SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: SCHOOL AGE CHILD CARE AND PROGRAMMING

CODE NO.: ED 270   **SEMESTER:** FOUR

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: LORNA CONNOLLY BEATTIE

DATE: JANUARY 1996

NEW: __X__   **REVISED:** __X__

APPROVED: _K. DeRosario_   Jan 6/96

        K. DeRosario, Dean   Date
        School of Human Sciences and
        Teacher Education

**NOTE: Do not discard this outline. It will be required by
            other educational institutions if you are attempting to
            obtain credit for this course.

Total Credits: 2

I.   PHILOSOPHY/GOALS:

With the knowledge of child development and teaching methods
as a foundation, the student will learn to meet the
particular needs of the school-aged child. Students will
understand the range of experiences activities can provide,
how to capitalize on the interests and abilities of children
in this age group, and also how to balance freedom of choice
within the context of group decision making.

II.   STUDENT LEARNING OUTCOMES:

Upon successful completion of this course the student will
demonstrate the ability to:

1.   interpret the developmental norms and needs of the
      school-age child.

2.   devise developmentally appropriate learning activities
      and curriculum plans which meet the goals for children
      in school-age care.

3.   decipher and critique effective teaching strategies to
      use with school-age children.

III. TOPICS TO BE COVERED:

1.   Characteristics of School-Age Care
2.   The Effective School-Age Care Worker
3.   Legislation and Policies Affecting School-Age Care
4.   Developmental Norms and Needs of School-Age Children
5.   Curriculum Planning for School-Age Care
6.   Behaviour Management and Communication Strategies for
      School-Age Care

IV.   LEARNING ACTIVITIES/REQUIRED RESOURCES

Facilitation of the course material will be conducted
through sessions on theory, practical applications in the
college classroom, assigned readings, student projects and
presentations, and different forms of media presentations.
Attendance and participation are an essential element in
this process.

Topic/Unit 1:   Introduction to School-Age Care
Characteristics of School-Age Care

Learning Activities:
1.   review texts
2.   review course outline
3.   discuss questions/readings
4.   What is School-Age Care?

Resources:
Musson, Chapter 1

Topic/Unit 2: The Effective School-Age Care Worker

Learning Activities:
1.   beliefs and practices of helping professionals involved
     in SAC
2.   brainstorming on the essential qualities of SAC workers
3.   skills of an effective SAC worker
4.   discussion questions/readings

Resources:
Musson, Chapter 2 and 10

Topic/Unit 3: Legislation and Policies Affecting School-Age
Care

Learning Activities:
1.   Day Nurseries Act policies around SAC
2.   Other policies related to SAC
3.   discussion questions/readings

Resources:
1.   DNA (specific pages assigned)
2.   handouts

Topic/Unit 4:   Developmental Norms and Needs of SAC:
                Physical and Social Development
                Cognitive, Emotional and Moral Development
                Self-Development

Learning Activities:
1.   Developmental theory and SAC
2.   What are school-age children like?
3.   Physical and personality issues of school-age children
4.   Cognitive, emotional, moral development, and self-
     development of school-age children
5.   older children in SAC programs
6.   discussion questions/readings

Resources:
1.   Musson, Chapter 3, 4, and 5
2.   Handouts

Topic/Unit 5:   Curriculum Planning for School-Age Care

Learning Activities:
1.   Elements of program planning for SAC
2.   Program designs and formats
3.   curriculum brainstorming in-class assignments

Resources:
1.   Musson, Chapter 6 and 7
2.   Wortham, Early Childhood Curriculum text, Chapters
     9,10, 11, Appendix C and D
3.   Activities for School-Age Child Care text
4.   Instructor's resource materials and handouts

Topic/Unit 6:   Behaviour Management and Communication
                Strategies for School-Age Care

Learning Activities:
1.   What is behaviour management with SAC?
2.   Evaluating behaviour management strategies
3.   Developing effective tools/techniques to manage
     children's behaviour
4.   discussion questions/readings
5.   Student role play presentations on communication and
     behaviour management skill development scheduled from
     week 13 to 15.

Resources:
1.   Musson, Chapters 8 and 9
2.   Liberated Parents Liberated Children - Your Guide to a
     Happier Family text (on loan from instructor)
3.   Every Parent text(on loan from instructor)
4.   Good Behaviour text (on loan from instructor)
5.   Instructor's resource materials and handouts

IV.   EVALUATION METHODS:

1.   <u>Learning Activity</u> – due February 14   **15%**
     Develop a concrete learning activity or "game" to use
     with school-age children. Complete activity form and
     submit with concrete activity.

2.   <u>School-Age Activity Profile</u> – due March 27   **15%**
     Develop a file containing a variety of activities that
     can be used with school-age children. Specific
     criteria will be explained in class.

     *Bonus (5%) – Working with another student(s), present
     a school-age activity to the class. The activity must
     be hands-on involving class participation.

3.   <u>School-Age Curriculum Plan</u> – due April 10   **20%**
     Develop a curriculum plan suitable for school-age
     children attending a specific after-school program (ie.
     computers, science, creative movement, etc.). Plan one
     complete session of an after-school program (ie. 3:30 –
     6:00 p.m.) based on curriculum planning strategies
     discussed in class. Specific criteria will be
     explained in class.

4.   <u>Communication and Behaviour Management Skill</u>
     <u>Development Presentations</u>   **15%**
     Working in small groups, present to the class a role
     play of a scenario typical of school-age care. Present
     <u>two</u> approaches the School-Age Care worker could use to
     resolve the situation. With input from your
     classmates, analyze the strategies used and determine
     which approach is more effective. Scheduled
     presentation dates from wk 13-15.

5.   <u>Tests</u>

     Test #1   –   February 21   –   **15%**
     Test #2   –   May 1   –   **20%**

COLLEGE GRADING POLICY

     90 – 100% = A+
     80 – 89% = A
     70 – 79% = B
     60 – 69% = C
     BELOW 60% = R

If a student is unable to write a test on the required date, the instructor must be called prior to the start of the test, or the student will receive a "0". All assignments are due on the dates indicated by the instructor. The late policy of the E.C.E. department will be enforced (Refer to NQA Contract guidelines).

The instructor will use a particular assessment tool to determine each group member's participation in group projects. If it is deemed that a student has not fully participated in his/her share of a group assignment, that student, at the discretion of the instructor, will receive a grade that is two full grades below the grade given for the group project. For example, the curriculum plan for a particular group has received a grade of "A". A group member has not followed through on his/her commitments to the group, or, completed his/her share of the project. This individual group member would receive a "C" grade, while the other full participating members of the group would receive an "A" grade for that particular project. The purpose of this provision is to ensure that students involved in this course are acting as full team members, and, implementing strategies necessary for working effectively as part of an ECE team.

VI. REQUIRED STUDENT RESOURCES

1. Musson, Steve. <u>School-Age Care: Theory and Practice</u>. Don Mills, Ontario: Addison-Wesley Publishers Ltd., 1994.
2. Haas-Foletta, K. and Cagely, M. <u>School-Age Ideas and Activities for After School Programs</u>. Nashville: School Age Notes, 1990.
3. <u>Day Nurseries Act</u>

VII. SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course material, order of presentation, and dates of test and assignments as he/she deems necessary to meet the needs of students.