

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:

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: LORNA CONNOLLY BEATTIE

DATE: SEPTEMBER 1994 PREVIOUS OUTLINE DATED: N/A

APPROVED:

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

Date Aug. 4/94

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

COURSE NAME

CODE NO.

TOTAL CREDITS: 2

PREREQUISITE(S):

---

**I. PHILOSOPHY/GOALS:**

With the knowledge of child development and teaching methods as a foundation, the student will learn how 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 PERFORMANCE OBJECTIVES (OUTCOMES):**

Upon successful completion of this course the student will:

- 1) identify the essential characteristics and goals of school-age care.
- 2) become familiar with the variety of programs which care for school-age children.
- 3) to understand and apply aspects of the Day Nurseries Act and other policies for this age group.
- 4) describe the social, emotional, physical, and cognitive developmental norms and needs of the school-age child.
- 5) outline a suitable curriculum plan for school-age children.
- 6) develop a repertoire of activities that would enhance the development and abilities of school-age children.
7. to develop effective communication skills and behaviour management methods 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 Care
- 5) Curriculum Planning for School-Age Care
- 6) Behaviour Management and Communication Strategies for School-Age Care

COURSE NAME

CODE NO.

**IV. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)**

1. School-Age Activity Profile 15%  
Develop a file containing a variety of activities that can be used with school-age children. Specific criteria will be explained in class.
2. Curriculum Planning 25%  
Develop (and possibly implement) a curriculum plan suitable for school-age children attending a specific after-school program (i.e. computers; science; creative movement, etc.). Specific criteria will be explained in class.
3. Learning Activity 10%  
Develop a concrete learning activity or "game" to use with school-age children. Complete learning activity form and submit with concrete activity.
4. Communication and Behaviour Management Skill Development Presentations 15%  
Working in small groups, present to the class a role play of a scenario typical of school-age care. Present **two** 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.
5. Tests  
Test #1 15%  
Test #2 20%

**COLLEGE GRADING POLICY**

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

**V. PRIOR LEARNING ASSESSMENT:**

Students who wish to challenge the learning outcomes in the course should consult the instructor or the PLA Coordinator.

**VI. REQUIRED STUDENT RESOURCES**

1. Musson, Steve. *School-Age Care: Theory and Practice*, Don Mills, Ontario; Addison-Wesley Publishers Ltd., 1994.
2. Haas-Foletta, K. and Cagely, M. *School-Age Ideas and Activities for After School Programs*; Nashville: School-Age Notes, 1990.

**VII. ADDITIONAL RESOURCE MATERIALS**

Bender, J., Elder, B.S., Flatter, C.: Half a Childhood: Time for School-Age Child Care. Nashville: School-Age Notes, 1984

Blakely, B., Blou, R., Brady, E., Streibert, C., Zovitkovsky, A., and Zovitkovsky, D.: Activities for School-Age Child Care: Playing and Learning. Washington, D.C.; National Association for the Education of Young Children, 1991.

**IX. 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 as he/she deems necessary to meet the needs of students.