School-Age Care: New Staff Orientation

Workbook

Pennsylvania Early Learning
Keys to Professional Development

Professional Development Modules
DUPLICATE AS NEEDED

Director Sign-off

As the director of the program you are responsible for reviewing the modules with practitioners, providing guidance to assist the practitioner regarding the accuracy and quality if their answers, and signing-off on the modules. By signing off on the modules you are ensuring that all modules are complete.

I have reviewed all modules and attest that they have been completed in accordance with the directions.

_____
Director's Signature

Reviewed and Complete	Module
	Module 1: Getting to Know Your SAC Program
	Module 2: Keeping School-Agers Safe, Part 1
	Module 3: Keeping School-Agers Safe, Part 2
	Module 4: Keeping School-Agers Safe, Part 3
	Module 5: Keeping School-Age Children Healthy
	Module 6: Introduction to School-Age Care Programs
	Module 7: Working with School-Age Children, Part 1
	Module 8: Working with School-Age Children, Part 2
	Module 9: Guiding Behavior
	Module 10: Meeting the Unique Needs of Individual Children
	Module 11: Planning Program Activities, Part 1
	Module 12: Planning Program Activities, Part 2
	Module 13, Creating SAC Environments
	Module 14: Establishing Partnerships with Families, Schools, and the Community
	Module 15: The SAC Professional

Name   Phone #   Date Completed

Module 1: GETTING TO KNOW YOUR SAC PROGRAM

Name: _____ Phone #: _____

Address: _____

_____

_____

Welcome to your new School-Age Care Program. While there are many things common to all SAC Programs, each is different depending upon the children, staff, activities, and location in which the program operates. Take the first few days to get to know your program. Talk to your supervisor, co-workers, and don't forget the children. School-agers can provide you with immediate feedback about their interests and what they like or don't like doing.

TODAY'S ASSIGNMENT:

1-1. Who is the person who will answer your questions about your school-age care program and work with you to complete this orientation program? _____

1-2. What are the ages of the children in your SAC program? _____

1-3. How many children attend your program each day? _____

1-4. What hours is your program open each day? _____

1-5. What are the names of your co-workers? _____

1-6. How will you learn the names of the children in your care? _____

1-7. What rooms can your program use during the day? _____

1-8. What indoor equipment can your SAC Program use? _____

1-9. What outdoor equipment can your SAC Program use? _____

1-10. What areas of the facility or pieces of equipment are off-limits to your SAC Program?

Indoor: _____

_____

Outdoor: _____

_____

Name	Phone #	Date Completed

SAC SCAVENGER HUNT

1-11. Draw a sketch of your SAC program's room layout. Use the space below or the back of this sheet to sketch your room. Locate and label the items below.

- ❑ "Adult-only" storage areas
- ❑ Children's files
- ❑ Cleaning supplies
- ❑ Daily schedule of activities
- ❑ Drinking water
- ❑ Emergency contact info for families/ parents/guardians

- ❑ Emergency health info, e.g. allergies
- ❑ Emergency phone numbers
- ❑ Emergency procedures
- ❑ Fire exits
- ❑ Fire extinguishers
- ❑ First aid supplies

- ❑ Materials & supplies for children's activities
- ❑ Parent information
- ❑ Parent sign-in/sign-out area
- ❑ Restrooms/sinks
- ❑ Sports equipment
- ❑ Staff sign-in/sign-out area
- ❑ Telephone

Name	Phone #	Date Completed

MODULE 2: KEEPING SCHOOL-AGERS SAFE, PART 1

When asked, most parents indicate that the single most important consideration in choosing a before- and after-school program for their children is that they will be safe. Your program has some basic expectations, policies, and procedures around the safety and supervision of children. Become familiar with these policies and procedures, as well as the resources available in your program to support you in your work with the school-age children in your care.

TODAY'S ASSIGNMENT:

Ask your director/supervisor for the policies and procedures for your school-age program. Read through the policies and procedures and answer the following questions. If you cannot find the answer in the policies and procedures, note the question(s), and discuss them with your director/supervisor.

2-1.   What are our policies/procedures for hand washing and using the toilet for children and staff?

Where do I find information on these policies/procedures?

2-2.   What are our policies/procedures for cleaning and sanitizing the classroom(s), materials, and equipment?

Where do I find information on these policies/procedures?

2-3.   What are our emergency procedures if a child is seriously ill or injured?

Where do I find information that describes what is considered an emergency and how to handle specific emergencies?

Name	Phone #	Date Completed

2-4.   What are our security policies/procedures?

Where do I find information on these policies/procedures?

2-5.   What are our program's expectations for the supervision of children?

Where do I find information on this policy/procedure?

2-6.   What are our program's discipline and guidance philosophy, policies, and procedures?

Where do I find information on discipline and guidance policies/procedures?

2-7.   Pennsylvania Child Day Care Regulations prescribe the number of staff that must be present depending on the ages and numbers of children in your program. If the group is of mixed ages, the ratio for the youngest child in the group applies to the entire group. Based on this information, how many staff would a program need in the following scenarios?
These definitions reflect changes in the Child Care Facility Regulations 55 Pa. Code Chapter 3270 (Effective 9/22/2008.)

Preschool*	3 years of age to the date the child enters kindergarten	1 staff to every 10 children
Young School-Age *	Attends kindergarten to the date child enters 4th grade	1 staff to every 12 children
Older School Age	4th grade through 15 years of age	1 staff to every 15 children

Number of children   # of staff
   a. 5 kindergarteners, 5 preschoolers   _____
   b. 3 second graders, 5 first graders, 4 third graders, and 6 kindergarteners   _____
   c. 6 first graders, 9 fourth graders, 2 second graders, 5 fifth graders   _____
   d. 10 kindergarteners, 12 first graders, 12 second graders, 2 fourth graders   _____
   e. 7 second graders, 3 fifth graders, 3 kindergarteners   _____

Name   Phone #   Date Completed

MODULE 3: KEEPING SCHOOL-AGERS SAFE, PART 2

Every year, more than 200,000 children ages 14 and younger visit emergency rooms for injuries received on the playground. Three out of four nonfatal playground injuries happen on public playgrounds, with most occurring at schools or child care centers. Most playground injuries occur when children fall, collide with moving equipment, or catch their clothing or limbs on equipment.

TODAY'S ASSIGNMENT

Assess the safety of your indoor/outdoor space using the following checklist. You will need a yardstick or measuring tape to complete this checklist. Share your findings with your director/supervisor.

SATISFACTORY	NEEDS ATTENTION	NOT APPLICABLE	SAFETY CONDITIONS
			1. The program room(s) is free of clutter.
			2. Table and chairs are in good repair.
			3. Furniture is free of sharp edges and splinters.
			4. Storage units are stable and secured; drawers and doors are closed.
			5. The room has no highly flammable furnishings or decorations.
			6. Each area has enough space for children to work or play without bumping into each other.
			7. Hazardous chemicals and equipment, cleaning materials, and other dangerous substances are stored only in locked cabinets and used by children only with adult supervision.
			8. Floors are dry.
			9. Rugs are in place and secured.
			10. Exit doors are clearly marked and free of clutter.
			11. Doors and gates all open out for easy exit.
			12. Exit signs are in working order.
			13. Blocks and other wooden items are smooth and without splinters.
			14. Hinges, screws, and bolts on furniture and equipment are securely fastened.
			15. Scissors and knives used by youth are sharp enough to cut with easily.
			16. Radiators and hot water pipes are covered or insulated.
			17. Outdoor & indoor surfaces under and around play equipment, (e.g., climbers, swings, slides, etc.) are covered with an impact-absorbing surfacing, e.g., 12" of wood chips, poured-in place surfacing, etc.
			18. The following materials are NOT used underneath outdoor or indoor play equipment that children can climb: asphalt, concrete, soil or hard-packed dirt, grass, turf, carpeting, gym mats.
			19. All surfaces are intact.
			20. Use zones, the areas under and around the equipment where impact-absorbing surfacing is required, extend a minimum of 6 feet from the perimeter of the equipment.
			21. The use zone in Item 20 above is free of toys, furniture, and other objects at all times.

Name	Phone #	Date Completed

SATISFACTORY	NEEDS ATTENTION	NOT APPLICABLE	SAFETY CONDITIONS
			22. Two pieces of play equipment side by side are at least 9 feet away from each other.
			23. All metal edges of equipment are rolled.
			24. There are no small pieces of equipment (like hardware and small bars) that stick out from the equipment that could puncture a child or that could catch clothing.
			25. Any exposed bolts do not have more than two threads beyond the face of the nut; exposed bolts have no burrs or sharp edges.
			26. All hardware fasteners, permanent coverings, or connecting devices are tight and cannot be removed without tools.
			27. There are no openings in any piece of equipment between 3.5 inches and 8.5 inches that could cause head entrapment.
			28. All openings are too big or too small to entrap a child's finger in a moving part.
			29. All wooden parts are smooth and without splinters.
			30. All structures are sturdy enough that they will not move or tip over when the weight of an adult is put against them.
			31. There is no peeling paint on play equipment.
			32. Traffic patterns are designed to prevent children from bumping into each other.
			33. At least one third of the playground is shaded.
			34. Playground is protected from access by intruders.
			35. Playground is free of litter, trash, debris, hazardous materials, and standing water.

3-36. Of the above list # 1-35, which items should you assess on a daily basis (indicate the number(s) below)?

3-37. Of the above list # 1-35, which items should you assess on a weekly basis (indicate the number(s) below)?

3-38. Are there items on the list that could be assessed less frequently? Why?

Name	Phone #	Date Completed

Module 4: KEEPING SCHOOL-AGERS SAFE, PART 3

A lot can happen during the hours before and after school. Your program's policies and procedures are designed to guide your responses to routine and unusual situations. Working as a team, staff in school-age care programs create safe and healthy environments for children.

TODAY'S ASSIGNMENT

Based on what you have learned about your program's policies and procedures, how would you respond to the following situations?

4-1.   **Situation 1**: You are on the playground and you notice some glass or debris on the ground that might cause a child to be injured. What do you do?

4-2.   **Situation 2**: You and a group of the children are going to prepare a snack. What procedures must take place before anyone touches the food and serving supplies?

4-3.   **Situation 3:** A woman arrives at the program that you do not recognize and tells you she is Daniel's aunt. She says she has come to pick him up. What procedures do you have to follow to make sure that Daniel is safe?

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4-4. **Situation 4**: You are supervising a game of basketball in the gym. Ramone was quickly dribbling the ball when he slipped and slid about five feet down the court. He scraped his knee. What should you do?

4-5. **Situation 5**: Larissa was running across the playground when she slipped and fell, hitting her head on the ground. What steps should you take to handle the situation safely and completely?

4-6. **Situation 6**: The fire alarm sounds just as you are about to serve a snack. What do you do?

4-7. **Situation 7**: When Jacalyn, age 6, arrives at the program, her cheeks are flushed. She usually greets you with a big hello and wants to tell you about her day. Today she says her tummy hurts. You feel her forehead. It feels very warm. What should you do?

MODULE 5: KEEPING SCHOOL-AGE CHILDREN HEALTHY

SAC Program staff have major responsibilities for keeping children safe and healthy on a daily basis. To carry out these responsibilities, they must be well-informed about health, safety, and nutrition. Staff should learn about sound health, safety, and nutrition practice and be a role model for children by consistently using these practices each day.

TODAY'S ASSIGNMENT

Using the checklist below, assess your SAC Program's ability to maintain a healthy environment for the school-age children in your care. Share your findings with your director/supervisor.

SATISFACTORY	NEEDS ATTENTION	NOT APPLICABLE	HEALTHFUL CONDITIONS
			1. Windows or doors are opened daily to let in fresh air.
			2. Space is checked daily to make sure it is clean.
			3. Children wipe off tables after eating and messy activities.
			4. Food is dated, labeled, and stored so it does not spoil.
			5. Garbage is put in metal or plastic pails lined with plastic bags, with lids, and emptied daily if filled.
			6. Bathrooms are checked daily to make sure they are clean and well stocked with toilet paper, liquid soap, and paper towels.
			7. Tissues, paper towels, and liquid soap are where children can reach them.
			8. The daily schedule is flexible to meet children's needs for activity and rest.
			9. Equipment is cleaned and sanitized weekly.
			10. The program staff conduct a daily health check as children arrive to be alert for: • Severe coughing, difficulty breathing, or sore throat • Yellowish skin or eyes • Pinkeye (tears, redness of eye lining, irritation, swelling, and discharge of pus) • Nausea, vomiting, or diarrhea • Loss of appetite • Unusual behavior
			11. SAC Program staff wash their hands: ❑ Before the first children arrive ❑ Before preparing or serving food ❑ Before and after handling bodily secretions (e.g. wiping a nose, helping a child who is vomiting, helping to stop a nose bleed) ❑ Before and after administering medication ❑ Before and after helping a child use the toilet ❑ After caring for a child who may have a contagious condition ❑ After using the bathroom themselves ❑ After coming in from outdoor play

Name	Phone #	Date Completed

SATISFACTORY	NEEDS ATTENTION	NOT APPLICABLE	SAFETY CONDITIONS
			12. Children wash their hands: ❑ When they arrive at the program ❑ Before and after food preparations ❑ Before and after eating ❑ Before participating in water play or handling other materials which could transmit germs ❑ After using the toilet ❑ After wiping their noses ❑ After a nose bleed ❑ After vomiting ❑ After handling pets ❑ After touching a child who may have a contagious condition ❑ After outdoor play

5-13. Who in your program has been trained in medication administration? Ask your director or co-worker.

5-14. In what ways can staff model the selection of appropriate snack choices for children? Identify three ways:

    a. _____

    b. _____

    c. _____

5-15. Identify three ways to involve children in planning and preparing the daily snack:

    a. _____

    b. _____

    c. _____

5-16. In what ways can SAC Programs encourage children to participate in physical activities? Identify three ways:

    a. _____

    b. _____

    c. _____

MODULE 6: INTRODUCTION TO SCHOOL-AGE CARE PROGRAMS

Most children in SAC Programs are between the ages of 5 and 13 years old. They attend SAC Programs because their parents or guardians may be working or going to school. They may attend both before-school and after-school programs. They may attend all day during the summer, on holidays, and on teacher in-service days. Without SAC Programs, many children would return home to an empty house. SAC is not a duplication of the regular school day! Children want programs that are fun and exciting. Families want programs that are safe and dependable, where their children are happy, and with staff who understand their needs.

TODAY'S READING

Read **Kids' Time**, pages ix. – 8, *Philosophy* through *Chapter 1*

TODAY'S ASSIGNMENT

6-1.   If you were a child again and someone told you that you would be attending a before- and after-school program every day, how would you feel about it? What would you want to do in the program? In the space below, describe what the program would have to be like in order to make you want to come every day.

6-2.   What three talents, skills, or interests do you have that you can share with the school-age children in your program?

   a.   _____

   b.   _____

   c.   _____

Name	Phone #	Date Completed

6-3.   What are the three most important components of your SAC Program?

a.   _____

b.   _____

c.   _____

6-4.   In the **Kids' Time Program Guide,** you read about how school-age programs' daily schedules are organized. The **Guide** also provided sample schedules for before- and after-school day, extended afternoon, and full-day programs. What is the daily schedule for your after-school program? Indicate in the space below:

TIME	ACTIVITY

6-5.   There are many ways to group children in SAC Programs. The **Kids' Time Guide** describes a number of ways programs might group the children in their care. How are the children typically grouped in your program?

Name	Phone #	Date Completed

MODULE 7:   WORKING WITH SCHOOL-AGE CHILDREN, PART 1

Children grow and develop at different rates. In school-age programs, we may serve the entire spectrum of children aged 5 to 12 years old. As a result, we may experience children at many stages of physical, emotional, social, and intellectual development. To be effective, SAC Programs must understand how to meet the needs, as well as the interests of these mixed-age groups.

TODAY'S READING

Read **Kids' Time,** pages 10 – 18, *How Children Grow and Develop* through *Programs for Different Age Ranges.*

TODAY'S ASSIGNMENT

7-1.   In the **Kids' Time Program Guide**, you read about school-age children's growth and development. What are the three most important concepts you gathered from your reading?

a.   _____
_____

b.   _____
_____

c.   _____
_____

7-2.   Make a list of 5 terms you would use to describe or characterize children as a group between the ages of 5 to 12 years old. Now indicate whether this characteristic is typical of ALL children, SOME children, or just a FEW children in this age group.

a. _____	ALL	SOME	FEW
b. _____	ALL	SOME	FEW
c. _____	ALL	SOME	FEW
d. _____	ALL	SOME	FEW
e. _____	ALL	SOME	FEW

7-3.   Choose an age group by checking one of the boxes below. Based on the age group you have chosen, pick 2 activities that children that age would enjoy. Based on the information in the **Kids' Time Program Guide**, why do you think they would enjoy the activity?

☐ 5-7 Years Old   ☐ 8-10 Years Old   ☐ 11-12 Years Old

a. **Activity 1**: _____

Why did you select this activity? _____

b. **Activity 2**: _____

Why did you select this activity? _____

Name	Phone #	Date Completed

7-4. Based on what you have learned from the **Kids' Time Program Guide**, what kinds of materials would you want to have available in your program to support learning in these areas by each age group?

a. Creative Dramatics:

5-7 Year Olds _____

8-10 Year Olds _____

11-12 Year Olds _____

b. Science:

5-7 Year Olds _____

8-10 Year Olds _____

11-12 Year Olds _____

c. Table Top Games:

5-7 Year Olds _____

8-10 Year Olds _____

11-12 Year Olds _____

7-5. In what ways do children benefit from participation in programs with mixed age groups?

7-6. What are the challenges of working with children in mixed age groups?

7-7. What strategies or techniques could you use to work with mixed age groups?

MODULE 8:   WORKING WITH SCHOOL-AGE CHILDREN, PART 2

Most school-age care programs serve a range of grade levels, with children as young as kindergarten through sixth, seventh, or eighth grade. During the school-age years, children are growing at different rates, are learning new things, developing individual interests, and making friends. Our SAC Programs must meet the needs and interests of both the larger group and the individual children 5-12 years old.

TODAY'S ASSIGNMENT

8-1.   Observe two children in your care during the afternoon. In a <u>small notebook</u> or on an <u>index card</u>, jot down your observations. What is unique about each of the children? What do they have in common? How are they different? Share your observations with your supervisor.

Child 1's First Name _____ Age _____

What makes this child unique?

Child 2's First Name _____ Age _____

What makes this child unique?

What do they have in common?

What are their differences?

Name	Phone #	Date Completed

To get to know these children better, what else would you like to know about them that you were not able to observe? How could you find out more information?

8-2. Seven-year-old Tanya is a large, coordinated girl whose physical skills are well developed. She likes to be active and wants to be included in the games of older children. Because she cries easily, the older children are fed up with her and complain that she is spoiling their games. She is feeling left out. How can you satisfy the needs and interests of Tanya as well as the other children in your program?

8-3. Based on what you have learned so far, how do the needs of school-age children influence planning for SAC Programs?

M0DULE 9: GUIDING BEHAVIOR

In SAC Programs, staff have the opportunity to guide children's behavior so they develop skills in self-discipline and responsibility. Staff provide positive guidance and support to help children make good choices, learn the difference between right and wrong, settle conflicts, and work cooperatively.

TODAY'S READING

Read **Kids' Time**, pages 18 – 25, *Positive Interpersonal Interactions* through *Children Under Stress*.

TODAY'S ASSIGNMENT

Choose <u>two</u> of the situations described below. Using the form on the following page, answer the following questions:

- Describe the challenging behavior. What do you think caused the behavior to happen?
- Write down three possible ways to prevent this behavior from occurring.
- Write down three possible ways to respond to the situation.
- Do any of your solutions include yelling, threatening, intimidation, or punishment?
- Test your solution by answering the following questions:
  - ❑ Do any of your solutions allow the children to help you solve the problem? If no, then think of a solution where the adult and the children work together to solve the problem.
  - ❑ Is your solution fair to all children involved?
  - ❑ Does your solution solve the problem?

Use the <u>Behavior Management Technique(s)</u> described on page 23 of **Kids' Time Program Guide** for sample behavior management techniques. Share your thoughts with your director/supervisor.

SCENARIO 1
On Monday, Sam, aged 8, could not wait to show his friends his prized Spiderman watch. The next day, his mom sent a note saying that the watch was missing. Sam said he put it in his backpack before going outside. On Wednesday, Tyler was showing off his "new" Spiderman watch. When you asked him where he got it, Tyler stammered and said he "found" it.

SCENARIO 2
All but a handful of children had boarded the bus for our first summer field trip to Marsh Creek State Park. As soon as six-year old Tiffany caught my eye, I knew I was in trouble. "I don't want to go." "I am not getting on that bus." "I'll get sick, and it will be your fault."

SCENARIO 3
For the last two days, twice we have had to stop a program activity and look for Tricia. Today we found her hiding in the broom closet. She had been missing for almost fifteen minutes.

SCENARIO 4
A group of 10 and 11 year old boys were playing a hot and heavy game of kickball. The score was tied when Kenneth kicked a home run. "#$%*&& Kenny, that was sure one $#^%**&%!! kick!" exclaimed Tony.

SCENARIO 5
Tina aged nine, feels a need to keep the staff informed, "I saw Kevin push Jared." "Rose and Jackie won't let Katina jump rope with them." "Tyler took Sam's watch." "Tricia says she going to hide in the bathroom next so you won't find her" "Charlie's brother got arrested last night." "Sam says he won't be coming to camp any more because his mom got fired yesterday."

Name	Phone #	Date Completed

9-1.   Which Scenario did you choose?   _____

     a.   Describe the challenging behavior. What do you think caused the behavior to happen?

_____
_____
_____

     b.   Write down three possible ways to prevent this situation from occurring.

       1. _____
       2. _____
       3. _____

     c.   Write down three possible ways to respond to the situation.

       1. _____
       2. _____
       3. _____

     d.   Do any of your solutions include yelling, threatening, intimidation, or punishment?
YES _____   NO _____

     e.   Do any of your solutions allow the child(ren) to help you solve the problem?
YES _____   NO _____
If no, then think of a solution where the adult and the children work together to solve the problem.

_____
_____

     f.   Does your solution solve the problem? YES _____   NO _____

9-2.   Which Scenario did you choose?   _____

     a.   Describe the challenging behavior. What do you think caused the behavior to happen?

_____
_____

     b.   Write down three possible ways to prevent this situation from occurring:

       1. _____
       2. _____
       3. _____

     c.   Write down three possible ways to respond to the situation:

       1. _____
       2. _____
       3. _____

     d.   Do any of your solutions include yelling, threatening, intimidation, or punishment?
YES _____   NO _____

     e.   Do any of your solutions allow the child(ren) to help you solve the problem?
YES _____   NO _____
If no, then think of a solution where the adult and the children work together to solve the problem.

_____
_____

     f.   Does your solution solve the problem? YES _____   NO _____

Name	Phone #	Date Completed

MODULE 10: MEETING THE UNIQUE NEEDS OF INDIVIDUAL CHILDREN

Every child in your School-Age Care program has the need to be valued, respected, and supported. Their special needs may be related to their social, emotional, or physical uniqueness. Typical development is not a fixed blueprint. Few children actually pass through the same developmental pathways in exactly the same ways or at exactly the same time. In School-Age Care programs, we want children with and without special needs to play, to interact, make choices, and make friends.

TODAY'S READING

Read **Kids' Time**, pages 25 -- 30, *Children with Special Needs* through *Finding Additional Help*.

TODAY'S ASSIGNMENT

10-1. Are there children in your program with special needs? YES _____ NO _____

At any point in time you may have a child or children in your program with special needs. To whom should you talk to find out what their special needs are and how you can support them?

_____

10-2. Sometimes children require the use of special techniques to help them be successful. Speak to your director or fellow staff members. Select one child and indicate the technique that works best with them in the space below. See example:

NEED	TECHNIQUE
Carla is easily distracted when she tries to concentrate on her homework.	Have Carla work with a homework partner.
NEED	**TECHNIQUE**

10-3. Based on today's reading, what three things should SAC Programs assess to ease the integration of children with special needs?

a. _____

b. _____

c. _____

Name	Phone #	Date Completed

RESPOND TO EACH OF THE FOLLOWING SCENARIOS. SHARE YOUR ANSWERS WITH YOUR DIRECTOR/SUPERVISOR.

10-4.   A child is in a wheelchair most of the day in school, but seems to enjoy getting out of the chair and crawling on the floor. You aren't sure if this is a good idea. Whose advice would you seek?

10-5.   A child that you know is gifted has been avoiding many of the teacher-led "enrichment" activities and just drawing cartoons of two of his best friends every day. Whose opinion would you solicit as to whether to push him to try some other activities, just leave him to do his cartooning, or try to recruit an expert cartoonist to work with him?

10-6.   If you see a sudden deterioration in the behavior of any child in your program, with or without special needs, where would you turn to find out if any changes have recently taken place in the child's life?

10-7.   You are at the "end of your rope" in handling discipline problems with a child who has emotional/behavioral special needs. Where would you turn to discuss the problems and try to work on solutions?

10-8.   If a child in your program is being isolated and teased by the other children because of a speech impediment, whom could you ask if he or she had ever faced this problem in the past and how it had been handled?

10-9.   Some of the children would like to play with Ernesto's wheelchair when he gets out of it and sits on the rug. You think this is good that they should have a positive attitude toward his wheelchair but aren't sure if it's the proper thing to do. To whom should you talk?

10-10. Jackie has asthma. When the weather changes, if he is under stress, or is very active, he may experience a sudden asthma attack. His symptoms range from a slight wheezing to difficulty breathing. He wears a medical alert bracelet and carries an inhaler. Next week you are scheduled to take a summer field trip to an outdoor amusement park. You're not sure this is a good idea for Jackie. Whose advice would you seek?

Scenarios 1-6 from: Fink, D. (1990). <u>More Alike Than Different: Including Children with Special Needs in School Age Child Care Settings</u> Trenton, NJ: New Jersey Department of Human Services.

| Name | Phone # | Date Completed |

MODULE 11: PLANNING PROGRAM ACTIVITIES, PART 1

Planning a high quality SAC Program takes teamwork. SAC staff have a unique resource that programs serving younger children do not – children who can express their opinions, help plan, and design activities. SAC Programs should encourage both children and families to be involved in planning and making decisions about program operations.

TODAY'S READING

View **Kids' Time** video (27 minutes)

Optional: Read **Kids' Time,** pages 32 – 49, *Determining the Purpose of Your Activities* through *Activity Five*.

TODAY'S ASSIGNMENT

11-1. Why is it important to plan activities?

11-2. The video describes four steps in planning program activities. What are the four steps?

a. _____   b. _____

c. _____.   d. _____

11-3. List four ways you can gather information about the children and their interests:

a. _____   b. _____

c. _____.   d. _____

11-4. Why is it important to involve the children in planning the activities? In what ways could children be involved in planning program activities?

| Name | Phone # | Date Completed |

11-5. In your program, what activities do you do to support children's development in each of the following developmental areas? List at least 3 activities in each area. Review table on page 41 of **Kids' Time** for descriptions of each of the areas. Talk with your co-workers and/or your director if you are not sure.

A. Cognitive and Linguistic

1. _____

2. _____

3. _____

B. Social-Emotional

1. _____

2. _____

3. _____

C. Physical

1. _____

2. _____

3. _____

D. Ethical/Values

1. _____

2. _____

3. _____

E. Creative

1. _____

2. _____

3. _____

MODULE 12: PLANNING PROGRAM ACTIVITIES, PART 2

SAC Programs complement rather than duplicate the schoolday. During the schoolday, school-agers may have to conform to a stringent schedule of classes and activities. The SAC Program provides a more informal learning environment that is responsive to children's needs, skills, and interests. Children are allowed to choose what they want to do and with whom.

TODAY'S READING

Optional: Review the **Kids' Time** video and/or read **Kids' Time,** pages 49 – 66, *Long Term Projects* through *Enriching Children's Lives.*

TODAY'S ASSIGNMENT

12-1. Check-off which methods your program uses to implement activities and list the activities in those areas.

	Free choice/Free play	
	Learning centers	
	Clubs or special interest groups	
	Discovery centers	
	Long term projects	
	Community activities	

12-2. Ask your co-workers what were the best and the worst activities they can remember planning. Ask what made them work or what could have made them better.

    a. <u>The best project & why</u>

    b. <u>The worst project & why</u>

Name	Phone #	Date Completed

12-3. List some ways that you can evaluate the effectiveness of your planned activities:

12-4. What activity ideas in the **Kids' Time** video would you like to try in your program?

12-5. Design an activity you would like to try in your program:

NAME OF ACTIVITY:			
# of children _____	Group size:	❑ Indoor	❑ Outdoor
Ages of children _____	8 or more _____	❑ Special Event	❑ Science/Math
	3-7 _____		
	1-2 _____		
Length of activity _____	Alone _____	☐ Language	☐ Creative
Day of the week: _____		☐ Social	☐ Physical
Describe what happens:			

Name	Phone #	Date Completed

MODULE 13: CREATING SAC ENVIRONMENTS

The SAC Program environment includes both the inside space and the outdoors. School-agers have been in classrooms, sitting behind desks for most of the day. SAC Programs need to create environments that are inviting, organized, and enriching. In these positive environments children can unwind, relax, and be themselves while socializing with their friends and adults.

TODAY'S READING

Read **Kids' Time,** pages 68 – 80, *Sending Messages Through the Environment* through *Positive Interactions.*

TODAY'S ASSIGNMENT

Spend some time observing how the children in your SAC Program use and interact in the environment over the course of the afternoon. Jot down some notes in a <u>small notebook</u> or on an <u>index card</u>. Answer the following questions based on your observations.

13-1. Does your program's environment make children feel welcome?

13-2. How does the design and set-up of the physical environment influence children's behavior?

13-3. Are some of your program areas more popular than other areas? Which ones?

Name	Phone #	Date Completed

13-4. Are some of your program areas seldom used? Which ones?

13-5. What changes would you like to make in your environment? What challenges would you face in making these changes?

Discuss your ideas for changing the program environment with your supervisor.

13-6. Ask your supervisor for a copy of the weekly activity schedule and evaluate your program's schedule using the following checklist and scale:

1=Most of the Time, 2=Sometimes, 3=Seldom

_____ Children can choose between activities and quiet things to do.

_____ There is sufficient time for routines and transitions.

_____ There are times for outdoor play and indoor play.

_____ Children can choose what they want to do.

_____ The schedule offers structure and flexibility.

_____ Children can be in small groups doing independent activities.

_____ There are opportunities for children to be part of the whole group.

_____ There are opportunities for children to be alone.

_____ Sufficient time is allowed for cleanup and other chores.

Name	Phone #	Date Completed

MODULE 14: ESTABLISHING PARTNERSHIPS WITH FAMILIES, SCHOOLS, AND THE COMMUNITY

Developing partnerships can be very challenging. High quality SAC Programs foster positive relationships with families. They promote children's learning and school success through their relationships with the schools. They build partnerships between the program and the community to create supportive program environments.

TODAY'S READING

Read **Kids' Time**, pages 104 – 116, *Chapter 6: Establishing Partnerships with Parents, School, and the Community.*

TODAY'S ASSIGNMENT

14-1. Why is it more challenging to get parents involved in school-age programs than in early childhood programs or in school?

14-2. List four ways SAC Programs can encourage families to feel a part of the program.

    a. _____

    b. _____

    c. _____

    d. _____

14-3. List four ways SAC Programs can communicate with parents about the program and how their child is doing in the program.

    a. _____

    b. _____

    c. _____

    d. _____

Name	Phone #	Date Completed

14-4. Why is it important to nurture a relationship with the children's schools and their school-day teachers?

14-5. How could a SAC Program nurture relationships and build linkages with the schools?

14-6. List four organizations in your community that could be a resource for your SAC Program. Indicate whether they might provide a guest speaker for your program, be a possible site for a field trip, or could be a possible partner on a community project.

❑ Speaker ❑ Trip ❑ Community Project	Organization Name _____ Address _____ Contact Person _____ Phone Number _____
❑ Speaker ❑ Trip ❑ Community Project	Organization Name _____ Address _____ Contact Person _____ Phone Number _____
❑ Speaker ❑ Trip ❑ Community Project	Organization Name _____ Address _____ Contact Person _____ Phone Number _____
❑ Speaker ❑ Trip ❑ Community Project	Organization Name _____ Address _____ Contact Person _____ Phone Number _____

MODULE 15: THE SAC PROFESSIONAL

A professional is a person who uses specialized information and skills to do a job or provide a service. In your work with school-age children, you have an opportunity to help them learn new skills, to solve problems, to make new friends, to build their self-esteem, and to learn to make good decisions.

TODAY'S READING

Read <u>Kids' Time</u>, pages 32 – 38, *Determining the Purpose of Your Activities* through *Involving Adults Appropriately.*

TODAY'S ASSIGNMENT

15-1. What qualities and skills do you have that would help you become a SAC professional?

15-2. I feel that my greatest strength as a SAC professional is:

15-3. I want to learn more about:

15-4. My three personal and professional goals for the next year include:

    a. _____

    b. _____

    c. _____

| Name | Phone # | Date Completed |

15-5. I will need the following assistance and training to reach these goals:

15-6. I will know each of my goals is completed when:

As a SAC professional, you may also encounter situations with families and co-workers that may make you feel uncomfortable. Read the following two scenarios and answer the questions that follow. Share your answers with your director or supervisor.

15-7. Ms. Jones has been late picking up Kerrie, age 6, three times this week. You know that Ms. Jones is a single parent working two jobs and going to nursing school. The first time she was five minutes late. Last night she was ten minutes late, but tonight she arrived at 6:20. The program ended at 6:00. Kerrie was worried. You had plans to meet a friend at 6:30 and are now going to be late. What should you say to Kerrie's mom? What else should you do? Who can help you?

15-8. This afternoon, as you went to the supply closet to get some more water color paints, you overhead your co-workers Anna and Albert talking about one of the children in the program. They were discussing eight-year old Mike's struggle to learn to read. While they were talking softly, you heard their discussion and you were sure that the group of children sitting at a nearby table could also hear their conversation. What should you do? Should you speak to your co-workers? What would you say? Should you tell your supervisor?

Name	Phone #	Date Completed