

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 1995

NEW: X

REVISED:

APPROVED:

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

Jan. 16/95
Date

****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 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) identify the variety of programs which care for school-age children.
- 3) outline 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) 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

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:

1. Musson, Chapters 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

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 6 & 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 12 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 (on loan from instructor)
4. Good Behaviour text (on loan from instructor)
5. Instructor's resource materials and handouts

V. EVALUATION METHODS:

1. Participation and Discussion 10%
Questions/Annual Editions Readings assigned in class
2. School-Age Activity Profile - due March 29 15%
Develop a file containing a variety of activities that can be used with school-age children. Specific criteria will be explained in class.

EVALUATION METHODS (cont.)

3. Curriculum Planning - due April 19 20%
Develop a curriculum plan suitable for school-age children attending a specific after-school program (i.e. computers; science; creative movement, etc.). Plan one complete session of an after-school program (i.e. 3:30-6:00 p.m.) based on curriculum planning strategies discussed in class. Specific criteria will be explained in class.
4. Learning Activity - due March 22 10%
Develop a concrete learning activity or "game" to use with school-age children. Complete learning activity form and submit with concrete activity.
5. 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. Scheduled presentation dates from wk 12-15.
6. Tests
Test #1 15% - Feb. 22
Test #2 15% - May 3

COLLEGE GRADING POLICY

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

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 M. Cagely. School-Age Ideas and Activities for After School Programs. Nashville: School-Age Notes, 1990.
3. Day Nurseries Act

VI.. ADDITIONAL RESOURCE MATERIALS (Available from ECE Dept.)

1. Arns, B. Survival Guide - School-Age Child Care. School-Age Workshop Press, 1988
2. Bender, J., B.S. Elder, and C. Flatter. Half a Childhood: Time for School-Age Child Care. Nashville: School-Age Notes, 1984

ADDITIONAL RESOURCE MATERIALS (cont.)

National Association for the Education of Young Children, 1991

4. Faber, A., & E. Mazlish. Liberated Parents, Liberated Children – Your Guide to a Happier Family. New York: Avon Books, 1990.
5. Sanders, M. Every Parent – A Positive Approach to Children’s Behaviour. Don Mills, Ont.: Addison-Wesley Publishers Ltd., 1992
6. Additional materials also available from the department/instructor on loan.

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.

Once the student discloses his/her special need(s), the student must arrange to meet with the instructor to devise a written note documenting that the student has discussed his/her particular needs and accommodations with the instructor. This will act as an aid to assisting the student in successfully achieving the course objectives/outcomes.

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". Written documentation must be provided to substantiate the reason for not attending to write a test. 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 anonymously determine each group member’s participation in group projects. If it is deemed that a student has not fully participated in his 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.

Your instructor reserves the right to modify the course material, order of presentation, and dates of tests and assignments as he/she deems necessary to meet the needs of students. Adequate notification will be given.