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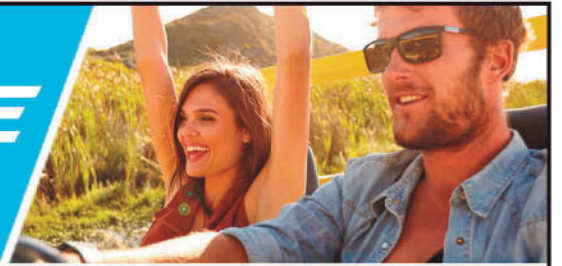
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Parent Reflection: Drop your Anchor and Stay Awhile!

By Dr. Crystal Lowe-Pearce, Registered Psychologist

We live in a fast-paced world, and many of us find ourselves parenting on auto-pilot. We run the same 'rat-race' every day and we never really seem to focus on what we are doing because we are either picking apart the details of something that happened earlier or thinking ahead to something else that still needs to get done. This can make us feel anxious, stressed, and out of sync. And it also makes us miss those little moments (or sometimes big moments) that are happening now right under our noses.

Sometimes it's hard to keep afloat with so many things happening around us, and it feels like any one of them could pull us under. If asked about it, many parents will say that this is the way it always is... and that it's unrealistic to think that we will find still waters in the near future. So, at times like these, I encourage you to drop your anchor. Ground yourself, and focus on the present moment.

When caught up in the chaos of everyday life, stop, take a few deep

breaths and truly become aware of what is happening around you. Your breathing provides an internal anchor to the present moment because you can't focus on past breaths or future breaths. You can only observe the current in and out of your breathing.

Then turn your attention to other things in the current moment. Notice what you see, hear, smell, taste, and feel – as you are focusing your awareness in the here and now. Do you notice anything you may have otherwise missed? Do you notice that when you anchor yourself, even just for a moment, you are able to better enjoy what's happening right now? Does it help to temporarily turn down the volume on all the other thoughts and worries?

Dropping an anchor is one of several tools that can be practiced as part of "Mindful Parenting". It helps us to remember that we can't change the past, and we don't know what the future holds. So just do what you can do right now. Mindfulness is about being able to be fully present in your moment-to-moment experience, but also practicing being kind to yourself and nonjudgmental as each detail unfolds.

Even when trying to focus on the current moment, we all know how easy it is for our mind to wander. For example, when reading a bedtime story, we find ourselves thinking of

tomorrow's grocery list or the load of laundry that needs to get done. When this happens, don't be hard on yourself... simply acknowledge those thoughts and let them pass for now (like noticing a person or car pass by on the street), and return your attention to reading the story. You won't be perfect. You will notice that again and again thoughts and experiences will pop into your awareness. This is normal and happens to us all. Simply acknowledge them, and return your attention to the task you're doing.

By practicing mindfulness, you may find that you're better able to manage your stress and emotional reactions, despite busy schedules. Perhaps more importantly, you will find you can better enjoy those special moments when you allow yourself to experience them in their fullness (even if chaos seems to be happening around you). Once you have dropped your anchor, it prevents you from being swept away by those other thoughts, worries, and experiences. And this allows you to be a more effective and productive individual... and parent!

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Mental Health Stigma

By Nancy Adams, MA – Psychologist (Candidate Register) Roth Associates in Psychology



Stigma about mental health and mental illness is defined by the Mental Health Commission of Canada as "beliefs and attitudes about mental health problems and illnesses that lead to negative stereotyping of people and to prejudice against them". The problem goes beyond stereotypes. Stigma can prevent people from having access to and receiving help. The result can be discrimination and poor quality of life.

Stigma has a long history. When it began, very little was known about how the brain works and what goes wrong in the brain in mental health problems. At that time, certain erroneous beliefs took root about mental health problems and people who suffer from them. They were believed to be basically "different", "not normal", possibly dangerous, and to be feared. Back then, little help was available for mental health problems. As a result, people who had problems felt isolated and unsupported. In more recent years, we are learning more about how the brain and mind work. We know that brain malfunctions (i.e., neurochemical imbalances), not personal weaknesses, underlie many mental health issues. We have better ways to help people. However, even with this improved knowledge and after several public education and awareness campaigns, stigma still creates problems. To understand and do better in the fight against stigma, we need to understand that it comes in three main forms: social stigma, self-stigma, and structural stigma.

Social Stigma (also called Public Stigma)
What we usually think of as stigma is social stigma. It happens when people don't have proper information about mental health and they direct negative judgements and prejudice towards people with mental

health problems. Mental health sufferers who are subject to social stigma know they have problems but feel shame about them. Instead of seeking and getting the help they need, they keep quiet and hide their problems. This helps nobody.

Some common misconceptions from social stigma are: that people with mental illness are more violent, and that they don't get better. A type of social stigma that seems to be getting worse nowadays is media reporting of senseless tragedies. It feels that, in the search for answers, snippets of a suspect's mental health history are latched onto and offered up as full explanation for what happened. This is often premature and rarely tells the full story.

Self-Stigma (also called Perceived Stigma)
This affects people with mental health problems in a deeper and more personal way than social stigma. They "internalize" the negative judgements of others, meaning that they accept them more deeply and unconsciously. Just like social stigma, self-stigma creates feelings of shame, isolation, and also guilt. It also makes the suffering worse.

Structural Stigma (also called System Stigma)
Structural stigma includes negative attitudes and discriminatory practices by big institutions and systems in society. For example, the limited coverage for mental health services in provincial health and insurance plans, the scarcity of psychiatrists, and the lower funding for mental health research than medical research are all examples of structural stigma.

Fight Stigma by Asking Questions
We need to fight all three kinds of stigma. As individuals, one way to start is by paying attention. When you hear or read comments on mental health matters (by individuals, friends, family members, media, etc.), ask yourself the following questions about what you're hearing. The questions are

from the S.T.O.P. criteria of the Canadian Mental Health Association.

- Does this comment **stereotype** people with mental health conditions (for example, does it assume they are all alike rather than individuals)?
- Does this comment **trivialize** or belittle people with mental health conditions and/or the condition itself?
- Does this comment **offend** people with mental health conditions by insulting them?
- Does this comment

patronize people with mental health conditions by treating them as if they were not as good as other people?

Other Weapons Against Stigma

- Besides asking yourself the questions above, discuss what you hear and read with friends, co-workers, family, etc.
- Be consciously aware of your own thoughts and feelings about mental health. Challenge yourself to make sure they are based on real knowledge not stereotypes.
- There are many mental

health / illness blogs out there. Check them out.

- It can take years for someone to get over feeling bad about having a mental illness. Don't forget that mental illness is a disease of the brain - just like pancreatitis or liver disease is a disease of the body.
- Be very careful if you use labels or diagnosis words for mental health conditions. People with mental health conditions can feel stigmatized by them.

Asking these questions and taking these actions can be tough. But, if we are serious about stigma, they are worth it!

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How to Curb The Back to School Blues

By: Deborah Bird, MSc. Registered Clinical Psychologist

After a summer filled with unstructured play, late nights and time spent with close friends and family, transitioning back to school for parents and kids can feel daunting. For students, there are so many unknowns entering into the month of September, such as "Who is my new teacher? Who will be in my class? Will I be

separated from my best friend or better, my nemesis? Will I get lost? Will I make friends? And lastly, where will I be on the social hierarchy scale of my classmates? Despite the fretting and worrying that usually begins during the last two weeks of August, the first day of school eventually arrives.

The following tips should help smooth the transition from summer fun activities to the structured routine of school.

1. Prepare for the day: If your new to your neighborhood, hanging out at the local park, or enrolling your child in local summer activities can allow them to meet classmates before the

school year begins. Speak with your children about the positives of returning to a structured routine schedule. Sit down with them and organize their school supplies, backpacks, binders, ect. Talk with them about the excitement of becoming reacquainted with friends that they haven't seen over the summer and reinforce how a fresh start with healthy school habits can insure a successful school year. The night before, make their lunches, pack their backpacks, and encourage them to set out their clothes, so the emotionally charged morning is not impacted by the lack of organization of the morning routine. Also, give yourself a little extra time before getting yourself to work to insure the transition is calm and seamless as possible.

2. Emotional Check In:

Much of your child or teen's self-esteem is developed and shaped by their school experience. Ask them how they are feeling returning to school? Discover what they're looking forward to and what they're dreading. Reassure them that they're not on the journey of learning alone, mentioning they have teachers, guidance counselors, friends and parents to go to in a time of need. For elementary school children, teach them how to recognize and label their emotions. For teens, help

them recognize that the emotional ups and downs of puberty are only temporary.

3. Addressing Academic Difficulties, Social and Mental Health Needs: If your child has been flagged with academic, social or emotional difficulties, make sure they have the tools and resources required to strengthen their ability. Let the teacher know your concerns, monitor their progress closely and learn how you can make a difference at home to aide with the area of difficulty. Seek a qualified professional to help if the struggles continue.

4. Stay Calm: Parent's stress and anxiety is contagious! Children and teens are exceptionally good at sensing when their parent is distraught. Often the child

will adopt the parent's emotion and absorb it as his or her own. Despite what might have occurred the previous year, how you react entering into the new school year will impact your child's view of how the school year will go. Remind yourself that September is a fresh start. If you go into the school year with an optimistic attitude, it will provide an opportunity for your child or teen to do the same.

Deborah Bird MSc., has 13 years of experience working with children, adolescents, adults, couples and families. She utilizes evidence-based approaches to treating her clients in a collaborative manner. For more information, please email infobirdpsychologicalservices@gmail.com or call 902-490-0090.



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What Do I Do Now? Advocating for Your Child in the School System

By Anita Sablone, M.A., R.Psych.

We are still in the midst of enjoying the hazy, lazy of summer... September feels miles away. But, before long, late August will come and with it, your concerns about how the next school year will be experienced by your child. For some parents, supports may already be in place from the past year, and even classroom placement may already be known. Indeed, planning meetings may have been held in June, in anticipation of the coming year. These steps can decrease many worries for a parent of a child with needs, and provides confidence in a "good start-up".

But what happens when you are the only person (you think) to suspect your child is having significant challenges? The process of advocating for your child's needs is often extremely daunting to a parent. Confidence in approaching even the classroom teacher is often affected by the parent's past school experiences as a student themselves, their level of knowledge in the area of challenge (e.g., reading, social skills, attention) and perceived control of the process they are undertaking.

After many years working in the school systems, I have come to realize that parents often have a limited idea of the power and knowledge they hold in determining the presence and severity of an issue affecting their child. This lack of confidence crosses all areas, including academic, behavioral, social, and attentional concerns, among others.

When your child experiences challenges at school, it is important to take a few seemingly simple but extremely powerful first steps.

Recognize That You Know Your Child Best
While a teacher may know your child for a few months, a

school year or perhaps two, you are the expert, when it comes to your child's temperament, personality, skills and difficulties. You have more observations and information than anyone - it is invaluable to anyone involved in supporting your child.

Connect Early with Your Child's Teacher

Although many parents may traditionally approach the school principal, it is the classroom teacher with 'working', daily knowledge of your child. Here is where everyday experience with your child coupled with solid educational knowledge/skills will shine through.

Engage in Q & A

Ask as many questions as you need to of your child's teacher - this enables them to understand your perspective, clarify concerns and gather accurate data. Maintain an ongoing communication with the teacher via phone, email or meetings and keep your own log of the conversation content or outcome.

Establish A Baseline of Your Child's Challenge

With the help of your child's teacher, agree upon a way to establish a baseline measure for the area of concern. For example, for reading challenges, a teacher may suggest s/he conduct a running record to pinpoint a beginning reading level. If the concern is more social or attentional, a simple frequency chart may be used to pinpoint the types of activities, time of day, task, etc. that are most problematic. This simple data tracking is also quite valuable to a school psychologist, should it be necessary to involve their support.

Agree on how frequently the data will be collected (e.g., daily, weekly) and how it will be communicated to you (e.g., email, summary note). Establish a follow-up plan to

look at your child's progress (e.g., two weeks, one month, etc.). This can be done either via phone call or an in-person meeting.

Become a Member of a Larger Team for Your Child

If after collecting preliminary data about the area of challenge, your child's teacher may feel that additional input or ideas would be valuable, or that other support personnel need to be involved. S/he may wish to make a referral to the School Planning Team (SPT), a team comprised of school administration and staff.

Every school has an active SPT and its purpose is to support students with needs through a collaborative, solution-focused process. Your child's teacher, with your

support and permission, would present concerns about your child at an SPT meeting. Recommendations for further supports, involvement of specialists and an appropriate timeline for implementation would be a possible outcome of this first SPT meeting.

This is where many parents feel conflicted. The timeline given by the SPT, depending on the wait lists of various support personnel, may be longer than you as a parent expect. Many parents often opt to engage private supports (e.g., a school psychologist in private practice, such as myself) to support their child and teacher in the interim. Often, this type of outside support can result in active collaboration with the school's on-site psychologist

when available. And, in the meantime, your child and the teacher are being provided with supports and information they need to move forward with the area of challenge. *It's a win-win situation, in favor of your child's movement toward success.*

Educate Yourself About Process

Part of advocating for your child is learning about the school or program planning process. There are many helpful documents provided on the Halifax Regional School Board's website (www.hrsb.ca). The Department of Education has also produced handouts for parents regarding the program planning process (www.studentservices.ednet.n

[s.ca](http://www.studentservices.ednet.n); Policies, Guidelines and Support Documents).

So... now you have a plan! Remember, every staff member involved with your child at school is actively invested in their success. Reach out with confidence, be an active part of the process - and then watch the amazing results.

Anita Sablone is an experienced, fully-registered psychologist from Carleen Hall Psychological Services, Inc. She specializes in supporting children, teen, young adults and their families through assessment, counseling and consultation (e.g., working with a child's teacher or school) services.

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EASY ENTRY WALK-IN TUBS is pleased to announce luxury enhancements to our SAFETY BATH model lineup. Read further to learn about Chroma-therapy, Aromatherapy, heated seat backs and advanced pumps for water and air jetting systems.

CHROMATHERAPY Use any one of the seven colours available to you to set your mood and emotional state. For instance the colour green calms the nervous system, blue promotes peace and tranquillity, whereas red stimulates the circulatory system and promotes vitality and energy. Choose your colour to scroll through the spectrum or set it to automatic.

AROMATHERAPY Indulge your senses and your emotions. Essential oil stimulates and reinforces the natural defences in our bodies.

Only a drop of fragrance is needed to relax, rejuvenate, and reinvigorate both body and mind.

HEATED SEAT BACK Everyone can finally sit and enjoy the warmth that will spread through their body even before the bathtub is full and during those moments while it empties. A heating pad heats the bathtub surface directly behind the bather's neck, shoulders and back. **MULTI-SPEED PULSATING, HEATED WATER JETS** put you in full control of the intensity of your experience according to how you would like to feel, and the inline water heater keeps your walk-in warmer for a longer soak.

THE AIR JET MOTOR adds gentle warmth to the soothing bubbles. Invigorate yourself according to your mood with one of the three available power settings.

When you visit with us and select the model of walk in tub that suits your needs and outfit it with your choice of enhancements we will be pleased to discuss installation and financing if required.

After this we will forward your order to be custom built according to your specifications to the Safety Bath plant in Lethbridge, Alberta. Safety Bath has been supplying domestic and institutional walk-in tubs to Canada and around the world since 1992. Safety Bath uses only top quality motors and pumps supplied by CG AIR, a Quebec company - an acknowledged leader in this field.

Visit our showroom at 3227 Kempt Rd (corner Stairs St) 902.431.4401 easybath.ca

Luxury spa experience





Chroma therapy
Seven colours to set your mood and emotional state. Scroll through green to calm the nervous system to red to stimulate circulation.



Aroma therapy
Essential oil stimulates natural defences. Only a drop of fragrance is needed to relax, rejuvenate, and reinvigorate body and mind.



Heated Seat Back
Sit and enjoy the warmth on your back, neck and shoulders before the bathtub is full and while it empties.



Heated Pulse Jets
Control the intensity of your experience and keep water warmer for a longer soak.



Before you buy it, come in and try it

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Michael and Judy Korzyniowski

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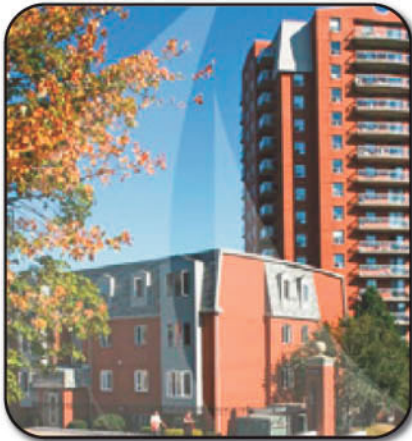
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Health & Wellness



Dr. Negin Ghiabi

Caries compromises the health, development and the quality of life of young children. Caries makes the child more vulnerable to various infection in the other part of body such as ears, sinuses and brain.

If caries untreated can result, significant pain, life treating infection, malnutrition,

gastrointestinal disorder, delay or insufficient growth, poor speech articulation, poor school performance.

Abscess on a baby teeth can potentially damage the permanent teeth. If baby teeth are lost early or broken down, the child's permanent teeth are more likely to erupt out of proper position or be impacted and causing permanent teeth to be more susceptible to caries and gum disease.

Kids with tooth decay are prone to repeated infection in their ears and their sinuses. Unhealthy mouth can be

associated with obesity, diabetes and even heart disease. Painful teeth keep children from getting enough sleep and can hurt their overall health and development.

Discolored, damaged or missing teeth may hurt children self esteem and social development by making them afraid to smile or subjecting them to teasing.

In addition of cost of treating the caries, missing school time and working time of parent have an impact on the economy and hurt the household incomes. Research has shown that job candidates who do not

smile or have missing or crooked teeth are less likely to win the job than who has an attractive smile.

Dr. Negin Ghiabi is a Board certified Pediatric Dentist. Her private practice, Pinnacle Dental Specialists, in Halifax limited to dentistry for infants, children and adolescents. We welcome new patients as young as 1 year old. No referral is needed. For more information please call 902-407-7377.

Short and long term impact of caries

By Dr. Negin Ghiabi, Pediatric Dentist at Pinnacle Dental Specialists



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Did you know the first dental visit for a child begins at age 1?

From the Ground Up

By Dr. Maria Patriquin Ivanov M.D. CCFP, owner of Living Well Integrative Health Center

I often say that our language reflects what we think and feel and our language reflects how we think and feel. I recently discovered new words and terminology I didn't know existed. I learned there is a term to distinguish exercise outdoors from that inside, "Green exercise!" We have such affiliation for the regimented structure of gyms, treadmills, measuring performance and goal directed exercise that we now have to distinguish types of exercise? I also learned about "bio phobia"! Yes, you guessed it. It describes a fear of the natural world, fear of being outside. It appears from all accounts that this is on the rise. Our misguided need to feel certainty by structuring and over-scheduling our children and us is literally creating a nature phobia or sorts. By choosing to be between 4 walls we are depriving ourselves pleasure as well as the

opportunity to develop natural instincts that are crucial to our health, growth and development. Our nature instincts are postulated to be genetically coded within our DNA. We are meant to be connected to nature. Sunlight, ticks, strangers or accident dangers



Continued on page 15.



Better Together

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2176 Windsor Street
Halifax, NS B3K 5B6
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www.livingwellihc.ca

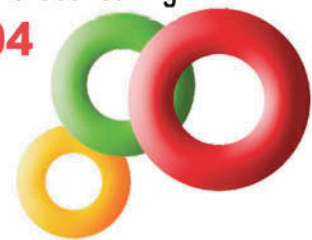
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Health & Wellness

Sensory Processing and Your Child

By Kathie Brown, MS, OT (Reg NS)

George's parents describe him as a "quirky, sensitive child." George is delightfully inquisitive, and appreciates the small details of everyday life. He eats only certain textures and colours of food, and if the seams of his socks aren't perfectly aligned, it "turns the whole world upside down" for him and everyone around him.

Grace's mother and pre-school teachers describe her as "a real handful." She is in perpetual motion, touching everything she can reach in the grocery store and in the hallways of her school, rolling and crashing constantly while at play, and bouncing in her car seat. She does not always notice when she gets a bump or bruise, or when her hands and face are messy.

"Sensory Processing" is a term that describes the way a person takes in information from the senses, organizes the information, and responds. It happens continuously, and when the sensory system is organized we rarely have to think about it consciously at all. For children like George and Grace who have difficulty with sensory processing, sensory signals become confused, creating challenges in responding, learning, and feeling confident and at ease in moving through the world.

What does it look like when a child has issues with Sensory Processing?

What some sources refer to as Sensory Processing Disorder (SPD) can manifest in different ways. One child with sensory issues may over-respond to sensation, finding the sensation of tags in clothing or seams in socks to be almost unbearable. Sensitivity to food textures, bright lights, light touch, or loud shopping centres are other examples of this type of issue. On the other end of the continuum, children who have "low-registration" of sensory information may under-respond, showing little reaction to the world around them, or may respond by seeking more and more sensory information in the style of Tigger of Winnie the Pooh—constantly moving, making noise and bumping into things, all with boundless energy! This is often the most common pattern spotted by parents and teachers because it stands out in the classroom and can look very much

like ADHD (Attention Deficit/Hyperactivity Disorder). What is actually just the process of the nervous system seeking the information it needs to be organized can easily look like out-of-control behaviour from the outside.

Having friends, being part of a group, feeling good about oneself and doing well in school are important foundations for success in life. With sensory processing difficulties, these foundations can feel shaky and insecure, and can lead to emotional, social, and educational challenges along the way.

Help for children with Sensory Processing Disorder

An Occupational Therapist with experience in a Sensory Integration approach can identify issues in sensory processing and provide treatment for children who have sensory challenges significant enough to cause difficulty at home, school, and in the community. Treatment sessions often take place in a sensory gym (a sensory-rich environment with swings, balls, movement-oriented toys and games). Activities throughout the session are specially designed to provide a "just-right challenge" that ensures both challenge and success. Children with sensory issues generally thoroughly enjoy the process, and feel more confident and at ease in their daily lives as a result. Parents often describe a sense of relief that comes along with understanding the underlying sensory issues their child faces. Finding ways to add helpful sensory input and decrease challenging input can make day-to-day life easier for the whole family, and identifying and engaging in sports, music or art activities that are well-suited to a child's sensory processing style can lead to increased confidence across the board.

Kathie Brown, MS, OT (Reg NS) is an Occupational Therapist serving children and families at Dynamic Balance Centre for Occupational Therapy and Counselling in Blockhouse, NS. For more information, contact 902-624-6404, or visit dynamic-balance.org



By Dr. Sarah Davidson DDS, MSc (Ortho) FRCD (C), Halifax Orthodontic Specialist Group

The First Visit

you think to yourself "He's only eight, that's far too young for braces. He still has baby teeth!"

So, why the First visit. What is to be expected and what is to be gained?

Eight years of age is a perfect time for an Orthodontic specialist to see your child. It is a transition stage between primary and permanent teeth that offers the orthodontist the opportunity to assess the developing bite and make predictions and possible recommendations for treatment that may either prevent problems from worsening or make treatment easier later on. Treatment without surgery and without extractions of permanent teeth is the gold standard whenever possible. The best chance of your child having this type of treatment, or perhaps avoiding treatment altogether, is to have an early screening exam with a certified Orthodontic Specialist.

The first visit offers something else for you and your child. It offers you both a chance to meet with an Orthodontic specialist and have your questions answered. For many children, the first visit is beneficial because it is just that, a first chance to meet and visit with the Orthodontist in a relaxed way. It is positive reinforcement for children who may have some dental anxiety. You can reassure your child that no treatment will be done at this initial visit. Often times a simple screening x-ray will be taken to ensure all teeth are present and developing normally and a few photographs may also be taken to help the Orthodontist point out interesting findings. It is all about gathering information. Children often have their own questions or concerns regarding their teeth or bite and establishing a rapport with the Orthodontist who may treat them someday is very important. And most times your child will be placed on a yearly recall until

the time they are ready to discuss treatment options, if indicated.

So if you find yourself invited to a First visit, take the invitation! Use it as an opportunity for you and your child to learn more about their teeth and bite and maybe get some insight on whether or not Orthodontics will be part of your future!

Dr. Sarah Davidson is a Board-Certified Orthodontic Specialist with the Halifax Orthodontic Specialist Group. She is a co-owner of The Brace Space in Bedford (Larry Uteck) and Stuart & Davidson Orthodontics in Dartmouth, offering conventional braces and Invisalign for children, teens and adults. For more information, contact 455-7222.

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FUN

Places To Go!

The Play Box

Party place, café and playground

If you are looking for a hassle free and fun place to have your child's party, look no further. The Play Box is what you need. Located on Portland Street, Dartmouth, the owners have put together a unique party package which allows you to enjoy your child's party, rather than feel hassled and stressed. They offer two party packages that include food for all the guests; invitations; a return pass for the birthday child and a dedicated party room.

As one of the owners, Stewart Adams, states; 'we wanted to make the party as easy as possible for those who have to organize it. The idea is that they bring the cake and the kids and we take care of everything else.' Private parties are also

available after normal opening hours. Anyone who is considering holding a party at The Play Box is more than welcome to go for a look around and chat to the owners.

With two bright party rooms, a fantastic play structure and a café offering a range of snacks, meals and espresso based drinks, there is something for everybody. The Play Box also offers great rates for HST registered organizations. Day cares and Summer Camps can bring their children along and enjoy the facility.

In addition to offering admission discounts to military, fire and police, The Play Box also operates a loyalty card system. Punch

cards for multiple visits and individual play passes are also available and ideal for presents.

The Play Box is located at 104-105 Evergreen Place (opposite Penhorn Mall/Sears) 530 Portland Street, Dartmouth. Catering for 0-12 years of age; opening hours are Mon-Sat 9.30 - 5.30, Sunday 10.00-4.00. For more information The Play Box can be contacted on (902) 463 0034; e-mail: theplaybox@outlook.com; facebook: theplayboxltd; website: www.funattheplaybox.ca; twitter: @theplaybox1



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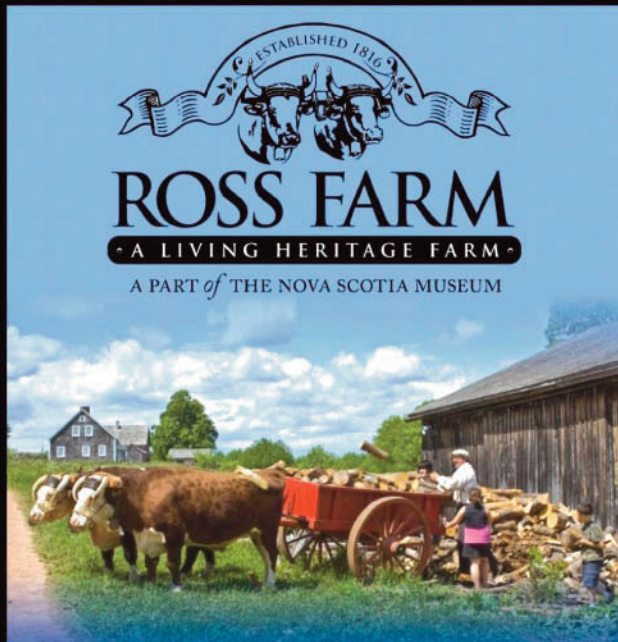
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FUN Places To Go!



VISIT THE VILLAGE SHOPS AND WIN A \$5000 SHOPPING SPREE! UNTIL SEPTEMBER 10TH

Ballots are available at participating retailers in The Village Shops. Simply fill out your ballot and drop off at one of two Ballot Stations located in front of Banana Republic Factory Store and the Go Wild! Playground.

No purchase necessary. Visit dartmouthcrossing.com for full Rules & Regulations. Draw will take place on September 14th, 2015.



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playground for the kiddies!

GoWild! Playground is located in the heart of The Village Shops. After a day of shopping or as one parent shops, this custom-designed fenced area offers children (and parents) a place to unwind, play, and have lots of fun! Children ages 3-12 will enjoy Atlantic Canada's first raft swing, a tree house themed play structure with slides and lots to climb on, and take a ride on a bouncy bumble-bee. Be on the look out at GoWild! Playground for the fun photo opportunities.... there is lots to see and do. The playground is open seasonally, free to use, open to the public during shopping centre hours and offers some accessible play elements, with fun for all.

On Saturday, August 15th, 2015 at 8:40pm,

join The Village Shops and the Atlantic Film Fest at Pondsides Amphitheatre next to the bridge (by Tommy Hilfiger) for a FREE screening of the hit film, "The Incredibles!". Bring your blanket, lawn chairs and the kids and enjoy free popcorn* under the stars! Visit dartmouthcrossing.com for full event details. *while quantities last.

At The Village Shops, they have everything you need for Back to School, and every other occasion! If it's the latest and greatest fashions you're after, look NO further... from Banana Republic Factory Store, Tommy Hilfiger, and Roots 73 to Pseudio, Carter's OshKosh and Globo Shoes - they've got you - and the kids -

Continued on page 15

7 LOCATIONS AND GROWING



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FUN

Places To Go!

Continued from page 14.

covered from head to toe! Shop for Back to School at The Village Shops at Dartmouth Crossing until September 10th, 2015 and enter to win a \$5,000 shopping spree! Ballots are available at participating Village Shops retailers, and ballots can be dropped off at one of two ballot stations within The Village Shops at Dartmouth Crossing... what would you buy?!

The Village Shops at Dartmouth Crossing's hours are Monday to Friday 10:00am-9:00pm, Saturdays 9:30am-9:00pm, and Sundays 12 Noon - 5:00pm.

Visit dartmouthcrossing.com and join DC e-Style to become a VIP (Very Important Shopper), and get hot store specials and the latest news on contests, events and more.

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Continued from page 10. From the Ground Up

keep us fearful of nature. So fearful that we are depriving our children and ourselves. Play and time in nature develops skills of observation, exploration and

discovery in children. It encourages positive social interactions. It improves agility, balance, coordination and overall fitness. It improves concentration and self-discipline. It instills a sense of peace, a positive regard for nature and a sense of wonder, which is key motivator for learning throughout our lives. It helps develop independence and autonomy. And that's just to name a few. You can't get all that from an app!



Whether we are parents or not we each have a child in our lives, the one inside that still loves to play, explore and discover. We can relive some of our childhood, or give ourselves what we feel we missed in part by being outdoors. We can feed our inner child's desire to play, that seed that was planted in us all long ago.

As adults we can embrace nature with a knowing that research backs our need to be outside. In the outdoors we get more exercise, which defuses stress, improves self-

esteem and mood. Moderate cardiovascular exercise (60 min 3 x per week or 35 min 5 x per week) is as effective as antidepressants for mild to moderate depression. "Green exercise" lowers the blood pressure and helps prevent heart disease and cancer. Outside, our vitamin D levels rise. A growing number of studies are demonstrating benefits for this vitamin's role in mood, bone health, heart health and prevention of some cancers. Research suggests that people who spend more time outdoors experience less pain, take

less medications and heal faster.

There seems to be no question that rocks, trees and earth beat paper, scissors and screen time. Our ground, our earth needs us and we need it. Positive experiences of being outdoors nurtures positive regard and respect for nature something that our earth requires of us in order to ensure we are invested in taking better care of it which in turn is a gift to ourselves



and generations to come. This earth is truly our common ground.

Dr. Maria Patriquin Ivanov M.D. CCFP, owner of Living Well Integrative Health Center www.livingwellihc.ca

Fall Registration



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includes a vigorous Suzuki String Program.

Many studies have proven the benefits of studying music and dance. From increased memory facility to improved small motor skills to physical and mental health - all are enhanced by participation in the study of music and dance. Even more exciting - these skills are fun to learn and will be a lifelong joy!

The School of Kindermusik offers a music experience for ages birth through 7 years in group classes. The School of Dance has a wide variety of classes for all ages and includes private instruction and a Professional Program. The School of Music offers both private instruction and ensemble experience and

The Conservatory welcomes visitors and the friendly folk at the front desk will be happy to answer your questions about classes or registration. Drop in to the campus at 6199 Chebucto Road, call 902-423-6995 or visit us on-line at www.maritimeconservatory.com Register early to ensure your place for September.

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Members

- Online: August 4th beginning at 12:01am
- In-person: August 7th beginning at 10am

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- Online: August 11th beginning at 12:01am
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Fall Registration



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Fall Registration

CSAP

What is the CSAP?

The Conseil scolaire acadien provincial (CSAP) is Nova Scotia's French language school board created in 1996 at the reorganization of the province's school boards. CSAP had at that time 4 157 Francophone students of entitled parents.

Today, CSAP manages 22 schools across the province with 4 851 students. It also offers a francization program for 4 year old children preparing for education in French.

CSAP schools are committed to excellence in education. The dedicated staff employs innovative teaching techniques that help students to gain an appreciation of the French language and the Acadian culture while studying such subject areas as languages, mathematics, science, and history. In general, English classes offered at CSAP schools follow the same curriculum as used by the English regional school boards.

CSAP's mandate is to provide a French first-language education that is recognized for its excellence. French and English language universities are satisfied with the skill-set and knowledge demonstrated by students graduating from CSAP schools.

Mission : The Conseil scolaire acadien provincial offers the best quality French education while respecting its cultural mandate, in order to contribute to the student's global development and to the identity building in the Acadian and Francophone context in Nova Scotia.

Vision : The Conseil scolaire acadien provincial works with its partners to ensure the academic and social development of each of its students, in order to develop proud and engaged citizens towards the French language, their culture and their community, with a sense of responsibility, competent in both official languages of the country and open to the world.

For information : www.csap.ca or 1-888-533-2727

Qu'est-ce que le CSAP ?

Le Conseil scolaire acadien provincial (CSAP) est le conseil scolaire de langue française en Nouvelle-Écosse créé en 1996 lors de la réorganisation des conseils

scolaires de la province. Le CSAP avait à l'époque 4 157 élèves.

Aujourd'hui, le CSAP gère 22 écoles partout dans la province avec 4 851 élèves. Il offre aussi un programme de francisation pour les enfants âgés de 4 ans en vue de préparer les enfants pour l'éducation en français.

Les écoles du CSAP visent l'excellence en éducation. Le personnel prend son travail à cœur et utilise des techniques novatrices afin d'aider les élèves à apprécier la langue française et la culture acadienne tout en apprenant les matières de base telles que les langues, les mathématiques, les sciences et l'histoire. En ce qui concerne les cours d'anglais, les écoles du CSAP respectent le même programme d'enseignement que les écoles des conseils scolaires anglophones.

Le mandat du CSAP est d'offrir une éducation en français langue première reconnue pour son excellence. Les universités francophones et anglophones reconnaissent le niveau de connaissances et de compétence des élèves qui sortent des écoles du CSAP.

La mission : Le CSAP offre une éducation en français de première qualité, en tenant compte de son mandat culturel, afin de contribuer au développement global et à la construction de l'identité des élèves dans le contexte acadien et francophone de la Nouvelle-Écosse.

La vision : Le CSAP travaille avec ses partenaires pour assurer le développement académique et social de chacun de ses élèves afin de former des citoyennes et citoyens fiers et engagés envers la langue française, leur culture et leur communauté, ayant le sens des responsabilités, compétents dans les deux langues officielles du pays et ouverts sur le monde.

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NEW LOCATION Dartmouth: South End Baptist Church, 60 Hastings Drive

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Thursday, August 27, 10:00 AM - 11:00 AM: Birch Cove Baptist Church

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*** For our full Fall 2015 schedule, please visit our Calendar at www.eminflow.com ***

CONTACT: Emily Bolhuis, Owner/Instructor, Eminflow Music Studio

902-497-6177 | eminflow@gmail.com | www.eminflow.com | Facebook: 'Eminflow Music Studio'



Conseil scolaire acadien provincial

Maîtriser nos deux langues officielles est certainement un atout!

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CSAP has 22 public schools in Nova Scotia to accommodate Acadian and Francophone students. It offers French education from grades primary to 12 as well as a francization program for 4 year entitled children.

Les écoles du CSAP, là où l'enseignement est en français avec le cours régulier d'anglais introduit en 4e année.

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Kids and Music Lessons

Submitted by Andrea's Music Studio

With three music schools within Halifax: Dartmouth, Sackville, and Hammonds Plains and parents registering and inquiring about musical instrument lessons; I have the pleasure of talking to countless parents regarding music lessons for their children. The desire to take lessons is sometimes the parent's decision and sometimes the child's. Either way, the musical journey is something to embrace and nurture for within a very short time the child learns how to engage their musical abilities and make music that can last a lifetime.

Children as young as four years of age can learn to play the piano (keyboard), drums, or ukulele. Older children age seven years and up can learn to play the previous instruments plus guitar and learn to sing. Each age will succeed with their instrument and lessons if the learning environment is child and age appropriate and the child's interest continues. A child's musical journey is most successful when you have found a well-balanced environment: the proper teacher, learning materials, and child centered programming. A music teacher who is engaging and

Continued on page 25.



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Winning doesn't mean that someone has to lose. Sportball's multi-sport and sport-specific programs break down sport, motor and social skills according to children's development. It guides what we teach and how we connect.

- What We Teach**
- **Active Play (Ages: 16m-2, 2-3, 3-6)** Children are introduced to both structured and unstructured active play, as well as the fundamental movement and social skills that provide the foundation for learning basic sports skills at older ages.
 - **Specific Skills (Ages: 6-9, 9-12)** We incorporate specific fitness drills, skill combinations and sport-specific game play at ever-increasing levels of intensity so children can continue to refine, rehearse and repeat the fundamental skills associated with sport and play at a more progressive level.
 - **Physical Literacy (All Ages!)** Even when children are ready for more formalized methods of training, we encourage a continued focus on general motor and social skills development, so kids are prepared for the many different sports challenges they might face in life. Physical literacy is the mastery of a range of fundamental movement skills that enable and encourage lifelong participation in physical and sporting activities. It's the philosophy that underpins physical education in schools, and more and more, it's being seen as the most effective antidote to childhood obesity and the many problems associated with our increasingly sedentary lifestyles.


- How We Connect**
- **Parent & Child First Steps for toddlers (Ages: 16-24m)** Programs use familiar songs, rhymes, stories and bubble time to keep the routines consistent, structured and simple for a fun yet comfortable and calm atmosphere that encourages participation.
 - **Parent & Child ABC's (Ages: 2-5)** Coaches engage kids with creative storylines and special themes to help them understand how to perform sport skills and build enthusiasm.
 - **Learn to Lead (Ages: 6+)** Once children reach the age of 6 and are better able to refine, rehearse and repeat skills, Coaches connect with kids as leaders and mentors.


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FALL 2015


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Child Care Centres

Saturday is Artday

At LittlePicasso.ca we believe it is very important for children to engage in the creative arts from an early age and on a regular basis. This engagement supports and enhances the social, developmental, and expressive abilities of children.

LittlePicasso.ca Art for Children program is designed by Ines Jawad, whose passion for art and children is evident in everything she does. Ines is an early childhood educator, a mother to three children and holds a Master's degree in Fine Arts. To see samples of Ines's work, please visit www.enasart.com.

In a warm, supportive environment, we instill in children a love for visual arts, and we provide them with the skills and knowledge that lasts them a lifetime.

At LittlePicasso.ca, children four to twelve years old are introduced to the basic techniques and fundamentals of drawing and painting. Experimenting with various tools, media and techniques, and exploring the endless world of color and painting. Children will have the confidence and skills to freely express themselves with their own creative and imaginative works of arts.

LittlePicasso.ca is where creativity, inspiration and fun

meet. Our themed sessions include drawing, painting, printmaking, textile painting and our exclusive introduction to glass and porcelain art.

At Littlepicasso.ca children work individually and in groups to foster both individuality as well as team spirit. All our programs and activities are age appropriate and aimed to develop the child's artistic and creative development.

Visit www.littlepicasso.ca to learn more and register for the upcoming program.

Care & Fun Childcare

When we started Care & Fun Childcare centers we knew we wanted to build something special, we wanted to provide the parents from our community the peace of mind knowing their kids are in the hands of passionate professionals working with an innovative program that helps children reach their full potential.

We believe that you should nurture each child's unique qualities, that's why we follow an Emergent curriculum designed to help children learn through their interests and encourage them to try new things every day.

Our team is a huge part of what makes Care & Fun so special; our professional talented employees are graduates of Early

Childhood Education and through their creativity and passion have proven to be the very best in their field. We put a lot of effort in connecting with the kids and their parents, from being able to instantly connect with our educators to receiving instant updates on your child's daily adventures. Nutrition is important but so is the taste, in Care & Fun we have our own certified cooks freshly creating healthy, nutritious, and delicious meals every day for your kids with special vegetarian, gluten free, or Halal meals always available for your choice. Our commitment to providing the highest quality child care and early education drove us to achieving praise and support from the community.

Care & Fun Childcare fully licensed Centers has developed

into a brand that inspires confidence and reliance from the community with our new 199 Bedford Highway branch we deliver the highest quality child care service with the convenience of being on the central easily connected Bedford highway location that will offer an easy route to and from work for the parents.

Enrollment is now open for the Care & Fun 199 Bedford Highway branch, come in for a tour and joins the Care & Fun family!

For more information, please visit us www.carefun.ca, phone 902-445-0881, email; info@carefun.ca

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Child Care Centres

Early Childhood Education Matters

By Jo-Anne Bayers – Director, The Growing Place

It's hard to believe that as this article is published summer will be half over, and thoughts will turn to preparations for school. Due to the change in age eligibility children are starting school younger than ever before.

Fortunately today's children have had access to early childhood education programs run by trained educators who are dedicated to providing programs designed to stimulate, and support early learning.

A colleague and I recently attended a conference for early childhood educators where the speaker gave us the opportunity to speak on how the field of early childhood education has changed since we started our careers. After reflecting for a moment I took the opportunity to speak on how when I got my first job it was common place to see ashtrays on the Director's desk, minimum wage was \$3.75, and childcare was viewed as little more than a babysitting service.

Fast forward to today, and the ashtrays have disappeared, minimum wage has increased, and although it continues to be a work in progress we have changed public perception about the value of early childhood education. Investing in early education makes an immediate difference in the lives of children by establishing a solid foundation for all higher levels of education. The child playing in the block corner today may become the architect who designs the bridges, and roads you travel tomorrow.

I have had the pleasure of seeing three decades of children go off to school, many of their faces still linger in my memory, those who challenged me, made me laugh, and yes even a few who made me cry, and in particular one little girl with a bear in constant need of a patch. I happened to bump into her mother a few years ago, and she told me that her daughter, now in her early twenties, still speaks fondly of me, and how I had taken the time to sew patches on her bear. This lasting impression is just one small part of what I hope to have imparted to the children I have nurtured, and educated, and is why I continue to enjoy doing what I do.

Jo-Anne is currently the Director at The Growing Place, and has over thirty years of experience. She has previously served as Resource Coordinator where she specialized in supporting children with special needs as well as offering support, and advice to parents on a variety of child, and family related issues. For more information please visit our website at www.thegrowingplace.ca

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Make-A-Wish® Atlantic Provinces grants the wishes of children with life-threatening medical conditions. The largest wish-granting organization in the world with a presence in 48 countries, every 23 minutes somewhere in the world a wish is granted to a sick child providing a respite from doctors, treatment and illness and giving the gift of hope, strength and joy.

Students may exchange letters and cards with the wish child or honour them at school assemblies. Participation in the Kids for Wish Kids® program provides students with the opportunity to help share the power of a wish while fostering the value of community service and how working together in small ways can make a big difference in the life of another.

This is only made possible as a result of an incredibly powerful network of volunteers, donors and partners all of whom come together to lend their creativity, efforts and support to a child living with a serious illness. Among this group are a growing number of students and youth pooling their efforts to give back through the **Kids for Wish Kids® program**.

Share in the wish experience. Bring the Kids for Wish Kids program to your school or youth group. For more information about Make-A-Wish® or Kids for Wish Kids®, call us toll free at 1.877.466.9474 extension 2 or visit email Lisa at lisa.mills@makeawish.ca.

Through the **Kids for Wish Kids®** program, students raise funds through all manner of creative group activities like wear a hat day, car wash, movie nights, or creating a spirit chain - a paper chain in school colours with links sold for \$2 each; at the end all chains are linked together to show the importance of community and working together. Teachers and parents often serve as advisors, but ownership of the project belongs solely to kids involved. As a result, kids become personally and actively involved helping make a wish happen for a child in their community.

Kids For Wish Kids® is a popular program because it is managed by kids. The program allows them make a tangible impact in the life of another child.

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What is a Cat Friendly Practice?

Provided by Carnegy Animal Hospital, a Cat Friendly Practice

In the past several years, a number of veterinary practices in the area have promoted themselves as a "Cat Friendly Practice". Originated by the American Association of Feline Practitioners, the program seeks to encourage and facilitate good quality veterinary care for cats. There are unique challenges and difficulties in bringing your cat to a veterinary practice, including:

- Cats often do not travel well.
- Cats do not feel safe when they are away from their normal home territory.
- Cats are highly sensitive to unusual sights, sounds and smells.
- Most cats prefer quiet and solitude.
- Most cats are highly susceptible to stress and anxiety.
- Most cats are highly stressed by dogs and other cats being in close proximity at the practice.
- Cats need to be handled gently, with care and respect in the practice.
- Cats have unique medical requirements that Cat Friendly Practices are capable of providing.

The AAFC created the Cat Friendly Practice program to help veterinary practices meet the wide range of unique needs of cats in a veterinary practice setting. An extensive self-assessment checklist was designed to demonstrate that Cat Friendly Practices:

- Understand the unique needs of cats and have made veterinary visits more cat-friendly.
- Understand how to approach and handle cats in a gentle, empathetic and caring manner.
- Have an appropriate standard of equipment needed to investigate and treat feline diseases.
- Meets a standard for the facilities and care for hospitalized cats.

How Can I Benefit from Visiting a Cat Friendly Practice?

Below are some specific ways in which cat owners can benefit from visiting a Cat Friendly Practice:

- They make an effort to have a calming environment.
- They have incorporated a waiting room/area that reduces stress associated with noise, other pets or unfamiliar smells (methods can include feline-only area, cat-only appointment times, going directly into the exam room, etc.).
- Staff are trained to understand the individualized needs of cats including feline specific behavior and facial features.
- They implement the Feline-Friendly Handling Guidelines to facilitate a more positive experience.
- They use a slow approach to achieve positive results.
- They develop an individual plan based on your cat's specific needs, preferences and behaviors.
- They implement ways to make you and your cat be as comfortable as possible.
- Staff continually obtain education on the most current feline research and guidelines.
- They will help ensure that you are a valuable member of your cat's healthcare team and help you understand your cat's needs and what you can do at home to ensure they get the care they need.
- Many use synthetic feline facial pheromones for a calming effect.
- Many have a feline-only examination room that provides a safe, non-threatening area where cats can be examined calmly and effectively.
- They have experience to recognize subtle, early signs of fear or anxiety and adapt appropriately.
- Their cat ward, hospitalization area and operating room have been assessed to include appropriate feline equipment, tools and procedures.

Each practice also has at least one 'Cat Advocate' who is a knowledgeable professional that ensures your cat's care is guided by feline-focused standards. Cat Advocates are chosen for their experience, understanding, empathetic manner and willingness to help answer any of your questions.

When designated as a Cat Friendly Practice, selected veterinary clinics have proven they have taken specific extra steps to assure they understand a cat's unique needs and have implemented feline-friendly standards.

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Education

Back to School is a Lot Like Team Tryouts

Submitted by Oxford Learning

Starting a new grade is like trying out for a sports team. That's because in order to be really ready to perform at their best, students need to prepare beforehand.

To make the team, kids know that they need to put in the time to practice their skills, to train their muscles to get into top shape, and to work with somebody else — a parent, a coach, or a friend — who will give them feedback and encouragement. Without these, the chances of making the team decrease.

Heading back to school is no different than trying out for a team. Just like hamstrings, biceps, and abs, the brain is a muscle. It needs practice and fine-tuning in order to function at the top of its game. And, just like hamstrings, biceps, and abs, the brain can get out of shape after a period of neglect. The brain needs a

good workout before school starts so it can get back into shape and be ready for the year ahead. It needs to run the drills, take a few practice shots, and feel confident that it's up for the challenge.

So before heading back to class for a new school year, warm up the brain! Here's how:

Start a few weeks beforehand and set aside time every day for kids to...

- Review last year's schoolwork.
- Try a few math problems.
- Re-read an old essay or book report.
- Write a paragraph.
- Watch a science video on the Internet.

You can also get their brains back into academic habits by re-establishing school-year routines such as bedtimes and wake-up times.

To kick the school year off right...

1. Review last year's final report card. This will give your family an academic refresher and a little reminder of the highs and lows of last year.

2. Set some academic goals. Now that you've reviewed the outcomes of last year, start considering what academic achievements could be reached THIS year. Both parents and children can identify changes that they'd like to make this school year.

3. Overhaul your routine. A new school year is an opportunity to deal with any and all bad habits that can get in the way of learning. These include morning and evening routines, eating habits, after-school routines, and homework and study habits. Fine-tune your family's routine from the first day of class and settle into a school year with better habits.

4. Use an agenda for more than just school. Agendas are more than just a

place to write down homework, they are great for keeping track of to-do lists, questions to ask teachers, chores. Students can also use agendas to prioritize workflow, keep track of work hours, extracurricular activities, and countdown until tests and exams.

5. Consider getting extra support right off the bat. School may not even be in session yet, (or it may have just begun) but it's not too soon to enlist in some extra support. Why wait to find out what will happen with grades this year? Get on top of any potential issues BEFORE they become a problem. Take the bull by the horns. Show this grade who's boss!

Of course, the best athletes know that there is no such thing

as an off-season. Anyone who really wants to stay at the top of his/her game never stops training.

Oxford Learning offers programs for children from 3 years old through university. We teach students the skills they need to be successful in school and

in life. Oxford Learning has locations in Halifax and Bedford. For more information about our programs and services or to learn how to make this back-to-school season a success contact Lorelei Burgess at 423-4484 or halifax@oxfordlearning.com. Visit us at www.oxfordlearning.com



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**For Information and registration please contact
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www.turningtides.ca

Singing and Sunday school activities at Saint George's Anglican Church


Do you have a child who loves to sing or who would like to participate in Sunday school or youth group activities?

Back to school time offers the perfect opportunity to get your children and teens involved in these activities, and Saint George's Anglican Church offers a wide range of choir and Sunday school options.

Junior Choir starts its practices on Tuesday, 15 September, 6-7pm, for children aged six to 14. The choir sings at the 10:30 am Sunday service approximately every six weeks and, in the spring, it presents a jazz musical and a children's concert. There is also an informal Cherubs' Choir for children under the age of six, which takes place each Sunday after the 10:30 am service.

Sunday School is offered to all children between the ages of two and 12. It meets weekly on Sunday mornings. There is also a youth group for students in junior and senior high, which meets once or twice each month. Confirmation classes are planned for 2015-16.

For more information, please visit the website: www.roundchurch.ca. If you have questions, please call 902 423 1059, or email info@roundchurch.ca.




**Join
the fun!**

Saint George's Anglican Church has junior choirs and Sunday school classes for children of all ages:

- Cherubs' Choir for the under-sixes
- Junior Choir for children aged six to 14
- Sunday School for children between two and 12
 - Youth group for teenagers
 - Confirmation classes

**www.roundchurch.ca office@roundchurch.ca
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Continued from page 19.

Kids and Music Lessons

truly interested in the child will also be successful in teaching the child. The learning materials need to be designed for the young learner and presented in the same manner: short songs and large notes/staff. And lastly, the programming has to be a well-choreographed presentation of attitude, encouragement, communication, environment, visuals, games, and teaching style.

Although I consider my music school to be a "Young Studio", as we teach many young children, we are also successful in establishing and maintaining fun and musical teacher-student relationships with tween and teen students and to those "young at heart".

For more information please contact AndreasMusicStudio.com or call Andrea, 902- 469-7193



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CRAFT CORNER

The art of dyeing

By Jenny Joan Larisey, Craft Consultant for Maritime Hobbies & Crafts

As an adult I find myself becoming more and more interested in science through the projects I am working on. Gardening is one, as I try to figure out why some plants are growing in ways I was not expecting. My love of gardening has also turned my interests towards a love for natural dyes, the more I dye the more I learn different ways to extract and obtain color from plants.

The art of dyeing is as old as our civilization. Dyed textile remnants have been found during archaeological excavations at different places all over the world, proving evidence to the practice of dyeing in ancient civilizations. Natural dyes and pigments can teach you about history (ex, Middle ages) as well as chemistry, biology and culture (eg, Navaho).

Natural dyes can be used for dyeing almost all types of natural fibers. Apart from their application in textiles, natural dyes are also used in the coloration of food, medicines, toys, and leather processing. For thousands of years humans obtained dyes from plant and animal sources, which provide a gorgeous array of hues and have fewer negative effects on the environment.

Although plants exhibit a wide range of colors, not all of these pigments can be used as dyes. Some won't dissolve in water, some can't hang on to fibers; others will fade when washed or exposed to air or sunlight. It's not obvious from looking at a plant which colors will reward us with vibrant dyes—a fact that can lend shades of mystery and excitement to your dyeing explorations.

Investigating plant dyes can be as simple a project as simmering some onion skins or red cabbage, dipping in yarn, and observing to see what colors are revealed. Or it can be a more complicated project involving researching, gathering, and experimenting with different types of plants, recipes, and dyeing techniques.

One thing I keep in mind when sourcing out a plant for the color extraction is to never pick a flower that seems to be in short supply in an

area or that you know to be endangered.



I used cutch extract for my dye bath and ended up with a beautiful caramel color, I then took half of the yarn and rinsed it in a bucket with soda ash resulting in a dark brown/red.

Please drop in to Maritime Hobbies & Crafts to see our craft corner, 1521 Grafton Street, Halifax, 423-8870, www.MaritimeHobbies.com

Tired of old news? Read the Parent-Child Guide ...

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