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Supporting Change and Reform in Preservice Teaching in North Carolina



Instructional Resources Webinar

October 8, 2013

11:30 am – 12:30 pm EST

<http://scriptnc.fpg.unc.edu>



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Welcome and Introduction

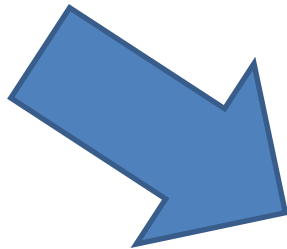


Logistics

Questions?
Comments?



USE THE CHAT BOX



Press “*6” to
mute or
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phone

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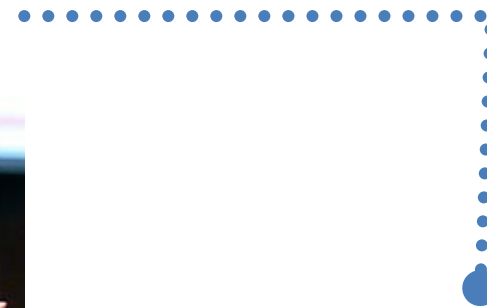
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Who's There?



Type your name
and affiliation into
chat box


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Landing Pads

Resource Descriptions

Resources for Faculty

Course-Specific Landing Pads

Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.



EDU 280 Language and Literacy



EDU 221 Children with Exceptionalities



EDU 144 Child Development and Learning (Birth to 36 months)



EDU 145: Child Development II



EDU 146: Social-Emotional Development/Child Guidance



EDU 131: Child, Family, and Community



<http://scriptnc.fpg.unc.edu/resource-search>



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Landing Pad EDU 153: Health, Safety, and Nutrition

Approved Course Description

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.



This Landing Pad provides resources that can be incorporated into Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [\[here\]](#) to download the landing pad resources as a document.

Health, Safety, & Nutrition Landing Pad


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Health, Safety, and Nutrition



To do list:

- ✓ *Wash dishes*
- ✓ *Bathe baby*

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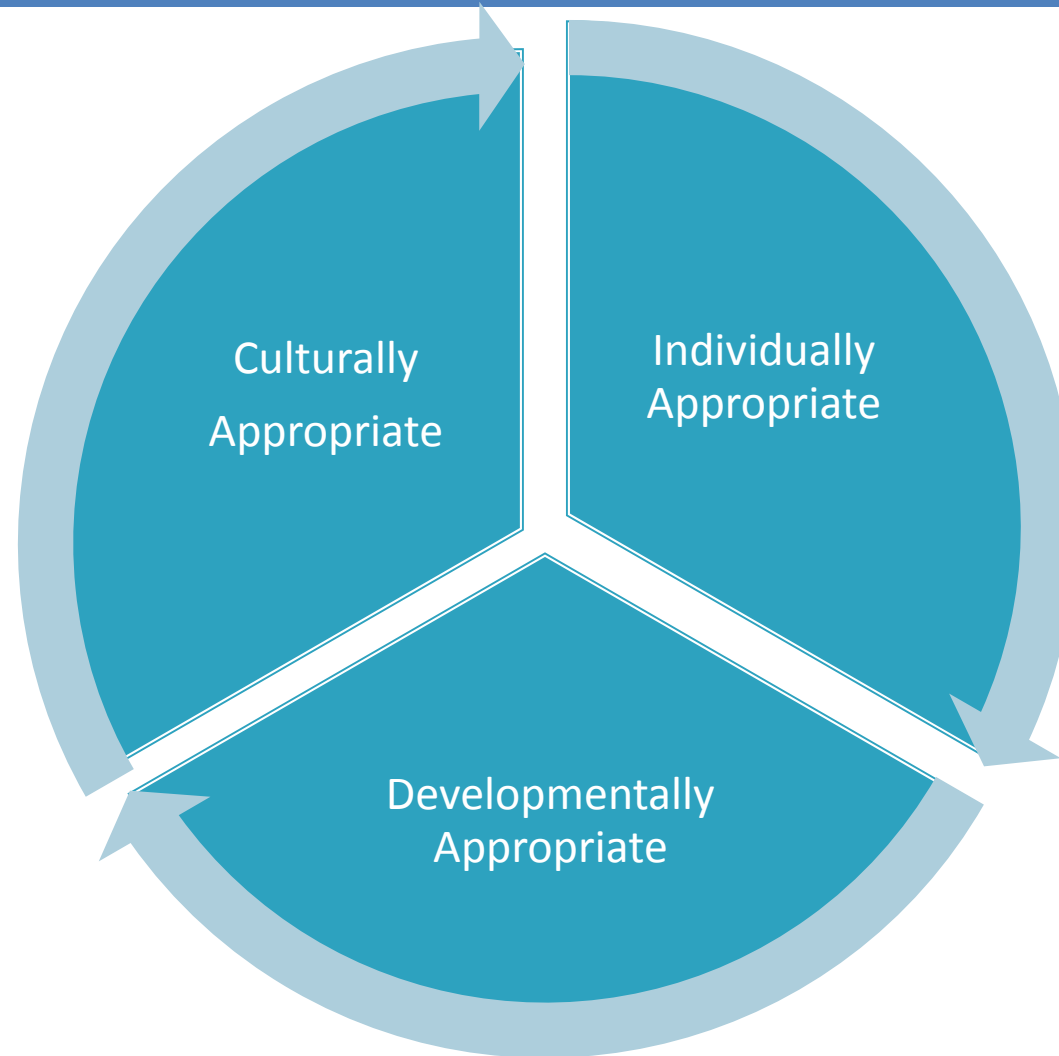
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Contexts to Keep in Mind



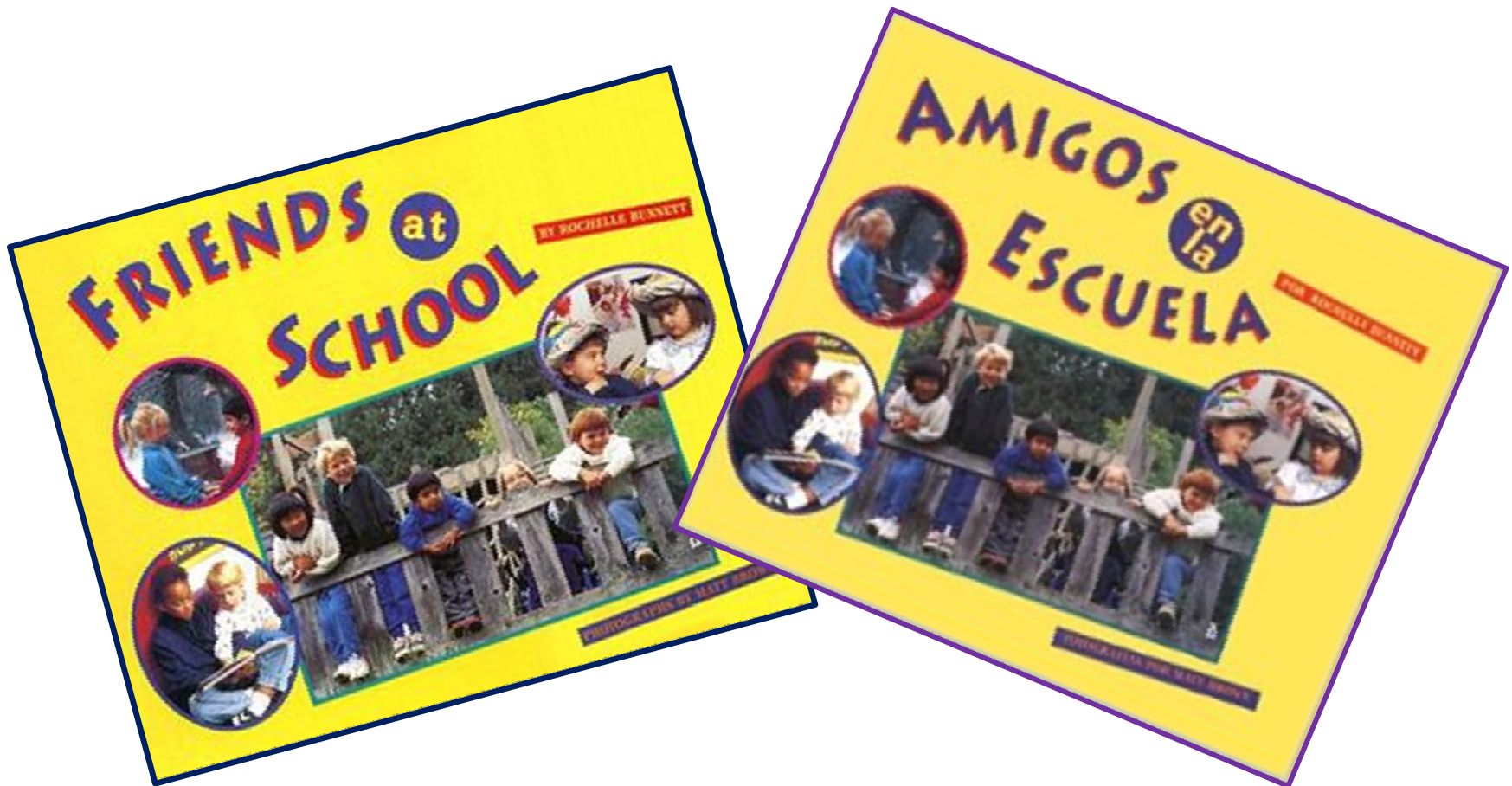
Setting the Stage for this Course



<http://learningseed.vidcaster.com/j7Dj/diversity-contrasting-perspectives/>

Video segment: 6:57-9:25

Maintaining Your Intentionality



- How will you make sure that Ryan and Shelby can join in the game?
- What snack might you plan for today that _____ (who has a ground nut allergy) and _____ (who is lactose intolerant) could also eat?

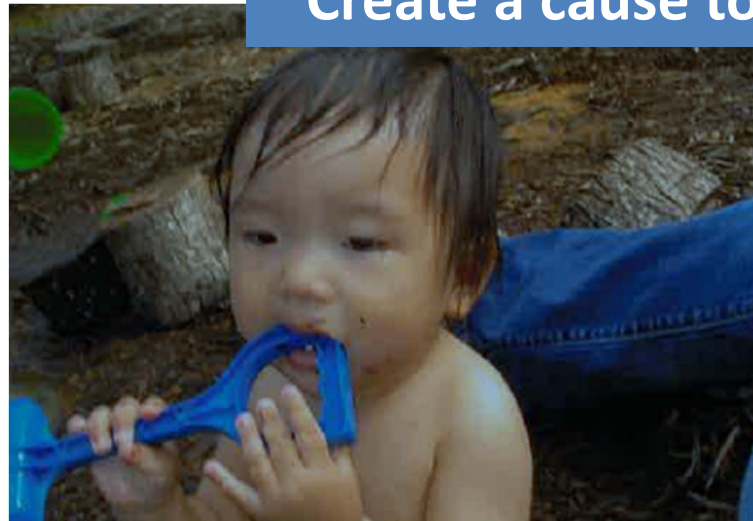
Activities for Health, Safety & Nutrition



Support knowledge acquisition and knowledge application



Create a cause to pause



Support evidence-based decisions

Activities for Health, Safety & Nutrition

Get to Know the Children and Families in Your State

http://nccp.org/profiles/early_childhood.html



The screenshot shows the NCCCP website with a navigation menu and a main content area. The navigation menu includes: HOME, STATE PROFILES, DATA TOOLS, PUBLICATIONS, TOPICS, PROJECTS, IN THE NEWS, ABOUT NCCP, and SUPPORT NCCP. The main content area is titled "Early Childhood Profiles" and includes a dropdown menu to "View the Early Childhood profile for your state: [Choose a State]". Below this, there is a link to "Download the User Guide to the Early Childhood Profiles" and a section for "Download the profile as a PDF" with a list of states and the District of Columbia.

NCCCP
National Center for Children in Poverty
Mailman School of Public Health
Columbia University

Putting Research to Work for Children and Families

HOME | STATE PROFILES | DATA TOOLS | PUBLICATIONS | TOPICS | PROJECTS | IN THE NEWS | ABOUT NCCP | SUPPORT NCCP

Home > State Profiles >

Demographics

Early Childhood

also of interest

- Learn about our **Improving the Odds for Young Children** project.
- Explore the topic of **Early Care and Learning**.
- Report: **State Early Childhood Policies**

Early Childhood Profiles

NCCP's Early Childhood Profiles were produced as part of the **Improving the Odds for Young Children** project. These profiles highlight states' policy choices that promote health, education, and strong families alongside other contextual data related to the well-being of young children.

View the Early Childhood profile for your state: [Choose a State]

Download the User Guide to the Early Childhood Profiles

Download the profile as a PDF

- National
- All 50 states

Alabama	Kentucky	North Dakota
Alaska	Louisiana	Ohio
Arizona	Maine	Oklahoma
Arkansas	Maryland	Oregon
California	Massachusetts	Pennsylvania
Colorado	Michigan	Rhode Island
Connecticut	Minnesota	South Carolina
Delaware	Mississippi	South Dakota
District of Columbia	Missouri	Tennessee
Florida	Montana	Texas
Georgia	Nebraska	Utah
Hawaii	Nevada	Vermont
Idaho	New Hampshire	Virginia
Illinois	New Jersey	Washington
Indiana	New Mexico	West Virginia
Iowa	New York	Wisconsin
Kansas	North Carolina	Wyoming

Activities for Health, Safety & Nutrition

On the One Hand/ On the Other Hand: Back to Sleep

- Draw from different evidence sources (regulations, position statements, family priorities, personal experience)
- Practice viewing a dilemma from more than one point of view
- Build advocacy skills by presenting and defending different points of view

On the One Hand	On the Other Hand	Possible Strategies for Resolving The Differences
<p>In the Jones family, babies sleep and nap on their tummies. "Always have, always will," says Mrs. Jones. The family believes strongly that babies need the warmth and security of sleeping face down. They also argue that babies in their family have been sleeping safely in this way for centuries, and that no baby has ever died of Sudden Infant Death Syndrome.</p>	<p>All staff at the Busy Bee Early Childhood Center have just participated in Back to Sleep training. They are now committed to making sure that children in their program are always placed on their backs to sleep, even for naps. The team has vowed to help all families adapt their practices to be consistent with Back to Sleep guidelines.</p>	

Activities for Health, Safety & Nutrition

Create a Great Debate

<http://www.nytimes.com/2002/11/30/us/when-parents-say-no-to-child-vaccinations.html?pagewanted=all&src=pm>



When Parents Say No to Child Vaccinations

By DONALD G. McNEIL Jr
Published: November 30, 2002

Kate Packard, the school nurse here, has a nightmare she sums up in five words: "measles coming across the water."

If measles did make the 20-minute ferry ride across Puget Sound from Seattle -- hardly unthinkable, since a case occurred last year near a ferry terminal in West Seattle -- public health officers say the whole Vashon Island school district could be shut down until the island's last case disappeared or an emergency vaccination drive took effect.

Eighteen percent of Vashon Island's 1,600 primary school students have legally opted out of vaccination against childhood diseases, including polio, measles, mumps, rubella, diphtheria, whooping cough, tetanus, hepatitis B and chicken pox. The island is a counterculture haven where therapies like homeopathy and acupuncture are popular, and where some cite health problems among neighbors' children that they attribute to vaccinations.

Most families opting out of vaccination here have obtained "philosophical exemptions" from normal vaccination requirements -- exemptions that in Washington and several other states, including California and Colorado, can be claimed simply by signing a school form.

Activities for Health, Safety & Nutrition

The Great Debate

- Select a juicy topic about which there are differing viewpoints. Create a RESOLVED statement around which to organize the debate.
- Divide students into teams, assigning one team the pro point of view and the other team the con point of view
- Direct each team to locate and synthesis evidence that supports their perspective (pro/con). Be sure to encourage multiple sources (research, course text, readings, professional views, family views)
- Stage the actual debate
 - Give each side 5 minutes to make their case (they will probably want to designate a spokesperson)
 - Give each side 2 minutes for rebuttal
 - Option: Vote on who won the debate
- Discuss the real world implications of the topic, e.g., how might your opinion vary if you were a child care administrator, a teacher, a parent, etc.

Other topics to debate

Breastfeeding vs. Bottle Debate Gets Ugly

NEW YORK, Aug. 21

Mention the term breast-feeding in a large group of new mothers and soon the room could be teeming with insults and accusations.

For years a debate has simmered between women who breast-feed and women who feed their babies formula from a bottle. The American Academy of Pediatrics recommends a full year of breast-feeding, and earlier this year the World Health Organization called for at least six months of breast-feeding.

Babies and iPhones: A Horrifying Combination

[Home](#) / [Uncategorized](#) / [Current Page](#)

As a way to get her newborn infant son to sleep through the night, mom Janet Vasquez decided to use her recently bought iPhone for the often-difficult task. She downloaded several applications, including "BabySoothe" and "Lullabies", and set them running throughout the night in close proximity to her baby's head. "My goal was to use the applications as a pacifier," said Ms. Vasquez.

Is play
really
essential?

Questions?




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Just the Facts

Evidence sources related to health, safety, and nutrition



POSITION STATEMENT

ADOPTED: APRIL 2000

Prevention of Social, Emotional, Physical and Cognitive Disabilities and the Promotion of Health, Safety and Well-Being

Prevention of Child Abuse in Early Childhood Programs and the Responsibilities of Early Childhood Professionals to Prevent Child Abuse


A position statement of the
National Association for the Education of Young Children

Adopted 1996

Caring for Our Children

National Health and Safety Performance Standards
Guidelines for Early Care and Education Programs

Third Edition



American Academy of Pediatrics
American Public Health Association
National Resource Center for Health and Safety in Child Care and Early Education

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Are you using your state's early learning guidelines or standards?

*North Carolina
Foundations
for Early Learning and
Development (2013)
will be coming soon!*

Foundations Online Training Tool

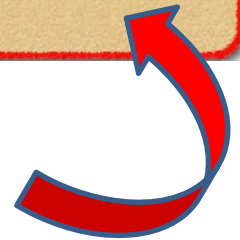
Welcome to *Foundations Online*, an introduction to North Carolina's early learning standards for preschool children. *Foundations Online* is a free, web-based resource of the NC Department of Public Instruction, Office of Early Learning.

Thank you for visiting the Office of Early Learning Web site. Please use the following Foundations: Early Learning Standards modules for resource purposes. As the Foundations are currently under revision, CEUs are no longer issued. The revised Foundations, entitled: *North Carolina Foundations for Early Learning and Development*, will be released shortly. August 2013

- ▢ **Announcing the *Foundations Online Training Tool!***
- ▢ ***Foundations Online Training Tool* by section**
 - ▢ **Acknowledgements, Introduction, Features, Scavenger Hunt** 
 - ▢ **Module 1: *Foundations Overview*** 
 - ▢ **Module 2: *Learning Domains*** 
 - ▢ **Module 3: *Approaches to Learning*** 
 - ▢ **Module 4: *Emotional and Social Development*** 
 - ▢ **Module 5: *Health and Physical Development*** 
 - ▢ **Module 6: *Language Development and Communication*** 
 - ▢ **Module 7: *Cognitive Development*** 
 - ▢ **Teaching Tools Compendium** 
 - ▢ **Bibliography** 



* To view PDF files, you must have Adobe Acrobat Reader installed in your web browser. Click the Adobe Acrobat Reader icon to the right to download the free Adobe Acrobat Reader, then follow the instructions on Adobe's Web site. Adobe Acrobat Reader is free and available for a variety of platforms and languages.



In the meantime, there's great stuff at

<http://www.earlylearning.nc.gov/Foundations/OnlineTrainingTool.asp>

Read All About It



Lorna Mullis, Parent and Outreach Trainer,
Therapists as Collaborative Team Members for Infant/Toddler
Communication Services (TaCTICS), Florida State University

Natural Environments:

A Letter From a Mother to Friends, Families, and Professionals

As JP got a little bit older, his skills and goals changed. First we were trying to get him to walk and then walk with his feet close together. The physical therapist recommended we walk along the railroad ties at the child care. Yet our family spends incredible amounts of time at the baseball field during the spring, making it difficult to spend extra time elsewhere. Therefore, we needed a way to practice at the ball field and we found the perfect one! We call it “bleacher walking.” JP was encouraged (as if he needed it!) to walk back and forth on the bleacher lengthwise. Walking between two rows of narrow seats automatically made him narrow his base. It was simple; he enjoyed it, and *all* kids do it naturally anyway. This activity did not create a barrier between him and the other kids, it did not take any extra time, *it worked*, and it kept me from having to struggle with him to do something he didn’t want to do.


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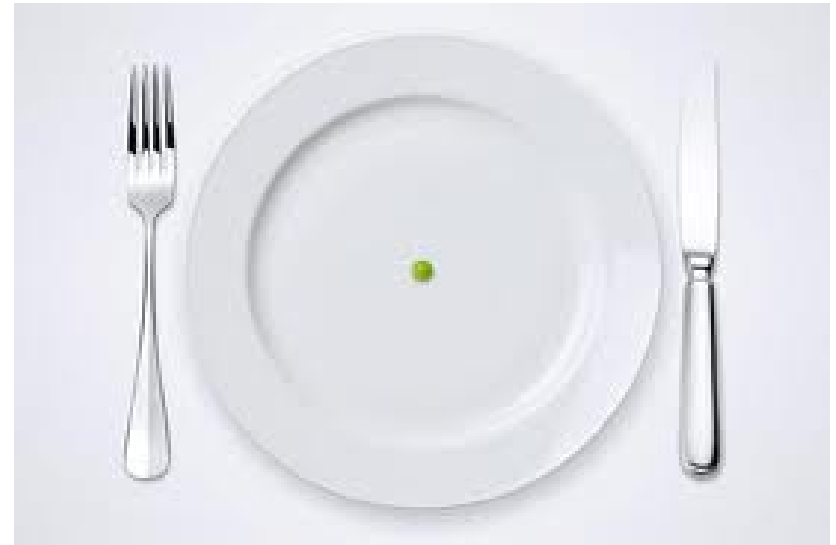


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Read All About It

- Food insecurity
- Portion control
- Childhood obesity
- Physical activity




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See For Yourself



PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York



Young Infants: Development and Toys

This video describes some developmental milestones in relation to toys and learning materials of children from birth to 8 months of age. It also lists qualities toys for young infants should possess.

Toddlers and Twos

This video describes some developmental milestones in relation to toys and learning materials of toddlers. It also describes characteristics of toys for toddlers.

Toddler Physical Development

This video discusses the physical development of toddlers.

How Infants Learn & Should Be Taught

This video discusses what infants need in order to be successful learners. It also describes what parents describe how they do some of

<http://www.ecetp.pdp.albany.edu/videolibrary.shtml>

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See for Yourself



PROFESSIONAL DEVELOPMENT PROGRAM
ROCKEFELLER COLLEGE UNIVERSITY AT ALBANY State University of New York

Health/Nutrition

	<p>Standard Precautions Related to Blood A video clip describing how to properly clean up blood when children get hurt in child care programs.</p>		<p>Health and Safety Daycare Center Indoor/Outdoor A shortened version of daycare center indoor and outdoor health and safety.</p>
	<p>Childhood illnesses Several providers tell of the illnesses they see most often including - colds, allergies, and ear infections.</p>		<p>Ear Infections Animation of what ear infections are and a story of a father who had a child with ear infections.</p>
	<p>Handwashing The importance of handwashing, when to do it, and step by step instructions. From the Family Day Care Health and safety video.</p>		<p>Why Wash Hands? An activity with children to stress importance of hand washing.</p>
	<p>Cleaning and Sanitizing Steps to take to clean and sanitize, how to make bleach solution, and why it is so vital to clean and sanitize.</p>		<p>Health Care Plan Why we should have a health care plan, the importance of this plan, and what to include in your plan.</p>
	<p>Indoor Activities Discusses how to keep children moving even while you are indoors.</p>		<p>Portion Size George Bradley tells us the importance of reading labels and proper portion size.</p>
	<p>Trying new foods Describes how to help children explore new foods and how to encourage food exploration.</p>		<p>Promoting Healthy Nutrition Discusses ways of promoting healthy nutrition in your child care program.</p>
	<p>Small Space</p>		<p>Small Space</p>

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See For Yourself



<http://www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast/>

Little Kids, Big Questions is a series of 12 podcasts that translates the research of early childhood development into parenting practices that mothers, fathers and other caregivers can tailor to the needs of their own child and family. [Click here](#) to listen to or download the podcasts. This podcast series is generously funded by MetLife Foundation.

Podcast Series

[Little Kids, Big Questions](#)

Creating Healthy Connections: Nurturing Brain Development From Birth to Three

Our Families, Ourselves: How Our History Influences How We Raise Our Children

Night-Night...or Not: Talking About Babies, Toddlers, and Sleep

Early Experiences Count: How Emotional Development Unfolds Starting at Birth

Beyond "Use Your Words!": How Babies Begin to Develop Self-Control in the First Three Years

Turning On or Tuning Out: The Influence of Media on Young Children's Development

Across the Generations: The Role of Grandparents in Young Children's Lives

Feeding the Body and the Mind: Nurturing Healthy Eating Habits from the Start

Daddy, Papi, Papa, or Baba: The Influence of Fathers on Young Children's Development

Shh, Shh, It's Okay: Coping With Crying in Babies and Toddlers

"I Like Me!": Developing Self-Esteem in the Early Years

Sharing the Care: How Partnering with Your Child's Caregiver Supports Healthy Development

Incorporate an explicit emphasis on diversity

Incorporate the use of *extensions*

What else might you want to think about in a classroom that has children of diverse abilities? Or a setting that has young dual language learners?

Make your assignments and rubrics more explicit

Incorporate diversity (e.g., children with food allergies, children with disabilities, children with religion-based dietary considerations) into the assignment to develop menus for a PreK classroom



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Find It Online

[http://www.heartland.edu/
heip/faculty/chld202.jsp](http://www.heartland.edu/heip/faculty/chld202.jsp)

CHLD 202: Health, Safety, and Nutrition for the Young Child

This course provides an overview of the health, safety and nutritional needs of young children and early childhood practices to ensure the health and well-being of each child in a group setting. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy life style practices, understanding common childhood illnesses and injuries, meeting health, nutrition and safety standards, and planning nutritious meals appropriate for each child.

[CHLD 202 Master Syllabus**](#) (PDF format, 201 KB, 2 pages)

[CHLD 202 Student Syllabus**](#) (PDF format, 164 KB, 6 pages)

Field Experience Assignments

- [Field Experience: #1 Children's Books**](#) (PDF format, 298 KB, 2 pages)
- [Field Experience: #2 Health Profile**](#) (PDF format, 169 KB, 2 pages)
- [Field Experience: #3 Program Health and Safety Profile**](#) (PDF format, 170 KB, 2 pages)
- [Field Experience: #4 Playground Inspection**](#) (PDF format, 168 KB, 1 pages)
- [Field Experience: #5 Book List**](#) (PDF format, 233 KB, 1 pages)

Case Studies

- [Case Study: #1 My Nutrition**](#) (PDF format, 231 KB, 1 pages)
- [Case Study: #2 Nutrition Education Plan**](#) (PDF format, 159 KB, 1 pages)

Handouts

- [HCC Lesson Plan Form**](#) (PDF format, 100 KB, 6 pages)
- [Health Profile Form**](#) (PDF format, 186 KB, 3 pages)

[CHLD 202 Annotated Resource List](#)

**Note: You must download and install [Adobe® Acrobat® Reader™](#) in order to view and print PDF documents.



Kirkwood Community College Activity Maps

- Following discussion of specialized diets or presentation by parent, students create a snack for a child with one of the following diets: vegetarian, kosher, halal, specific food allergies. Students may need to do some research on appropriate foods. This assignment can address both medically necessary diets and diets based on culture.



Kirkwood Community College
Early Childhood Education

Early Childhood Program – ECE 133 Child Health Safety and Nutrition Curriculum Map: Cultural, Linguistic and Ability Diversity (CLAD)

Course	CLAD TOPIC	Media	Guest Speaker	Kit/Materials	Instructional Approach	In- Class Assignments
ECE 133 Health, Safety & Nutrition	INCLUSION Adaptations for children with chronic illness, dietary differences, allergies, etc	<ul style="list-style-type: none"> Video: Child Care and Children with Special Needs – Video One, Available from NAEYC, Tape one, clip of child with asthma (end of video) Video: Breathing Freely: Controlling Asthma Triggers from Head Start Video: Embracing Our Future: Matthew's Story (dental health in Early Head Start) from Head Start Video: Strategies for Including Children with Disabilities in Classroom Activities, Sensory Activity from Head Start Video: Preventing Childhood Obesity, from Child Care Information Exchange <p>Links to video on page 3</p>	<ul style="list-style-type: none"> Parent of child with specialized diet and/or dietician Iowa KidSight –free vision screening Lori Short, University of Iowa Children's Hospital http://webeye.ophth.uiowa.edu/iowakidsight/ 	<ul style="list-style-type: none"> Melbourne, S.A. (2007) <i>CARA's Kit: Creating Adaptations for Routines and Activities</i> <i>CARA'S Kit</i> ECE 133 Lesson Children's books on health, nutrition and safety topics Handouts on Person First Language from website: <i>Disability is Natural</i> <i>Let's Move: America's move to raise a healthier generation of Kids.</i> www.letsmove.gov <p>Book Kit located in ERC Closet Links to Handouts on page 3</p>	<ul style="list-style-type: none"> Review the definition of CLAD and importance of using Person First Language (Introduced in ECE 103). Review the steps for creating adaptations using <i>CARA's Kit</i>. Students work on adaptation <i>CARA's Kit</i> lesson for ECE 133. For additional practice provide health, safety and nutrition dilemmas for students to consider. Ask parent or dietician to discuss dietary considerations for vegetarians, kosher diet, allergies, etc Case Studies from Marotz (current edition) for class discussions on culture. See cases on: <ul style="list-style-type: none"> Vision and hearing disabilities Seizure disorders Food allergies 	<ul style="list-style-type: none"> Following discussion of specialized diets or presentation by parent, students create a snack for a child with one of the following diets: vegetarian, kosher, halal, specific food allergies. Students may need to do some research on appropriate foods. This assignment can address both medically necessary diets and diets based on culture. Book assignment – Review children's health safety and nutrition books. Students work in small groups to plan learning experiences related to the book topics which include: dental health, illness, mental health, personal health care, safety, physical activity, special needs, and nutrition. Ask students to include one suggestion for a family-school connection Students research <i>Let's Move</i> website for topics of special interest (movement activities for people with disabilities, food allergies, family activities, etc.) Report their findings to the class



Find It Online



Oral Health in Head Start: A Resource Guide [↗](#)

The Oral Health Resource Guide [PDF, 701KB] contains up-to-date articles, materials, and other information that may be useful to health professionals. Head Start administrators and staff, educators, policymakers, and others may use this resource to ensure that pregnant women, infants, and children enrolled in Head Start receive optimal oral health services.

[<](#) [||](#) [>](#) 1 2 3 **4** 5

OHS Health Priorities



Healthy Nutrition and Physical Activity

Head Start is actively involved in the nation's efforts to decrease the rate of children classified as overweight or obese. Through activities that promote healthy nutrition and physical activity, Head Start programs make a huge impact on the healthy development of children and families.

- [Head Start Body Start \(HSBS\)](#) [↗](#)
- [I Am Moving, I Am Learning \(IMIL\)](#)
- [Let's Move! Child Care](#) [↗](#)



Developmental and Behavioral Services

Head Start and Early Head Start programs promote lifelong health for the children and adults in their communities. The programs help families find medical homes, stay current on all of their health needs, and receive the appropriate mental health services.

- [Finding a Mental Health Provider](#)
- [Facilitating a Referral for Mental Health Services for Children and Their Families Within Early Head Start and Head Start \(EHS/HS\)](#)
- [Center for Early Childhood Mental Health Consultation \(CECMHC\)](#) [↗](#)



Child Safety and Injury Prevention

Identifying risks and preventing injury is fundamental to Head Start's mission. Programs strive to create safe and secure places for children to learn, whether they are enrolled in home-based, center-based, or family child care options.

- [Active Supervision](#)
- [What is Injury Prevention?](#)
- [The Injury Prevention Program \(TIPP\) from the American Academy of Pediatrics \(AAP\)](#) [↗](#)



Find It Online

<http://nrckids.org>

1-800-598-KIDS (5437) | info@nrckids.org

National Resource Center For Health and Safety in Child Care and Early Education

Improving the Quality of Out-of-Home Child Care
and Early Education



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Caregivers/Teachers

Parents/Guardians

Regulators

Child Care Health
Consultants

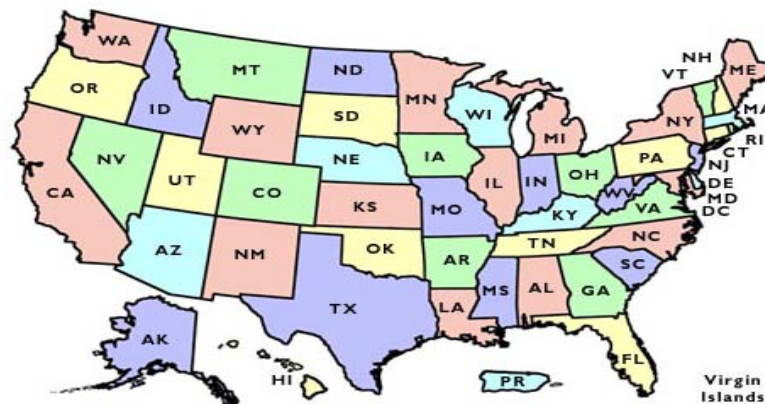
Early Childhood
Systems Leaders

[Home](#) » [Resources](#) » [State Licensing and Regulation Information](#)

State Licensing and Regulation Information

States are contacted at least twice per year to verify the accuracy of regulatory information.

Click on state below to view state information.



Find It Online

<http://nrckids.org>

A-Z Child Care Information Links



The following is a continuously evolving list of selected web sites providing health and safety tips and information applicable to child care settings.

[A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

• **Acronyms and Abbreviations**

- [Acronyms and Abbreviations](#) (National Resource Center for Health and Safety in Child Care and Early Education)

• **Allergies**

- [Allergy Information](#) (National Institute of Allergy and Infectious Diseases)
- [Allergy Testing for Children](#) (Asthma and Allergy Foundation of America)
- [Is It A Cold or An Allergy?](#) (National Institute of Allergy and Infectious Diseases)
- [The Food Allergy and Anaphylaxis Network](#)



Questions?




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Landing Pads

The screenshot shows the website header for the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. It includes a search bar and navigation links for 'FPG Home', 'FPG Directory', and 'FPG News'. The main content area is titled 'Resource Descriptions' and features a section for 'Resources for Faculty' under the heading 'Course-Specific Landing Pads'. This section provides a description: 'Locate course-specific resources to enhance coursework by incorporating evidence-based and competency-based practices that support the inclusion of children that are culturally, ethnically, and ability diverse.' Below this are six landing pads, each with a photo and a course title: EDU 280 Language and Literacy, EDU 221 Children with Exceptionalities, EDU 144 Child Development and Learning (Birth to 36 months), EDU 145: Child Development II, EDU 146: Social-Emotional Development/Child Guidance, and EDU 131: Child, Family, and Community.

<http://scriptnc.fpg.unc.edu/resource-search>

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Upcoming Webinar

Co-sponsored by  and 



November 6, 12:00 pm – 1:00 pm EST

Topic: Creative Activities


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