

FRIENDLY REMINDERS

PARENTS AND PROVIDERS:

If you move, please contact us within 24 hours so that we can update your address and important letter and orders can reach you.

If you change your phone number, please contact within 24 hours so we can update your phone number in our system so that it is easier to reach you.

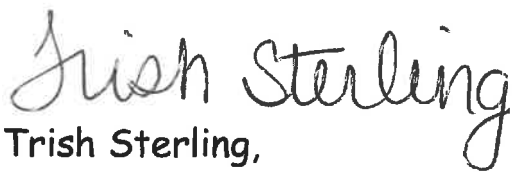
All billing sheets are due every two weeks according to the Reimbursement Due Dates form and must be submitted within 90 of care being provided in order to be reimbursed as stated on each Child Care Certificate.

All CCDF Rules and Regulations will be adhered to.

If you have any questions about billing, please contact Angel at 906-632-5250 or apeer@saulttribe.net

Any other questions, please contact Trish at 906-632-5250 or psterling@saulttribe.net

Sincerely,

A handwritten signature in cursive script that reads "Trish Sterling".

Trish Sterling,
CCDF Coordinator

Parent/Provider Newsletter

December 2020

You are receiving this newsletter because you are either a parent receiving Child Care Assistance from the Sault Ste. Marie Tribe of Chippewa Indians CCDF program, you are a Child Care Provider receiving Subsidies, or you are in a collaboration/partnership with the Tribal CCDF Program.

CCDF is located at 2218 Shunk Road, Sault Ste. Marie, MI 49783 and you can reach us at 800-726-0093 or 906-632-5250. You can contact Trish, CCDF Coordinator at psterling@saulttribe.net or Angel, Administrative Assistant at apeer@saulttribe.net. Our fax number is 906-632-5266.



CONSUMER STATEMENT

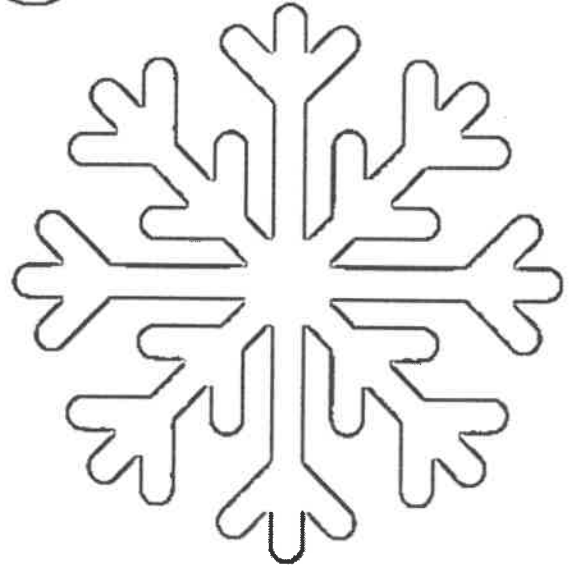
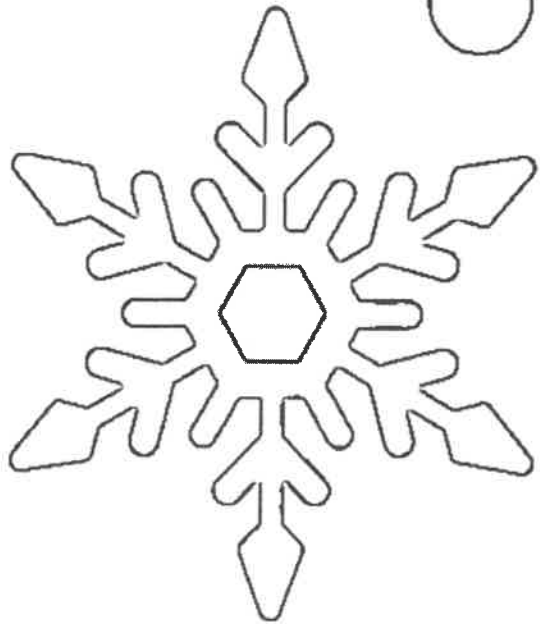
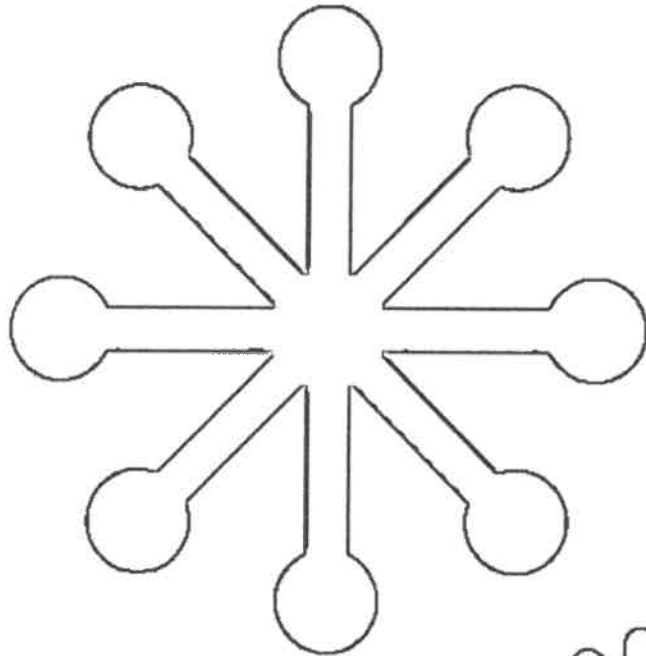
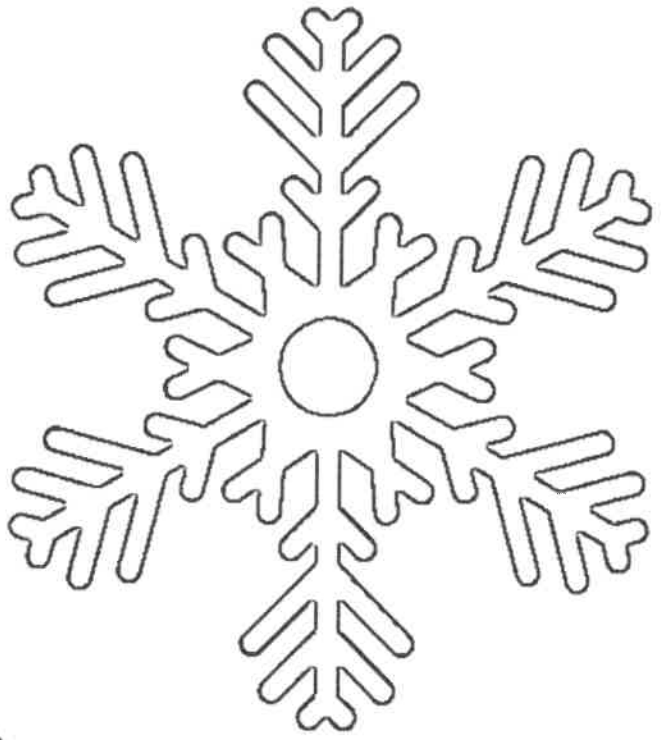
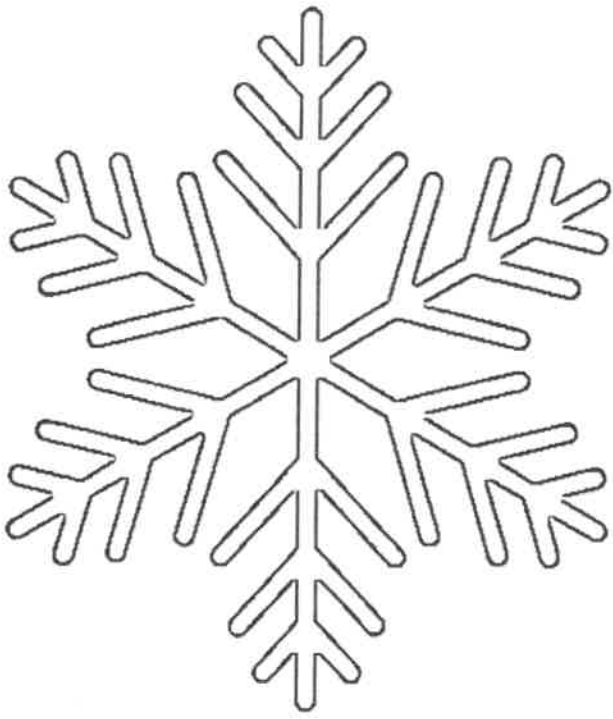
The Sault Ste. Marie Tribe of Chippewa Indians Anishnaabek Community and Family Services Child Care and Development Fund program offers Child Care Subsidy Assistance to parents with Sault Tribe member (or eligible to be) children living in the Sault Tribe 7 County Service area who are working, going to school, or in a qualified job training program. Eligible parents can choose high quality child care providers that include State Licensed Centers or Family/Group Homes, Tribal Licensed Centers, Relative Care Providers, or In-Home Aides. Relative Care Providers must complete requirements prior to providing care for your child(ren) and In-Home Aides must pass all required background checks, FBI fingerprinting and training before care for children in your home.

Please contact CCDF Coordinator, Trish Sterling for more information at 906-632-5250 or 800-726-0093.

Visit https://www.michigan.gov/lara/0,4601,7-154-89334_63294_5529---,00.html to find State Licensed Centers and State Licensed Family/Group Child Care Homes in your area.

ALL CCDF PARENTS AND PROVIDERS

If you haven't contacted me already, Sault Tribe CCDF program has COVID 19 CARES ACT Fund Dollars available for CCDF Parents and Providers for COVID 19 related items such as masks, gloves, disinfecting alcohol wipes, Mr. Clean, hand sanitizer, antibacterial hand soap, laundry detergent, etc. Please make your list and send it to Patricia Sterling, CCDF Coordinator, psterling@saulttribe.net or call 906-632-5250



Sault Ste. Marie Tribe of Chippewa Indians
Anishnaabek Community and Family Services
Child Care and Development Fund

Parent/Provider Newsletter

December 2019

The Child Care and Development Fund (CCDF) program provides resources to States, Territories and Tribal Lead Agencies that enable low-income parents to work or pursue education and training so that they can better support their families and promote the learning and development of their children. The CCDF Final Rule strengthens the requirements to protect the health and safety of children in child care; help parents make informed consumer choices and access information to support child development; provide equal access to stable child care for low-income children; and enhance the quality of child care and the early childhood workforce.

HIBERNATION STATION

Who doesn't want to curl up and stay warm on really cold winter day? Provide a Hibernation Station for your child care children to enjoy and pretend play they are bears, chipmunks, snakes, turtles, snails, bats and other hibernating animals. Take a box, big enough to fit a couple of children and add warm and fluffy blankets and pillows. The children can curl up with a book, take a rest or just enjoy being warm. Cut out some pictures of animals and paste them in the box for the children to look at. You can also have the children decorate the box to add further enjoyment.

SNOW, SNOW EVERYWHERE!!!

For days when we just can't get outside to play, or you live in an area where there is no snow, don't worry!!!! Use pillow stuffing as pretend snow and a child size shovel to shovel the snow in the classroom into a bucket or box. Bring some real snow inside and watch it melt. What exactly is left over? You will never eat snow again! Use cotton balls as snowflakes and use tweezers or tongs to count them out or use white pompoms to fill up a clear plastic bottle to make a snowman.

MITTENS, MITTENS, MITTENS

There are so many great ideas for mittens!!! Put them on your hands and feet and pretend you are a bear! See how many mittens you can put on each hand. Place random mittens around the house and have the children find matching pairs. Roll a pair of mittens into a ball and play toss or catch. Throw them into an empty laundry basket or box. Read "The Mitten". Pick up objects like pompoms while wearing mittens. Is it easier or more difficult wearing mittens? DUST! (LOL) Lace two paper mitten cut outs together to make a paper mitten. Does the paper mitten keep your hands as warm as a yarn mitten? How many mittens tall are you? What else can mittens be used for?

PEPPERMINT WATER SCIENCE ACTIVITY

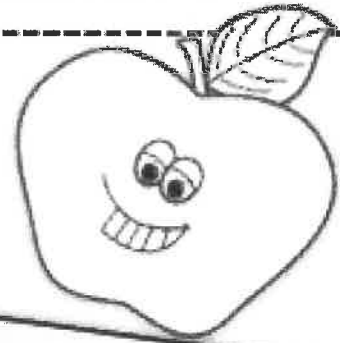
Peppermints and candy canes are made of sugar and sugar dissolves in water. Place peppermints/candy canes in a shallow dish and pour water over them. Watch how the sugar begins to dissolve and the red sugar flows in the water making designs. Use magnifying glasses to get a close up look at the action. Ask the children what they think will happen when the water is poured? What do you smell? What do you see? How long do you think it will take to melt?

Crush up peppermint/candy canes and add to paint. Paint candy canes, peppermints, ornaments, etc.

CCDF RULES AND REGULATIONS

If you have a change of address, telephone number, family size, employment/training/education status, pay increase, or provider change, please inform us within 10 business days. 906-632-5250 Angel Peer. apeer@saulttribe.net

All About Me

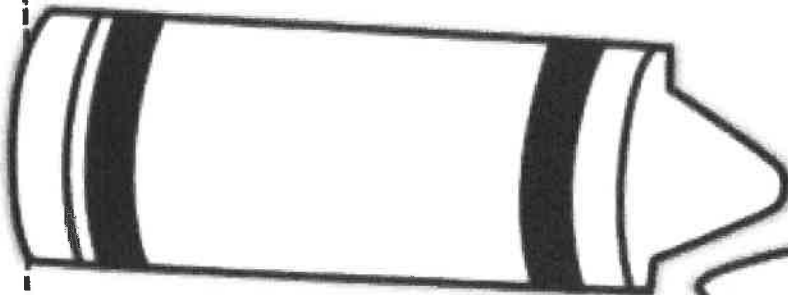


Hello. My name is

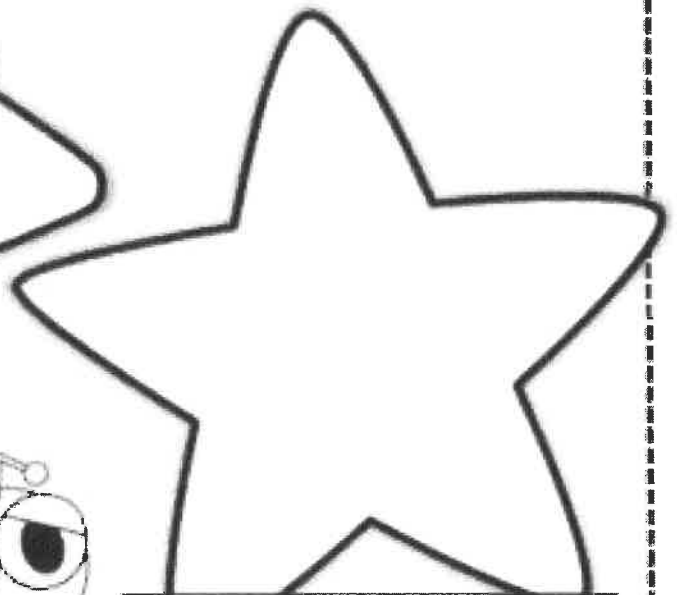
My Family

A large, empty rectangular box with a thin border, intended for a drawing of the student's family. Below the box is the text "My Family".

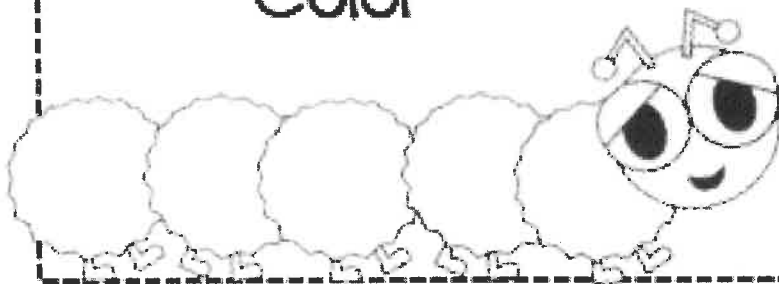
I am _____ years old.

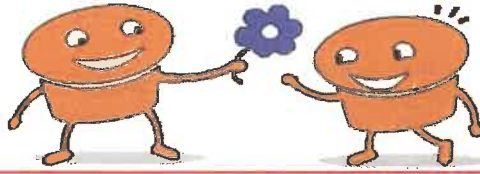


Favorite Color



Favorite Food





December 2018

Maada'oonidiwag (Share)

From the Sault Ste. Marie Tribe of Chippewa Indians Anishnaabek Community and Family Services
Child Care and Development Fund Program

Physical Development

Miregistry training Module 2 Health

Regular physical activity promotes health and fitness. Some benefits to physical activity for children include higher levels of cardiorespiratory fitness, less body fat, stronger bones, and stronger muscles, compared to children who are active. With little to no activity levels children can experience risk factors related to chronic diseases, such as heart disease, hypertension, type 2 diabetes, or osteoporosis. When physical activity is encouraged children are less likely to experience symptoms of anxiety and depression, and have a better chance of a healthy adulthood.

Physical development can be divided into gross and fine motor skills.

Fine motor skills involve the coordination of small movements using the fingers and wrists, including using the thumb and forefinger to pick up small objects.

Gross motor skills involve a child's ability to control large muscles, including coordination, purposeful control, balance, and locomotion. Gross motor development can be further categorized into three skills:

- Locomotor skills—rolling, crawling, walking, and running
- Balance and coordination skills—standing, squatting, tiptoeing and jumping
- Manipulative skills—carrying, throwing, catching

Physical activity promotes fine and gross motor skills as well as social-emotional and cognitive skills.

Allergy or Intolerance

Food Allergy

Food allergies are serious reactions to foods that can lead to death. Allergic reactions can be triggered by even trace amounts of an allergen, and sometimes even from simply smelling or touching the food. A peanut allergy is the most common food allergy. The top eight food allergens are cow's milk, eggs, peanuts, tree nuts, fish, shellfish, soy, and wheat.

Food Intolerance

A food intolerance, while uncomfortable, is not nearly as serious as a food allergy. A food intolerance creates a reaction, such as gas, cramps, bloating, headache and irritability, when too much (which may be as little as a few bites) of the food is consumed. Both food allergies and food intolerance require diet modifications. To create a safe environment for all children, learn the causes and signs of an allergic reaction.

Best Practice

If you are caring for a child with an allergy to a specific food, make your entire center/home free of that food. For example, to be on the safe side, if you are caring for a child with a peanut or tree nut allergy, make your home a "Nut Free" home. Do not serve, prepare or have any product made with nuts. Post this message on your entry door and put it in your Parent Handbook.

Create a Care Plan

A treatment plan that includes the name and dosage of medication needed to be administered if an event occurs should be on the Child Information Record. Parents and Program staff should arrange for necessary medications, proper storage, equipment, and training for staff.

Role of the Caregiver in Injury Prevention

Safety prevention strategies alone are not enough to keep children safe from injury. Focused observation of children referred to as Active Supervision of children is key. Active supervision required focused attention and intentional observation of children at all times. Teachers position themselves so that they can observe all the children: watching, counting, and listening. They also use their knowledge of each child's development and abilities to anticipate what they will do, then get involved and redirect them when necessary.

Set Up the Environment

Set up the environment so that children can be supervised at all times. Ensure furniture is at waist height or shorter, in order to see and hear all children. Keep small spaces clutter-free, and set up big spaces so that children have clearly defined play spaces.

Position Staff

Plan where you will position yourself so that you can see and hear all of the children in your care. Make sure you always have a clear path to where the children are playing, sleeping, and eating in order to react quickly when necessary. Stay close to children who may need additional support.

Scan and Count

Be able to account for all children in your care at all times. Continually scan the entire environment to know where everyone is and what they are doing. Count the children frequently. This is especially important during transitions, when the children are moving from one location to another.

Listen

Specific sounds or the absence of them may signify reason for concern. Listen closely to children in order to immediately identify signs of potential danger. Think systematically to implement additional strategies to safeguard children. For example, bells added to doors help alert teachers when a child leaves or enters to room.

Anticipate Children's Behavior

Use what you know about each child's individual interests and skills to predict what they will do. Create challenges that children are ready for and support them in succeeding. Recognize when children might wander, get upset, or take dangerous risk.

Engage and Redirect

Use active supervision skills to know when to offer children support. Wait until children are unable to solve problems on their own to get involved. Offer different levels of assistance or redirection depending on each individual's child's needs.

Child Development

Twelve Principles of Child Development and Learning:

- ⇒ All areas of development are important
- ⇒ Learning and development follow sequences
- ⇒ Development and learning proceed at varying rates
- ⇒ Development results from maturity and experience
- ⇒ Early experiences have profound effects on development and learning
- ⇒ Development moves to greater independence
- ⇒ Children develop best with secure relationships
- ⇒ Development is influenced by multiple social and cultural backgrounds
- ⇒ Children learn in a variety of ways
- ⇒ Play is important for developing self-regulation and promoting language, cognition, and social competence
- ⇒ Development and learning advance when children are challenged
- ⇒ Children's experiences shape their motivation and approaches to learning

For more information check out NAEYC at <https://www.naeyc.org/>

Maslow's Hierarchy of Needs

Abraham Maslow was an American psychologist who developed the theory about the path to self-actualization. His theory is that all people are motivated by the basic lower level needs (food and shelter) that must be satisfied before moving to higher needs (creativity and a sense of purpose).

There is an important relationship between the stages of a child's development and Maslow's theory of human needs. Maslow suggests that basic needs must be met before a child can reach optimal development.

- ◇ **Basic Survival**—Air, food, drink, shelter, warmth, sleep, clothing
- ◇ **Safety**—Protection, security, order, limits, stability
- ◇ **Love/Belonging**—Family, friends, relationships, affection
- ◇ **Esteem**—Confidence, achievement, respect for others and by others
- ◇ **Self-Actualization**—Personal growth and fulfilled potential

What is Language?

Language refers to a form of communication in which we learn to use complex rules for form and manipulate sentences. Language allows us to convey our thoughts to others.

Receptive Language is learning to listen, recognize and understand the communication of others.

Expressive Language is communication by voice, gestures or facial expressions.

Speaking is a motor process; getting the muscles of the tongue and mouth to function together in just the right way to produce the desired sound. This is often referred to as expressive language.

Children develop receptive language long before they develop expressive language. For this reason, it is critical to talk to a child from the moment of birth.

While children refine their ability to pronounce words and expand their vocabulary, they are learning to use language for different purposes. They are learning to adapt their language depending on the person or situation, and follow unspoken rules of conversation. These skills help them in both cognitive and social-emotional development.

Provide a rich environment of spoken language that surrounds each child and encourages frequent verbal exchanges. Engage infants, toddlers and older children in back and forth conversations about daily events and experience. Conversation with adults is one of the main channels through which children learn about themselves, others, and the world in which they live.

Cold Weather Reminders:

Children need to be bundled up for cold weather. Hats, boots, mittens, warm coats, and snow pants are necessary to keep the little ones warm when outside. Depending on the temperature, Outdoor Play may be limited. If this is the case, make room and time in the schedule to get the recommended daily amount of physical activity. Make sure to put the rules and expectations in the Parent Handbook. Having extra mittens, hats, gloves and other winter apparel on hand can ease the burden when a child forgets his/hers. Look for sales or at Thrift Stores for good deals.

Resources

Administration for Children and Families
<https://www.acf.hhs.gov/>

Baby Ages and Stages, March 2016 from
American Academy of Pediatrics

Birth to 5: Watch Me Thrive!, March 2014
US Department of Health and
Human Services website
www.acf.hhs.gov

EUP Connections [https:// greatstart
toquality.org/upper-peninsula-
resource-center](https://greatstarttoquality.org/upper-peninsula-resource-center)

Five Reasons to Study Early Childhood
Education, February 11, 2013
www.education.edu

Great Start to Quality [https:// greatstart
toquality.org/upper-peninsula-
resource-center](https://greatstarttoquality.org/upper-peninsula-resource-center)

Michigan Child Care Matters [https://
www.michigan.gov/lara/0,4601,7-
154-63294_5529_49572_49582-
43354--,00.html](https://www.michigan.gov/lara/0,4601,7-154-63294_5529_49572_49582-43354--,00.html)

Michigan Department of Licensing and
Regulatory Affairs [https://
www.michigan.gov/lara/](https://www.michigan.gov/lara/)

Miregistry.org

NAEYC <https://www.naeyc.org/>



Anishnaabek Community and Family Services
2218 Shunk Road
Sault Ste. Marie, MI 49783
Phone: 906-632-5250
Fax: 906-632-5266
Www.saulttribe.com/
membershipservices/acfs

Find Us and Like Us on Facebook

Anishnaabek Community and Family Services

The ACFS CCDF's Mission Statement is to increase the availability, affordability, and quality of day care for Tribal families.

Child Care assistance is provided to eligible families based on a sliding fee schedule. The program is designed to allow the parents equal access to quality child care providers without regard to affordability.

The CCDF Program also provides licensing and regulatory services to homes and centers on the reservation or land held in trust that would like to pursue licensing to provide care for children.

If you are a parent to a child(ren) who belong to the Sault Ste. Marie Tribe of Chippewa Indians or are eligible to be a member and you think you qualify this program please contact ACFS for an application at 906-632-5250. <http://www.saulttribe.com/membership-services/acfs>

ACFS-Sault Office
2218 Shunk Road
Sault Ste. Marie, MI 49783
906-632-5250
1-800-726-0093

ACFS-St. Ignace Office
1140 N. State Street, Suite 2805
St. Ignace, MI 49781
906-643-8689

ACFS-Manistique Office
5698 W. Highway US 2
Manistique, MI 49854
906-341-6693

ACFS-Munising Office
622 W. Superior Street
Munising, MI 49862
906-387-3906

ACFS Kincheloe Office
60 Kincheloe
Kincheloe, MI 49755
906-495-1232

Snowflake Ornaments

You will need:

Snowflake template on white paper
Wax Paper
Colored/glitter glue
String

Place snowflake template on table. Place wax paper over the template. Trace or fill in the snowflake design with glue. Let dry. Peel off and hang in window or on tree.

Cotton Swab Snowflake

You will need:

Dark colored construction paper circles, Cotton Swabs, Scissors, String, Hole Punch, Glue

Cotton swabs are to be cut in different lengths. You will need about 12 or 13 pieces. Punch one or two holes in the top of the circle. Use the string to make a loop for hanging. Glue the pieces to the colored circles in a circle pattern so that the cut ends meet in the middle or make a circle in the middle. Hang when dry!

Sugar Painting Snowflakes

You will need:

Dark Colored Construction Paper
Glue
Sugar
String

Use the glue to make a snowflake design on the paper. Sprinkle sugar onto the glue. Let dry. Cut around the design in a simple shape or cut out showing the snowflake details. String up in the window or on the tree.

Beaded Snowflakes

You will need:

Pipe cleaners and pony beads

Cut pipe cleaners in half. Place one pipe cleaner piece on the table. Wrap another piece around the middle of the first one and repeat one more time. Place pony beads on each of the 6 spokes. You can create a pattern or go freestyle. Place pony beads all the way to the end leaving about 1/2 inch. When finished placing beads, fold over the 1/2 inch end so the beads don't fall off. You can place there around the house or on the tree for decorations.



Maada'oonidiwag (Share)

ACFS CCDF Program

The ACFS CCDF's Mission Statement is to increase the availability, affordability, and quality of day care for Tribal families.

Child Care assistance is provided to eligible families based on a sliding fee schedule. The program is designed to allow the parent equal access to quality child care providers without regard to affordability. The CCDF Program also provides licensing and regulatory services to homes and centers on the reservation or land held in trust that would like to pursue licensing to provide care for children. If you are a parent of a child(ren) who is enrolled or being enrolled to the Sault Ste. Marie Tribe of Chippewa Indians you may qualify for this program please contact ACFS for an application at 906-632-5250.

<http://www.saulttribe.com/membership-services/acfs>

ACFS - Sault Office
2218 Shunk Road
Sault Ste. Marie, MI 49783
800-726-0093
(906) 632-5250

ACFS - St. Ignace Office
1140 N. State Street, Suite 2805
St. Ignace, MI 49781
(906) 643-8689

ACFS Kincheloe
60 Kincheloe
Kincheloe, MI 49788
(906) 495-1232

ACFS - Manistique Office
5698 W. Highway US 2
Manistique, MI 49783
(906) 341-6993

ACFS - Munising Office
622 W. Superior Street
Munising, MI 49862
(906) 387-3906

Maada'oonidiwag (Share) Newsletter

In Ojibway, Maada'oonidiwag means to share or distribute. The Sault Ste. Marie Tribe of Chippewa Indians Anishnaabek Community and Family Services (ACFS) Child Care Development Fund (CCDF) assists Tribal families in locating and, if eligible, assisting with paying for quality child care.

The purpose of the Maada'oonidiwag (Share) Newsletter is to provide the ACFS CCDF Providers with consumer education regarding Native American Culture, Health and Safety Information, Fiscal Management, Emergency Preparedness, Family Engagement, Nutrition, Physical Activity and many other topics. Each Provider that the ACFS CCDF Program is involved with will receive the monthly Maada'oonidiwag (Share) Newsletter! If you have any questions regarding the information found in this edition or you have information you would like share with us, please contact ACFS at 906-632-5250 and ask for the Project Specialist.

If you are interested in becoming a Licensed family or group home day care provider on Reservation or Trust Land ask for Child Care Licensing when you call.

7 Grandfathers Teachings

Nibwaakaawin—Wisdom: To cherish knowledge is to know Wisdom. Wisdom is given by the Creator to be used for the good of the people. In the Anishinaabe language, this word expresses not only "wisdom," but also means "prudence," or "intelligence."

Zaagi'idiwin—Love: To know Love is to know peace. Love must be unconditional. When people are weak they need love the most. In the Anishinaabe language, this word with the reciprocal theme indicates that this form of love is mutual.

Minaadendamowin—Respect: To honor all creation is to have Respect. All of creation should be treated with respect. You must give respect if you wish to be respected.

Aakode'ewin—Bravery: Bravery is to face the foe with integrity. In the Anishinaabe language, this word literally means "state of having a fearless heart." To do what is right even when the consequences are unpleasant.

Gwayakwaadziwin—Honesty: Honesty in facing a situation is to be brave. Always be honest in word and action. Be honest first with yourself, and you will more easily be able to be honest with others. In the Anishinaabe language, this word can also mean "righteousness."

Dabaadendziwin—Humility: Humility is to know yourself as a part of Creation. In the Anishinaabe language, this word can also mean "compassion." You are equal to others, but you are not better.

Debwewin—Truth: Truth is to know all of these things. Speak the truth. Do not deceive yourself or others.

Volume 1, Issue 9
December 2017

Special points of interest:

- ☺ ACFS CCDF Program
- ☺ What is Maada'oonidiwag?
- ☺ ACFS has new vision and mission statements
- ☺ Mnidoons Giizis -Blue Moon or Big-Spirit Moon
- ☺ Water
- ☺ Making Infused Water
- ☺ The Great Flood
- ☺ Safe Cooking Temperatures

ACFS has New Vision and Mission Statements

VISION STATEMENT

The Anishnaabek Community and Family Services Department's Vision is to provide service to all eligible members to strengthen and empower its families and communities in a way which is consistent with traditions of our Native culture.

MISSION STATEMENT

The Anishnaabek Community and Family Services' Mission is to promote and advocate for services that will respect individual dignity, support healthy family life, and strengthen communities consistent with our cultural and spiritual heritage.

MNIDOONS GIIZIS (BLUE MOON - BIG SPIRIT MOON) - DECEMBER

The thirteenth moon of Creation is Blue Moon or Big Spirit Moon. Its purpose is to purify us, and to heal all of Creation, a process which may take a three month long spiritual journey. During this time, we receive instructions on the healing powers of the universe and transform into our own vision of the truth.

The 13 Grandmother Moon teachings are from "Kinoomaadiewinan Anishinaabek Bimaadinzinwin, Book Two. Author Arlene Berry and United Three Fires Against Violence



Native Infusion: Rethink Your Drink

Authors: Valerie Segrest & Elise Krohn

*Funding support provided by First Nations Development Institute
and the Muckleshoot Tribe's Traditional Foods Program*

Water is Life

Water is the most important thing we can drink. Our bodies are made of 60-85% water. Water plays many essential roles in our body, including:

- Carrying nutrients
- Removing waste
- Cooling us when we are overheated
- Digesting food
- Cushioning our organs and joints

When we are fully hydrated we feel more energized and experience less pain and hunger. Even mild dehydration can diminish physical performance and brain function. Cultures around the world equate water with healing and energy. People travel great distances to drink or bathe in water from mountains, wells and springs that are imbued with special energy. Many people believe that water has the ability to absorb prayers, cleanse unwanted energy and bestow good medicine.

Water

- ◆ Water is one of our most important spiritual medicines. The morning dew from the sword fern, the rain, and even the water we drink every day can purify and cleanse us. Water is precious and you have to ask for its healing. -Kimberly Miller, Skokomish Tribe
- ◆ Drink just one more glass of water a day and you can make a real difference for your health, your energy and the way you feel. -Michelle Obama

We live on the blue planet. Billions of years ago, life first stirred from our watery oceans, and every plant and animal still depends on water for survival. We constantly lose water through sweat, breathing and eliminative functions. The best way to know how much water we need is to drink when we are thirsty.

Our body has intricate ways to detect when we need more water and stimulate our thirst instinct. This has worked for our ancestors for countless generations. Other beverages, including tea and juice, as well as foods containing water, contribute to water intake and fluid balance. There are certain circumstances when you may need to drink more water, even if you are not thirsty. These include when sweating during hot weather or intense exercise, and when breastfeeding.

As a guideline for how much water you should drink, health authorities often recommend 8 cups of water a day. That is 64 ounces, 2 liters or half a gallon. Another method is to drink about half your body weight in liquid ounces. For example, if you weigh 150 pounds, you should drink about 75 ounces of water per day.

Be suspicious of marketing from sports drink companies. Water is still the best way to get hydrated. Sports drinks should be reserved for intense physical activity lasting over an hour like running or hiking. If you feel low energy, try drinking water and eating an apple or a carrot.

Nutritious foods are a better source of electrolytes. Drinking sugary beverages on a regular basis negatively impacts our health and reduces our ability to enjoy the subtle flavor of water. Clean water is increasingly hard for people around the world to access, and many are standing up to protect it. With increased pollutants and even prescription drugs tainting our water, many people are forced to buy filtered water. When we understand how dependent our bodies and our planet are on clean water, we are more likely to appreciate it and work to protect it.

Making Infused Water

Store-bought flavored waters usually contain sugar, artificial sweeteners and artificial flavors. Try making your own refreshing drinks with your favorite herbs, spices, edible flowers, fruit and vegetables! Preparation is very simple:

- Gather your ingredients (see below for ideas) using a large glass bottle or jar.
- Chop or slice fruits and vegetables.
- Place your ingredients inside the jar and cover with water.
- Let the water sit for a few hours so the flavors can infuse.

The longer it sits, the more flavorful the water will be and more nutrients will be extracted. (*tip: prepare an infused water just before bed, place it in the fridge and your delicious water will be ready to enjoy the next day.*)

- Drink the water the day you prepare it if it is room temperature. You can keep flavored waters in the refrigerator for up to three days.
- You can use fizzy water for added excitement.
- Eat the fruit or veggies after your drink your water. They will still be packed with flavor and nutrients.

Possible Ingredients:

Sliced fruit: cherry, lemon, lime, orange, grapefruit, melon, apple, pear, cucumber, plum, kiwi.

Vegetables: fennel, celery, carrots.

Berries: They can be fresh or frozen. Slice larger berries.

Fruit concentrate: lemon, lime or tart cherry.

Sprigs of aromatic herbs: basil, lemon balm, mint, rosemary, sage, thyme, basil, cilantro.

Fragrant edible flowers: rose, lavender, chamomile, violet, hibiscus.

Fresh spices: long thin slices of ginger, turmeric, jalapeno, cayenne.

Tips of evergreen tree branches: Douglas fir, grand fir, spruce, hemlock.

Tasty combinations:

- Cucumber mint: great for hormone and blood sugar balance, to combat bloating and to help cool you down on a hot day!
- Strawberry Douglas fir: rich in vitamin C, electrolytes and antioxidants-this combination boosts immunity and energy.
- Blueberry, lemon, ginger: aids in digestion and may soothe heartburn.
- Orange, lemon balm, lavender: calming and uplifting.
- Huckleberry and lavender: delicious and balancing.
- Frozen raspberries with a splash of rose water and a teaspoon of tart cherry concentrate - strengthens blood vessels, boosts immunity and helps alleviate muscle aches and pains.

Waynaboozhoo and the Great Flood

an Ojibwe legend retold by Valerie Connors

Long ago the world was filled with evil. Men and women lost respect for each other. The Creator was unhappy about this and decided to cause a great flood to purify the earth. A man named Waynaboozhoo survived. He turned some floating sticks and a log into a raft for the animals and himself. They floated around for a full moon waiting for the water to go down. It didn't, so Waynaboozhoo decided to do something about it. "Maang!" he called to the loon. "You are an excellent swimmer. See if you can dive down to the Old World and bring back a lump of mud in your bill. With mud, I will create a New World." Maang dove into the water and was gone a long time. When he finally did return, he said, "I could not reach the Old World. It was too far down." "Amik!" called Waynaboozhoo to the beaver. "You are an excellent swimmer. Will you try next?" Amik dove off and was gone even longer than Maang, but he too returned empty-handed. "Is there anyone else who'll try?" asked Waynaboozhoo. Just then a small coot, Aajigade, came swimming along and asked, "What's going on?" "Get away Aajigade," called one of the birds. "We do not have time for your nonsense." Now the animals began arguing loudly. Everyone had a different plan about how to get the mud, but no one could agree on whose plan they would use. For hours and hours they argued. By and by, someone noticed that the sun was beginning to go down. They would have to put off the planning until the next day. Everyone began to find his or her sleeping spot on the raft to rest for the night. Maang asked, "Whatever happened to that silly little Aajigade?" Suddenly, there was shouting on the other end of the raft. Someone had noticed a small body floating in the water. Water birds paddled hurriedly to investigate and found that it was Aajigade. They brought his body to the raft. Waynaboozhoo lifted him up, and looking in his small beak, he found a particle of mud. Little Aajigade had reached the Old World and got the mud! He had given his life to do this. The other animals were ashamed of themselves for having made fun of little Aajigade. They hung their heads. They felt very sad. Waynaboozhoo took Aajigade's little body and softly blew life back into him. Waynaboozhoo held him closely to warm him and announced that from that day forward, Aajigade would always retain a place of honor among the animals. Waynaboozhoo set Aajigade down on the water and he swam off as though nothing had happened. Then Waynaboozhoo took Aajigade's mud in his hands and began to shape it. Next he commanded it to grow. As it grew, he needed a place to put it. Mikinaak (the snapping turtle) came forward and said, "I have a broad back. Place it here." Waynaboozhoo put it on Mikinaak's back so that it could grow larger. "Miigwetch, Mikinaak," said Waynaboozhoo. "From this day on, you shall have the ability to live in all the worlds, under the mud, in the water, and on land." The mud began to take the shape of land. Waynaboozhoo placed some tiny enigoonsags (ants) on it. This made it start to spin and grow more. It grew and grew, and more animals stepped onto it until finally it was large enough for moose to walk about. Now Waynaboozhoo sent benishiyag (the birds) to fly around to survey how large the land was. He said to them, "Return to me now and again to let me know how the land is doing. Send back your messages with songs. To this day, that is what the birds continue to do. That is also why they are called the singers. At last, Waynaboozhoo stepped onto the New World. It had become a home, a place for all the animals, insects and birds, a place for all living things to live in harmony.

Anishnaabek Community and Family Services
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Anishnaabek Community & Family Services mission is to promote and advocate for services that will respect individual dignity, support healthy family life, and strengthen communities consistent with our cultural and spiritual heritage.

ACFS has three program components to carry out the mission of the Agency. Each component with its own mission statement.

Direct Assistance-We seek to ensure that each member has an opportunity for achieving maximum participation in life and full utilization of the resources in their community.

Binogii (Child) Placement Agency-The Mission of the Binogii Placement Agency is to reunite and strengthen the family by providing consistency, continuity and permanency in a family setting.

Advocacy Resource Center-To provide comprehensive, culturally appropriate and trauma informed direct services to victims/survivors of crime. Services promote individual dignity and self-sufficiency through advocacy and assistance in a family setting.

Safe Cooking Tips

Category	Food	Temperature (°F)	Rest Time
Ground Meat & Meat Mixtures	Beef, Pork, Veal, Lamb	160	None
	Turkey, Chicken	165	None
Fresh Beef, Veal, Lamb	Steaks, roasts, chops	145	3 minutes
Poultry	Chicken & Turkey, whole	165	None
	Poultry breasts, roasts	165	None
	Poultry thighs, legs, wings	165	None
	Duck & Goose	165	None
	Stuffing (cooked alone or in bird)	165	None
Pork and Ham	Fresh pork	145	3 minutes
	Fresh ham (raw)	145	3 minutes
	Precooked ham (to reheat)	140	None
Eggs & Egg Dishes	Eggs	Cook until yolk and white are firm	None
	Egg dishes	160	None
Leftovers & Casseroles	Leftovers	165	None
	Casseroles	165	None
Seafood	Fin Fish	145 or cook until flesh is opaque and separates easily with a fork.	None
	Shrimp, lobster, and crabs	Cook until flesh is pearly and opaque.	None
	Clams, oysters, and mussels	Cook until shells open during cooking.	None
	Scallops	Cook until flesh is milky white or opaque and firm.	None

Please contact ACFS staff if you need assistance in meeting your health and safety needs 1-800-726-0093 or 906-632-5250 or psterling@saulttribe.net

Winter Science Experiments Check out these websites

<http://lemonlimeadventures.com/must-try-winter-science-experiments-for-kids/>

<https://www.hellowonderful.co/post/12-COOL-WINTER-SCIENCE-EXPERIMENTS>

<https://www.pre-kpages.com/winter-science-activities-for-preschoolers/>

<http://www.science-sparks.com/2012/12/30/ice-play-ideas/>

<http://www.growingajeweledrose.com/2015/01/winter-science-for-kids.html>

<https://artsymomma.com/winter-science-activities-kids.html>