	Refreeze
Frozen meal, entree, specialty items (pizza, meat-pie, sausage and biscuit, convenience foods)	Refreeze	Discard

Child Proofing Your Grass

Does your lawn have stump holes, sharp rocks or border an interstate highway? These situations may be “unsafe” for children. However, when talking about a lawn most people worry about pesticide usage being safe.

While the correct usage of any legal pesticide is considered safe for people, lawns don't necessarily have to be sprayed. Herbicides are the primary type of pesticide used on lawns. People spray weeds for two reasons - they don't maintain their lawn properly and/or they have really high standards for weed free grass. Both of these reasons can be controlled by a homeowner.

If you want your lawn to be herbicide free, then maintain it properly. Each type of grass has specific requirements when it comes to mowing height, fertilization and irrigation. Proper maintenance will invigorate the grass and allow the lawn to outcompete weeds. It is just as easy to do it right as it is to do it wrong. Go to <http://www.turffiles.ncsu.edu/> at the top of the page click on the tab labeled “Maint. Calendars.” If you simply follow the lawn maintenance calendar for your type of grass, you will virtually eliminate the need for pesticides.

It is also very important to pick a type of grass that best fits your needs. Situations where children are continuously active outside will require a tough grass. Bermuda is the toughest by far. Hybrid Bermuda turf can take the punishment and look good if it is properly maintained. On the other hand, centipede requires less maintenance but will not hold up under continuous use.

Turf-type or hybrid Bermuda has other benefits. First, it needs to be mowed really low. If Bermuda is kept below 1 inch high, then it forms a really thick cover that resembles a carpet. Toys, equipment and other items can easily be found when dropped on the grass. Unwanted critters like fire ants, snakes or ground bees can also be more easily spotted on this short lawn.

Fire ants can be a problem outside and sometimes inside. Fire ant management will require pesticide usage. Keep in mind that fire ant mounds are more likely to pop up beside a walkway than they are in any type of lawn.

While hybrid Bermuda grass does perform better when fertilized correctly, it is rarely necessary to use pesticides on this type grass. If you want your kids to be “safe,” then build a fence to keep out stray dogs, rabid foxes and pedophiles.

Lots of great lawn publications can be found at <http://www.turffiles.ncsu.edu/> If you don't have internet access, then call me at 910-893-7530 or email me at gpierce@harnett.org

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