

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

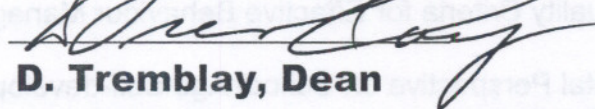
Course Title: SCHOOL AGE CARE & PROGRAMMING: refer
-----to course page on WEB-CT

Code No.: ED 270 **Semester:** FOUR

Program: EARLY CHILDHOOD EDUCATION

Author: BEV BROWNING: x438;
B.browning@saultc.on.ca

Date: Jan 99 **Previous Outline Date:** Jan 98

Approved: 
D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.

Date: Jan 6/99

Total Credits: **Prerequisite(s):**

Length of Course: **Total Credit Hours:**

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For additional information, please contact Donna Tremblay, Dean, School of Health,
Human Sciences and Teacher Education, (705) 759-2554, Ext. 690.

School Age Care, cont'd 2

ED 270 School-Age Care & Programming

Total Credits: 2

Prerequisites: None

I: COURSE DESCRIPTION

With the knowledge of child development and teaching methods as a foundation, the student will learn how to develop curriculum and establish programs aimed at meeting the particular needs of the school-aged child. Students will recognize the importance of a wide range of experiences and activities for children in this age group and will learn how to capitalize on their interests and abilities. Emphasis is placed on how to balance the freedom of choice within the context of group decision-making.

II: LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

A: LEARNING OUTCOMES:

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

1. Describe Key Elements in the Processes of Program Planning for School Age Care (SAC)
2. Detail the Social, Emotional, Physical and Cognitive Developmental Norms and Needs of the School-age Child
3. Suggest Goals and Quality Criteria for Effective Behaviour Management with School-agers
4. Outline a Developmental Perspective on School Age Self-development and the Implications for SAC Practice
5. Tie Curriculum Plans to the Acquired Knowledge Base of Issues and Trends for SAC

B: ELEMENTS OF THE PERFORMANCE

1. Describe Key Elements in the Processes of Program Planning for SAC

Potential Elements of the Performance:

- < *outline the essential characteristics of SAC*
- < *explain the importance of a program philosophy and suggest potential directions for a center's philosophy*
- < *describe various program formats which can be used to ensure that SAC goals are met*
- < *propose methods for arranging the physical environment in ways that reflect the program's philosophy and goals*
- < *define and describe basic supervision systems for use in SAC*
- < *outline an accident-prevention response time line relevant to SAC practice*

School Age Care, cont'd 3

< *apply aspects of the Day Nurseries Act and other policies to SAC*

2. Detail the Social, Emotional, Physical and Cognitive Developmental Norms and Needs of the School-age Child.

Potential Elements of the Performance:

- < *discuss the application and limitations of developmental theory in SAC*
- < *delineate the difference between stage development and individual development*
- < *describe how children use relationships to grow and how growth comes about through experiences in positive relationships*
- < *outline the physical changes in body growth & proportion, and in strength & endurance and determine the implications for support in programming*
- < *assess the importance of friendships and friendship skills for the healthy development of school-agers*

3. Outline a Developmental Perspective on School-age Self-development and the Implications for Sac Practice.

Potential Elements of the Performance:

- < *explain key issues in self-development for school-agers, with emphasis on independence, responsibility and respecting oneself and others*
- < *define self-concept and self-esteem as they relate to SAC*
- < *detail the building blocks of self-esteem and the implications for SAC practice*

4. Suggest Goals and Quality Criteria for Effective Behaviour Management with School-agers

Potential Elements of the Performance:

- < *describe the basic concepts which serve as a foundation for effective behaviour management in SAC*
- < *determine the communication skills & methods needed for particular use with school-agers in order to be an effective SAC worker*
- < *assess when to use specific behaviour management tools with school-age children*
- < *outline the criteria for evaluating the effectiveness of behaviour management interventions*

5. Tie Curriculum Plans to One's Acquired Knowledge Base of Issues and Trends for SAC

Potential Elements of the Performance:

- < *challenge children's reasoning skills through developing concrete activities which stimulate thinking about alternatives and possibilities (divergent thinking)*
- < *suggest ways for school-agers to develop moral reasoning*
- < *assemble a working profile of activities designed to achieve the goals established for children in school-age care*
- < *provide tangible examples of activities and resources appropriate for use in SAC*

School Age Care, cont'd 4

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 SAC
6. Behaviour Management and Communication Strategies for Use with School-age Children

IV: REQUIRED RESOURCES/TEXTS/MATERIALS

School-age care: Theory and Practice, S. Musson, Addison-Wesley, 1994.

School-Age Ideas and Activities for After School Programs, K. Haas-Foletta & M. Cagely, School Age Notes, 1990.

Day Nurseries Act

Developmentally Appropriate Practice in Early Childhood Programs

Serving Children From Birth Through Age 8, NAEYC, S. Bredekamp ed; 1987.

V. EVALUATION PROCESS/GRADING SYSTEM

1. School Age Activity Profile – (5 Samples @ 5%+ completed file @20%) = **25%**
Students will prepare a resource file containing a variety of activities that can be used with school-age children. Specific criteria will be described in class. Possible topic areas will be brain-stormed and decided upon by the class as a group.
Each student will devise 5 sample Activity Profiles using the required format and **e-mail** these samples to the rest of the class **by Wednesday Feb 3rd**.
Students can research ideas from the Internet, Journals, texts, etc. , but **sources for these ideas must be clearly identified**. Students will then save these samples to a diskette and use them as a basis for a Profile binder which will include at least three ideas for each category. By preparing their own Activity Profiles students will then have a binder of activities suitable for school aged children. This binder will then be submitted for grading **by Feb 24th**.
2. School-Age Curriculum Plan - **due April 7th** - **25%**
Students will outline a curriculum plan suitable for a SAC age group attending an after-school program. Students are to complete the planning for a series of afternoon sessions for "school age clubs" to be held over a period of 6 weeks (ie. 3:30-6:00 p.m. once a week x 6 weeks). Curriculum plans will be based on planning strategies discussed in class. Activity Profiles devised for the activities binder can be used for planning school-age projects. This curriculum should be consistent with the curriculum planning strategies used in the Curriculum course.

3. Communication/Behaviour Management Skill Development Presentations - 15%

Working in small groups, present to the class a role-play of a scenario involving conflict, typical of a situation with school-age children. Present two possible approaches by which the SAC worker could choose to resolve the situation. With input from your classmates, analyze the strategies presented and determine which approach would be more effective. In-class Presentations will be scheduled from weeks 13-15.

**** Refer to NAEYC Developmentally Appropriate Practice, pp. 62 to 78.**

4. Tests = 35%

Achievement of course learning outcomes will be measured by mandatory testing as follows:

- | | | |
|----------------|---|---|
| Test #1 | - | February 10th, 1999 - 10% |
| Test #2 | - | March 24th, 1999 - 10% |
| Test #3 | - | April 21st, 1999- 15% |

****** If a student is unable to write a test on the designated date, the instructor must be called prior to the start time of the test, or the student will receive a 0. All assignments are due on the dates indicated by the instructor and/or course outline. The late policy of the ECE department will be enforced (refer to NQA Contract guidelines).

VI. SPECIAL NOTES:

< **Special Needs**

If you are a student with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, so that support services can be arranged for you.

< **Retention of Course Outlines**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

< **Instructor's Note**

The instructor will use a specifically designed assessment tool to determine the individual group member's participation in assigned 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, may receive a reduced grade. For example, if the curriculum plan for a particular group warrants a grade of "A", a group member who has not fulfilled his commitment to the project could receive a "C" grade for the project. The remaining group members would earn the "A" grade. The purpose of this provision is to ensure that students involved in this course are acting as full team members, and are implementing strategies necessary for working effectively as part of an ECE team.

VII. PRIOR LEARNING ASSESSMENT

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Not yet available

RESOURCES/READINGS FOR ED 270

ADDITIONAL READINGS:

from Annual Editions: Early Childhood Education 98/99

#10. Integrating Learning Styles and Multiple Intelligences. P. 57

#32. "Hey! Where's the Toys?" Play and Literacy in 1st Grade. P. 172

SAMPLE: SCHOOL AGE ACTIVITY PROFILE

CATEGORY: SCIENCE - plant life

CROSS REFERENCES: COOKING

TITLE: Kitchen Garden

AGE GROUP: 6 - 12 years

WHERE/WHEN: Creative Arts time; Free Play as a Club

MATERIALS/DIAGRAMS: Terry toweling (16" x 8"); loaf pan; water; mustard seeds (or garden cress); aluminum foil

PROCEDURE/INSTRUCTIONS:

1. Fold a piece of terry toweling into quarters and pat it evenly over the bottom of a loaf pan.
2. Pour water over the towel until it's saturated, then sprinkle mustard seeds on top in a single layer.
3. Cover with aluminum foil and place your planter in a warm, sunny place. Make sure that the towel always stays wet but not covered with water. The seeds will sprout and send roots into the towel. The plants will grow about an inch high, with tiny round green leaves, purple on the undersides, and long, thin stems.
4. Harvest the crop 10 - 12 days after you plant it, snipping the plants off at the base with scissors.

WAYS TO FACILITATE LEARNING:

1. Have children check their seed tray daily.
2. Make a growth chart.

EXTENSIONS:

1. Plants can be sprinkled over tossed salads and egg salad, meat and fish sandwich fillings.
2. They can also be nibbled all by themselves too, or put over crackers spread with cream cheese.
3. Participate in growing food; especially outdoors in the spring.

RESOURCES:

Betty Crocker's Cookbook for Boys and Girls, 1985; Western Publishing Company, Inc.

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SCHOOL AGE ACTIVITY PROFILE BINDER

STUDENT: _____ DATE: _____

ORGANIZATION (10 marks)

container aesthetics (labeled with name and title)	2
categories indicated	1
order (alphabetical, or filing system is logically explained)	1
format (follows assigned format; makes use of <u>cross references</u>)	2
presentation (neat, easy to read)	2
free of errors (typographical, spelling, grammatical)	2
CONTENTS (10 marks)	
quality	2
quantity	2
age-appropriateness indicated	2
variety for various age groups; ideas from different sources	2
good emphasis on "extensions"; puts <u>thought</u> into "methods" for facilitating learning	2

20

COMMENTS:

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SCHOOL AGE CURRICULUM PLANNING PROJECT

GROUP MEMBERS:

MARKS

Overall Plan for the Six Sessions:

- interesting and challenging activities planned 6
- clearly outlined in the format requested 2

Daily Sessions

- allow for a balance of active and quiet activities; smooth flow of session 2
- complete details included for each activity:
 - description of snack; is it nutritious? Children participate in preparation?
 - description of active/outdoor activities available
 - description of indoor activities available8
- reasons for each activity explained in logical and measurable terms 2

Overall Presentation of Project:

- neat, easy to read (typed and free of errors)
- shows creativity and thought 5

25%

COMMENTS:

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ROLE PLAYS

GROUP MEMBERS:

CONTENT

* realistic & logical scenarios presented

	1	2	3
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PRESENTATION

* good organization, clear loud voices, eye contact, rapport

	1	2	3
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TECHNICAL AIDS

* use of props - real or imaginary; scene can be clearly visualized

	1	2	3
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FACILITATION OF DISCUSSION

* members encourage classmates to evaluate scenarios & decide on appropriate approach for SAC worker

	1	2	3
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BALANCE OF PARTICIPATION OF ALL GROUP MEMBERS

* members participate equally

	1	2	3
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1= needs improvement

2= good

3= very good

COMMENTS:

TOTAL: /15%