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ABSTRACT

These 12 newsletter issues supply educational resources to providers of school-age child care. Each eight-page issue may include several feature articles; activities that providers can use with children; descriptions of professional development activities and training programs; information on books, pamphlets, and other educational materials in the field; legislative notes; and a list of school-age care (SAC) conferences and training sessions. Featured topics include: (1) programs for 9-15 year olds; (2) the educational value of recess; (3) quality school-age care; (4) multiculturalism; (5) trends that shaped school-age care in 1994 (constructivist theory); (6) Black history month and women's history month celebrations; (7) behavior management; (8) impact of SAC; (9) development and limitations on school-aged children; (10) money-making summer projects for children; (11) staff development; and (12) multiple intelligences in school-age care. (SD)

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School-Age NOTES

Volume XV

The Newsletter for School-Age Care Professionals

1994 - 95

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School-Age NOTES

ISSN0278-3126 © 1994 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Lessons About Programs for 9-15 Year Olds

by Rich Scofield

Over 200 SAC and youth program professionals attended the August conference in Portland, Oregon on "Developing Successful Programs for 9-15 Year Olds." If you missed it, there will be proceedings available from School-Age NOTES early next year. Also, Conference #2, the same subject, will be sponsored by Governor Roy Romer of Colorado and the Colorado Alliance for Quality School-Age Programs, October 6-7, 1995 at Keystone Resort, Colorado in the Rocky Mountains. Mark your calendars.

Lessons

- ◆ **Don't mix 9-15 year olds together.** At two different points, 14-year-olds pointed out they didn't want to be in programs with younger children (4th-6th graders). They even commented on the name of the conference saying you shouldn't group 9-year-olds with 15-year-olds. Suggestions from both kids and adults for groupings were 4th-6th graders; 6th-8th graders; and 7th-9th graders. Interestingly, the groupings did not go much beyond 3 grade levels to a group.
- ◆ **Parents want programs.** Communities have felt the push from parents who have been accustomed to school-age care through elementary grades and now their children are in middle school. The parents want their older kids in a situation that is safe, supervised, and they know where they are. Several models were presented, some with drop-in components. For programs supported solely by parent fees, it remains to be seen how long parents will

choose to spend their money that way.

- ◆ **Don't hire "dorky" staff.** One presenter said her kids told her they didn't want "dorky" staff. Staff should be young and knowledgeable of this age group, their interests, and what's "in" with music, fashions, and interests. They should be willing to jump into the middle of games, activities and fun.

One 14-year-old looked me straight in the eyes and said, "And the staff have to be young people, not *old*, you know?" (I took that to mean I've reached another middle-age milestone—I'm automatically not cool because of my age.)

- ◆ **Listen to the kids.** What are their interests and concerns? Have enough staff so they can stop and really listen each afternoon to what the youth are saying.

- ◆ **Involve them in the planning and operation of the program.** This age group will be loyal to program's they a major part in planning and operating.

- ◆ **Time to hang out.** The older portion, the 12- to 15-year-olds, of this age group are particularly interested in just being with their friends. They are not necessarily interested in jumping into an activity after school even if it is something they normally like to do. ☺

Crime Bill Passes

As we go to press the Crime Bill with provisions for programs after school has passed and is on its way for Clinton's signature. See page 2. ☺

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\$ Grants for SAC Programs to Help AT&T Employees

Business dollars rather than philanthropic dollars are funding the AT&T Family Care Development Fund which is making money available to improve or expand school-age programs.

Funds will be granted to those programs that result in a direct benefit for AT&T employees. The grants are designed to increase the supply and to improve the quality of child care (and elder care) services available to AT&T employees across the country.

Business dollars...available to improve or expand school-age programs.

The AT&T Family Care Development Fund is a joint project of AT&T, the Communications Workers of America (CWA) and the International Brotherhood of Electrical Workers (IBEW).

Call the technical assistance **HOTLINE** for more information: (800) 767-9863. ☺

0278-3126/94

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Crime Bill Raises Similarities to SACC 26 Years Ago

Passage of the Crime Bill of 1994 is pending. Its current version has allocated money for after school programs, particularly those dealing with at-risk youth. This seems a good time to look back 26 years ago to what the climate was for government and community intervention in the area of school-age care.

The following is from a paper presented at the Eastern Regional Meeting of the Child Welfare League of America in Philadelphia by Norman S. Finkel, Executive Director, Samuel Paley Day Care Center, May 10, 1968.

My topic today is day care for the school-age child. The development of day care for the school-age child has been uneven. It reached its peak in numbers during the World War II years. Funds provided through the Lanham Act [of 1942] made possible the development of thousands of day care centers which served the pre-school and school-age child. After the war, however, there was a sharp decrease in day care programs, particularly for the school-age child.

The reasons this decrease persists to some extent today [1968] are:

1. A reluctance on the part of the community to spend for these services.
2. The feeling, shared by community and parents, that the elementary school-age child did not need day care for the few hours after school that he was alone.
3. A reluctance on the part of day care staff, trained primarily in early childhood education, to move into the area of day care for the school-age child.
4. That a mother should be at home taking care of her children. [Editor's note: This attitude changed greatly in the 1980's but is still evident in many

parts of the country, in some legislatures, occasionally found in school superintendents' offices and might even be interpreted as existing in some of the presidential election rhetoric of 1992.]

[Before 1968] if day care services were developed in communities at all, they were developed for the pre-school child. Communities, in planning day care, made an arbitrary choice. They developed facilities and programs for the pre-school child and on the whole ignored the school-age child.

The pressure to provide day care has increased sharply in recent years [1968]. The reality of divorce and separated parents, of women in the work force, of parents who recognize the importance of the day care experiences that their pre-school children receive in day care and their desire that these children continue to experience when they turn school-age fuel the demand for communities to expand services. Title IV-A of Social Security Act provided the funding necessary to expand publicly funded day care and lent impetus to the general acceleration in the development of both public and private day care. Recent legislation which will create day care programs for the children of AFDC mothers will have impact on the development of day care services for the child under three, for the pre-school child and for the school-age child.

Administration Considerations

In the actual administration of day care for the school-age child, it is necessary that the program, to be effective, must take into consideration:

- <> the needs of those children,
- <> the needs of their families
- <> and the uniqueness of the day care setting.

Planning Considerations

In planning to serve the school-age child several of the factors we need to take into consideration are:

- <> how school-age friendship groups develop
- <> the institutional nature of day care
- <> and the child as he functions as a

member of a group from morning until supertime.

Program Considerations

When we look at the center we need to consider what *facilities* are needed to support a program for the school-age child. We need to decide the *age range* of the children we expect to serve in each school-age group, the *needs of children ages six through eleven*, the *program* itself and how it differs from programs for the pre-school child. Finally, we need to consider *qualifications of staff*.

Editor's note: It is interesting that some of the same attitudes and concerns that faced the social programs part of the Crime Bill were apparent in 1968. It would be hoped that the after school programs developed and expanded through the Crime Bill, if passed, would take into account the same considerations about SAC raised by Norm Finkel 26 years ago. Finkel is still connected with the Paley Center as he is Executive Vice-President of Federation Child Care Services which oversees the Paley Center.

SAC 10 years ago

September 2, 1984 declared "National School-Age Child Care Awareness Week." Congress recognized the growing need and importance of SAC by passing this joint resolution.

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8 Conflict Strategies for the ADD Child

This is the third in a series of articles which address working with children with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD). This month's article continues discussion from Dorothy Davies Johnson, M.D.'s book I Can't Sit Still: Educating and Affirming Inattentive and Hyperactive Children, and specifically addresses conflict resolution strategies.

Systems That Work

There are lots of behavior management systems, and lots of good books with excellent ideas for home and school-age program. As you come up with your own systems, keep the following points in mind:

- 1) **Target behaviors** should be carefully chosen to reflect what's really important. They should be clearly stated and limited in number.
- 2) **Reward whenever possible**, but only reward behaviors you want to continue. Always think of the positive behavior you can reward instead of the negative behavior you want to punish.
- 3) **Ignoring works better than punishing** to get rid of unwanted behavior. Behavior that is never rewarded in any way tends to stop, but behavior that is rewarded some of the time is the hardest to get rid of.
- 4) **Consequences should be immediate** (within the child's time view). They should be based on things important to the child (but please don't take away activities in special area of interest and skill). They should be based on fact and known rules, not emotion.
- 5) **Use logical consequences** whenever possible. For example: Cleaning up on time earns a bonus. Toys and games left out are off limits to that child for a week.
- 6) **Consequences should involve the least reward or cost** that will modify

behavior. Don't choose a cost (consequence) that you're reluctant to use. You're likely to fudge on imposing the consequence, and be more penalized than the child if you do use it.

7) **Consequences should also be available** for use during the whole afternoon. If the first poor behavior choice uses up the only consequence (e.g., a note to the parent), what do you do for the rest of the afternoon?

8) **Specific systems** for behavior management need novelty, variety and brevity. Change the game often.

Handling Aggression

ADD/ADHD children often express their frustration with themselves through aggressive behavior, and it is more difficult for them to recognize the limits of appropriate behavior. While you walk a fine line when controlling a child's impulsive behavior without damaging self-esteem, firm guidance from an adult with physically aggressive children is a must.

Dr. Johnson recommends an "action plan" which will define for the child the behavior boundaries, and what is and is not acceptable:

1) **State that aggression cannot be accepted.** There must be a clear statement that aggression - physical contact that is meant to bother or hurt another person - cannot be accepted. Period. A child with ADHD cannot deal with subtle qualifications, such as, "But don't let anyone push you around - stand up for yourself and fight back."

2) **Define appropriate alternate behaviors.** Such behaviors may include: saying "Thanks" as a response to teasing; stamping feet and clapping hands when angry; reporting to a supervising adult if the child is being pestered or injured; learning the kinds of avoidance strategies taught in aikido.

3) **Define predictable consequences**, such as the following:

> **Reward for non-aggression:** Dr. Johnson suggests a special reward

which is meaningful to the child, which is lost by the first infraction of the non-physical aggression rule each day.

> **Reward for using an alternate behavior:** This reward should happen immediately. It could be a privately understood comment and a credit marked on the child's daily reporting form which can be "cashed in" within the framework of a home or school-age program reward system. Remember that rewards are part of cognitive-behavioral training, too.

> **Immediate time out** is a logical consequence of any physical aggression. Time out is indicated immediately for any hurtful aggression. A minute per year of age is recommended. The time may need to be even shorter for children who have great difficulty with attentional focus and movement control.

> **"Reset Time"** places the child in a safe, calming, but not necessarily punitive, place where he/she remains until "reset" emotionally, and becomes under control. In an after school setting, the director's office may be the logical place for a child to reset without feeling punished.

> **Response cost** during time out and after reset time may involve writing what happened and two or three ways the child could handle a similar situation without hitting or kicking. This logical consequence lets the child vent, but then moves the child forward to constructive problem solving.

4) **Helping the ADD/ADHD child manage his/her feelings** will hopefully forestall aggressive behavior. Some avenues for feelings management Dr. Johnson recommends include avoiding television violence; avoiding physical punishment; giving "legal" outlets for frustration and anger, such as talking or writing about it, scribbling out the anger on cardboard, pounding a punch bag; providing more opportunities for the child to demonstrate skills in ways which will gain peer and adult approval, and commenting positively when the child does well. ☸

Profiles of Famous Women

Sara Josepha Hale was born on October 24, 1788, in Newport, New Hampshire. She was the editor of the first women's magazine in the USA, *Godey's Lady's Book*. She was also the author of "Mary Had a Little Lamb."

Ms. Hale campaigned for nearly 20 years to have Thanksgiving declared a national holiday. She wrote letters to state governors and to the President and also wrote editorials. Finally it was President Abraham Lincoln who, in 1864, issued a proclamation making the last Thursday in November Thanksgiving Day and a holiday in the United States.

Canada's Thanksgiving Day is in October - on October 10 this year.

When "Mary Had a Little Lamb" was first published, it was a song "Mary's Lamb." It describes something about Mary's school day. Mary walked to a rural school. Think about your own experiences and create a modern song to the same tune. For example, "Mary rode a yellow bus...", or "Matthew had a soccer ball..."

Imagine when a magazine for women was a totally new idea. Now there are many. Not too many years ago a magazine especially for black readers was a new idea and very successful. For what group would you like to create a special magazine? When Ms. Hale had an idea for a new holiday she wrote letters to governors and the President. To whom would you write if your new idea concerns a magazine? ☸

Wind Chime

Make a wind chime. You will need an aluminum pie plate to cut up, a paper or styrofoam cup and some string.

Cut shapes out of the aluminum pie plate. Punch holes around the rim of a styrofoam or paper cup at about 1" intervals. Punch a hole for hanging through each of your aluminum shapes. For each of your aluminum shapes take

a piece of string about 6" long and tie it onto the shape through its hole. Tie the other end of the string to the cup through one of its holes.

To hang your wind chime, punch a small hole in the bottom of the cup. Run a string through the hole and tie a big knot on the inside too large to pull back through. (Use a button or other small object on the inside knot if necessary to prevent it from pulling through the hole.) ☸

More Magic

National Magic Day is October 31. The secret of magic is illusion. Here is a trick you can try on yourself:

Hold two pennies between index fingers of each hand about 12" from your face. Quickly rub the two pennies together in an up and down motion. A third penny will appear. ☸



Whatchamacallit

Work in threes. Fold an 8 1/2 x 11" paper in thirds. On the top third of your paper, draw the head of a person or an animal. Fold the paper into the right position so that when you pass it on the middle section of the paper is exposed but the head you drew cannot be seen except for the bottom of the neck the next person will connect onto. Pass your paper on to the next person in your group.

On the paper you received this time, draw the body of your person or animal and its arms or front legs. It will need to be standing up on its hind legs. When the body is complete, fold the paper to show the bottom section on top. Just the tops of the legs should show for the next artist to connect to. Pass your paper on.

On the paper you received, draw the legs or back legs and feet of your animal. When all are done, unfold your papers and see your creations. ☸

Carving Pumpkins

If you plan to make pumpkin lanterns you may be interested in a new method. About 50 years ago Paul Bardeen, a safety engineer by profession, invented a method for his children to carve pumpkins without using knives. He designed tiny saws with thin blades, drills for making round holes and a poker for poking small holes to transfer the pattern.

The child draws the lantern design on paper (or may use preprinted design). Designs are not limited to faces! The paper is then taped to the pumpkin while the design is transferred by poking holes through the paper onto the pumpkin so an outline is created. Then the carving proceeds from dot to dot.

The pumpkin is usually opened by cutting out a lid on top, but some lantern designs may open the bottom instead. A whole row of pumpkins may be illuminated with a string of "Christmas tree" lights.

If you would like more information on a kit with special tools and patterns, contact Pumpkin Masters, PO Box 61456, Denver CO 80206. Tel. 303-722-4442. ☸

Pumpkin Seeds

Scoop the seeds directly into a baking pan. Add 1 1/2 T butter and 1 t. salt. Bake in a 300° oven for 45 minutes, stirring occasionally until browned.

The pieces cut out of the pumpkins can also be gathered and baked without seasoning until soft, pureed in a blender and used in recipes calling for canned pumpkin. ☸


Mirror Game

2 players. The player who is the mirror copies the actions of the other. Remember that the mirror uses her left hand to copy the other's right hand and so on. ☸

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

OCTOBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
OCTOBER	National Pizza Month. Try some new toppings--even if it's "pretend" with cardboard and paper.	The Chicago Fire began on October 8, 1871 and destroyed much of the city. Observe National Fire Prevention Week by helping victims of a fire.	Oct. 12 - <i>El día de la raza</i> (The Day of the Race) in Latin America, a celebration of cultural tradition. Plan your celebration.	National Popcorn Poppin' Month. Popcorn is native to the Americas. Try some air-popped.	The last week in October is National Cleaner Air Week and National Peace, Friendship and Goodwill Week. Make posters or write letters.
STARS	Cut an apple in half crosswise to see the star inside. * Play Chinese checkers.	Show the children how to draw stars. Color and cut out and make a collage of stars.	Play <i>Twinkle, Twinkle, Little Star</i> and let the children dance around. When you stop the music, have them freeze in place.	Cut star shapes out of cardboard. Tape them to the tabletop. Put a piece of paper over them and make crayon rubbings.	Some stars have 6 points and others 5. Look at illustrations of flags. How many countries have stars on their flags? What do the stars mean?
TRADITIONS	In pairs or teams create costumes out of newspaper and pins or tape. Have a costume revue before a panel of judges.	Draw an October picture entirely in shades of blue	If I had sailed with Columbus, I'd have brought my <u>a</u> ____; second player... my <u>a</u> ____ and my <u>b</u> ____; third player... my <u>a</u> ____, my <u>b</u> ____, and <u>c</u> ____.	Make a booklet of rules for a safe Halloween, or plan a party as an alternative celebration.	Draw a Halloween scene on a white paper with white crayon. Press down hard. Paint the whole paper black. Boo!
SENSES	View 30 objects in 30 seconds. Recall as many as you can. +1 for each correct. -1 for each listed but not really there.	Identify foods and spices with strong smells. Conceal them in cheesecloth or paper towel for this. Let everyone smell; then identify by consensus.	Blindfolded, identify persons in the group by their voices. Take turns.	Reach into a paper bag containing several objects. Identify them by feel. Write your conclusions. Compare after everyone has a turn.	Take turns describing the taste of your favorite food so the group can guess what it is. Not as easy as it sounds!
A FRESH PERSPECTIVE	Backwards Day. Namecard on your back with your name spelled backwards. Use those names! A story read from last page to first. Backwards relay.	Get acquainted with a tree. How can you identify it when its leaves are gone?	In mud or snow or with chalk make tracks that can be followed. Let teams track each other.	Roll a piece of paper and look through it like a telescope. Take a short walk, comparing what you see when each one has tunnel vision.	Make a line on the floor with masking tape. Attempt to walk the line while looking through binoculars.
SOMETHING FROM NOTHING	Junk Sculptures: string, nails, paper tubes, tape, wire, egg cartons, lids, etc. Construct on wood or heavy cardboard.	Ring Toss: 10 wooden clothes pins inserted in holes in cardboard box lid to make pegs. Number pegs. Toss jar rings or plastic rings from 6-packs.	Make fingerprint pictures. 	Use cardboard boxes and tape to construct a scale model of your school.	Indoors or out make a ring of masking tape to play marbles.

Army Credential for School-Age Workers

Credential/Competency Training Materials to be Available to the Public

The U.S. Army's Child and Youth Services will pilot a school-age credential for its school-age child care workers that will be overseen by the Council for Early Childhood Professional Recognition.

Teaching Strategies, Inc. has been working with the Army for over two years on addressing the dual need for competency-based training materials and a professional credential for staff of school-age programs.

The project began by involving experts in school-age care in a group consensus process to define the skills and knowledge staff need to implement a quality school-age program.

The competencies were used to define the content for a 13 module, self-instructional program that uses the Child Development Associate (CDA) functional areas as its framework.

Civilian Use

The training materials based on the competencies used by the Army will be revised to eliminate Army specific language and issues and to make it appropriate for the broader SAC field. The materials, *Caring for Children in School-Age Programs*, a two-volume set, will be available by late fall, as well as a companion "A Trainer's Guide..." School-Age NOTES will notify readers as soon as it's available. ☪

Which "Caring?"

The School-Age set of "Caring for..." joins Teaching Strategies' other books in its "Caring for..." series—not to be confused with: *Caring for School-Age Children—Scavo-Military Project*, 1980; *Caring for School-Age Children: A Church Program Guide—Hawkins & Vandergrift*, 1986; *Caring for School-Age Children—Click*, 1994.

NSACCA Joins with Others to Explore SAC Accreditation

The National School-Age Child Care Alliance (NSACCA) Board approved a proposal to join with the School-Age Child Care Project (*SACCP*) to explore the creation of a school-age child care accreditation system.

The *SACCP* has formed a National Advisory Panel to meet in September to review accreditation design options. The task related to the research and planning for an accreditation system is being supported by Work/Family Directions and its clients. ☪

Quality Standards for Space (Square Feet) Still Issue

One aspect that needs to be resolved before an accreditation system can be accepted by the SAC professional field is the issue of what is the quality standard for square feet per school-age child. The April issue of *School-Age NOTES* explored the conflict over our quality standards and criteria using 35 square feet per school-ager while many states use that figure as a bare minimum.

It seems reasonable to expect what is a minimum requirement of 97 square feet in Canada could be a starting point for exploring a quality criteria for space here in the U.S.

In British Columbia, Canada the minimum space requirement for licensing is 3 meters squared which is 97 square feet (96.87). To give an idea of their other minimum requirements, their minimum ratios are 1:10 for 5-to 7-

year-olds and 1:15 for 8-to 12-year-olds. At this point their licensing requirements do not allow 13-year-olds in programs.

For a comparison, a room that was licensed for 30 children at 1050 square feet based on 35 sq. ft. per child here in the U.S. would only be licensed for 11 school-agers (10.82) in British Columbia based on 97 sq. ft.

Certainly our field should look at this issue. It seems reasonable to expect what is a minimum requirement of 97 square feet in Canada could be a starting point for exploring a quality criteria for space here in the U.S. ☪

ASCAP Offers Music Licenses

by Charles Pekow

You pay by the speaker. The American Society of Composers, Authors & Publishers (ASCAP) has decided that school-age programs that use its music must pay an annual licensing fee depending on the number of speakers they play music from. So listening in stereo will cost you more. ASCAP and Broadcast Music, Inc. each control the rights to about half of the music in the country. Playing songs in a public place, including school-age programs, requires that you pay a fee. Only classes in public and non-profit schools are exempt, not before-and-after-school programs. (For details, see *School-Age NOTES*, July 1993).

BMI had set fees based on the size of the program. ASCAP was figuring out a rate structure as of last summer. It now is a minimum yearly fee of \$145, with \$29.50 for each additional speaker. ASCAP can send a representative to your program to discuss licensing with you. Chains with ten or more sites get a 20% discount. For details, contact your regional ASCAP office or call (800) 755-1019. ☪

How Hot is Professional Development?

Seventy (70!!!) of the 852 one-hour workshops at NAEYC (see article below) will be in the track "Teacher Development and Education" which is just one of 34 tracks. The number of workshop proposals sent in (several thousand) and the number for each track are one of the guidelines for determining interest and acceptance.

This year popular tracks were: Family Support (55 workshops); Curriculum (40); Administration (38); Equity/Diversity (37); as well as School-Age (19); Anti-Violence (23); Public Schools (15) and Learning Settings, Equipment and Materials (32). ☪

NAEYC Conference Important SAC Opportunity

1992 was the first time in 10 years that an NAEYC Conference (National Association for the Education of Young Children) did not have a special SAC preconference event and SAC interest group meeting.

The growth of the National School-Age Child Care Alliance (NSACCA) meant that it would need to split off its conference and activities to a different date and city. Some school-age professionals, particularly those not connected to the early childhood field, felt there was not enough for them at the NAEYC Conference.

Actually, the NAEYC Conference is a great professional development growth opportunity for all school-age professionals.

This year's conference is Wednesday, November 30 through Saturday December 3, 1994 in Atlanta. All con-

ference events, registration, exhibits, and workshop sessions will be at the Georgia World Congress Center.

In addition to 852 one-hour workshop sessions (see article above), there are 61 two-hour sessions, 17 evening sessions and on Wednesday there are 86 half-day and full-day preconference sessions to choose from as well as over 400 exhibits. At the rate of \$25 a day (based on the member conference fee of \$100), this is an incredible training and professional education opportunity for anyone connected to working with children.

For a preliminary conference program, call 800-424-2460 and ask for the Conference Department. ☪

SAC 15 Years Ago

June 15-16, 1979 School's Out! A Conference on Day Care for the School-Age Child - Boston. While not intended to be a conference beyond New England, this conference at Wheelock College received national attention through mention in the one-year-old magazine Child Care Information Exchange and attracted participants from across the country.

Many of the attendees and presenters are still involved with school-age care. The conference coordinator, Andrea Genser, was this year's keynote at NSACCA's professional development forum. ☪

Conferences...

(Continued from page 8)

COLORADO October 15, 1994
CO Alliance for Quality School-Age Prog.
Holiday Inn, Denver South Contact: Sandy
Whittall 303-693-7811

ONTARIO CANADA October 13-15
Ontario School-Age Conference, Keynote: Rich
Scofield, Gananoque (near Kingston), Ont.
Contact: Wendy Mitchell 613-544-5400 x1133

VIRGINIA October 14-15
Virginia SACC Network Conference, "Quality: A
Statewide Commitment," Keynote: Roberta

Newman, simultaneously with Wellesley Institute,
Richmond VA Contact: Paulette Bomberger 804-
591-4821

**WELLESLEY SACC PROJECT
1994 LEADERSHIP INSTITUTES**
VIRGINIA, Richmond, October 14-15
Contact: Paulette Bomberger 804-591-4825

NEW HAMPSHIRE October 18, 1994 New
Listing NH SACC Council, "Bridging the Gap of
Youth Programs" Contact: Cynthia Billings 603-
668-1920

ALASKA October 20-22, 1994
AAEYC Annual Conference will have a school-age
track, Anchorage AK Contact: Cecilia or Christie
907-696-5884

NEW JERSEY October 21-22, 1994
7th Annual NJ SACC Conference, Great Gorge NJ
Contact: Denise Sellers 609-429-1603

MAINE October 22, 1994
Maine SACC Coalition First Annual Conference,
University of Southern Maine, Gorham ME
Contact: Lori Freid Davis 207-871-7449

MICHIGAN October 25, 1994
Michigan School-Age Child Care Association
Conference, Keynote: Tracey Ballas, Detroit MI
Contact: Barbara Papania 313-467-1574

NEW YORK October 29, 1994 New Listing
4th Annual Westchester School-Age Directors'
Network Conference, Westchester, NY
Contact: Jill Stewart 914-238-3295

INDIANA February 25, 1995
YMCA of Greater Indianapolis SACC Training
Conference Contact: Evelyn Guinn 317-266-9622

TENNESSEE March 10-11, 1995 New Listing 6th
Annual SAC Conference, Nashville Contact:
Cathy Henris 615-741-3312

KENTUCKY March 10-11, 1995 New Listing 6th
Annual KY SACC Annual Conference, Louisville
Contact: Tamala Gefetos 502-587-9622

ILLINOIS March 24-25, 1995 New Listing
Spring School-Age Conference, Chicago
Contact: Bob Black 312-989-0222 or Maria
Walker 312-942-6501

NSACCA '95 April 20-22, 1995
7th Annual National School-Age Child Care
Alliance Conference, San Francisco, CA, Contact:
Darci Smith 415-957-9775

NORTH CAROLINA April 28-29, 1995 New
Listing NCSACC 6th Annual SAC Conference,
Charlotte Contact: Karen Callahan 704-348-2171

KENTUCKY June 4-8, 1995 New Listing 88th
Annual KY SAC Leadership Forum, Wilmore KY
Contact: Melinda Abshire 606-257-5083

**DO WE HAVE YOUR
SAC CONFERENCE DATES?** ☪

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SAC CONFERENCES

INDIANA October 1, 1994 **Date Change**
YMCA of Greater Indianapolis SACC Training
Conference
Contact: Evelyn Guinn 317-266-9622

ILLINOIS October 1, 1994
3rd Annual Fall School-Age Care Conference,
Effingham IL **Contact:** Kevin Johnson 217-367-
8013 or Vera Durbin 618-283-1104

OHIO October 9-11, 1994
OECE and SACC Conference, Special Speaker:
Linda Sisson, Columbus OH
Contact: Robert Snyder 614-262-4545

NEW YORK October 10, 1994
Capital District SACC Network Annual Fall
Conference, Albany NY
Contact: Abbie 518-426-7181

(continued on page 7)

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RESOURCES

International SAC Conference

International Perspectives on Children's Out-of-School Time—A One-Day Conference Friday, October 28, 1994 at the Wellesley College Club, Wellesley, Mass. will be a part of the School-Age Child Care Project's (SACCProject) 15th anniversary.

This conference will bring together international leaders in the fields of education and school-age care to examine needs across national boundaries. Panelists will present their perspectives on how school-age care programs can support and enhance the healthy development of children.

The conference is limited to an enrollment of 75 participants including practitioners, policy specialists, funders, researchers, government officials and advocates. The fee is \$75. A written summary of the conference will be available. For brochure CON-

TACT: Lillian Coltin, Conference Coordinator, SACCProject, Center for Research on Women, Wellesley College, Wellesley, MA 02181 (617) 283-2539. ☎

Teaching Kids Responsibility

Books on disciplining with dignity, cooperative discipline and positive classroom discipline as well as the *Teaching Kids Responsibility* newsletter are available from National Educational Service, 1610 W 3rd St, PO box 8, Station K4, Bloomington IN 47402-0008, 1-800-733-6786. ☎

Early Adolescence Clearinghouse

The National Center for Service Learning in Early Adolescence has developed a Clearinghouse database as a resource for practitioners, advocates

and policymakers concerned with education reform and meeting the needs of young adolescents. The database includes entries about organizations and publications relevant to service learning and/or education of early adolescents and descriptions of quality service learning programs nationally. For further information contact: Nat'l Ctr. for Service Learning in Early Adolescence, CASE: CUNY, 25 West 43rd St. Ste. 612 New York NY 10036-8099, 212-642-2946. ☎

Teaching Tolerance

Teaching Tolerance magazine, published by the Southern Poverty Law Center, is mailed twice a year at no charge to educators. Write: Teaching Tolerance, 400 Washington Ave, Montgomery AL 36104. ☎

School-Age NOTES

ISSN0278-3126 © 1994 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Recess (Free Play) and Its Educational Value

Recess in public schools has been reduced and cut over the last fifteen years in the name of "more time for education." Now, research on recess is beginning to show what many recess supporters have felt all along: "Children need frequent breaks from the classroom to learn best." And "children need to play to learn best." So says Anthony Pellegrini of the University of Georgia in the September 1994 issue of TEACHER MAGAZINE. Pellegrini has written for *Young Children* on the benefits of roughhousing, a sometimes controversial issue in child care and school-age care.

"What's going on in recess has educational value."

The magazine article titled "Give Kids a Break: Recent studies demonstrate that recess adds up to much more than just fun and games," reports that Pellegrini's 1992 study indicated that kindergartners' social behavior at recess is an indicator of future academic ability. "Children who braved the new world of the playground—either learning to play by themselves or with equipment or their peers—fared better on 1st grade achievement tests than children who dared not leave the adult's side. 'It seems to make sense that when kids have to go out and interact with other kids, there is a fair amount of social, cognitive work that gets done,'" said Pellegrini. "When kids have to cooperate and interact together, it's much more demanding on them mentally than when teacher does that for them."

"...When kids have to go out and interact with other kids, there is a fair amount of social, cognitive work that gets done."

What Pellegrini's 1993 study focusing on learning time before and after recess concluded was that the more children were confined, the more they fidgeted and squirmed. Pellegrini felt the lesson was clear: "Kids learn better when you break up what they have to learn." However, the type of play at recess may make a difference. "The children who played hard at recess were generally less attentive once back inside. Those who pursued less active, more social activities, meanwhile, were more attentive in the classroom."

The "evidence supports the notion that peer interactions at recess do contribute to learning." Pellegrini said, "that may be the crucial element. It may not be running around that's important at recess. It may be that this is a time when kids have to go out and initiate and respond to their peers with minimal adult mediation."

Pellegrini's final comment in the magazine was: "What's going on in recess has educational value. Whether kids are actually learning something or practicing something they already know, what's going on out there is important."

Implications for SAC

There has been a continuing debate in school-age care over the amount of adult-directed versus child-initiated, child-di-

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SAN Flunks Math

Canada Similar to U.S. in SAC Space Regs

School-Age NOTES erred in the September 1994 issue in reporting 3 meters squared would be equal to 97 square feet. The minimum space requirement per child for licensing SAC in British Columbia, Canada is 3 m². That comes to 32.3 square feet, not 97, which is slightly less than the common minimum

"So the question remains how many square feet per school-age child is a standard for quality?"

of 35 square feet per child in the U.S. The point that was trying to be made was that the SAC field needs a starting point to explore a quality standard for square feet per child. The quality standards that have been published using the licensing minimum need to be re-examined. See the April 1994 *SAN* for more on this issue.

Upon looking at some school-age spaces and trying to apply 97 square feet per child to them it became evident

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Canadian Program Lowers Ratios

Dear Richard T. Scofield,

I would like to share some of our program and what works for us here in Edmonton, Alberta, Canada.

I would like to commend you and your staff on a very well researched and put together newsletter. Our staff have been enjoying all the articles and center activities that are published each month.

I was really shocked to read in the letter section of the July issue that in some states the staff:child ratio could be as high as 1:25. After reading that statement I have to assume that not many of these centers enroll special needs children in their programs. Our program integrates special needs children which allows us more funding from the federal and provincial governments, which in turn enables us to hire one staff per child. Our required staff:child ratio in Alberta is 1:12. Our center employs 4 full time staff and 5 part-time staff. We are able to do this by sharing the full-time staff with our daycare program and some staff work split shifts.

I was also curious as to whether or not any post secondary institutions offer any type of child development courses. Here in Alberta we have extensive Early Childhood Development programs offered to train our staff specifically in child care. This is a two year diploma program that better equips our field with educated professionals.

We would like to hear from other centers from around the United States about their views on some of our policies. We also have a lot of program ideas for the 6-12-year-olds that we would be willing to share with other groups.

Tracy Bridges
Oliver Out-of-School
10530-138 St.
Edmonton, Alberta T5N-2J5, Canada

Editor's Note: Minimum staff:child ratios for SAC vary from state to state,

from a low of 1:8 to a high of 1:26. Many programs follow quality guidelines of 1:10 to 1:12.

See back page for a resource dealing with post-secondary education.

Youth Helper Program Responds

Dear Mr. Scofield,

Thank you for sending us the issue of *School-Age NOTES* featuring the Center's Clearinghouse. You've allowed us to reach an audience of youth workers who generally don't hear about our work. We appreciate the publicity.

I thought you might like to know that we have heard from a number of your readers already. There is a real interest in planning engaging programs for the young adolescent and [our] service offers an opportunity to do that.

We have always referred program leaders who run Learning Helper programs in which young adolescents work with the younger children to your publication as a source of ideas for activities they can use at the service site.

Thank you again for the exposure among staff of school-age care programs.

Felicia George
Associate Director
National Center for Service Learning
in Early Adolescence

SAC Instructor's Newsletter?

To all instructors of school-age child care:

Would you like to join a school-age care college network?

School-age care is a rapidly growing discipline at post-secondary institutions in the U.S. and Canada. More and more colleges are getting on the bandwagon, preparing students for this vital work. But as yet, there is no place to share resources, texts, curriculums, syllabi, questions or concerns - no place to

network all of us together. This issue affects me as Laurie and I prepare coursework at Concordia College in St. Paul.

I would be willing to prepare a 4-page newsletter, *The SACC College Networker*, three times a year, with information, news, book reviews, and stories from your experiences. I envision focusing on one college each time, sending out photocopies of the curriculum and syllabi in addition to the newsletter.

A one-year payment of \$35 will cover mailings, desktopping, printing, photocopying, my time, etc. If you want to participate, send the \$35. I will hold the checks for six weeks. If not enough people participate, I will send your checks back uncashed. If enough participate, we will soon have a newsletter that shares resources and curriculums.

Please respond by November 15 .

Jim and Laurie Ollhoff
6707 Foliage Court
Rosemount, MN 55068
Phone: 612-431-0866
FAX: 612-953-4988
E-mail: jollhoff@mcimail.com.

Editor's Note: This sounds like a needed resource. Laurie Ollhoff has worked extensively with other SAC professionals in Minnesota on issues around professional development and quality programs. She authored Giving Children Their Childhood Back - Paradigm Shifts in School-Age Child Care: A Work in Progress.

School-Age NOTES

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5 P.M. - Who's Cleaning Up Now?

Groups of school-agers playing with a great variety of toys and materials can produce quite a cluttered mess. It often becomes an adult-child conflict. How do you get the kids to clean up after themselves? How do you get them *excited* about cleaning up? How, without constant nagging?? These questions are asked over and over by school-age care professionals.

Try These Ideas:

- Put a clean-up list on the wall. Have kids sign-up beside the task they want to do today or this week. They must sign for at least one task.

- Have kids sign up for a major cleaning job once a week. Make this voluntary; one of the many fun activity choices. Some kids really enjoy doing this kind of real work and are more likely to enjoy doing it if given a choice.

- Put the child's photo above the area they are responsible for cleaning up.

- Inform parents that children must clean-up *before* they leave. Enlist their reinforcement of this concept.

- Appoint one child in charge of supervising the clean-up of an area or an entire job (such as putting away all the board games or outside play equipment).

- Plan any rearranging or reorganizing of the room and storage of materials with the school-agers.

- Use *time warnings* (10 minutes until time to put everything up...); *reminders* ("Put me back where I belong when finished with me" stickers on play materials); *rewards* (small prizes - stick of sugar-free gum, stickers, 15 minutes on the computer, first choice on weekly movie - given when a child does a specific clean-up task - puts away game, wipes off tables, empties trash, puts Legos in storage container...).

- Keep medium-sized materials in sturdy, open containers. Store small

pieces in Ziploc bags, large pieces in large laundry baskets or large net bags.

- Employ a rule that one piece of equipment or one kind of play material must be put back *before* another can be taken out. For example, the *Life* game must be put back in its box and returned to the shelf before Susan can take out the *Pictionary* game or the basketball.

- Play clean-up games: "*Shooting Baskets*" to get unbreakable items back into their storage spot. "*Beat the Clock*" - Set a timer for 3 minutes - can everyone clean up before the timer goes off?

It is in the taking apart and putting together and creative messes that school-agers test and perfect their developmental skills.

- Remind yourself that some kids will enjoy both the process of cleaning and putting away *and* producing a clutter-free environment. Others will find *no* interest or enjoyment in either the process or the product. Therefore, some kids will only need your modeling of cleaning-up and occasional directives. Others will need frequent and firm directives, assigned chores and clear consequences.

Lastly, a school-age program should probably never be completely free of clutter. It is in the taking apart and putting together and creative messes that school-agers test and perfect their developmental skills. So look on much of the clutter and mess as part and parcel of your program goals, i. e., the enhancement of the whole developing school-ager. Look at the mess and say to yourself: "I must be doing a good job. This is evidence of school-agers involved in work that matters." ❧

Reprinted from the January/February 1989 issue of School-Age NOTES.

Discipline:

Alternatives to Time-out & Other Punishment

Often it is too easy in the midst of a hectic afternoon to use a long time-out with the child who is recklessly running through the program for the zillionth time or to bar from a future field trip the child who is pushing and shoving at the snack table.

These consequences are sporadically applied and unrelated to the inappropriate behavior and are forms of punishment rather than discipline.

The following are suggestions for alternatives from two different sources. Both books explore the alternatives in depth and are available from SAN.

Alternatives to Punishment

1. Point out a way to be helpful.
2. Express strong disapproval (without attacking character).
3. State your expectations.
4. Show the child how to make amends.
5. Give a choice.
6. Take action.
7. Allow the child to experience the consequences of his misbehavior.

- from *How to Talk So Kids Will Listen & Listen So Kids Will Talk* by Adele Faber & Elaine Mazlish

Alternatives to Punitive Discipline

1. Anticipate trouble.
 2. Give gentle reminders.
 3. Distract to a positive model.
 4. Inject humor.
 5. Offer choices.
 6. Give praise or compliments.
 7. Offer encouragement.
 8. Clarify messages.
 9. Overlook small annoyances.
 10. Deliberately ignore provocations.
 11. Reconsider the situation.
 12. Point out natural, or logical consequences.
 13. Provide renewal time.
 14. Give hugs and caring.
 15. Arrange discussion among the children.
 16. Provide discussion with an adult.
- from *Please Don't Sit On the Kids* by Clare Cherry ❧

Holidays

November 1 - All Saints Day is a day to remember those who lived before. Think of someone you would like to remember. Make a booklet with a short biography and drawings (or photos or clippings if available).

November 11, 1918 - Armistice Day ended World War I. In 1920, November 11 was declared a legal holiday honoring those who gave their lives in the war. In 1954, President Dwight D. Eisenhower signed a bill making November 11 Veteran's Day to honor servicemen of World War II and the Korean War as well. Contact your local recruiter for an address children can use to send cards or notes of appreciation to servicemen and women from your area.

November 14-18 is *National Children's Book Week* which has been celebrated since 1919 to help provide children the opportunity and joy of reading. Read aloud this week, and let children read to you. Offer a different selection of books for recreational and informational reading this week.

November 24 is *Thanksgiving Day* in the U.S. In 1789 President Washington proclaimed November 26 to be Thanksgiving Day, a day of public thanksgiving and prayer. In 1863 President Lincoln recommended the Thanksgiving holiday always be on a Thursday - the last Thursday in November. Finally, in 1939, President Franklin D. Roosevelt moved Thanksgiving from the last Thursday to the fourth Thursday in November.

None of the Presidential proclamations mentioned turkey, cranberries, or pumpkin pies. For an experiment, have the children write on a slip of paper the first word that comes to mind when Thanksgiving is mentioned. Compare answers.

What do you think President Washington had in mind when he proclaimed a day of public thanksgiving? What do you think U.S. citizens have to be thankful for today? 🐾

Festivals of Light

Some cultures and religions use lights as a part of their celebrations, such as fireworks on the Fourth of July, lighted pumpkins at Halloween, and colored lights at Christmas. Below are two holidays called "Festivals of Light."

Hannukah

The Jewish holiday *Hanukkah* begins this year on **November 28**. It lasts for 8 days. For this Festival of Light a special candelabra called a *menorah* is used that holds 9 candles. The *Shammash* or Servant Candle in the center is used to light the other candles, and one is lit on each of the 8 days of the festival. The lights commemorate the rededication of the temple in Jerusalem over 2,000 years ago, and recalls how the sacred lamp burned for 8 days when there was only enough oil for one day.

Diwali

Another Festival of Light is *Diwali*, celebrated in India each year in late October or early November. The Indians light tiny earthenware oil lamps which line walkways, courtyards and roofs of homes or businesses.

For some Indians, Diwali commemorates the return of Rama, the legendary prince who was exiled for 14 years. The lights are lit as a welcome for this important visitor.

Is there a family in your program whose culture or religion uses lights in their celebration? Ask a family member to tell the children about this holiday.

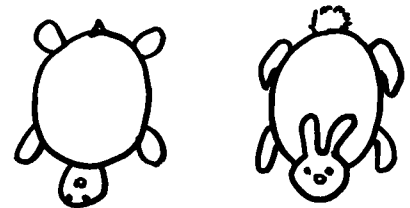
Let the children make paper candles out of construction paper and decorate the program room for your own "Festival of Light." 🐾

Head to Head

Two players lie flat on their stomachs almost head to head. Wedge a nerf ball between their heads. The players try to stand up without dropping the ball. Try this also with 3-4 players. (from *Elementary Teachers Handbook of Indoor and Outdoor Games*, p. 169) 🐾

Race the Tortoise and the Hare

Draw the figures of the tortoise and the hare. Punch a hole through the head of each. Tie a string 6' long to the leg of a chair a few inches above the floor and slip the string through the hole in the head of the tortoise. Tie a string for the hare to the other leg of the chair so they can race side by side. Position the tortoise and the hare about 2 1/2' from the chair to begin. Make them move toward the chair by alternately pulling the string tight and then loosening it. 🐾



Mirror

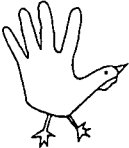

2 players. The player who is the mirror copies the actions of the other. Remember that the mirror uses her left hand to copy the other's right hand and so on. 🐾

An Indoor Active Game

Players stand in a circle. The first player begins an action (for instance, tapping her foot). The second player copies that action and adds another. Meanwhile, everyone in the circle copies the actions, including the new one which is added each time. The third player imitates the first two actions and adds another. This continues around the circle until every player has added a new action. 🐾

41 Activity Ideas

The minimum number of Activity Ideas in this issue is 41. 🐾

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL DAYS	Nov. 5, 1875: Susan B. Anthony was arrested for attempting to vote. Why was her vote illegal?	Nov. 11 is both Veteran's Day and Nat'l Young Reader's Day, a part of National Children's Book Week. Read a Caldecott Medal Book.	Nov. 14, 1840: Birthday of Claude Monet. He liked to paint the same scene again at different seasons or at different times of day. Try it.	Ice Hockey began in Canada in the 1870s. Nov. 15, 1950 Arthur Dorrington became the first black player. How is field hockey different?	Nov. 28, 1520: Ferdinand Magellan began his voyage around the world. Compare a map from his time and a modern map.
THEN AND NOW	The stick figures on cave walls are pictographs. Draw pictographs of the era in which you live.	Review old headlines. How many of these events are still hot topics? Look at today's paper. Predict how many of these items will make history.	Players in a circle toss a ball from player to player. Before each toss the player names a famous person from history. No repeats.	Make a diorama in a shoe box. Cut a peephole for viewing.	Obtain .29 postage stamp of Buffalo soldiers, black militiamen in the Old West. Where did they serve and how did they get their name?
RELAYS	Player runs to a table, picks up a button, sews it on and runs his team's piece of cloth back to the next player on the team.	Carry an inflated balloon on a table-spoon to the goal line and back to the next player. If the balloon falls off the player starts again.	Move a pingpong ball across the goal line by blowing on it through a straw.	First player crawls back to end of line between the spread legs of the other players. Second player follows suit and so on.	2 bowls, 5 dried peas, chopsticks or 2 unsharpened pencils for each team. Each player transfers the peas from one bowl to the other with the sticks.
TURKEYS	Make a bulletin board of hand print turkeys with children's names on them. 	On the floor cutouts of turkeys, 1 for each 2 players. Music stops, players with both feet on a turkey stay in the game. Remove 1 turkey each time.	Relay: Pick up a small paper turkey on the end of a straw. Pass it down the line from straw to straw.	Read a story about a turkey. Each time the word <i>turkey</i> is read everyone must stand up, make a full turn around and gobble like a turkey.	Cut turkeys out of tissue paper. Give each player a turkey and a folded newspaper to use as a fan. Fan your turkey over the finish line.
RECYCLE IT	Make snakes: Cut legs from old panty hose. Stuff with cut up hose, rags or styrofoam peanuts. Decorate with markers	Make bean bags out of old socks. 	Stack ten half sheets of newspaper and roll into a tight tube. Tape one end for a handle and cut the other in strips for a pompom.	Cut seasonal shapes from flat pieces of rubber innertubes, styrofoam trays or rubber insoles. Glue to wood blocks. Print cards or gift wrap.	Decorate the top of a small box with a design made with glue and small stones or different colors and sizes of beans.
CREATIVE CHILD & ADULT MONTH	Nov. 7, 1875: An elephant symbol of Republican party first appeared in Thomas Nast cartoon. How many other animal symbols can you name?	Make a batch of playdough or clay that will harden and can be painted. Enjoy being creative.	Nov. 10, 1903: The patent for the windshield wiper was issued to Mary Armstrong. What do you think needs to be invented?	Nov. 16: Mickey Mouse's birthday. What famous cartoon characters can you draw from memory? Invent one of your own.	Be a trash artist. Make wearable art from paper, glue, sequins, straws, macaroni, paints, seeds, spools, beads, yarn and cardboard.

Billion\$ in New Opportunities for SAC Abound in Crime Bill

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA" This report was written exclusively for SAN readers.

Not one, not two, but seven (7)—count them—new federal funding streams will become available to school-age programs through the recently-passed crime bill. The Violent Crime Control & Law Enforcement Act of 1994 contains billions of dollars in crime prevention programs through the year 2000. These programs include support to keep children away from gangs and drugs. While the programs share similar aims, Congress divided the funding streams so grant seekers will have to keep their eyes out in several directions.

The law divides federal administration of the money between the departments of Health & Human Services (HHS), Justice (DoJ) and a new independent council. In some cases, the federal government will award funds directly, in other cases it sends the money to states [like the block grants].

A few words of caution: Most of the funding streams won't start to flow until FY 96. It will take months for federal agencies to assign officials to the task of writing regulations and determining priorities before they can seek grantees. And while school-age programs are eligible for seven different grant types, they will have to compete with other social service programs, ranging from the famous midnight basketball leagues to domestic violence prevention and family counseling. **In many cases, school-age care may stand the best chance for funding by coordinating with other programs to provide services.** Here's a rundown on what the new law creates:

#1 – Model Intensive Grant Programs

These are awards DoJ can provide directly to up to 15 "chronic high intensive crime areas." Grantees must develop a comprehensive plan and use the funds to lever-

age other public and private community resources to relieve conditions leading to crime and provide alternatives to crime. Such programs could include activities for children to keep them out of trouble. Funding could total \$100 million in FY 96, \$125.1 million in FYs 97-99, and \$150.2 million in FY 2000.

#2 – Community Schools Youth Services & Supervision Grant Program

Community groups could get funds from HHS for services to school-agers, such as after school sports, arts & crafts, dance, tutoring, nutrition education, health services, parent training, etc. Grantees could spend 5% on administration and spend funds on renovating facilities. The law prohibits using the funds for religious education. All children in a community getting a grant could participate, if they get permission from parents or guardians. Authorized: \$25.9 million in FY 95, \$72.5 million in FY 96, \$85.1 million in FY 97, \$107.1 million in FY 98, \$135.5 million in FY 99, and \$141.1 million in FY 2000. In any year that Congress appropriates at least \$20 million, each state gets a share. Otherwise, HHS awards grants competitively. Grantees must pay at least 25% of costs with non-federal funds the first two years, 30% the third year, and 40% thereafter.

#3 – Local Crime Prevention Block Grant

These are from DoJ. States can give money to local community programs for after school activities, such as sports and other recreation activities. The programs should aim to keep school-aged children away from gangs. Grantees must show "a proven track record" of serving children five to 18. Congress authorized the program at \$75.9 million in FYs 96-99 and \$73.2 million in FY 2000. DoJ could keep 2.5% for administration.

#4 – A Family & Community Endeavor Schools Grant Program

This comes from HHS and goes directly to localities for children's activities, including after school care and related recreation and family education activities. Authorized: \$11.1 million in FY 95, \$31.1 million in FY 96, \$36.5 million in FY 97, \$45.9 million in FY 98, \$58.1 million in FY 99, and \$60.5 million in FY 2000.

#5 – An Ounce of Prevention Council

Composed of federal officials to make grants to youth programs. Governments, colleges & universities, non-profits and consortia can apply, but grantees must show broad support from neighborhood groups, schools, law enforcement officials, etc. Grantees must pay 25% of program costs from non-federal funds, unless they show financial hardship. The council can get \$1.5 million in FY 95, \$14.7 million in FY 96, \$18 million in FYs 97 & 98, and \$18.9 million in FYs 99 & 2000.

#6 – Local Partnership Act

These are grants to local governments for a variety of activities. The law specifically allows funding for the same activities permitted with Dependent Care Block Grant funds. Each state and territory gets a share of the authorized \$270 million in FY 96, \$283.5 million in FY 97, and \$355.5 million for FYs 98-2000.

#7 – Amendments to the Urban Recreation & At-Risk Youth Program

These will allow "at-risk youth recreation grants," which could go to school-age programs in high-crime zones designed to keep children out of gangs. The bill provides \$2.7 million in seed money in FY 96 and \$450,000 in each of the next four years. ☺

School Year May Affect Work Plans

Mothers of school-agers are continuing to join the work force in record numbers. The recession of the early 1990s may have retarded the growth somewhat, but a record 82.6% of married mothers with school-age children (and no younger ones) worked at some time during 1992, according to figures released by the Bureau of Labor Statistics (BLS). The figure represents a gain from 79.8% in 1991 and 57.7% in 1970 when BLS first compiled the statistic.

The recession evidently slowed the number of married mothers who worked, as the percentage fell .7% from 80.5% between 1990 and 1991. But the school year may affect work arrangements. Only 52.6% of the mothers worked fulltime year round in 1992, while 30% worked parttime or fulltime part of the year. ☺

Workshops Needed on Older Kids

The 1995 Conference "Developing Successful Programs for the 9-15 Year Olds" in Colorado is seeking workshop proposals.

Oct. 5-7, 1995, Governor Roy Romer and the Colorado Alliance for Quality School-Age Programs will sponsor a conference to address the needs of the 9-15 year old. The alliance is looking for programs which can be replicated, roundtable discussions for policy makers, and information from other fields which could be useful for programs working with older kids.

Guidelines for Proposals

Proposals should be no longer than 2 typed pages. Send 5 copies with a self-addressed postcard, and include your name, address, work and home phone numbers, professional title, the name and phone numbers of two professionals who have seen you present, the title of the presentation, the target audience, and a description with content area for a brochure. Sessions will be 1 hour in length and presenters will be given complimentary registration.

Content Suggestions

Possible workshop topics include: advocacy...administration...child development...collaboration...creating programs...developmentally appropriate programs...diversity...funding/resource development...guidance/discipline...kids with special needs...marketing/consumer education...model programs...pregnancy prevention...program evaluation...programs in other countries...space and facilities...staff training and recruitment...summer programs...substance abuse and prevention...transportation...violence and gang prevention...volunteer programs.

The deadline for proposals is February 28, 1995. Proposals should be sent to Sandy Whittall, CAQSAP Conference Chairperson, 4450 S. Ceylon Way, Aurora CO 80015. ☪

Recess...

(continued from front page)

rected opportunities. Some feel that there should be "educational opportunities" that clearly relate to school subjects but are more fun and active than classroom activities. Others feel that the after school program should provide the types of positive opportunities they might experience at home and in their neighborhood after school including free play with their peers. (See SAN December 1991 issue "Extended Day and Enrichment Programs—Educational Solution or Dangerous Trend?" and follow-up articles in March 1992 and March 1994.)

"...Peer interactions at recess do contribute to learning."

Pellegrini's work points out the importance of children having time to freely interact with peers with minimum adult intervention. That is an opportunity lost in a SAC program that does things in groups but is available in programs where children are allowed to "hang-out" and "do nothing" if they want to.

If free play at recess on a school playground with very limited materials and equipment has educational value, imagine the implications of free play in a quality school-age program which has created its environment to meet the developmental needs of school-agers. ☪

Space...

(continued from front page)

that even the highest quality programs would have problems having a program in space that was limited to so few children. A phone call to the licensing office in Vancouver quickly showed our error.

It has been suggested that the 30 and 35 square feet minimum requirements often used for preschool and SAC li-

censing comes from the crib space requirements set at the turn of the century after several fires and epidemics swept tightly packed orphanages.

So the question remains -how many square feet per school-age child is a standard for quality? Do we want the minimum standard that may have originally been set for crib space to be our quality standard? ☪

Oprah Checked Her Dishes — Have You?

Has your program checked its dishes (glazed, ceramic, crystal) for lead? When lead testing was one of the topics on the Oprah Winfrey Show the talk show hostess discovered her own dishes were full of lead. A member of the SAN staff found a package of six lead tests for under \$3.00 at a local discount store, along with tests for microwave leakage, carbon monoxide, radon, etc.

Lead is found in paint and dust on window sills, baseboards and radiator covers (due to extreme temperatures), and sand and soil near heavily traveled streets and highways, which has implications for playgrounds and gardens. For more information call Enzone, Inc. at 800-448-0535. ☪

Reader Survey

School-Age NOTES wants to hear from you!

We're requesting feedback from our readers on whether SAN is meeting your needs. Are we addressing issues you face as a school-age care provider? What are your concerns about the future of school-age care? What issues would you like to see addressed in future newsletters? What are we doing right? What are your favorite features in SAN?

Please let us hear your thoughts on the kind of job we're doing. Don't worry - we can take constructive criticism! Send replies to: Reader Survey, P.O. Box 40205, Nashville, TN 37204. ☪

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SAC CONFERENCES

NEW JERSEY October 21-22, 1994
7th Annual NJ SACC Conference, Great Gorge
NJ Contact: Denise Sellers 609-429-1603

MAINE October 22, 1994
Maine SACC Coalition First Annual Conference,
University of Southern Maine, Gorham ME
Contact: Lori Freid Davis 207-871-7449

MICHIGAN October 25, 1994
Michigan School-Age Child Care Association
Conference, Keynote: Tracey Ballas, Detroit MI
Contact: Barbara Papania 313-467-1574

NEW YORK October 29, 1994
4th Annual Westchester School-Age Directors'
Network Conference, Westchester, NY
Contact: Jill Stewart 914-238-3295

BRITISH COLUMBIA Nov. 26, 1994 New
Listing SAC Association of B.C. 1st Annual
Conference, Vancouver Keynote: Noel Young,
Contact: Carol 604-739-3099

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RESOURCES

Professional Development

The Early Childhood Career Lattice: Perspectives on Professional Development by Julienne Johnson and Janet B. McCracken, Editors, published by the National Association for the Education of Young Children (NAEYC), 1994, looks at the many issues and complexities of unifying a diverse field toward creating a professional and providing a career development path.

School-age care is just one part of the early childhood field but is indicative of the diverse nature of the field. The book's introduction includes NAEYC's position statement on a conceptual framework. It points out the professional differences of staff who work with school-agers depending on the time of day they work with them. "Elementary grades are taught by licensed teachers. Often, e teacher licensure (certification)

requirements do not full address the specialized skills, knowledge, and supervised practicum experience of work with younger [school-age] children. School-age child care programs are offered by schools and a variety of private agencies, as well as in family child care homes. Regardless of public or private sources of funding, qualifications for school-age child care personnel are more similar to those included in child care facility licensure than public school teacher licensure."

Other issues considered are core content, effective professional development strategies, including an article on SAC, developing state policies, staff compensation, and the articulation issues facing two-year and four-year post secondary programs.

The Early Childhood Career Lattice: Perspectives on Professional Development is available from NAEYC for \$8. Send to NAEYC, 1509 16th St., N.W., Washington DC, 20036-142226.

Color Me Human™

B.K. Loganberry, Inc. of St. Petersburg FL carries a full line of items sporting a "Color Me Human" logo which depicts four differently colored human silhouettes dancing before the sun. The logo, according to the artists, stems from a belief in "the oneness of humanity and not the sameness of it." Items useful for school-age programs include balloons, buttons, posters, stickers, calendars, T-shirts, and coloring pads. For a free brochure call 800-945-1352.

Program Tools

School Tools™ out of Atlanta, GA, offers supplies needed for starting and maintaining an after school program. For free catalog call 800-552-7867.

School-Age NOTES

ISSN0278-3126 © 1994 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Quality School-Age Care Worldwide Goal

It's exciting!!! School-age care professionals are talking the same language worldwide about what SAC is and what quality is about. National and international efforts are evolving as demonstrated by the following:

► **Australia** held its first National Out of School Hours [OOSH] Conference. It has organized a national group for OOSH services. At the federal level, a "Draft National Standards for School Aged Care" was disseminated for discussion in March 1994.

► For several years the **European Network for School-Age Childcare (ENSAC)** has held conferences and advocated for quality.

► A forum on International Perspectives on Children's Out-of-School Time was held October 28, 1994 in Wellesley, MA co-sponsored by ENSAC.

► The Canadian provinces of **Alberta, British Columbia, and Ontario** also have held SAC conferences for several years. **Quebec, B.C. and Ontario** have established SAC associations and there has been talk of forming a national organization.

► The **United Kingdom** has a Kids Club Network.

► The **United States** has the National School-Age Child Care Alliance organized in 1987 which has had six national conferences and is currently looking at a national quality improvement system that would include quality standards and an accreditation process.

► The **Scandinavian** "fritidshem" or "free-time home" with workers trained for three years across skills to work with many different ages up through age 18 is a model that has received attention in the U.S.

Different Voices Same Tune – It's Developmental

A consistent theme across these countries is that the individual and developmental needs of school-agers must be considered when looking at quality care of children and youth in their out-of-school time. Bjorn Flising of **Sweden** at the Second ENSAC Conference in 1990 said, "Guidance must be sought in the needs and wants of the children. The basics of school-age child care could be stated as: Somewhere to go; Something to do; Something to eat; Someone to meet. In each of these items we can put very different levels of ambition depending on what we think is of importance to children and parents; depending on the scope and limits of time and money; depending on what we think about the society intervening in child care and child development."

A consistent theme across these countries is that the individual and developmental needs of school-agers must be considered when looking at quality care of children and youth in their out-of-school time.

Another theme more visible in other countries than in the current SAC movement in the U.S. is the importance of play. In fact, Noel Young of **Toronto** titled his new book about the history and state-of-the-art of school-age care
(Continued on page 2)

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SAC Enters Cyberspace

"SAC" is an electronic discussion list for anybody interested in SAC planning, resources, activities, funding, staff and staff development, and related subjects. Anyone with access to Internet electronic mail (E-mail) can participate in discussions on "SAC" (for example, Prodigy, Compuserve, America Online all have Internet E-mail services for a fee).

"SAC" is co-owned by the School-Age Child Project at the Wellesley College Center for Research on Women and the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign.

Free Service

Other than the fees your individual E-mail server may charge, there is no cost to subscribe to "SAC." To subscribe, send a message to:

majordomo@ux1.cs.uiuc.edu - leave the subject line blank. Just type subscribe SAC <Your E-mail address> (substituting your own e-mail address, without brackets, for <Your Email Address>) in the first line of the mes-

(Continued on page 2)

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World. . .

(Continued from front page)

in Ontario, *Caring for Play: The School and Child Care Connection—A Guide for Elementary School Principals, Child Care Professionals and School Board Officials.* (See Resources back page.) Although, it should be noted that during the first SAC movement in the U.S. from 1917 through the 1950's many SAC programs were called "play schools" after John Dewey's model and the sub-title of NAEYC's SAC book is "Playing and Learning." Another Canadian Steve Musson from **Vancouver** refers to "play environments" and "planning for play" in the table of contents of his book *School-Age Care: Theory and Practice.*

Robyn Monro-Miller at Australia's first National OOSH Conference quoted several international sources to highlight development and play as they relate to quality SAC. One was Michael Vanderbroeck addressing ENSAC in 1992 who said, "When school is finished, it really ought to be so and children ought to be free in their free time. This requires a specific pedagogic concept where the role of the adult focuses on encouraging children to take the initiative and on the development of self-concept."

Monro-Miller also pointed out that in the United Kingdom the quality of care is defined in terms of "experiences which affect children's development and well-being."

Quality SAC in Canada

Noel Young describes the type of environment that adults must provide for children if the children are to assume responsibility for their play. "If growing up is learning to be a responsible member of a community, then it is through play that children first practice responsibility."

And for that play to occur "adults must provide:

- "[an environment] with space appropriate to a variety of play types and social groupings to which children at-

tach feelings of both ownership and pleasure

- "[an environment] with materials that support a wide range of creative, dramatic and other activities

- "[an environment] with time schedules that allow children to become immersed in activities and projects that can evolve over a period of hours or even days

- "[an environment] that can be shared with a community of self-selected friends

- "[an environment] that is supervised by talented caring adults who can ensure continuity of care through the entire day and who both support and challenge children as their play ideas develop."

"...In the United Kingdom the quality of care is defined in terms of "experiences which affect children's development and well-being."

How easy is quality?

From the United States' National Association of Elementary School Principals' book *Standards for Quality School-Age Child Care* comes the following quote: "The key to developing a vital and exciting school-age child care program is to simply find out what the children like to do and what they want to [explore]. Ask them about their interests, observe their activity, listen to their ideas. Then mold program choices around what you have learned."

It is exciting that the professionals in school-age care around the world are all on the same path to quality. A path that takes into consideration parent and community needs but ultimately is shaped by the individual and developmental needs of children and youth during their out-of-school hours when their parents are unavailable. ☺

Cyberspace. . .

(Continued from front page)

age area and send the message. Do not add your signature.

Questions

According to Dianne Rothenberg of ERIC, "SAC" can be accessed through a variety of networks. Many schools can go on to the Internet through state or regional networks set up for educators. Check your local schools. Also it can be accessed through local networks such as Freenets or Communitynets. These are usually free or low cost. Local universities and colleges often help people to get connected.

For those interested in broader early childhood issues you can also subscribe to "SAC" through ATHENS (formerly ATLAS) on Prodigy, an on-line network. ATHENS is a closed professional forum on education-related information. NAEYC is one of the main information providers for the early childhood hub. For more information on ATHENS contact 800-456-8881 or visit the ATHENS demonstration at the NAEYC Conference in Atlanta.

For more information on the "SAC" network contact:

Dianne Rothenberg 800/583-4135 rothenbe@uiuc.edu or Michelle Seligson or Susan Hafer 617/283-2547 shafer@wellesley.edu ☺

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The Pogs are Coming!!!

If you already know what pogs are STOP reading, you've heard it all before. For the uninitiated, "pogs" will be coming soon to your after school program.

Pog is a recycled fad from the Depression-era game called "milk caps." Today the round, cardboard disks (descended from the caps that sealed old-time milk bottles) are covered with advertising logos, designs and popular characters; there's even an "O.J." pog.

The game is played by stacking several pogs and taking turns hitting the stack with a metal or plastic disk called a "slammer." The idea is to turn over the disks when "slammed." In some variations, similar to flipping baseball cards, you get to keep what you flip over; in other games, you accumulate points. For SAC programs, schools, and parents, it's the "keeping" of these disks that cause a problem. They can cost anything from nothing for promotional pieces to 50 cents or more for premium caps. The "slammers" can cost up to several dollars. Like baseball cards, it's easy to amass a "bunch;" it also can be easy to lose many dollars at a time, hence the parental concern. And some call it gambling, hence the school's concern. The developmental intensity of school-agers regarding competition and fairness which leads to bickering and the spillover from disagreements started in school, coupled with the parents' issues over the fad, makes it a concern for school-age programs.

Pog stands for the Hawaiian fruit juice Pogs which is Passion fruit, Orange and Guava, and its cardboard bottle caps were used in Hawaii to revive the old-time "milk caps" game. Schools used the bottle caps as fund-raisers, advertisers used them for promotions, and soon a pog industry was born. The fad moved to California where Disneyland held a two-week pog com-

petition this past spring.

Pogs are traded and collected like baseball cards. Kids can be seen on playgrounds or street corners slamming pogs. Accessories can be bought such as different size tubes to hold your pog collection, and large disk boards to set your pog stacks on that are to be slammed; even "starter kits" are available.

The developmental intensity of school-agers regarding competition and fairness which leads to bickering... makes [pogs] a concern for school-age programs.

An estimated 350 million pog disks have been sold in California, and the fad has appeared strong in Texas, Washington, and Florida. The game has been featured on CNN news.

There is even a lawsuit. The World Pog Federation bought the rights to the name "Pog" from Orchard's Hawaii, Inc. which owned the name for its fruit juice drink since 1974. A competing pog company, Universal Pogs Association Co. has sued World Pog, claiming the name is generic. World Pog says the generic name for the game is "milk caps." But in the media and on the street "pog" is certainly more catchy a term than "milk caps."

Banned in Schools - Is there a place for pogs in SAC?

Some schools and after school programs hit by the pog fad have banned the disks, claiming it's disruptive and promotes gambling. Rick Potter of Rainbow River SAC programs in Hermosa Beach, CA solved the dilemma by banning personal pogs, but having the program provide pogs which the kids could use to improve their "slamming" skills. ☺

An Australian View

Play is important to a school-ager's development. School-age care is in a unique position during the child's day to provide appropriate opportunities for enhancing social, emotional, physical and cognitive development through the vehicle of play. Often such opportunities for development enhancing play is not available during the structured school day.

Out of School Hours (OOSH) services in Sydney, Australia is what we call school-age care in the U.S. In a "How to" series on OOSH services the Network of Community Activities outlined its view on the benefits and importance of play in OOSH:

"Play gives children the opportunity to explore the world around them and learn how to cope in different environments. It gives them a chance to be creative and develop their own interests. Most importantly children do not have to fit into a certain mold to play.

"Children's play can be enhanced by sensitive, aware adults who help children develop their potential by working with them, not by doing everything for them.

"As out of school hours care workers we can provide a safe environment for children to play and help them learn new social, creative and physical skills, and improve on existing ones. We can also help children develop a positive self-esteem and explore their own individual interests. Play is not only a child's work but it is their right; it is giving them the opportunity to develop in a healthy and happy manner.

Some Benefits of Play

- to explore
- to create
- to day dream
- to socialize
- to gain new interests
- to learn to solve problems
- to try out different behaviors
- to develop self-confidence
- to increase physical ability

(Continued on page 7)

Ideas for the Holidays

Dec. 5 - St. Nicholas Day in the Netherlands. Children put straw and carrots in their shoes for the white horse St. Nicholas rides. St. Nicholas leaves goodies in their shoes.

→ Clean your shoes and make them look as nice as you can.

→ Line all the shoes up in a row and give a number to each pair. Give each child a paper and pencil to list the numbers and identify as many owners as they can.

→ Write something nice about the owner and put it in each pair of shoes (e.g. "I like the way you...").

Dec. 12 - Feast of Our Lady of Guadalupe, the patron saint of Mexico.

→ Decorate with paper streamers, play Mexican dances for your puppets and serve tacos. The colors of Mexico are red and green.

Dec. 13 - St. Lucia Day in Sweden is a celebration thanking the Queen of Light for returning, bringing back longer days. Children may sing carols and help bake holiday breads and cookies. In Sweden the children serve a breakfast of coffee and buns with raisins. A daughter wears a crown of evergreens and candles and brings the breakfast to her parents on a tray.

→ Make buns with raisins, or decorate buns or cinnamon rolls with raisins.

→ Make real candles, or make crowns with paper candles.

→ Act out this tradition as play.

Dec. 16 - Las Posadas celebration begins in Mexico and Latin America. *Posada* means inn or lodging. Families, neighborhoods and even the whole community may be involved. Families act out the traditional story of Mary and Joseph (parents of Jesus) seeking lodging in Bethlehem before Jesus was born. Two children carry statues of Mary and Joseph from house to house seeking a place to stay. At each house the lights are out and the couple is sent away. At the last house, the lights come on and the children are invited in for a party.

Make clay statues of Mary and Joseph. Do a play of this special celebration. Make paper lanterns for the last "house." Sing songs and play games.

Dec. 22 - The first day of winter and the shortest day of the year in the Western Hemisphere.

Make bird feeders or decorate a tree outdoors with food for the birds.

With a globe and a flashlight demonstrate how the days become longer or shorter.

Dec. 26 - Here are three December 26 holidays. Spread out some of these activities to other days:

Wren Day in Ireland - Make holly bushes out of green and red construction paper. Make wrens by stuffing small paper bags with newspaper and stapling on paper beaks, feathers and other details.

Boxing Day in England - The English wrap boxes of presents to give to public servants.

→ Make a list of public servants and decide what gifts to give them. Don't forget school personnel.

→ Make small gifts (cookies, candles, clay statues, book marks, coupons for free car wash).

→ Make your own wrapping paper.

→ Wrap and give gifts. Be sure to say "Happy Boxing Day."

First day of Kwanzaa - An African-American holiday begun in the 1960s, Kwanzaa means "first fruits." The celebration lasts 7 days. Each day a gift of idea is talked about and celebrated, and a candle is lit. The candle colors are red, green and black. The ideas to be thought about for each day are unity, self-determination, group effort, group economics, creativity, purpose, and faith.

→ Invite a guest who has celebrated Kwanzaa to share ideas, songs and dances.

→ Make necklaces by stringing macaroni painted red, green and black.

→ Find out why "first fruits" is important to the celebration.

→ Check the newspaper for local Kwanzaa events. ☸

After the Holidays

So much energy goes into planning the before-the-end-of-the-year holidays that when they are over we feel a need to rest and recuperate. Yet, the children might be at one of their neediest times. Not only are they recovering from the disruption of their school and home routines, but they may have to deal with many mixed feelings:

- Disappointment over not getting the presents they wanted or the feeling that a sibling got more than they did.

- Excitement at spending time with a divorced parent and the sadness of leaving to go back home.

- Frustration at having to spend time with the other parent and missing out on things at home.

- Anger over broken promises - the things that didn't work out the way they had hoped or anticipated.

Getting back into routines at the program helps provide stability for the children. Providing the routines and the time for one-to-one adult-child interactions takes planning.

Plan many structured materials and activities which will help children re-enter with a greater sense of control. Structured materials include Lego blocks, Tinker Toys, puzzles, pegboards, and board games such as Monopoly. Structured materials allow for creativity but allow children a greater sense of control because the individual pieces do not change form or structure such as clay or paints do.

Have ideas ready for active indoor games such as scavenger hunt, balloon ping pong or cooperative games. (See more examples on p. 5)


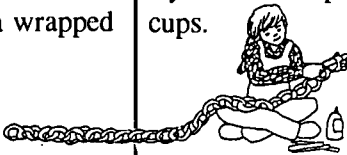


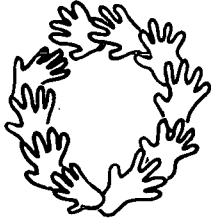
Plan activities that will help kids express both ideas and feelings connected with the holidays.

Make use of dramatic activities.

Provide materials for thank-you notes for gifts or hospitality received. ☸

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45. ☸

	Monday	Tuesday	Wednesday	Thursday	Friday
DECEMBER DATES	Dec. 1, 1955. Rosa Parks refused to give up her bus seat in Montgomery, AL. What happened then?	Dec. 3, 1965. Birthday of Katarina Witt, German gold medalist in skating. Who from your area is training in an Olympic sport? Who would you call to find out?	Dec. 9, 1948. Birth of Joel Chandler Harris, who retold African-American folk stories. Read Julius Lester's modern version of Uncle Remus.	Dec. 16, 1770. Birthday of Ludwig Van Beethoven, composer in spite of deafness. Listen to <i>Ode to Joy</i> or <i>Moonlight Sonata</i> .	Feliz Navidad (Sp.) Buon Natale (Ital.) Glaedelig Jul (Dan.) Joyeux Noel (Fr.) Hauskaa Joules (Fin.) Maligayang Pasko (Phil.)
'TIS THE SEASON	Decorate a piece of paper. Cut out a circle with slits to fit onto the door knob. 	Decorate a door. Cover it with paper you can draw or paint on or make the door look like a wrapped package. 	Make paper chains or popcorn chains or make bells out of styrofoam or paper cups. 	Stand-Up Tree. Cut two with slits as shown. 	Make a wreath of handprints. 
GREETING CARDS	Make greeting cards. Cut and fold construction paper to fit an envelope. Provide paint, lettering pens, glue, sequins and foil.	Draw around cookie cutters to make the shape for a see-thru cut-out on the front of the card. Plan the design that shows through.	Cut sponges into appropriate shapes. Dip sponges in paint and make gift wrap paper and greeting cards.	Try your hand at making your own envelopes. Take apart an envelope and flatten it out for a pattern.	Design a postcard greeting card.
INDOOR ACTION GAMES	In a circle, 1st player starts an action. All copy it. Player 2 adds another action. 3rd player adds another action, and so on.	Pass a ball over the head of the first player, between the legs of the next, over the head of the next. End player runs to the front. Repeat action.	Play a non-elimination game of musical chairs. Players stay in but the chairs are eliminated one by one.	Join hands in a circle. Cat chases Mouse around and through. Players help Mouse but not Cat. When Mouse is caught, choose a new Cat and Mouse.	Review some singing games with motions, e.g. <i>Looby Loo</i> , <i>This Old Man</i> , <i>Little Cottage in the Wood</i> , <i>BINGO</i> , and <i>Rocky Top</i> .
DANCE	Learn and practice a group dance or circle dance from the past or from an ethnic tradition. (e.g. polka or Greek line dancing).	Try the jitterbug, the bunny hop, a square dance or the Virginia reel.	Make puppet dancers. Cut 2 holes to put fingers through for the legs. Rehearse the puppet dancers to music.	Is Your Copy Legal? If you are reading a photocopy of this page without a permission statement, it has been illegally copied. Many people do not realize that copyrighted material (often indicated by ©) is not to be reproduced for distribution such as to other sites on a monthly basis without permission. (Permission is not needed for one-time, non-resale use such as a workshop.) School-Age NOTES provides discounts for group subscriptions to accommodate multiple site programs. For more information call 615-242-8464.	
JUST FOR FUN	Run a relay with a potato between your knees.	How tall is the tallest building in your town or state? How many kids added together would equal the height of the building?	Make your own lace doilies by folding and cutting a paper circle like a snowflake.		

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Congress Okays New Boosts for SAC

Hidden away in new education and child nutrition law lie a few boosts in federal support for school-age projects.

While the largest source of new federal aid comes in the crime bill (see October issue), school-age programs may be able to tap into funding created by bills Congress passed in the waning days of its legislative session.

The **Improving America's Schools Act** provides several such opportunities under its Demonstrations of Innovative Practices section. The **Innovative Elementary School Transition Projects** allocates between \$10 million and \$40 million this year for "innovative transition projects in elementary schools" for graduates of Head Start, Even Start or similar preschool programs. Local school districts will get the grants directly from the Dept. of Education (DoE) to build upon services to the children so they can succeed in school. Programs must provide, arrange or refer families to all necessary support services, including after school care when needed. The legislation doesn't specify funding for future years.

The law also allows DoE to fund **Demonstration Programs to Improve Achievement**. State and local education agencies, other governments, non-profits and public-private partnerships involving for-profits can get grants to improve state educational standards and student achievement. Grantees can arrange for after school activities that help children meet the goals.

Finally, the bill provides one more source of aid -- but only if you live in Hawaii. It allows DoE to award up to \$1 million this year for **Native Hawai-**

ian Community-Based Education Centers, which can include after school programs.

Additionally, the **Healthy Meals for Healthy Americans Act**, which reauthorizes child nutrition programs, includes a few possible boosts for school-age providers. The U.S. Dept. of Agriculture (USDA) will start a demo project to provide an after school snack to teenagers (anyone aged 13-19 is eligible) involved in after school activities at schools participating in the School Lunch Program. The demo gets \$325,000 in FY 95, \$375,000 in FYs 96 and 97, and \$425,000 in FY 98.

And the nutrition bill opens another door: it allows use of **Nutrition Education & Training (NET)** funds for teaching children and their families about child nutrition in after school programs. USDA awards funds directly to states, who decide how to spend it. For information, contact your responsible state agency. Congress appropriated \$10.27 million for the program in FY 95.

Appropriations Finalized for the Year

No major boosts, but no major cuts. That's what Congress provided for subsidies for school-age care for FY 95, as it prepares for reauthorization of the **Child Care & Development Block Grant (CCDBG)** and related programs next year. Appropriated: \$934.656 million for CCDBG, up \$42.015 million from last year, but \$156.006 below the administration's budget request; \$2.8 billion for the **Social Services Block Grant**, \$1 billion less than FY 94 because of the one-time \$1 billion add-on for **Empowerment Zones/Enterprise Communities**; \$555 million for **Work Activities Child Care**, up \$27 million; \$156 million for **Transitional Child Care**, up \$16 million; \$300 million for **At-Risk Child Care**, down \$61 million because states carried over some of their FY 93 allotment into FY 94; and \$12.873 million for the **Dependent Care Block Grant**, a cut of

\$116,000 from FY 94.

Lastly, the **public and Indian housing child care program** got refunded at \$20 million, a \$5 million increase. Congress didn't pass a major housing bill that would have upped funding to \$41 million. ☪

Toy Guns Face Ban

By now you may have learned, via the national media, that K-Mart, Toys "R" Us and Kay-Bee Toy Stores have removed realistic toy guns from the shelves of their retail stores. School-Age NOTES loudly applauds these decisions.

K-Mart decided ten months ago to leave only brightly colored plastic toy guns on their shelves. Toys "R" Us and Kay-Bee Toys recently announced they would also pull realistic toy guns from their U.S. stores. These decisions were made in response to an increase in fatal accidents involving children with toy guns. There have been at least two cases where minors were shot to death by police officers who mistook toy guns for actual weapons.

You may want to alert parents to the potential danger of a toy gun being mistaken for a real gun. Also, the decisions of these major chains could possibly influence where parents choose to shop this holiday season. ☪

SAC Newsletter Discontinued

The monthly newsletter *Report on School-Age Child Care* published by Business Publishers Inc. (BPI), Silver Spring, MD and edited by Chuck Dervarics has been discontinued. Its content and subscription base have been merged into the bi-weekly *Report on Preschool Programs* published and edited by the same people. ☪

National YMCA Conference

"Similarities Makes Us Human—Differences Makes Us Unique" is the theme of the National YMCA of the USA Child Care Conference April 20-22, 1995 at the Seattle Westin Hotel, Seattle, WA. The pre-conference day will be April 19. The general session speaker is Roger Neugebauer, publisher of *Child Care Information Exchange*.

For more information contact: Ken Vogt 310-285-0835. ☛

Wellesley SACC Project Seeks Associate

The School-Age Child Care Project of the Center for Research on Women at Wellesley College is seeking a Project Associate to work on technical assistance management of one of its national initiatives, conduct research on current issues in SAC and develop written technical assistance materials on SAC. Qualifications necessary would include administrative, advocacy, training skills related to SAC; BA, MA preferred in related field; research skills; and computer skills.

Position is 80% time with benefits. Full-time equivalent salary range is \$30,000-35,000. For full job description call 617-283-2547. Send resume and cover letters to: Mark Garth, Personnel Office, Wellesley College, 106 Central St., Wellesley, MA 02181. ☛

Congratulations!

Mary McDonald Richard, author of *Before & After School Programs: A Start-Up and Administration Manual* published by School-Age NOTES, has been elected President of C.H.A.D.D. (Children and Adults with Attention Deficit Disorder). C.H.A.D.D. is the national parent-support organization for children and adults with ADD. It has a National State Networking Committee for formation of state councils. For more information contact: C.H.A.D.D., 499 NW 70th Ave Ste 308, Plantation FL 33317, 305-587-3700.

Book Note: *Before & After School Programs* is temporarily out-of-print. It will be available in revised form in February 1995. ☛

Australian. . .

(Continued from page 3)

- to learn a new skill
- **TO HAVE FUN!**

"It is impossible to list all the benefits of play. The end result of play is learning! From exploring different types of play children are reinforcing their world and learning at a pace which is comfortable for them."

The OOSH outline goes on to categorize the different types of play. The categories we are most familiar with are *creative play* - which develops mental and physical skills; *imaginative play* - which develops their ability to come to their "own" terms about people, places and events; *adventure play* - which tests and extends a child's mental and physical ability. However, the outline adds a category that typically adults may not see the "benefit" in terms of learning and play. *Destructive play*, according to OOSH "can be a creative process. Not all acts of destructive play are intended to be malicious. Children are often curious of how things work and fit together and can only understand them if they are taken apart to their simplest form. They will do this regardless of the fact that the pieces were not meant to come apart." ☛

Conferences. . .

(Continued from page 8)

TENNESSEE March 10-11, 1995
6th Annual SAC Conference, Nashville
Contact: Cathy Henris 615-741-3312

KENTUCKY March 10-11, 1995
KY SACC Annual Conference, Louisville
Contact: Carole A. Holt 502-624-8391 or 502-351-8606

FLORIDA March 11, 1995 **New Listing**
5th Annual School-Age Conference, Miami-Dade Community College, Miami
Contact: 305-237-1731

ILLINOIS March 24-25, 1995
Spring School-Age Conference, Chicago
Contact: Bob Black 312-989-0222 or Maria Walker 312-942-6501

NSACCA '95 April 20-22, 1995
7th Annual National School-Age Child Care Alliance Conference, San Francisco, CA
Contact: Darci Smith 415-957-9775

NORTH CAROLINA April 28-29, 1995
6th Annual SAC Conference, Charlotte
Keynote: Rich Scofield
Contact: Karen Callahan 704-348-2171

NEW YORK May 4-7, 1995 **New Listing**
NYAEYC will have a school-age track, Tarrytown
Contact: Jane Brown 914-567-1834

KENTUCKY June 4-8, 1995
8th Annual KY SAC Leadership Forum, Wilmsore
Contact: Melinda Abshire 606-257-5083

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S A C C O N F E R E N C E S

INDIANA November 12, 1994 New Date
YMCA of Greater Indianapolis SACC Training
Conference
Contact: April Nelson 317-266-9622

BRITISH COLUMBIA November 26, 1994 SACCA
1st Annual Conference, Keynote: Noel Young,
Vancouver
Contact: Carol 604-739-3099

MARYLAND January 14, 1995 New Listing
Annual SACC Training Day, Baltimore
Contact: Ellen Cohill 410-767-7830

GEORGIA February 24-25, 1995 New Listing
GSACA 4th Annual Latchkey Challenge Conference,
Atlanta Contact: 404-373-7414

INDIANA February 25, 1995
YMCA of Greater Indianapolis SACC Training
Conference
Contact: Evelyn Guinn 317-266-9622

(Continued on page 7)

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R E S O U R C E S

Canadian State-of-the-Art in SAC

Caring for Play: The School and Child Care Connection—A Guide for Elementary School Principals, Child Care Professionals and School Board Officials by Noel Young (1994) is a 64 page school-age care book covering the history and current status of SAC in Ontario and the mechanics of operating child care in the schools. It outlines the role of school boards as well as quality, shared space, and programming issues. Available for \$15 Canadian or a \$12 U.S. Postal Money Order made payable to "OCBCC/Exploring Environments." Mail to: Exploring Environments c/o OCBCC, 500A Bloor St. W., Toronto, ONT, Canada M5S 1Y8. ☞

The Decision is Yours - Alcohol

Parenting Press, Inc. has published another title in its *The Decision is Yours* series for 7-11 year olds which addresses making choices about drinking alcohol.

Under Whose Influence? sets up a situation in which three students congregate at one of the student's home to work on a science project. Before they get started on the project, one student offers the other two alcohol to drink. The reader goes to different pages, with different story endings depending on the choice the reader makes whether to drink the alcohol or refuse. The readers have a chance to see all the possible events that could happen in a real life situation. A I

For more information concerning *Under Whose Influence?*, call Parenting Press, Inc. at 800-992-6657. ☞

Cooperation Skills for 2nd-4th Graders

The Talking With TJ Teamwork Series is a six-session program with video stories and activities based on three key skill areas: **making group plans, appreciating differences in people, and working cooperatively in competitive situations.** The series, for second through fourth graders, was developed by the Boys & Girls Clubs of America, 4-H Extension System's youth development program and Girl Scouts of the U.S.A. in cooperation with the Hallmark Corporate Foundation. For a brochure on the multimedia program kit call 800-673-3785 (between 8 a.m. and 5 p.m. CST). ☞

School-Age NOTES

ISSN0278-3126 © 1994 School-Age NOTES - A National Resource Organization on School-Age Care - Pioneering the Field Since 1980

Multiculturalism in a Homogeneous Program - Why?

by Joyce Jackson

First of a two-part series on why and how to set up a bias-free environment in a school-age program

In the United States, because of the various holidays and celebrations in December, January and February, it is a good time to look at the rationale for providing a culturally sensitive program and including multiculturalism in your program even if the race, religion, and ethnic backgrounds of your children and community are alike — that is, homogeneous.

In education and child care fields today there is growing emphasis on incorporating anti-bias curriculums into any programs involving children. The availability of materials, curriculum guides and activity books which focus on or promote multiculturalism continually increases. The *School-Age NOTES* Resource Catalog alone devotes at least five pages to "Multicultural/Diversity Activities and Resources."

As our once fairly homogeneous societies are becoming more diverse these materials and curriculums are not only welcome, but necessary. Most caregivers and teachers, even parents, encourage the understanding of one another's cultures, and promote an inclusive rather than an exclusive atmosphere in their classrooms, care programs and homes.

There are still "pockets" of society - towns, villages, rural areas, or provinces where children have little exposure to other cultures. And there are child care programs where all the children are of one race or cultural background. Which begs the question - why

worry about multiculturalism in a "homogeneous" program?

Dismissing the notion of multicultural education in a homogeneous setting overlooks the potential for "conditioning" children to develop misinformed and prejudicial attitudes through their lack of exposure to other races or cultures.

...Multicultural education "includes teaching children about their own culture - their ethnic heritage."

-Stacey York

In her book *Roots and Wings: Affirming Culture in Early Childhood Programs*, Stacey York states that besides exposing children to other cultures, multicultural education "includes teaching children about their own culture - their ethnic heritage" (p.22). Whether all the children in a school-age program are identified "white," or all are considered African-America, Latino, or Asian, there is still a value in setting up a bias-free environment, and employing activities which will help every child discover his or her own heritage.

At the heart of multicultural education is the attempt to break the cycle of misinformation or lack of information perpetuated through generations.

One purpose of an anti-bias curriculum in a school or after school setting is that children will see positive images of all human beings, and are therefore able to "discover the inherent humanity" of all people.

(Continued on page 2)

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Elections May Rock SAC

Like a shock wave, the November Republican win in Congress may also ripple into school-age care.

The first place it will be felt is the new Crime Bill. According to the media, many of the social programs designed to help prevent crime (such as afterschool programs for at-risk youth) will be cut to fund more prisons and more law enforcement personnel. Since no one has received this money yet, cuts will not hurt as much as they would in the Dependent Care and Child Care Block Grants.

So far, of course, this is all speculation, but it will certainly keep many in SAC awake at night until settled with some level of confidence in funding.

Unfortunately, a change in the Crime Bill social programs, would blunt the hopes for expanded youth programming. Those hopes were evidenced in the September, 1994 report "Consultation on Afterschool Programs" by the Carnegie Council on Adolescent Development (see p. 6) which said, "The 1994 Crime Bill includes a sizable amount of funds for afterschool programs and provide an opportunity for inter-agency collaboration and the expansion of programs nationwide."

The only bright spot in all the post-election speculation is that increases for family support services in the military including child care and youth programs seem safe as they fall within the general call for more funds for defense.

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Staff Development and the "Learning Organization"

by Steve Musson

As we move forward in our efforts to become more professional, School-Age Care Workers (SACWs) can learn a lot from Peter Senge's concept of "the learning organization." He defines the learning organization as staff teams "wherein people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." He points out

Staff teams...are the fundamental learning unit of the modern organization.

that in almost any business or service "over the long run, superior performance depends on superior learning," and that, staff teams, not individuals, are the fundamental learning unit of the modern organization. I believe that these ideas can have a profound impact on staff training and staff team development in school-age care (SAC). Over the past year or so I have worked with several staff teams using the concept of the learning organization, and the results have been extremely positive.

The idea of the learning organization has several implications for staff training and development in SAC. Four of the most obvious ones are:

- Once "team learning" becomes the focus, individuals are less aggressive/defensive about what they know and what they don't know. They are less inclined to show how clever they are, and more inclined to spend their time and energy learning collaboratively with other team members.

- Learning becomes more valued, and "problems" at the center are perceived as opportunities for team members to learn together. Mistakes and "old ways of doing things" are seen as phenomenon from which the team can learn. Because learning is dynamic, the staff team tends to become more dynamic - searching out opportunities to learn in every corner of the center.

There is a greater sense that "we're all in this together" . . .

- Staff team members begin to operate more as a team because they begin to realize that superior performance depends on superior learning, and that the most effective learning is done in teams. There is a greater sense that "we're all in this together" and that the team has embarked upon an exciting and worthwhile learning adventure.

- Team members tend to feel that they are "getting somewhere" in their job and in their professional development. There is a sense that their skills with children are improving. This helps to reduce staff turnover because it simply feels better to go to work.

My experience with staff teams who have strived to become learning organizations has been extremely positive, and it is obvious that the learning translates directly to better experiences for the children. Genuine, committed, collaborative team learning is the key. Senge was correct when he predicted that success in working groups will come when people begin to realize that their work must become more "learningful." ☪
Steve Musson is the co-author of The New Youth Challenge and has worked in the school-age field in Canada for a number of years. His most recent book is School-Age Care: Theory and Practice, published by Addison-Wesley. See p. 3 for an excerpt.

Multicultural. . .

(Continued from front page)

There are ways of incorporating a multicultural or anti-bias curriculum into a program which is racially or culturally homogeneous. However, Louise Derman-Sparks, in her book *Anti-Bias Curriculum: Tools for Empowering Young Children* warns against the "tourist" approach to multiculturalism.

"Tourist curriculum is likely to teach about cultures through celebrations and through such 'artifacts' of the culture as food, traditional clothing, and household implements...Tourist curriculum...deal[s] not with the real-life daily problems and experiences of different peoples, but with surface aspects of their celebrations and modes of entertainment" (Derman-Sparks, p.7).

After school programs can begin the process of incorporating an anti-bias curriculum simply by changing the program environment. It can be as simple as placing diverse images of people (children and adults) around the room, through photos, games, toys and music. The tools and materials are available to after school program directors to begin this process, because as Derman-Sparks says, "if children are to grow up with the attitudes, knowledge, and skills necessary for effective living in a complex, diverse world, ...childhood programs must actively challenge the impact of bias on children's development" (p.5). ☪

Joyce Jackson is the assistant editor at School-Age NOTES.

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Self-Control Strategies for School-Agers

In his new book *School-Age Care: Theory and Practice* Steve Musson describes how self-instructional strategies and a moral self-concept can help school-agers learn self-control when faced with a behavioral decision. Musson suggests that a "moral framework for decision making is a central aspect of human development":

"In order to live 'full' lives, children need to develop the ability to distinguish between right and wrong, the ability to empathize with others, and the strength to act upon their judgements...Children need to develop certain ways of thinking before they can develop ways to distinguish between right and wrong.

"[An] important aspect of moral development is the ability to achieve self-control. Studies have shown that children can be helped to increase their self-control by developing self-instructional strategies and a 'moral' self-concept (Shaffer, 1989)."

With the help of staff, children can learn to talk to themselves when faced with a moral dilemma.

Self-Instructional Strategies

"With the help of staff, children can learn to talk to themselves when they are faced with a moral dilemma. For example, a child who has a tendency to hit others when she gets frustrated could learn to say, as soon as she feels her temper rising, "I am getting frustrated; I had better walk away. I shall not hit anyone." A child who has a tendency to take more than his share of snack can be encouraged to say, "I should only take my fair share. I will wait until everyone has had 'firsts.'"

"Simple statements that children can verbalize when faced with temptation will enhance their ability to live up to their promises, to follow rules, and to delay immediate gratification. This strategy is enhanced if the child is immediately reinforced with positive comments when she does achieve a measure of self-control. Lots of staff support is necessary, especially for children who are just beginning to use self-instructional strategies and for those who are having difficulties.

Children who see themselves as honest, helpful, and cooperative tend to behave in those ways.

Moral Self-Concept

"Children who see themselves as honest, helpful, and cooperative tend to behave in those ways. Children can gain a moral self-concept in two ways: by experiencing themselves as moral and prosocial, and by being told repeatedly that they are honest, helpful, or cooperative. Once this moral self-concept is instilled, it usually forces children to be honest - it is almost as if they can't help it: they are honest because it is an essential part of who they are. Noticing and reinforcing a child's prosocial behavior requires focused observation skills and keen attention to detail." ❁

School-Age Care: Theory and Practice by Steve Musson is now available from SAN for \$29.95 (\$27.95 for subscribers. See p. 7 for shipping and handling.

From the Field...

"Self-disciplined responsibility requires participation in decision-making, so that students can feel they matter and are in control of their existence." ❁

Educ. Psychologist Arthur Combs, as quoted in Discipline That Works by Dr. Thomas Gordon.

'Teaching Peace' Comes to SAN

SAN is venturing into the realm of children's recorded music by adding Red Grammer's *Teaching Peace* audio cassette to the *1995 Resource Catalog*, available in January. In addition to the cassette tape is the *Songbook and Teacher's Guide*, all produced by Red Note Records.

Teaching Peace was awarded the Parent's Choice Classic Audio Award in 1993. The songs entertain, challenge and inspire while addressing peace, diversity, self-esteem, conflict resolution and problem solving issues.

The songs address peace, diversity, self-esteem, conflict resolution and problem solving.

The companion piece to the recorded music is the *Teaching Peace Song Book and Teacher's Guide*. A valuable resource for teachers and after school care givers, this 85 page spiralbound folio includes piano/guitar/vocal arrangements plus group discussion ideas and activities for each of the songs on the cassette. Included in the guide is a bibliography of more than 100 books, related to the basic themes of each song, to supplement activities or expand on the theme.

Red Grammer has emerged as a pre-eminent children's entertainer, appearing on the Disney Channel, Nickelodeon, and "The Today Show." In addition to performing, Grammer makes educational presentations at state and national conferences, including the recent 1994 NAEYC conference in Atlanta.

The *Teaching Peace* cassette plus *Songbook and Teacher's Guide* will be sold as a set only. Cost is \$22.95 (\$19.95 for subscribers). ❁

See p. 7 for shipping and handling.

Legends of the West

Available at the post office is a sheet of 20 stamps on *Legends of the West*, featuring 20 different designs. Each is a painting of a person or an aspect of life in the Old West. Each of the stamps is 29¢ so the sheet of 20 sells for \$5.40. The collection is representative and includes women, black pioneers, and Native Americans.

Each stamp has a brief biography on the back. For example: "Bill Pickett / Willie M. Pickett / 1870-1932 / Fearless black cowboy, rodeo showman and rancher, said to have invented bulldogging. Both Will Rogers and Tom Mix served as his assistants."

Of course the set will be of interest for stamp collectors, but is of general interest also. Use it to pique an interest in the persons featured.

Let each child choose a stamp and find out about that person.

This set of stamps is a "first annual" in what is called the **Classic Collection** series. Choose a topic and design your own set of 20 "stamps" with portraits and brief biographies on your chosen theme. ❀

Crystal Bubbles

For the bubble mix you will need:

- ⇒ 4 T. Ivory soap flakes or powder
- ⇒ 4 c. hot water

Mix together and let stand for a few days.

Right before using it, stir in

- ⇒ 1 T. sugar

For bubble blowers, make a loop of wire, such as from a wire coathanger, or use a plastic baby clotheshanger.

To make crystal bubbles you need a day when temperature is below freezing and there is no wind. Blow your bubble gently and be careful not to let it blow away. Watch it freeze into a crystal bubble. ❀

(from *ScienceArts*, p. 102. Available from SAN, 15.95 (14.95 for subscribers). See p.7 for shipping/handling.)

Martin Luther King's Birthday

- ✓ Have a birthday party.
- ✓ Check out a biography.
- ✓ Design a poster or put up a bulletin board.
- ✓ Check your newspaper for local celebrations.
- ✓ Prepare a playlet based on Dr. King's biography. ❀

Do Something!

Outdoor activities may come naturally when the weather cooperates - hill sliding, snowshoeing, snow or ice sculpture, snowball targets, snow hikes, or ice crystal bubbles, to name a few. But what can we do when we have to spend *another* day indoors?

Here's a list to get you started:

What can I do indoors?

- acting, dramatics
- acrobatics
- adopt a grandparent
- aerobic exercise
- babysitting training
- balloon basketball
- balloon sculpture
- basket weaving
- batik
- baton twirling
- beadcraft
- birthday celebrations
- blocks
- board games
- books, library browsing
- braiding
- bulletin boards
- cake/cookie decorating
- calligraphy
- cheerleading
- clay modeling
- comic book making, trading
- computers
- cooperative games
- crayon art
- creative dance & movement
- crocheting
- debating
- decoupage

- dough art
- drawing
- embroidery
- encyclopedia discovery
- ethnic dance, folk dance
- fabric painting
- first aid training
- gift making
- gymnastics
- house of cards
- Jazzercise
- journalism
- joke book making
- knitting
- knot-tying
- leathercraft
- macramé
- magic tricks
- mask making
- model building
- murals
- origami
- painting, water colors, pastels
- papier maché
- pantomime
- puppets
- penpals
- poetry reading, writing
- poster making
- print making
- puzzles
- quilt block making
- room decorating
- self-portrait
- sign language
- sing along
- sketching
- stamp collecting
- stage make-up
- string painting
- story telling
- straw weaving
- talent show
- T-shirt designs
- videotaping
- weaving
- woodworking
- word games

115 Activity Ideas

The minimum number of Activity Ideas in this issue is 115.

JANUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JANUARY DAYS	January is National Hobby Month. Plan a hobby day or hobby fair for sharing your hobbies with each other.	Jan. 15, 1929 - Birthday of Dr. Martin Luther King, Jr. The holiday is celebrated on Jan. 16 this year.	Jan. 16, 1978 - Women were first accepted to train as astronauts. How many women have been on space missions since then?	Jan. 18, 1882 - Birthday of A.A. Milne, author of stories about Winnie the Pooh. Make up a story about a favorite toy.	Jan. 31 - The Chinese New Year begins - The Year of the Boar. How will families celebrate in your community?
JANUARY 17, 1706 BEN FRANKLIN'S BIRTHDAY	Editor of <i>Poor Richard's Almanac</i> . Review the contents of an almanac. Let each one write something for an almanac of your own.	First Postmaster General. How many postage stamps can you find which have honored Franklin or borne his picture or profile?	Inventor of bi-focal glasses, lightning rod, Franklin stove and rocking chair. How do bi-focals work?	Helped write the <i>Declaration of Independence</i> . Get a copy.	Started the school which became the University of Pennsylvania. Read about it in an encyclopedia.
WINTER	Take turns putting on a coat, scarf, gloves and boots. Try to beat your time.	Write a winter story from an animal's point of view. How does winter affect the animal?	Snowshoe Relay - Slide your feet to the goal and back using two paper plates, plastic lids or shoeboxes as snowshoes.	Freeze ice in containers to make ice sculptures.	Design your own obstacle course and give everyone a chance to run it. Make it challenging but safe.
COLLEGES	Visit a college and/or technical school. See as much as you can of the facilities and grounds. Talk with a student and a teacher.	Invite a high school guidance counselor or college recruiter to tell you about entrance requirements. It's not just grades that count!	Find out about at least five area schools. Compare trade school, jr. college, technical or business college and university for courses and cost.	Have different parents who have been to college or a training program come and discuss it with the children.	Give each an opportunity to tell which school they like best and why.
A PLACE FAR AWAY	Select a country you would like to know more about. Locate your chosen country on a map or globe. Calculate the distance from your state.	Find out about families and schools in the country. What are the problems of the country? How are they working to solve them?	Learn a few words in the language. Learn a game, a legend or a craft of the country.	Try to meet someone from the country, or write to someone in the country who will reply.	Find out about 2 historic heroes or current leaders of the country. Try to find pictures of one or both of them.
OUT OF THE ORDINARY	Make available some large packing boxes for imaginative play.	Provide graph paper and colored pens or markers for creative designs.	Ask around about a special project you might do. Ask your school, Food Bank, nursing home, children's hospital or library.	Make inkblot pictures with a piece of paper folded in half and tempera paint in a squirt bottle.	Read aloud a tall tale or just-for-fun story. Make up one of your own. Let each one contribute something to the story.

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

CNCS Now to Place Volunteers in SAC Programs

"School Success" may require after-school enrichment programs. Or so the Corp. for National & Community Service (CNCS) realized. During its first year of seeking grants, CNCS labeled "School Readiness" and "School Success" priority areas for grantees wishing federal funds to train volunteers in return for higher educational stipends. During the second year, CNCS will also take applications for programs wishing to train and place volunteers in after-school care and enrichment programs.

The proposed target area would apply to AmeriCorps grants—both the ones CNCS gives directly through its grants competition, and the ones that states give out with their shares of CNCS money. The priorities would apply to FY 95 grants, for which Congress appropriated \$250 million. States and territories get 68%, while CNCS awards the rest. Additionally, Congress appropriated \$145.9 million for tuition for volunteers.

While CNCS is opening the school-age door somewhat, it might leave it only ajar: the agency also proposes that first-year grantees get preference for second year funding, if they can show they performed well the first year and have established a satisfactory plan to continue. New grantees would have to compete for the leftovers.

New grantees could train and place volunteers to expand or coordinate services at schools through after-school care and enrichment programs, providing health services to children and involving parents in their children's education. They would have to propose

activities that fit within a general plan to improve student achievement.

Additionally, CNCS proposes to give preference to applicants that train and place volunteers in as few sites as possible, rather than scattering them among schools. Those who propose to concentrate activities would also get preference—don't try to train volunteers to do too many activities. CNCS wants grantees to balance their participants based on age, disability and ethnicity.

CNCS will take applications for programs wishing to train and place volunteers in after-school care

Applicants proposing activities in empowerment zones, enterprise communities and areas hurt by military downsizing would also get preference. Applicants who can fund their own training and placement could request CNCS funds for scholarship money only.

CNCS also proposed priorities for a related program, its Learn & Serve America Higher Education grant program. Colleges, universities, consortia thereof could apply for funds reserved for them for the same training and placement purposes, including after-school activities.

Hopefuls will be able to get AmeriCorps grant applications Dec. 5. They will have until March 15 to apply for direct federal grants, and March 31 to apply for state grants. They'll be notified of decisions June 15 and programs can start Sept 1, according to CNCS' current timetable. The same schedule applies to Learn & Serve grantees, except they have until March 21 to apply and will be notified May 15.

CNCS will finalize the above proposed priorities after reviewing public comment. For further info, see the Oct. 27 Federal Register or contact your state commission. ☞

Effective ASP for Youth

"Consultation on Afterschool Programs," a working paper published by the Carnegie Council on Adolescent Development, is based on an initial investigation of what young adolescents do, both good and bad, during their out-of-school time. Those results appeared in the Council's report *A Matter of Time: Risk and Opportunity in the Out-of-School Hours*.

"Consultation..." identifies core elements of effective after school programs.

■ Programs should emphasize **SOCIAL RELATIONSHIPS** by encouraging a family-like atmosphere. Positive role models of support and guidance are needed. Adolescents should have available responsible and caring adults who are non-judgemental.

■ Programs should encourage **PARENTAL INVOLVEMENT** by creating opportunities for parents to participate at all levels. This might mean parents have opportunities for improving job skills, English and citizenship classes, and other classes such as cooking and aerobics.

■ Programs should be developed **FOR and BY YOUTH** and tailored to specific community and neighborhood needs. Programs that have adolescent involvement in all aspects of program planning and development have the best chance for success.

■ Programs should be **FUN, FLEXIBLE, CULTURALLY RELEVANT, AND LINKED TO ACTIVITIES THAT CAPTURE ADOLESCENTS' INTERESTS**. Those interests might include sports and recreation, drama, business, fine arts, cooking or academics.

■ Community-based programs should have **CLEAR RULES FOR MEMBERSHIP**- for example, no drinking, drug use, gang membership - and provide means of membership identification such as T-shirts and hats.

■ Programs should offer a **WIDE ARRAY OF SERVICES**, including primary health care services.

■ Programs should be **SAFE AND ACCESSIBLE** to all youth. If located in schools, afterschool programs must be year-round operations to fully accommodate adolescents' needs.

For a free copy of "Consultation on Afterschool Programs," call the Carnegie Council at 202-429-7979. ☞

New from SAN. . .

(Continued from page 8)

Yardsticks: Children in the Classroom

by *Chip Wood* - A practical guide on growth and behavior development in children between the ages 4 and 12. Clues caregivers into the hows and whys of a child's behavior and abilities, with easy-reference developmental charts for each age group. #Y037 \$12.95 (\$11.95 for subscribers)

Doing the Days

by *Lorraine Dahlstrom* - 1,464 ideas and activities! Something new and different every day of the year for ages 8-12! The events we celebrate --anniversaries, inventions, holidays, birthdays stimulate thought provoking activities. A must for anyone with responsibility for creating activities and themes. #D994 \$21.95 (19.95 for subscribers)

Just Imagine:

Drama and Dressing Up for Children Aged 5 to 9 by *Wilson & Gray*

Learn how to bring out the actor in your school-agers. From basic activities that teach children how to work together as a drama troupe, to plays ready for full production, it includes detailed instructions for constructing costumes out of everyday materials, shown in full color photographs. Includes nine scripts for acting out stories from around the world. #J946 \$15.95 (\$14.95 for subscribers)

Caring for School-Age Children

by *Phyllis Click* - Gives information about school-age children, families, and program and mixes it with activities. #C273 \$18.95 (\$17.95 for subscribers)

A new catalog numbering system will be implemented with our 1995 Resource Catalog to facilitate ordering. When ordering the above books, please refer to those numbers.

Latino Family Life Series Available

SAN currently has in stock *La Comunicación* and *Cultural Pride*, part of the Latino Family Life Series from ETR Associates.

Each publication comes in a two book set with a curriculum unit for teachers and a student workbook. The series is written for grades 5 through 8.

Both *La Comunicación* and *Cultural Pride* affirm Latino culture and provides support for retaining cultural integrity. *La Comunicación* explores the communication process and enhances self-esteem and the quality of relationships. *Cultural Pride* focuses on Latino history to strengthen cultural identity.

Both are written in English. *La Comunicación* (2 book set for teacher and student) is \$29.95 (\$26.95 for subscribers). *Cultural Pride* (2 book set for teacher and student) is \$29.95 (\$26.95 for subscribers).

Also available from SAN is the Spanish language *Respuesta Creativa Al Conflicto*, the Spanish edition of *The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children*. The book addresses conflict resolution and conflict prevention and is written especially for groups working

with school-age children. More than 50 activities and exercises demonstrate how to use communications skills in children's games. *Respuesta Creativa Al Conflicto* is available for \$14.95 (\$13.95 for subscribers).

For shipping and handling charges on any books ordered from SAN see box below.

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December 1994

FIRST CLASS

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SAC CONFERENCES

MARYLAND January 14, 1995

Annual SACC Training Day, Baltimore
Contact: Ellen Cohill 410-767-7830

GEORGIA February 24-25, 1995

GSACA 4th Annual Latchkey Challenge
Conference, Atlanta
Contact: 404-373-7414

INDIANA February 25, 1995

YMCA of Greater Indianapolis SACC Training
Contact: Evelyn Guinn 317-266-9622

TENNESSEE March 10-11, 1995

6th Annual SAC Conference, Nashville
Contact: Cathy Henris 615-741-3312

KENTUCKY March 10-11, 1995

KY SACC Annual Conference, Louisville
Contact: Carole A. Holt 502-624-8391 or
502-351-8606

DO WE HAVE YOUR SAC
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URBANA IL 61801 4822

RESOURCES

Drug Education Video Available

The video "BRAINSTORM: The Truth About Your Brain on Drugs," a program produced by the Children's Television Workshop, is available to school-age programs for a small fee.

Targeted at eight to 12-year-olds, the program shows the effects of drugs and alcohol on the brain. It was originally shown on PBS as a 3-2-1 **CONTACT Extra**. The program won various awards in the educational television arena, and is considered by drug prevention experts to be one of the best programs for educating young people about the dangers of drug abuse.

The video contains four 15 minute segments (which are closed captioned) and includes an activity guide. The cost of the video is \$8.50 and can be purchased from the National Clearinghouse for Drug and Alcohol Information. Call 800-729-6686 to order. ☎

New from SAN

SAN has a number of new resources to offer its readers. While these books (and music!) will be described more fully in the 1995 Resource Catalog, which subscribers will receive in January, all the following are in stock and available for purchase now. See p. 3 for descriptions of *School-age Care: Theory & Practice* by Steve Musson, and *Teaching Peace*, music and teacher's guide by Red Grammer. See p. 7 for shipping and handling charges:

Managing the Day Care Dollars: A Financial Handbook by Gwen Morgan

School-age care directors need basic financial concepts to understand the money-side of running a good program. Simply and clearly explained are financial planning, cash flow analysis, how budget affects policy, breaking even and accounting. Includes lots of

sample reports and ready-to-use worksheets and check lists. #M053 \$9.95 (\$8.95 for subscribers)

ASQ: Assessing School-Age Child Care Quality

by Susan O'Connor at the Wellesley SACC Project - A guide to program improvement. Included in the materials are the new self-assessment instruments; questionnaires for children, parents and staff; and a process for program improvement. This latest version of ASQ will be the basis used to develop national standards and a national program improvement and accreditation system for the National School-Age Care Alliance. The program observation and questions for the director are newly developed instruments that have been field tested for reliability and validity. (Pre-publication edition) #A175 \$44.95 (\$39.95 for subscribers)

(Continued on page 7)

School-Age NOTES

ISSN0278-3126 © 1994 School-Age NOTES - A National Resource Organization on School-Age Care - Pioneering the Field Since 1980

15th Anniversary School-Age NOTES 1980 - 1995

Events & Trends that Shaped School-Age Care in 1994

The past year has been one with many important milestones, events and trends, most boding well for school-age care. The field is continuing to define and refine itself. (See page 2 regarding NSACCA's name change.)

The biggest trend has been in the area of interest in youth programs. But with all the attention on older kids after school, it is easy to forget that the 1991 national study found that 83% of kids in after school care were third graders and younger. That will always be the core of SAC. For both those younger children and the older kids, the emphasis on improving quality of care through professional development was evident in 1994.

The following are some of the headline events and trends that shaped SAC in 1994 and continue to do so in 1995.

Wellesley SACC Project Awarded Largest Private Grant to Improve SAC through Professional Development and Target Programs for Low-Income Youth

NSACCA Speaks to Congress and Dependent Care Funding Gets One Year Reprieve

Public TV Gets Involved with SAC through National Videoconference Training

NSACCA Conference Attracts 1300 SAC Professionals

U.S. Army Launches First School-Age Credential for SAC Staff

NSACCA Awarded AmeriCorps Grant for Volunteers to Help Improve SAC and Set-Up Office in D.C.

Carnegie Council on Adolescent Development Focuses on How Youth Spend Their Out-of-School Time and the Core Elements of Effective After School Programs for Youth

Two-State Collaboration on the First Older Kids Conference Leads to Nationalizing the Conference

First Forum on International Perspectives on SAC Held at Wellesley

Crime Bill Passes that Provides Major Funding for After School Youth Programs

November Elections Give Weight to Republicans Vows to Trade Youth Programs in New Crime Bill for More Prisons and Police

Canadian SAC Springs Ahead with SAC Books, Major SAC Conferences in Ontario and Vancouver, and Ontario's Formation of Its Own SAC Association

28 State SAC Groups Formally Affiliate with NSACCA Strengthening the National Network

Accreditation Continues to be Hot Topic and NSACCA Envisions National Program Improvement and Accreditation System for SAC

INSIDE

<i>NSACCA or NSACA???</i>	2
<i>Summer Planning</i>	3
<i>Black History Month</i>	4
<i>Constructivist Theory</i>	7
<i>Summer Themes Book</i>	8

National SAC Conference to Break Records

The National School-Age Child Care Alliance Conference in San Francisco April 20-22, 1995 is expected to be the largest SAC conference ever held.

- Over 140 workshops out of 250 proposals submitted will be available, both records.

- Attendance is projected at 2,000. Last year's conference of 1300 and the 1987 CSAC conference of 1400 were the two largest SAC conferences to date.

- More events are planned for Thursday April 20th, including tours, making the conference a full three-day event.

Conference registration materials are being mailed "bulk rate" the week of January 9th. Allow up to February 17th for delivery. Early bird registration deadline is not until March 15th.

Hotel rooms are already filling and should be booked as soon as possible. Conference is at the Hyatt Embarcadero. Single or Double \$108; Triple or Quad \$138 - Hyatt Reservations: 800-882-1234, state "NSACCA" for conference rates. Discount air for Northwest and United through Mylis World Travel 800-376-9547.

For budgeting purposes conference fees are: NSACCA member \$95; Non-member \$125; Single day \$65/95.

If you did not receive a postcard with the above info., call CSAC at 415-957-9775 to get on list for registration materials.

EDITORIAL**NSACCA Members to Vote on Name Change-****It's time to drop "Child" and be inclusive of youth***by Rich Scofield*

The Board of the National School-Age Child Care Alliance (NSACCA) voted at its November meeting to drop the word "Child" from its organizational name. The new name, the National School-Age Care Alliance (NSACA) must be approved by the membership.

Members of NSACCA will receive ballots in the January NSACCA newsletter to vote on a slate of board candidates, on adoption of a new mission statement, and on whether to approve the organization's new name which drops the word "child."

The name change has been on the Board's agenda since April 1992. It was deferred until a survey of members could be completed which showed the majority of those responding were in favor. It was then deferred until a Long Range Strategic Planning Committee could be established, meet, and study the issue.

Many in the field have already made the change. Many of the state and local coalitions and alliances and school-age conferences have either dropped the "child" or have avoided completely the phrase "child care." Surprisingly, even at the recent NAEYC Conference over half of the 21 workshops (the most ever in the school-age track) used school-age care rather than school-age child care. The newest textbook in the field also uses SAC — *School-Age Care: Theory and Practice* by Steve Musson.

The issue of the word "child" in SACC is one of inclusiveness of middle school and early adolescent programs. The children and youth in those programs don't respond well to being in "child" care. It also is an issue about money.

Legislatively, the term "child" often gets defined as up through age 12. The 1985 federal school-age child care money

(Dependent Care Block Grant) did not make an age distinction regarding children and youth. Thus that money could be used for middle school after school programs. The 1991 Child Care Development and Block Grant federal money restricts the school-age slots for children "up to" age 13 thus cutting out some middle school and early adolescent program youth. USDA food reimbursement used to go through age 15; now it is through age 12. A "seamless" school-age professional field from kindergarten through early adolescence will protect middle school programs and other school-age youth serving programs from being cut out of funding streams.

The following is from what I wrote in the October 1992 SAN on this issue.

I believe to be inclusive of all groups interested in school-age care for children and youth that our professional field needs to drop the word "child" out of school-age child care....Some may protest: "But school-age child care is on our stationary." "The word 'child' is a part of our incorporated name." "Our state alliance already had its logo designed - we'd have to redesign it."

Yes, the change will create some problems. But it will only get harder to change as the term SACC (with "child") becomes more entrenched in the literature, legislation, new programs and new alliances. The increasing ground swell toward establishing middle school programs, fueled by federal grant money, will only create more confusion and divisiveness over the use of the word "child."

Our professional crossroads for changing the name of our field has arrived. It's time to face it, change it, and move on. The decision to drop "child" and be more inclusive to youth-serving groups will only enhance our professional development avenues, range, content, and funding. ❁

Rich Scofield, Editor of School-Age NOTES, is a Board member of NSACCA. This editorial represents his opinions only as SAN editor and not as a representative of NSACCA.

ASP for Juvenile Offenders

We received the following letter and thought the uniqueness of the program would be of interest to our readers.

Dear Mr. Scofield,

It was with great interest that I read the article in *YOUTH* about after school programs. I am the Vocational Specialist for the DCCCA Day Reporting Center here in Wichita [KS]. We are a private non-profit agency that receives state funding to work with juvenile offenders (12-18) in an effort to keep these youth in their homes and local schools. We are required to be a licensed child care center and are applying for certification through correctional channels.

Participants in our program are referred by the courts and their participation is mandatory unless they are willing to face other sanctions. We pick our clients up after school and keep them until approximately 8 p.m. Although we are not an after school program, I am hopeful that some of the information in your catalog might help us make our program more beneficial to our clients who are one step past "at-risk."

Please send me your catalog and any other information that you think might be of help to us in our quest to provide meaningful programming to youth after a full day of school.

Marydel Grayum
Day Reporting Center
Wichita, KS

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Plan for Summer Now!

Summer? It's January! Right—the right time to begin planning for your summer program.

January -

Decide whether to have a summer program.

Decide the hours of care.

Decide how many children to serve, what ages, and how to group them.

February -

Decide central themes, slant, direction, goals and philosophy of program.

Use your summer folder.

Brainstorm with different levels:

- directors and the Board
- director and child care workers
- child care worker and children
- director and parents

March -

Advertise and pre-register participants.

— Send a newsletter or flier to present participants, past summer participants and your waiting list.

— Request a completed application and a deposit by a certain date.

Arrange for field trips.

— Decide major field trips that coincide with central themes.

— Make reservations for those that require them. (Competition can be fierce - especially for free field trips.)

— Working out transportation can often take months. Start early.

Write a grant, or exchange/combine resources with another program.

Arrange for specific classes - computer, gymnastics, swimming, horseback riding. (Parents usually pay extra for opportunities such as these.)

April -

Advertise for, interview and hire extra staff for summer.

Plan in-service training and orientation for staff.

Arrange for outside resource persons to participate in training in specific areas - developmentally appropriate practice, health and safety, conflict resolution, outdoor sports and games, arts

and crafts.

May -

Plan specific activities on week-by-week basis related to central themes/goals/ideas.

Prepare Resource Packets for each week, containing:

- background information on the theme
- recommended resources for adult and books for the children
- directions on how to do related activities

→ recipes

→ information on field trips

Send a letter to parents about:

- starting and ending dates
- details on policies, themes, field trips, lunch and snack, and rest
- forms for medical information needed

Order supplies and resources.

Meet with staff from other programs or agencies who share the program space. For example, if you will be in a school site, meet with the school business manager and custodians to review policies and expectations. Try to anticipate potential problems before they occur.

1- 2 Weeks Before Summer Program Begins

Provide orientation and training for staff:

— Explain or review philosophy and goals

— Cover topics such as safety rules on playground, field trips, van or bus; growth and development specific to school-agers; effective discipline techniques; ways to ease children into the existing program, especially the shy and the overly aggressive child.

Make necessary changes in the physical environment.

Throughout the Summer

Every 2 weeks, meet as a group for 1-2 hours planning, evaluation and staff training.

2 Weeks After Summer Ends

Have an overall evaluation. This information will be used in planning for next summer.

Have each summer staff person begin a summer folder to be kept through the school year and used for planning for next summer. Into this folder will go: observations of special interests of individual children; crafts and other ideas suitable for summer. ☞

This summer schedule first appeared in School-Age NOTES in March/April 1985 and was written by Bonnie Johnson in consultation with Jack Wallace of Nashville, Ellen Montanari of Phoenix, and Rudy Vanderburg of Oak Park IL.

More Thoughts on Summer . . .

Linda Sisson of the Edina [MN] Kids Club and author of *Kids Club: A School-Age Program Guide for Directors*, offers some thoughts on summer program planning:

"...There are three important concepts to keep in mind [about summer programs].

"First, the pace of summer is different from the before-and-after school program. During the school year many children are here only 10-15 hours a week. During the summer it's 45-50 hours a week. The pace slows down. There's time for getting completely absorbed in a project and following an idea all the way through.

"Second, it is too easy to get caught up in the Field-Trip-A-Day summer plan. We learned the hard way that over time this leads to "field trip burnout." A field trip is a highly regimented activity. Field trips should be optional if some children find them boring and want less structure. Successful field trips are ones where the children are actively involved.

"Third, it's important to have central goals and see how the activities fit into the larger picture. You can't have a successful program that starts with piecemeal planning. Each program needs to look at the different developmental needs of their children and plan from that point of view." ☞

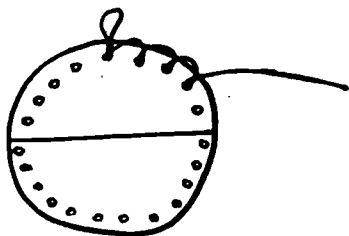
Reprinted from the February, 1992 issue of School-Age NOTES.

February Ideas ♥♥

Valentine Mailbox

Make a valentine mailbox by cutting a mailslot in the top and decorating a shoebox; or make them with paperplates: Each will need 1 1/2 paper plates. Glue the half plate to the whole plate with the tops of the plates facing together. The depths of the plates will leave a space between them, forming the pocket.

Punch holes around the edge of the plate for lacing with yarn. Start with a loop at the top to hang it by. Sew overcast through the holes around the plate for decoration.



A little piece of scotch tape wrapped around the end of the yarn will help it slip through the holes.

♥♥♥♥ Valentines ♥♥♥♥

Provide red construction paper, lace paper doilies, stickers, bits of ribbon, seed and bulb catalogs or other pictures of flowers to cut out, plain white paper, glue and scissors for making valentines. Draw around a cookie cutter for a nice valentine shape.

Provide or compile a list of names of everyone in the program and see that all are included if valentines are to be exchanged with one another, or make only valentines to be taken home for parents and family. ☞

Black History Month-Celebrating Differences

February is Black History Month. Our February Curriculum Corner on has some specific activity ideas; however, we have not centered February activities entirely around this celebra-

tion for two reasons which were originally outlined in our March, 1993 issue.

The first reason is that issues related to multiculturalism, civil rights, peace and a more global rather than Eurocentric approach to history should be spread across every month, week, day of the year. This is better than isolating and perhaps trivializing them by making them diversity-programming benchmarks on a calendar to be checked off and not discussed until the next time they come around. There has been debate in the African-American community as to whether celebrating black history during a specific month undermines efforts to study it year round.

The second reason is the Curriculum Corner and Activities Page were never meant to be an all-inclusive programming plan. The role of adults in school-age programs is to provide ideas; to be a spark, not the complete flame; to act as a facilitator of children's interests and needs, not as the afternoon entertainer or director of activities. The Curriculum Corner tries to give unusual ideas, a little out of the ordinary, less obvious. We try to avoid building ideas around the commercial-holiday-per-month idea, and to offer something a little removed from holiday and celebration themes covered during the schoolday and/or heavily emphasized by TV, newspapers, magazines and youth media.

However, it seems clear that culturally-sensitive holidays and celebrations need recognition and discussion both on their dates and as we integrate their specific issues and themes throughout the year.

The following are three activities to help celebrate differences. They originally appeared 10 years ago in the January/February 1985 issue of SAN.

Stereotypes

The purpose of this activity is to challenge children's stereotypes of different groups of people. You will need

accurate, realistic pictures/drawings/photos of specific groups (Native Americans/women) in various activities and work; crayons, magic markers, and paper.

Have the children imagine a person of the chosen group and then draw pictures of that person working or at home. Have the children display their drawings while you display your collected pictures or photos. Discuss what a stereotype is: Where do we get our ideas of people? Are all Native Americans alike? What happens when we have stereotypes of people?

Ethnic Bulletin Boards

Have the children decorate a bulletin board or the walls with questions about famous people from different ethnic or minority backgrounds. Then attach a string to the question mark with a drawing or photo of the person at the other end of the string. For example, what black person started the Civil Rights Movement by refusing to go to the back of the bus in Montgomery, AL? (answer: Rosa Parks).

Physical Differences/Physical Disabilities

The purpose of this activity is to help children become aware of how physical differences change behavior.


Have the children sit comfortably in a circle. Make a list of physical difference that affect behavior. Children usually start with height and strength. Add any the children don't mention but you'd like to include. Write the list on newspaper for all to see. Discuss how the difference affects behavior: If you were real tall what could you do/not do?

Let the children experience some disabilities: cover eyes with a blindfold and play basketball; turn the sound off on a favorite TV program; tape fingers together and play a board game; use crutches and take a hike. ☞

39 Activity Ideas

The minimum number of Activity Ideas in this issue is 39.

F E B R U A R Y C U R R I C U L U M C O R N E R

	Monday	Tuesday	Wednesday	Thursday	Friday
BLACK HISTORY MONTH	Decorate your door for Black History Month.	Have a stamp collector provide a show and tell on stamps in the Black Heritage series.	Borrow, buy or create your own Black History game.	Put up pictures of famous Black Americans but without captions. See how many can be identified, perhaps with a little research.	Design bookmarks, each with a picture and short biography of a famous African-American.
INT'L FRIENDSHIP MONTH	Have a famous visitors party. Dress as a person from here or abroad who achieved world renown.	Give each team a newspaper to scan for countries in the news. If the reference is to a city, use an atlas to identify the country. Do you know someone from that country?	Contact a local college to learn of exchange students from other countries who might speak to your group.	Request literature or the loan of videos from an Embassy. Call your public library for addresses of embassies.	Which country has the largest population of new immigrants in your locale? Can you meet a family with school-agers?
NAT'L DENTAL HEALTH MONTH	Survey the most prevalent dental problems in your parents and grandparents. Could you prevent any of these for yourself?	Feb. 24, 1938, Dupont began making nylon toothbrush bristles. What was used before that?	Play Fruit Basket Upset. Players are fruits. "It" calls out fruits & those players trade seats. "It" tries to get a seat. When "It" calls "Fruit Basket Upset" all players trade places.	Cut out pictures of foods for good dental health. Make a card game like Old Maid with pairs. The "old maid" card is a food bad for teeth.	Make a chart or poster of foods that are good for dental health, those bad, and those just neutral.
HEART MONTH	Make a valentine for an elderly person or a shut-in. Deliver it in person if you can or make it in time to mail.	Make a chain of hearts, fastening each one's valentine cut-outs to a string the length of the room.	Decorate heart-shaped cookies or make heart-shaped gelatin. 	Find out about heart healthy foods and life styles. At what age should you begin?	What are the early warning signs of a heart attack? Who knows when you may be able to help someone?
BIRTHDAYS	Feb. 1, 1902 — Langston Hughes, Black Poet Laureate. Read one of his books for children or choose one of his poems for an interpretive reading.	Feb. 16, 1972 — Wilt Chamberlain scored his 30,000th point. How many years would it take to score that many points?	Feb. 19, 1473 — Birthday of Copernicus. Make a time-line to grasp how many generations ago that was.	Feb. 20 — President's Day. Do a rubbing of the portraits of Lincoln and Washington on the penny and quarter.	Feb. 21, 1878 — In New Haven CT the first phone book was distributed. Explore the kinds of information available in your phone book.
INSIDE RELAYS	Put on a coat, hat, scarf, gloves and boots. Run to goal line and back. Take them off and give them to the next runner on your team.	Teams sit down and lock their legs around the waist of the player in front. Using their hands to move forward, the team moves to the goal and back.	Use a valentine, a silhouette of President Lincoln or other seasonal symbol as the object to be carried in a relay.	Without hands, carry a dried pea on the end of a drinking straw to the goal and back to the next player. Caution: Pea must be too large to suck through straw.	Without touching the balloon, use your straw to blow an inflated balloon to the goal and back to your team.

Want a Voice in Crime Bill Youth Programs?

The following is from the National School-Age Child Care Alliance Public Policy Committee dated December 14, 1994. While the fate of after school programs in the Crime Bill are tenuous (see Charles Pekow's article that follows), we need to act as if the money and programs will stay in the bill. The reality is that people can predict as much as they want but no one really knows what will happen.

The Administration for Children and Families (ACF) is holding focus groups around the country to discuss new opportunities for enhancing youth development in local communities and provide input for the design of two new programs for youth established by the Violence Crime Control and Law Enforcement Act of 1994, also known as the Crime Bill.

There is some concern that only programs serving runaway and homeless youth will be targeted.

Administered through the Department of Health and Human Services, the *Community Schools Youth Services and Supervision Program* will provide matching grants to collaborative community-based organizations for after-school, weekend and summer recreation and education programs. The *Family and Community Endeavor Schools (FACES)* program will be administered by the Department of Education. The program will fund local agencies that improve overall academic and social development of children in communities with significant rates of poverty and violent crime. The goals of these programs are to promote local healthy development of youth.

ACF wants to hear your ideas about what is needed at the federal level to support the development of quality pro-

grams and services. These focus groups will help to guide federal staff in Washington D.C. who are designing these programs. There is some concern that only programs serving runaway and homeless youth will be targeted.

For a listing of topics under consideration, and a list of regional members of the consultation group to contact regarding getting your voice heard in the focus groups, contact Judy Goldfarb, 85 Gillett Street, Hartford CT 06105, phone 203-241-0411 or FAX 203-524-8346. Judy is the co-chair of the NSACCA Public Policy Committee. ☪

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Future of SAC Funding in Crime Bill Up in Air

Now you see it, now you may not. What Congress gives in 1994, it may well take away in 1995. Leading Republicans in the new Congress plan to cut out most of the funding for the new crime bill that Congress designed to benefit youth programs, including school-age care.

Republicans failed in last minute maneuvering at the close of the recent Congress to cut the social spending out of the bill. But they plan to try again in the opening days of the new Republican-majority Congress early in 1995. The GOP's Contract with America, which most House Republicans support in principal, includes the Taking Back Our Streets Act. The bill, in its original form, would drop six new social service programs that could including funding for school-age programs. The bill would replace them with a single Law Enforcement Block Grant at \$2 billion per year between FYs 96 and 2000.

Local governments could use the block grant funds for quite a variety of purposes such as hiring more police officers and improving school security. Republicans say they want to let local communities determine how to spend the money instead of giving a slew of grants with

many different requirements. But it would be much harder to get any of the funds for school-age care under their proposal. The bill specifies that any youth programs funded include "as their principal purpose the teaching of citizenship and moral standards" and include law enforcement officials as supervisors or participants.

"[New youth programs'] principal purpose [would be] the teaching of citizenship and moral standards..."

The legislation is, of course, subject to change and wouldn't affect funds already appropriated for FY 95. But most of the new programs wouldn't get funded much or at all in FY 95 anyway, with bigger authorization slated for FY 96 and outyears. The Ounce of Prevention Council for federal grants for youth, for instance, gets only \$1.5 million this year, with \$14.7 million slated for next year. And the Model Intensive Grant Program awards for activities in economically distressed areas, wouldn't get a dime until FY 96 in any event.

The outlook on the Senate side is somewhat murkier. Senate leaders haven't committed themselves to the contract and want to wait to see what the House does. Sen. Orrin Hatch (R-UT), incoming chairman of the Senate Judiciary Committee hasn't looked at the crime prevention issues carefully yet, according to his spokesperson. ☪

State Policymakers' Meeting at NSACCA

Dependent Care Coordinators, Child Care and Development Block Grant Coordinators and other state policymakers interested in meeting at the NSACCA Conference in April should contact Colleen Dyrud, 503-378-5585 ext. 661. ☪

Constructivist Staff Training

by Steve Musson

Piaget once stated that "to understand is to invent." This may well have been the beginning of a theory of constructivism - a theory that I believe has important implications for staff training and development in SAC.

Sometimes there is no "right answer" that exists out there.

There is a dominant view that knowledge is held by experts and bosses, and that it can only be transmitted by books, courses, trainers and experts. According to this view, for example, knowledge about what should go into a center's policies and procedures manual should come from the director or a reference book, and then "handed down" to the staff who actually work in the center. Another example would be a college-level course on SAC in which the instructor simply told the students what the philosophy of SAC was, rather than structuring opportunities for the adult students to reflect upon and dialogue about what they believe to be the purposes of their work with children. Consistent with this view is the idea that knowledge is "internalized" by the learners/worker - that they simply accept what the experts and the directors have to say.

"Constructivism" represents a radically different view of knowledge. According to this theory, knowledge can be constructed rather than simply accepted from "higher sources." Sometimes there is no "right answer" that exists out there. In many SAC situations the only answers that will be realistic and effective will be the ones that are actively constructed by the key stakeholders (the staff, children and parents at the center) to meet the unique realities of the situation.

In its simplest form, constructivism means learning about something through the process of making it. It also means

that knowledge is constructed by the learners through real-life action and interaction with peers.

Constructivist theory also suggests that learning potential is greater when the learners are engaged in the creation of something "public" - something that can be seen by others once it is completed. This suggests that in SAC, if you want to learn about guidance and discipline, perhaps the best way to do that is for the entire staff team (with input from children and parents) to construct their own behavior management policies and procedures. While these policies and procedures should be consistent with existing structures, they should also somehow reflect the uniqueness of the center. I am currently involved with a SAC staff team that is doing just this - constructing their own discipline policies. I can tell you that the process is an exciting and challenging learning adventure for all of us.

There is much the staff team must learn as a team in order to maintain and extend quality service.

Constructivism offers an additional advantage in that the entire staff team (and perhaps the children and parents) will better understand the purpose of the policies and the application of the procedures because they had a hand in constructing them. The construction of sound policies and procedures regarding guidance and discipline (and program philosophy, safety and supervision, etc.) requires a high degree of learning both in terms of content and process. A constructivist approach is well-suited for this type of learning.

Constructivist theory is a hot topic in early childhood education and is not new to child care. Elizabeth Jones, a noted ECE writer, claims many child care professionals actively participate in the construction of knowledge about their work and make choices about how, what, where, when and why they will learn.

There are several implications of a

constructivist approach to staff training and development in SAC. The most important one can be stated quite simply: In a high quality center there is much that *the staff team must learn as a team* in order to maintain and extend quality service to children and families. Much of the knowledge that must be acquired to run a high quality SAC program must be actively constructed by the staff team (with input from other stakeholders). In my experience, this kind of learning represents one of the highest forms of staff development because, in order to be a "professional," one must be able to construct knowledge. ☞

Steve Musson has worked in the school-age field in Canada for a number of years. His most recent book is School-Age Care: Theory and Practice, available from SAN for \$29.95 (\$27.95 for subscribers), plus \$4.50 S&H.

Conferences. . .

(Continued from page 8)

FLORIDA March 9-11, 1995 New Listing
9th Annual SAC Symposium, Tampa
Contact: Jim Atkinson 407-539-6269

FLORIDA March 11, 1995
5th Annual School-Age Conference, Miami-Dade Community College, Miami
Contact: 305-237-1731

ILLINOIS March 24-25, 1995
Spring School-Age Conference, Chicago
Contact: Bob Black 312-989-0222 or Maria Walker 312-942-6501

NEW YORK April 1, 1995 New Listing
Partnership for After School Education (PASE), CUNY's Lehman College-Bronx Campus
Contact: Project Reach Youth 718-788-0778

NSACCA '95 April 20-22, 1995
7th Annual National School-Age Child Care Alliance Conference, San Francisco, CA,
Contact: Darci Smith 415-957-9775

MISSISSIPPI April 28-29, 1995 New Listing
Mississippi SACC Network, Jackson
Contact: Debra Tucker 601-366-9083

NORTH CAROLINA April 28-29, 1995
6th Annual SAC Conference, Charlotte,
Keynote: Rich Scofield
Contact: Karen Callahan 704-348-2171

NEW YORK May 4-7, 1995
NYAEYC will have a school-age track, Tarrytown
Contact: Jane Brown 914-567-1834

KENTUCKY June 4-8, 1995
8th Annual KY SAC Leadership Forum
Contact: Melinda Abshire 606-257-5083

DO WE HAVE YOUR SAC CONFERENCE DATES?

January 1995

ADDRESS CORRECTION REQUESTED

FIRST CLASS

SAC CONFERENCES

MARYLAND January 14, 1995
Annual SACC Training Day, Baltimore
Contact: Ellen Cohill 410-767-7830

GEORGIA February 24-25, 1995
GSACA 4th Annual Latchkey Challenge
Conference, Atlanta
Contact: 404-373-7414

INDIANA February 25, 1995
YMCA of Greater Indianapolis SACC Training
Conference
Contact: Evelyn Guinn 317-266-9622

CALIFORNIA February 25, 1995 New Listing
7th Annual Carousel SAC Conference, Del Mar
Contact: Sylvia Selverston 619-565-4148

TENNESSEE March 10-11, 1995
6th Annual SAC Conference, Nashville
Contact: Cathy Henris 615-741-3312

KENTUCKY March 10-11, 1995
KY SACC Annual Conference, Louisville
Contact: Carole A. Holt 502-624-8391 or 502-
351-8606

(Continued on page 7)

RESOURCES

Summer Themes

Limited Introductory Price Offer

School-Age NOTES' newest publication, **SUMMER SIZZLERS & MAGIC MONDAYS: School-Age Theme Activities** has just arrived from the printer and we're offering an introductory discount price to our subscribers for a limited time.

Start planning now for summer with loads of theme ideas and activities, plus get lots of ideas for everyday after school.

This valuable activity resource, written by Edna Wallace, is essentially two books in one. The first half of the book is **SUMMER SIZZLERS** with more than 125 activities covering 19 separate themes. **MAGIC MONDAYS** has more than 105 activities with 19 themes designed for the hours after school.

1 up your summer days or school

day afternoons with activities such as *Wagon Wheel Tag*, *Career Charades*, *Walking on Eggshells*, *Ice Cube Painting* or *Create a Commercial*. Or plan an *Un-Birthday Party*, a *Fourth of July Picnic*, or a *Backwards Day*.

SUMMER SIZZLERS & MAGIC MONDAYS by Edna Wallace is available now for \$16.95 (\$14.95 for subscribers). But to help our subscribers get their summer programs started, we are offering an additional \$2 off the subscriber price. For a limited time only, you can buy this book for \$12.95 plus \$2.50 s/h.

This offer expires February 15, 1994, so hurry! Order your copy today for a total of only \$15.45. ☺ ☺

SALE!!!

We are overstocked on four popular titles.

—**Half a Childhood: Time for School-Age Child Care** by Bender, Elder, &

Flatter reg. \$14.95 - Sale \$8.95 (some covers may still be marked \$12.95)

—**Kids Club: A School-Age Program Guide for Directors** by Linda Sisson reg. \$12.95 - Sale \$8.95

—**Before & After School Programs: A Start-Up and Administration Manual** by Mary Richard reg. \$24.95 - Sale \$17.95 (reprinted and back in stock)

—**How to Play with Kids** by Jim Therrell reg. \$14.95 - Sale \$9.95

Now is the time to replace missing books or get extra copies for your staff.

Special savings on shipping & handling - add \$1 for each book ordered. Limited quantities - order now. Orders **MUST BE PREPAID** to obtain these special prices. This special offer expires February 15, 1995. ☺

School-Age NOTES

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School-Age NOTES' 15th Anniversary 1980 - 1995

Steps Beyond Black History & Women's History Months

by Joyce Jackson Maneck

Year-Round Awareness & Celebration of Diversity

February is Black History Month and related activities and comments were in the January issue. March is Women's History Month; activities and information are in this issue. However, as we've mentioned before diversity should be part of a program the whole year not just when a particular month comes around. So how do you do that?

In the December issue we looked at why a multicultural or anti-bias curriculum is important in after school programs which have little racial or cultural diversity among the participants. In this issue, we'll look at some simple steps program directors can take to incorporate multi-cultural and inclusive images and materials into their after school program and to do it year-round. The ideas listed in the article come primarily from Louise Derman-Sparks' Anti-Bias Curriculum: Tools for Empowering Young Children, and Roots and Wings: Affirming Culture in Early Childhood Programs by Stacey York.

Multicultural education has universal goals and values. The concept of multiculturalism clearly is not to place one group of people above others but to recognize the inherent value of all people. For children, it is important to stress these values, not only to encourage respect for others, but to enhance each child's own sense of self-worth.

Stacey York states that in offering multicultural education we accomplish several goals. We recognize the beauty, value, and contribution of each child; foster high self-esteem and a positive

self-concept in children; teach children about their own culture; introduce children to other cultures; provide children with a positive experience exploring similarities and differences; encourage children to respect other cultures; increase their ability to talk to and play with people who are different from them; help them to be a group member; talk about racism and current events with children; help children live happily and cooperatively in a diverse world, and help children notice and do something about unfair behavior and events (pp. 24-5).

So how does a program go about putting together an environment which achieves the above goals, yet avoids the "tourist" approach Louise Derman-Sparks warns us about? How do we celebrate the history and achievements of different groups of people from a pluralistic point of view?

Derman-Sparks offers a variety of tips for simple and effective ways of teaching children about their own culture and the uniqueness of all individuals, regardless of their culture, and to bring into sight and mind the concepts of diversity.

Visual/Aesthetic Environment

In the program room you can display:

- Images of all the children, families and staff in your program, reflecting their various backgrounds.
- Images of children and adults from the major racial/ethnic groups in your community and in U.S. society.
- Images that accurately reflect people's current daily lives in the U.S., both working and with their families during recreational activities.

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BULLETIN: School Volunteer Grants

The following was just announced:

Grants for training staff — and children — to work in school-age programs have become available from the Corp. for National & Community Service (CNCS). The agency announced it is taking applications for \$4.596 million for new Learn & Serve America: K-12 programs for FY 95. States and grantmaking entities (government or non-profits with at least a year of experience in service education in more than one state) can apply. Grantees will make subgrants to start or create adult volunteer programs.

CNCS plans to award about \$2.7 million for School-Based Grants. Applicants need a 1995 Grantmaking Entity: School-Based Programs Application. CNCS is reserving another \$296,000 for Indian Tribes and territories. Applicants need a 1995 Indian Tribes and U.S. Territories: School-Based Programs Application.

Separately, CNCS offers \$1.6 million for grants for Community-Based Programs. Grantees can use the funds to start or expand service programs for youth between ages five and 17. Applicants should use the 1995 State Commissions & Grantmaking Entities: Community-Based Programs Application. Deadline is March 21, 1995.

For info and applications, contact your state commission or Ann Singhakowinta, CNCS, Room 9619-A, 1201 New York Ave. NW, Washington DC 20525, 202-606-5000, ext. 136, FAX 202-565-2787.

Steps Beyond. . .

(Continued from front page)

- A fair balance of images of women and men, shown doing "jobs in the home" and "jobs outside the home."
- Images of elderly people of various backgrounds doing different activities.
- Images of differently abled people of various backgrounds shown doing work and with their families in recreational activities. Be careful not to use images that depict differently abled people as dependent and passive.
- Images of diversity in family styles: single mothers or fathers, extended families, interracial and multiethnic families, adopted families, or differently abled families.
- Images of important individuals - past and present. They should reflect racial/ethnic, gender and abledness diversity and should include people who participated in important struggles for social justice.
- Artwork - prints, sculpture, textiles by artists of various backgrounds that reflect the aesthetic environment and culture of the families represented in your program and of groups in your community.

It is important to remember that in displaying images of people different from those in your program to have a numerical balance. Make sure people of color, or those who represent the minority in your program are not represented as "tokens" - only one or two.

Toys and Materials

The toys and materials in your program should both represent the backgrounds of the families in the programs and extend to the major groups in your community and the U.S.

With art materials, make sure tan, brown and black paint, paper and play dough, as well as skin-tone crayons are included with the other colors.

Dolls should represent a fair balance of all the major groups in the U.S. - Black, Latino, Asian-Pacific, Native American and White. There should be a fair balance of male and female dolls

which represent different types of disabilities from various racial and ethnic backgrounds.

Regularly heard music should reflect a variety of cultural styles.

Books should reflect diversity of gender roles, racial and cultural backgrounds, special needs and abilities; a range of occupations and a range of ages. Books should also present accurate images and information, show people from all groups living their daily lives and having celebrations, depict a variety of children and families within a group, and depict various family lifestyles and incomes.

Finally, both York and Derman-Sparks emphasize teaching the children in your program about their own culture first. It's important to stress that everyone has a culture, even if it is not readily apparent. Cultural diversity can be explored through connecting cultural identity to concrete, daily life, not just as holiday celebrations. Children in a homogeneous group can be taught similarities and differences among people by looking at what all people hold in common - everyone laughs, cries, eats, sleeps, works and plays.

Program directors and other adults who are involved in children's lives need not be afraid to attempt a multicultural approach. Every small step you take offers children a chance to understand the world around them and helps them come to terms with all the people they will encounter in their lives. Stacey York points out that "...the influx of immigrants and refugees over the past ten years reminds us that America is a country of many cultures and languages. Our country was built on diversity, and diversity will continue to be our strength....we must provide children with experience[s] that prepare them to live in a culturally diverse country and a peaceful, cooperative world" (p. 13).

Joyce Jackson Maneck is the Assistant Editor of *School-Age NOTES*.

Best Sellers. . .

(Continued from page 7)

- #3 **Kids Club: A School-Age Program Guide for Directors** (A SAN publication)
- #4 **Developmentally Appropriate Practice in SACC**
- #5 **How to Talk So Kids Will Listen & Listen So Kids Will Talk**
- #6 **Creative Conflict Resolution**
- #7 **Discover the World: Empowering Children to Value Themselves, Others and the Earth**
- #8 **The Incredible Indoor Games Book**
- #9 **Chemistry for Every Kid**
- #10 **Am I in Trouble? Using Discipline to Teach Young Children Responsibility**
- #11 **Before & After School Programs: A Start-Up and Administrative Manual** (A SAN publication)
- #12 **SACC Professional Training**
- #13 **Kids' Multicultural Art Book**
- #14 **The Outrageous Outdoor Games Book**
- #15 **Adventures in Art: Art & Crafts Experiences for 7- to 14-Year-Olds**

The Facilitator

"While [school-age care] professionals offer valuable experience, their role is primarily that of facilitator. In other words, it should be the children's program."

— from *School-Age Ideas & Activities...*

School-Age NOTES

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Practical Ideas for Improving Quality

The 1993 *National Study of Before & After School Programs* found that while the programs visited consistently scored high in the areas of safety, health and nutrition, there were other areas programs commonly needed to improve. The following are those areas with our suggestions improving them.

● **Permitting children the freedom to rearrange the space for their activities.**

Identify materials, equipment and furniture that children can move. What's the worst thing that could happen if the children moved this. If it's the aquarium, it could be a major disaster. But moving chairs and tables to use sheets and blankets to create a fort or space ship in most cases is not a problem. Where are the different areas and non-traditional areas that children could use board games (on the floor?), build with LEGO materials (on a table?), or play with dolls, cars and other play props (in a refrigerator box?).

● **Providing for quiet areas and interest areas that are inviting and home-like.**

If you can't have sofas and stuffed chairs, what about bean bag chairs and roll-up carpets? Are there areas you can turn into quiet corners - a large closet? - an alcove? - turn two folding tables on their sides? Can you add soft lighting with table lamps and stand-up lamps? What about curtains and draperies (fire-resistant)? Cover cafeteria tables with colorful table cloths - plastic ones can work well.

⊛ **Differentiating space for different activities such as naps or resting, cooking and eating, open and active play, dramatic events, and creative arts.**

Inexpensive, brightly-colored survey tape (non-sticky, ribbon-like, available at hardware stores) can be used to help define, contain, or set-off areas. Closets can be used for the dress-up and occupational props. Can dramatic play

and creative arts be brought outside? Do the children know that they can use clothes pins to attach paper to the fence for painting? Are there areas that invite free choice of props, play materials and creative materials?

● **Programming for all ages, particularly the provision of activities appropriate for older children.**

Older children needs lots of opportunities to plan, explore and invent with free choice of lots of materials, equipment and peers and adults. Are there junk boxes and tools (including needle and thread and weaving frames) available? Just because the younger children are easy to herd in groups with adult-directed activities don't forget to have available for them free choice materials such as blocks, manipulatives and dress-up props.

● **In the area of health and nutrition, providing food that is healthy and opportunities for children to eat when they are hungry and to prepare their own food.**

Are there ways to access stoves, toaster ovens, microwave ovens, and refrigerators or mini-refrigerators? What about serving snack buffet style, self-serve and keeping it open for 45 to 90 minutes? Check with licensing office or 4-H and cooperative extension offices for healthy snack ideas. ⊛

Self-Esteem Journal

Self-esteem is the opinion you hold of yourself; your beliefs and attitudes about yourself. Identifying your feelings and what you've learned about yourself is one of the steps towards building positive self-esteem.

School-agers can learn about themselves through a daily journal in the after school program. They can start with help identifying feelings. Put up a list contributed by the children of feelings: angry, happy, embarrassed, sad, afraid, prideful, etc. Continuously add to it as children identify new feelings — frustrated, irritated, bored, ecstatic.

Each day complete statements such as "Today I felt _____ when _____." "I learned about myself that _____." "Something that happened today that I feel good about is _____." "Today I helped _____."

There is an additional benefit in keeping this kind of journal — school-agers will see an improvement in their writing skills over the months. ⊛

Workshops on Older Kids Needed

REMINDER: The October 6-7, 1995 Conference #2: Growing Up and No Place to Go: Developing Successful Programs for 9-15 Year Olds in Keystone (Resort), Colorado is seeking workshop proposals. Sandy Whittall, Conference Chair, said they definitely need proposals and would like them submitted to her by the end of February.

Sessions will be 1 hour. Proposals should include workshop title and short description for conference brochure and program. See page seven of the October, 1994 issue of SAN for more details and suggestions of workshop content.

Submit proposals to: Sandy Whittall, CAQSAP Conference Chairperson, 4450 S. Ceylon Way, Aurora CO 80015. Sandy can be contacted at 303-321-4722. ⊛

Book Rooms Now for NSACCA Hotel

Book your room right now for the NSACCA Conference in San Francisco April 20-22. Rooms at the Hyatt Embarcadero are filling quickly. Since the Hyatt 800-reservations (800-882-1234) has been incorrectly telling some callers that the block of saved rooms is full, try the hotel reservations directly at 415-788-1234. Tell them you are with the National School-Age Child Care Alliance to get the special rates of \$109 single/double; \$125 triple/quadruple. (They may say CSAC rather than NSACCA as they did with this editor.)

Conference registration booklets were mailed in January. If you haven't gotten yours, call 415-957-9775 and leave a message and your address. Early bird registration cut-off is 3/15/95. ⊛

Women's History Month

Women's Achievements

In observance of Women's History month, help make the names of famous women and their accomplishments easy to recall by making your own version of an old game. The game is for 2 to 4 players, and played with 52 cards in 13 sets of 4. The object is for a player to collect all 4 cards of a particular set.

The sets in this game will be categories like "Artists" or "Prime Ministers," and the cards will be names of women who achieved in that category.

To begin play, give each player 13 cards. If cards are left over, put them in a pile face down to be drawn. With 4 players, no cards will be left over. The first player names another player, a card, and its set—asking, for example, "Susan, do you have Mary Cassatt, Artist?" If so, Susan must give it to the one asking who may then ask Susan again or ask another player for another card in the same set. The rule is, a player may not ask for a card unless s/he already holds one of that set, and s/he may not ask for a card s/he already holds. Within the same turn, a player may not switch from one set to another. A player's turn is over when s/he asks for a card s/he does not get, or when a set is complete. A completed set is laid face up on the table.

The next turn goes to the player on the right. If there are cards to be drawn, a player who gives up a card may draw a new card until all cards are in play. The winner is the one who gets the most sets when all the cards have been put into sets.

Here is a sample card:

Mary Cassatt	Card Name
Artists	Set Name
Georgia O'Keeffe Grandma Moses Frida Kahlo	Other names in set

The easiest way to make the cards is to buy an inexpensive set of playing cards and tape new fronts to them.

You will need 13 sets of 4 women each. The categories below are suggestions. Some more than the 4 names you will need

for each set. Invent different categories and select names to suit your own tastes or needs:

Artists:

Mary Cassatt Grandma Moses
Georgia O'Keeffe Frida Kahlo

Prime Ministers

Golda Meir Margaret Thatcher
Indira Gandhi Benazir Bhutto

Olympic Gold Medalists (use 4)

Wilma Rudolph Babe Zaharias
Kristi Yamaguchi Mary Lou Retton

Jackie Joyner-Kersey Dorothy Hamill

Florence Griffith-Joyner Bonnie Blair

Scientists (use 4)

Sally Ride Julia Morgan
Nancy Wallace Grace Hopper

Maria Mitchell

Doctors - historic firsts (use 4)

Susan LaFlesche Picotte
Elizabeth Blackwell Alice Hamilton

Judith Pachciarz Gertrude Elion

Civil Rights Activists (use 4)

Luisa Moreno Harriet Tubman
Rosa Parks Ada Deer

Mary Ellen "Mammy" Pleasant

Singers

Marian Anderson Gloria Estefan
Buffy Sainte-Marie Diana Ross

Women's Rights Activists (use 4)

Susan B. Anthony Lucy Stone
Elizabeth Cady Stanton Lucretia Mott

Ruth Bader Ginsberg

Women of the Old West (use 4)

Narcissa Whitman Annie Oakley
Henrietta King Nellie Cashman

Jessie Benton Fremont Sacagawea

Labor Leaders

Dolores Huerta Emma Tenayuca
Rose Schneiderman

Mary Harris "Mother" Jones

Journalists (use 4)

Ida B. Wells Nellie Bly
Jovita Idai Ida Tarbell
Barbara Walters Ruth Montgomery

Congresswomen

Shirley Chisholm Jeannette Rankin
Margaret Chase Smith Martha Griffiths

Founders

Jane Addams (Hull House)
Clara Barton (American Red Cross)
Mary McLeod Bethune (Bethune-Cookman College)
Juliette Gordon Lowe (Girl Scouts)

Women Authors

A variation on the card game would be one on women authors. Possible authors are Emily Dickinson, Gwendolyn Brooks, Pearl S. Buck, Agatha Christie, Laura Ingalls Wilder, Maya Angelou, Toni Morrison, Alice Walker, Judy Blume, Flannery O'Connor, Louisa May Alcott, Katherine Paterson, and Edith Wharton. Four works of the particular author would compose each of the sets. ♣

March 3

March 3 is *Hina Matsuri* in Japan. Families display their collection of ceremonial dolls and honor their daughters. The doll collections are handed down from generation to generation.

What is the oldest thing your family has that has been handed down?

What new thing or special treasure would you like to hand down from your generation?

The Japanese dolls are miniatures in costumes that represent the Imperial Court of 300 years ago. The dolls are rare and expensive so not all families have them.

Describe the oldest doll you have ever seen.

Dress dolls in costumes that illustrate different historical periods.

Invite a local doll collector to show and explain about different dolls or go to a museum which has a doll collection. ♣

Her-Story

Parents in your program might be encouraged to do the following in honor of Women's History Month:

In March, buy a boxed set of historical novels from the *American Girl Collection* (for girls age 7 and older) and you can choose a school or library (or school-age program!) to receive a matching set for free. For details call 800-845-0005. ♣

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38.

MARCH CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
THIS MONTH	March 6, 1910 - first annual International Working Women's Day, a holiday in the former USSR and China. How is it observed where you live?	March 10 is Harriet Tubman Day. Prepare a skit about her and those who helped her on the Underground Railway.	March 12, 1912 - Juliette Gordon Lowe started the first Girl Scout troop. For neat things to do, try the Jr. Girl Scout badge book.	March 22, 1923 - birthday of Marcel Marceau, pantomimist. Take turns, each telling a story entirely by pantomime.	March 26, 1981 - Sandra Day O'Connor became the first woman on the Supreme Court. Let each share something s/he would like to be someday.
HER STORY	"And ain't I a woman?" is a famous quotation from Sojourner Truth. Find out about this remarkable woman.	Try out traditional women's crafts such as embroidery, knitting, crochet or quilting. Why were these for women only?	Take a poll. What new skills would boys like to learn that used to be reserved for women?	What new skills would girls like to learn—traditional or non-traditional? Can a parent come and share one of these skills?	Compile a list of historic firsts for women. What about firsts for men?
DR. SEUSS	March 2, 1904 - birthday of Dr. Seuss (Theodore Seuss Geisel). Bring as many different Dr. Seuss books as you can read a few favorites.	Read a biography of Theodore S. Geisel. At what age did he start writing? What was his occupation?	Draw the Cat in the Hat from memory. Compare your drawings with each other and with the real illustration.	Try making up a story about an imaginary character. Let each one contribute something to the story. Record it or have someone write it down.	Let everyone draw an illustration of how the imaginary character in your story looks. It will be fun to compare results.
NATIONAL PEANUT MONTH	Read a biography about Dr. George Washington Carver. How many uses for peanuts can you name?	Do the peanuts on a spoon relay.	Provide peanuts in the shell, markers, glue, scissors, and bits of colored paper, yarn, fabric, felt, ribbon... What can you make?	Eat a peanut butter cracker and then whistle.	Invent a new peanut butter sandwich. Brainstorm. Vote. Try out the top five combinations.
IT'S SPRING?	Still snowing? Draw a snowscape of ground and sky. Glue on trees of brown or green paper. Edge them in glue and sprinkle on salt.	No flowers yet? Draw in the stems or branches on paper. Glue on popcorn or styrofoam packing "peanuts." Color with markers.	Pick up small pebbles of all shapes and colors. On cardboard, draw a picture to be shaped or filled with pebbles.	In March a postage stamp will honor the 150th anniversary of Florida statehood. Draw a design you think would be appropriate. Try to see the real design.	March is National Nutrition Month. Make a mural of the 4 food groups and suggested daily servings from each group.
WHAT NEXT?	Let each take a turn telling 3 things about himself or herself, only 2 of them true. Can the group guess which one fact is not true?	Three former Presidents are/were poets. Can you guess who? (Jimmy Carter, John Quincy Adams, Abraham Lincoln).	Each group devises a machine using their hands, bodies, arms, legs. Add sounds. Move faster, slower.	Use relays to practice skills related to a particular sport, such as basketball (passing, dribbling, shooting) or soccer.	Write a description of yourself. Put all in a bowl and draw out one by one. The group has 3 guesses. If not identified, it goes back in to be drawn again.

Wages, Higher Wages, & No Help

by Rich Scofield

Put a bunch of SAC professionals, especially administrative types, into a room together, let the conversation free flow and one of the hottest topics of interest, besides fees charged and the lack of good "help" (employees), will be wages and salaries. Not just their own but what they pay their employees, too. With President Clinton's proposal in his State of the Union address to raise minimum wage from \$4.25/hour to \$5.15, it is a good time to look at the issue of wages and ability to hire staff.

Currently the United States is at the lowest level of unemployment in several years, 5.3%. In communities like Nashville it is below 3%. What this means is that jobs which used to be at or slightly above the minimum of \$4.25 now have to be offered at \$5 or \$6. In Nashville which has traditionally been a lower than average cost of living community, even fast food restaurants which a year ago were offering just above minimum wage are now offering \$6 and \$6.25. One restaurant is closed for lunch until the employee situation eases.

The 1993 *National Study of Before & After School Programs* reported that they found in 1991 the average hourly wage of \$6.77 for the most senior SAC staff (other than the director) to be lower than the \$7.49 earned by pre-school teachers in the previous year (according to a 1990 profile of child care workers).

The study reported high turnover rates with 58% of the programs reporting an average turnover rate of 60%. This also contributes to higher entry level wages as programs seek ways of retaining employees.

Besides the recovering economy another factor pushing up entry level wages is fewer entry level people around. Ten years ago we still could hire babyboomers in their twenty's.

This year the very last of the babyboomers are now in their thirty's. Thus the available supply of young workers is smaller while there has been an increase in the number of positions needed in school-age care.

Implications for Raising Wages

It seems that child care wages need to go up just to get staff (never mind hold on to them). Because SAC programs more likely compete with fast food type industries which are already above \$5/hr rather than 40 hour/week minimum-wage factory jobs, boosting minimum wage probably won't have a great impact on SAC.

"...[Because of high turnover] many programs must continually focus on basic staff orientation and training rather than the development of quality programming."

— from the *National Study*

It is the competition for entry level employees that is already driving up wages. This will mean parent-fees will go up. The National Study found that 86% of SAC families were paying full fees.

Implications for Professional Development

The study made a key comment about the state of professional development and quality programs in SAC. It said "...[Because of high turnover] many programs must continually focus on basic staff orientation and training rather than the development of quality programming."

What we often are seeing is hiring and training only for the short term and putting more quality responsibility on the site directors. Programs are allocating more training dollars, efforts and compensation and benefits into site directors rather than entry level posi-

tions. The quality of the site director must be improved because they have a larger burden for quality since front-line staff are apt to be so temporary in nature.

This does not bode well for school-agers in SAC who often benefit from long-term, informal relationships with adult models.

More than ever the glue that keeps the program together and is the key to quality will be the site director with the day-to-day management responsibility. (See April SAN issue or p.10 of current catalog to learn how to order a free copy of the *National Study*.)

Fringe Benefits

What were some of the fringe benefits offered in SAC programs? The National Study found that in 1991 28% of programs offered no fringe benefits and the largest group not providing was public institutions such as schools with 38% not providing benefits. Of the 72% that did provide them, 46% offered paid vacation time which was the most mentioned benefit. Some of the other benefits in descending order of mention were: health insurance; paid sick time; paid holidays dental insurance; life insurance; paid personal/ bereavement days; free or reduced-fee child care; retirement. ☪

E-mail Correction

A correction is needed in the E-mail address to subscribe to the joint Wellesley/ERIC "SAC" electronic discussion list which is free and open to anyone interested in SAC issues. This was reported in the November issue. We had a "c" at the end of the E-mail address that wasn't suppose to be there.

To subscribe, send a message to majordomo@ux1.cso.uiuc.edu - Leave the subject line blank. Just type subscribe SAC <Your E-mail address> (substituting your own e-mail address, without brackets, for <Your E-mail Address>) in the first line of the message area and send the message. Do not add your signature. ☪

SAC Courses

112 Institutions, 214 Courses

Through the MOST Initiative (Making the Most of Out-of-School Time) the Wellesley SACC Project has tentatively identified 214 school-age care courses offered in approximately 112 institutions of higher learning (colleges).

Textbooks

Instructors of school-age care courses and those child care courses with SAC components now have many books to choose from to use in their courses when it comes to teaching about school-age care. Instructors are choosing both content and curriculum-related books.

67 Colleges Use SAN Publications

School-Age NOTES publishes three titles that have been used in courses. **Summer Sizzlers & Magic Mondays: School-Age Theme Activities** just published also will be available for course inclusion. In the past year, 67 universities, colleges, community colleges, and technical colleges in the U.S. and Canada have used one or more of the following three books in courses:

- **Half a Childhood: Time for School-Age Child Care** by J. Bender, B. Elder, C. Flatter; School-Age NOTES; Nashville, TN; 1984.
- **School-Age Ideas & Activities for After School Programs** by K. Haas-Foletta & M. Cogley; School-Age NOTES; 1990.
- **Kids Club: A School-Age Program Guide for Directors** by L. Sisson; School-Age NOTES; 1990

Other Resources

There are also other institutions that use different resources. Some of those resources being used in courses are:

- **The Survival Guide to School Age Child Care 2nd Edition** by Betsy Arns; School Age Workshops; Huntington Beach, CA; 1994.
- **Training School Age Child Care**

Teachers by Betsy Arns; School Age Workshops; 1992.

- **Developmentally Appropriate Practice in SACC Programs, Second Edition** by K. Albrecht & M. Plantz; Kendall-Hunt Pub. Co.; 1993.
- **School-Age Child Care: An Action Manual for the 90's and Beyond, Second Edition** by M. Seligson & M. Allenson; Auburn House; 1993.
- **School-Age Child Care Professional Training (A Workbook for Teaching Staff)** by S. Lawyer-Tarr; Clubhouse Press; Tulsa, OK; 1991.
- **Caring for School-Age Children** by P. Click; Delmar Publishers; 1994.
- **School-Age Care: Theory and Practice** by S. Musson; Addison-Wesley; Redding, MA; 1994.

We have heard of or assume the following are also being used:

- **Activities for SACC Revised Edition** by B. Blakley et. al.; NAEYC; Washington, DC; 1989.
- **Standards for Quality SACC** by National Association of Elementary School Principals & Wellesley SACC Project; NAESP; Alexandria, VA; 1993.
- **Keys to Quality in SACC** by R. Newman - Video - Viewer's Guide - Trainer's Guide; Montgomery Co. Public Schools Television Foundation; Rockville, MD; 1993.
- **ASQ - Assessing SACC Quality** by S. O'Connor; SACC Project; Wellesley, MA; 1994.

What's Ahead?

What's coming that will probably be used in SAC courses?

- **Caring for Children in School-Age Programs** by D. Koralek, R. Newman, L. Colker; Teaching Strategies; Washington, DC; March 1995.
- **A Trainer's Guide to Caring for Children in School-Age Programs** by D. Koralek & D. Foulks; Teaching Strategies; Washington, DC; March 1995.
- **School Age Care Environment Rating Scale** by T. Harms, E. Jacobs, D. White; Frank Porter Graham Child Development Center; Chapel Hill, NC; Spring 1995.

What other school-age-care-specific resources are instructors including in course requirements? Drop us a note or call us with those resources. ☺

SAN's 1994 Top 15 Best Sellers

The following in order of copies sold were the top 15 best selling books (by individual sales not including group sales or college courses) for School-Age NOTES in 1995.

- #1 **School-Age Ideas & Activities for After School Programs (A SAN publication)**
- #2 **Standards for Quality School-Age Child Care**

(Continued on page 2)



Help for your summer program!

SUMMER SIZZLERS & MAGIC MONDAYS: School-Age Theme Activities

Special \$4 off retail price of \$16.95 plus \$2.50 S/H. **Prepaid orders only.** Offer expires March 15, 1995.

Send **\$15.45** to: School-Age **NOTES**
P.O. Box 40205
Nashville, TN 37204

Name _____

Program Name _____

Address _____

City / State / Zip _____

February 1995

FIRST CLASS

ADDRESS CORRECTION REQUESTED

S A C C O N F E R E N C E S

GEORGIA February 24-25, 1995
GSACA 4th Annual Latchkey Challenge
Conference, Atlanta Contact: 404-373-7414

INDIANA February 25, 1995
YMCA of Greater Indianapolis SACC Training
Contact: April Nelson 317-266 9622

CALIFORNIA February 25, 1995
7th Annual Carousel SAC Conference, Del Mar
Contact: Sylvia Selverston 619-565-4148

TENNESSEE March 10-11, 1995
6th Annual SAC Conference, Nashville
Contact: Cathy Henris 615-741-3312

KENTUCKY March 10-11, 1995
KY SACC Annual Conference, Louisville
Contact: Carole A. Holt 502-624-8391 or 502-
351-8606

DO WE HAVE YOUR
SAC CONFERENCE DATES?

R E S O U R C E S

Women's History Catalog

The 1995 Women's History Catalog is now available from the National Women's History Project. The catalog includes a variety of classroom and display materials, posters, videos, and multicultural books, all emphasizing the important contributions of women to history. Also included are women's history celebration supplies for the upcoming Women's History Month in March. Call 707-838-6000 to request a free catalog. ☛

Free Equipment & Supplies

The National Association for the Exchange of Industrial Resources, of Galesburg MD, provides non-profit schools, agencies, and care centers with a log full of new, donated supplies and equipment for these programs. For

a \$645 annual membership fee, agencies and schools can receive the catalog five times a year, and have available to them thousands of dollars worth of free office supplies, computer software and accessories, classroom materials, toys and games, books, audio and video tapes, clothing, and many other items. Any school-age program which falls under the 501(3-C) non-profit status is eligible for this program. For a free fact kit on this donated supply program, call NAEIR at 800-562-0955. ☛

Drug Video Price Change

In our December, 1994 issue we published a price of \$8.50 for the video "BRAINSTORM: The Truth About Your Brain on Drugs," available from the National Clearinghouse for Drug and Alcohol Information. We have been informed by the Clearinghouse that we were given incorrect information; the

actual price of this video is \$14.50. To order this video, still a bargain at \$14.50, call 800-729-6686. ☛

Advanced SACC Leadership Course

Wheelock College in Boston holds advanced seminars in child care administration every summer and has had a SACC course since the mid-80's. This year the SACC course will be an Advanced SACC Leadership Institute July 22-27, 1995. It is co-sponsored by the Wellesley SACC Project lead by Tracey Ballas and other SACC Project Staff.

For further information write Barbara Bagwell, Ph.D., The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215. (617) 734-5200, ext. 279. ☛

School-Age NOTES

ISSN0278-3126 © 1995 School-Age NOTES - A National Resource Organization on School-Age Care - Pioneering the Field Since 1980

School-Age NOTES' 15th Anniversary 1980 - 1995

The ABC's of Behavior Management

by Betty D. Wingo

Every child is entitled to a pleasant, harmonious, and safe environment. Probably the most challenging part of the child care provider's job is management of children's behavior. Behavior management is drastically different from discipline. It requires a shift in thinking from a traditional staff member as "boss" and rule enforcer to a more child-centered approach.

Typically, [inexperienced staff] do not have a grab bag of intervention strategies for dealing with the child management dilemma.

Our ultimate goal is to help children understand that life is a series of choices and consequences. We should lead them to act responsibly in a variety of situations. Misbehavior should be viewed as a symptom of an underlying problem or unmet need. Therefore, it needs *intervention*, not necessarily punitive measures. As the situation demands, such intervention may be in various forms but need not be "angry" or "heavy."

Why then is behavior management often the Achilles heel of any extended program? I believe there are two reasons for this. First, staff members in a child care setting are often young and energetic, but inexperienced. Typically, they do not have a grab bag of intervention strategies for dealing with the child management dilemma. Secondly, young staff members generally do not understand the distinction between controlling the children and controlling the environment.

As a director, I am constantly searching for new and clever ways to give employees information about how to handle student behavior. The question is — How can re-occurring difficulties in behavior management be addressed with staff members in a way that is fresh and positive? These 26 tips are offered as a means toward minimizing difficulties.

Always consider the child's feelings. Be courteous and expect courtesy. Avoid embarrassing a child.

Be alert and observant. Develop an ability to always see or know what is going on in your group. Convey your alertness and attentiveness to the children. This is perhaps the most effective way to prevent problems *before* they occur.

Choose your words carefully when problems do arise.

Discipline yourself. In other words, control your temper. Some children enjoy making you angry and seeing your reaction. In addition, you may be inadvertently teaching children that angry outbursts are acceptable.

Excessive flattery as a technique to motivate or control is ineffective. Children regard this technique as phony "gushiness." It deteriorates the esteem the students hold for you as an adult. Acceptance of each child must be sincere and unconditional.

Firmness and fairness should abide.

Good humor goes a long way. Children who see you happy are more likely to
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INSIDE

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- SAC Grant \$p. 6*
- Worthy Wage Dayp. 7*
- Accreditationp. 7*

Action Needed Now to Save SAC Dollars

The National School-Age Child Care Association (NSACCA) is alerting everyone involved in school-age care to petition Congressional members in your districts against slashing SAC monies as provided for in the Child Care and Development Block Grant (CCDBG).

Congressional legislation currently under consideration takes away all health and safety standards for child care programs, takes away the money set aside for quality, and cuts funding for all programs (see related story on page 6).

NSACCA has developed an action plan in an effort to mobilize everyone concerned about these potential budget cuts into a phone, letter, fax, or personal appeal to Congressional members to prevent the cuts.

First, NSACCA recommends immediately sending the following message to your home Congressman and Senator:

*Good child care helps parents work
Good child care helps children learn
Good school-age child care prevents children from being home alone
...because Home Alone is no laughing matter*

(Continued on page 6)

A.B.C.'s . . .

(Continued from front page)

be happy themselves. Don't be afraid to laugh at yourself.

Handle problems yourself as much as possible. Do not threaten to send a child to the supervisor. In fact, be very careful about threatening anything. Threats can cause a power struggle which generally escalates into a no-win situation.

Ignore those behaviors that are just to get attention.

Join the children at the back of the line. That way you can see all of them as they go down the hall.

Keep this simple idea in mind — We are not dealing with children who *are* problems, but rather children who *may* have problems.

Lead and train children at the beginning of the year.

Make positive statements as much as possible. Warm responses and wholesome child demeanor are largely a result of the degree of positivism the child care provider shows the children.

Never underestimate the power of your appearance. Staff members should dress appropriately. Wear comfortable clothing and shoes, but exercise good taste. Remember the manner in which you dress sets the climate for your group.

Options are important to children. Vary activities to reduce boredom and enhance their interest.

Proximity control is an effective preventative approach. Some misbehavior can be stopped by moving close to the child who is perpetrating the problem.

Quiet activities can be just as much fun as noisy ones.

Routine rules and procedures such as room use, returning and leaving the

room, distributing materials, and clean-up should be presented beforehand. Smoother transitions occur when time is invested in teaching children such procedures early in the program.

Show the children you are up for the challenge. A well-organized plan is the most essential key to good behavior. There is no substitute for being well-prepared. Remember: Staff who fail to plan, plan to fail.

Try to predict what could confuse or distract the children.

Use natural consequences as appropriate. Try to devise a consequence that is a natural outgrowth of the misbehavior. For example — have a child sweep the room if he or she has been throwing spitballs.

Value each child and time spent with every child. Make the most of it. Understand that while the children are with you, your role becomes both caregiver *and* substitute parent.

Watch the amount of attention you give to individual children. Whether it is for a problem or not, children "tune in" to how much time you spend with others. Refrain from favoritism. Children can sense this immediately.

X-pect to have fun. Meeting your own expectations always makes you feel good about yourself and the program.

Yelling is not effective with children. Child care providers who use this approach may have quiet, controlled kids one moment, and angry, hostile ones the next.

Zoom in and handle problems quickly. The sooner the problem is handled, the less disruptive it will become. When you see disruptive behavior let the child know immediately. Otherwise, by "letting it slide" you are, in effect, telling the child that the behavior is acceptable.

The labyrinth of behavior management is complex. There are no easy solutions. Using rewards and/or consequences to change or control children, although common, is a complicated practice which takes tremendous expertise to make it work. Most child care providers have not received the training needed to effectively use this approach. Even licensed professionals who deal daily with children such as principals, teachers, psychologists and counselors report getting only temporary and limited success with the use of external controls. Rather, we must find methods which hinge less on changing behavior and more on preventing the occurrence of misbehavior. It means influencing children to change their own behavior and teaching child care providers to be *proactive* rather than *reactive*. A positive attitude combined with a healthy dose of practicality, teamwork, creativity, perseverance, and cooperation will go far toward mastering the behavior management maze. ☪

Betty Wingo is the director of the Opelika City Schools CARES Extended School Program in Opelika AL.

Role Models . . .

"We have the responsibility of guiding children toward the creation of a society that is more socially responsible than that which we know. We must model for children the enlightened use of our intelligence, the courage and strength to effect change, and the validity of caring for one another." — Clare Cherry, *Please Don't Sit on the Kids*, 1983.

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Values-Oriented Program for Youth

El Puente (The Bridge) is a comprehensive program started in Brooklyn, New York that is dedicated to developing healthy Latino youth, families, and communities. The Fall/Winter '94-95 issue of the Family Resource Coalition Report describes the program, its expansion to being almost a "movement," and the 12 principles El Puente operates by. (See RESOURCES back page.)

The program was started in 1982 after a wave of violence among youth in Williamsburg (Brooklyn). It was recognized that young people were not being supported to develop. Quality education, health care, and chances for cultural and artistic expression were lacking in the impoverished community. Yet, these services and programs were the necessary parts in a bridge to healthy youth, families, and community. Thus the neighborhood center El Puente (the Bridge), which also referred to the nearby Williamsburg Bridge, was founded.

El Puente operates according to 12 principles or values:

- Holism
- Development
- Creating Community
- Collective Self-Help
- Mentoring
- Love and Caring
- Safety
- Creativity
- Mastery
- Respect
- Unity through Diversity
- Peace and Justice

The first "bridge" is the El Puente Academy for Peace and Justice which is a public high school located at and administered by the Williamsburg center under the auspices of the New York City Board of Education. That's the quality education piece.

The report goes on to describe El Puente's after school program where they integrate children and youth ages

12-21 in activities such as mural painting, dance, martial arts, athletics, and tutored or independent studying. When youth sign up, they commit to take part in one or more of the activities for a number of hours per week. They also commit time to studying and to performing supervised community service each week. The after school program at the Williamsburg site serves more than 70 youth and there is a waiting list.

Empowerment of youth is also achieved by having them develop a "total person plan" which outlines how they plan to use the agency's services and what they hope to achieve. They actively take part in all program planning, design, and implementation. Some are trained as peer counselors and assist with discussion groups and counseling; some teach music, aerobics and dance classes; some serve as receptionists and maintenance workers. The agency also has an on-site family health clinic, an arts and cultural center, and youth employment services. There are three other sites in New York and one in Boston and an El Puente National Association which advises other members how to carry out programming toward the 12 principles.

While most youth after school programs may never approach the comprehensiveness of this agency, they can still utilize its 12 principles to form the foundations of their own goals in programming for youth. ☪

Drug Prevention Activities for SAC Programs

The Nancy Reagan Afterschool Program in California has announced delivery of its video and activity guide kits for drug abuse prevention. In December and January 1600 kits were shipped according to Lisa Cavelier, the Director. Nancy Reagan, the former President's wife, has been actively in-

involved in the project. The Nancy Reagan Afterschool Program has been established at the BEST Foundation For A Drug-Free Tomorrow to further Mrs. Reagan's lifelong work in the battle against youth substance abuse.

There are three age groupings to the kits... ages 7-9; 10-12; and 13-15. The kit we saw for the 10-12 year olds contains five videos of 10-16 minutes each with theme song, opening & closing comments by a teen leader and a story showing youth in a real-life situation. There is a leader video also. The guidebook is 283 pages with notes for leaders plus video guides and creative activities divided into nine categories including art; getting along; imagining; journaling; movement; music; skits; and storytelling.

The kits are available by application as long as supplies last. For an application contact: The Nancy Reagan Afterschool Program, 13701 Riverside Dr., Suite 700, Sherman Oaks, CA 91423 (818) 382-3860 and FAX (818) 382-3882. ☪

SAC Grants . . .

(Continued from page 7)

grams: Community Schools, to be administered by DHHS; and FACES, to be administered by DOE. These programs are to be public-private partnerships between government and community-based organizations. They are to offer an opportunity to empower distressed and disconnected communities to prevent crime and violent behavior by 1) developing their resources and abilities in order to meet the needs of children; 2) forging innovative solutions to the challenges confronting the development of the children in such communities; and 3) **creating environments where children grow up learning a healthy respect for themselves, for neighbors, and for their communities.** [Isn't that a part of quality school-age care?]

See the March 6th Federal Register for announcement of availability of funds, application criteria, and proposal deadline which is May 5th. ☪

Take Our Daughters to Work Day

The Ms Foundation for Women has set Thursday, April 27, for the third annual *Take Our Daughters to Work Day*, designed to bolster girls' self-esteem by encouraging parents to take their daughters to work with them on that day.

The theme, "A girl is watching. What is she learning?" highlights the educational nature of the day.

Look for details of local observances in your newspaper. ☞

Something New This Summer

With the summer program just in the planning stage, is it already beginning to sound like a repeat of summers past? If you would like to try something new, now is the time to write some letters. Let the children write letters too.

Here's who to contact for inspiration and information about various sports. Whether or not your group prepares for regional and national competitions, you may get ideas for fun things to try out with your group.

Cycling —

For age-graded programs and races for junior cyclists, ages 10-18, contact:

League of American Bicyclists
190 W. Ostend St., Ste 120
Baltimore MD 21230
410-539-3399

Running —

For track and field, including long distance running and race walking leading to the Jr. Olympics, contact:

USA Track & Field/Jr. Olympics
One RCA Dome, Ste 140
Indianapolis IN 46225
317-261-0500

Roller Skating —

To find out about roller skating competitions in your state:

US Amateur Confederation
of Roller Skating
P.O. Box 6579
Lincoln NE 68506
402-483-7551

Jump Rope —

If jumping rope is more your speed:

National Double Dutch League
P.O. Box 776
Bronx NY 10451
212-865-9606

Field Hockey —

For field hockey for ages 5-13, contact:

USA Youth Field Hockey
One Olympic Plaza
Colorado Springs CO 80909-5773
719-578-4567

Soccer —

In soccer, youth ages 6-19 compete in 7 age-level groups. Contact:

American Youth Soccer
5403 W 138th St.
Hawthorne CA 90250
800-872-2976

Golf —

If competitive golf sounds good to you:

American Junior Golf Assn.
2415 Steeplechase Lane
Roswell GA 30076
404-998-4653

Volleyball —

Youth volleyball for ages 7-12 has three divisions and leads to Jr. Olympic Volleyball:

USA Youth Volleyball
3595 E. Fountain Blvd.
Colorado Springs CO 80910-1740
719-637-8300

Table Tennis —

For table tennis competition leading to the Jr. Olympics:

US Table Tennis Assn.
One Olympic Plaza
Colorado Springs CO 80909
800-326-8788

Swimming —

To inquire about the nearest affiliated club for synchronized swimming:

US Synchronized Swimming, Inc.
201 S. Capitol Ave., Ste. 510
Indianapolis IN 46225
317-237-5700

Surf's Up! —

Will your location permit surfing? This group stresses scholarship as well as surfing, elementary through college:

National Scholastic Surfing Assn.
P.O. Box 495
Huntington Beach CA 92648
714-536-0445

Canoeing —

For information on canoeing or kayaking instruction, contact:

American Canoe Assn.
7432 Alban Station Blvd., Ste.B-226
Springfield VA 22150
703-451-0141

Here are some things to write for besides sports:

National Bird-Feeding Society
P.O. Box 23
Northbrook IL 60065-0023
708-272-0135

For information on the environmental club started by Clinton Hill and his classmates, send a SASE to:

Kids for Saving the Earth Worldwide
P.O. Box 421118
Plymouth MN 55442
612-559-0602

or for the environmental club started by Melissa Poe, contact:

Kids for a Clean Environment
P.O. Box 158254
Nashville TN 37215
800-952-3223

For a catalog on seed packets which includes a history of the plant along with growing instructions, contact:

Kids in Bloom
P.O. Box 344
Zionsville IN 46077
317-290-6996

46 Activity Ideas

The minimum number of Activity Ideas in this issue is 46.

APRIL CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
EARTH MONTH	Plan an outdoor garden if you have the space. Have soil tested. Plan what is appropriate to plant.	If your space is limited, plan window box gardens (outdoor) or window sill gardens (indoor).	Make a map of how your garden will look. Plan a field trip to get seeds, top soil and other needs.	Measure off garden with string. Dig up garden. Mix in fertilizer and/or additives dictated by soil sample.	Plant and water. If seeds are not practical, use bedding plants. Make a sign-up chart for watering and weeding.
WORKDAY SKILLS	Plan to observe "Take Our Daughters to Work Day" on April 27.	Teach, practice and role play phone skills. Learn how to take a message for someone else.	Practice writing a thank you letter or a letter of appreciation.	Role play introducing yourself to someone else. Then trade off and play the other role.	Ask a personnel manager who hires teenagers to talk with you about what he looks for and how he evaluates an applicant.
PROP BOXES	Magnets - all kinds of magnets and objects that might or might not be attracted to magnets.	Dominoes - with rules for several different games as well as construction hints.	Post Office - unopened junk mail, stamp pads, rubber stamps, pencils, paper, seals for use as "stamps," unused return envelopes.	Fix-It Shop - broken small appliances (with cords removed), screwdrivers, wrenches, owner manuals if possible.	Restaurant - menus, food pictures from magazines, table settings, plates, tablecloth, aprons, order pad.
SPRING FEVER	Try out a yo-yo or make a boomerang	Rush the season. Have a picnic outdoors.	On a rainy day, paint a picture of spring flowers.	Learn how to make new plants from plant parts instead of seeds.	Roll boiled eggs across the floor using noses or plastic straws - <i>no hands</i> . In teams, hide eggs for each other to find.
WHAT A MONTH!	April 22 is <i>Earth Day</i> . It is on a Saturday. During the preceding week, plan a recycling project.	April is also <i>Keep America Beautiful Month</i> . Plan a beautification project or one to reduce litter.	Tradition says April is rainier than other months. Post a calendar and enter data daily. At month's end, how many rainy days have you recorded?	<i>Passover</i> begins April 14 and lasts 7 days. <i>Easter</i> is April 16. How many years has each of these holidays been observed?	<i>Week of the Young Child</i> is April 23 - 29. Invite parents and community leaders to visit your program. Advocate for its importance.
APRIL DAYS	April 2 - Hans Christian Andersen's birthday, celebrated as Children's Book Day. Introduce a new book.	April 2, 1914 - birthday of Alec Guinness. Check out something people do to get into the Guinness Book of World Records.	April 5, 1856 - birthday of Booker T. Washington. prepare a skit or mural about his accomplishments.	April 7 - World Health Day. Write 5 goals for world health for your generation.	April 15, 1817 - first School for the Deaf, Hartford CT. Invite a speaker from local League for the Hearing Impaired or School for the Deaf.

SAC Funding Endangered

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Old and new federal formulas for funding school-age projects may be swept away before you know it. The Republican Congress is advancing several measures that would cut, eliminate or consolidate funding streams. Some would take effect immediately, others in future years.

The House Appropriations Committee approved a rescissions bill for the current fiscal year that would stop the Corp. for National & Community Service (CNCS) from funding any new projects — right after CNCS opened up its doors to funding training of volunteers to work in school-age projects. The bill would allow current projects to continue but the committee determined that it wants to evaluate how well the original projects worked before funding a second batch.

The bill would also eliminate the \$11.1 million appropriated but not yet spent for the Family & Community Endeavor Schools Grant Program this year. The crime bill passed last year started the program, which would fund grants to communities to help at-risk students with projects such as after-school care. The measure now goes to the House floor.

Several House committees, meanwhile, are advancing welfare reform bills. The Economic & Educational Opportunities Committee (formerly Committee on Education & Labor) passed the Welfare Reform Consolidation Act of 1995 (H.R. 999) which would create a Child Care Block Grant funded at \$1.943 billion. Funding couldn't go up before FY 2000.

States would be free to spend the money as they see fit, with no set asides required for training, resource development, resource and referral, etc. But

states could only spend five percent on administration. No illegal aliens could get subsidies and after a year, legal aliens couldn't either, except those classified as "refugees." The bill would eliminate Child Care & Development Block Grant, At-Risk Child Care, Job Opportunities & Basic Skills Training Child Care, Transitional Child Care and the Dependent Care Block Grant.

And whatever crime bill money school-age programs get this year, they may not get next year. The House passed the Local Government Law Enforcement Block Grant Act of 1995 (H.R. 728), which would wipe out all the new prevention programs passed last year, effective in FY 96. The Senate Judiciary Committee is considering a similar bill. ☛

SAC Alert. . .

(Continued from front page)

NSACCA also suggests the following actions which can be taken on the community, state, and federal level to educate legislators about the need for quality child care programs.

Community —

In your local community, individuals and organizations should: gather information on the ways CCDBG money has affected them and their communities; offer information on what would happen if the CCDBG money was not available in your community, if health and safety standards were no longer in existence; tell true "everyday" stories of how federal child care support has helped families in your community and support these stories with local data on families who are served by the money.

State —

Contact and join forces with other organizations in the state which share the concern for the future of quality child care. Local AEYC chapters, CDF groups, your State Alliance for Better Child Care, any children's lobbyists, policy research action groups, resource and referral agencies, etc.

Call, write and visit your state representatives to educate them on the importance of quality school-age care.

Federal —

Call, write, and visit the Senators and Congressmen from your state to express the importance of federal funding for child care as well as federal guidelines for the states in using the money (so safety standards are ensured and quality is promoted).

No one can advocate for children's needs better than those who see those needs on a daily basis. All efforts from those "in the trenches" should be focused on supporting parent's and children's needs in this fight for quality child care. ☛

CNCS Taking More Applications

While Congress may defund the projects, CNCS is still taking applications for new volunteer training. The agency announced more grants are available since last month (SAN Feb. '95). It is now also taking applications for AmeriCorps USA State and National Direct grants. Grantees can use funds to train school-age care providers.

Non-profits can apply for a share of \$19 million for new grants CNCS will award directly. Hopefuls should plan multistate or national projects. Deadline: May 9. For information and applications, contact your state commission or CNCS, AmeriCorps Direct, 1201 New York Ave. NW, Washington DC 20525, 202-606-5000 ext. 474, TDD 202-565-2799. ☛

New SAC \$ Grants

The application process for a possible funding stream for community-based school-age programs has just been announced. Congress enacted the Family and Community Endeavor Schools Grant Program as part of the Violent Crime Control and Law Enforcement Act of 1994. This includes two pro-

(Continued on page 3)

April 27th Big Day

April 27, 1995 is not only "Take Your Daughters to Work Day" (see page 4) but is also **Worthy Wage Day**.

The Worthy Wage Campaign of the National Center for the Early Childhood Work Force (formerly the Child Care Employee Project) organizes national focus one day a year on promoting an understanding of the skills, training, and compensation needed to provide quality care. In past years they have urged communities to put out signs and dolls in the community. This year, event organizers are stressing a "Job Shadowing" approach in which community members are invited to work with early childhood teachers, school-age care staff, and family care providers to learn more about the early childhood profession.

Child care providers know how much skill, education, and nurturing it takes to provide good care and education for children. But not everybody else understands this. Many consumers of child care services do not understand why early childhood professionals deserve worthy compensation for their services. Event organizers are therefore encouraging community members to observe providers and teachers in action. And then to share their experiences with others through media coverage.

A "Child Care Job Shadow Kit" can help early childhood professionals to open up their programs to "shadowers." The kit provides information on initiating a shadow program, sending out invitations, hosting observers, and getting media coverage.

Suggested invitees on Worthy Wage Day include mayors and legislators, parents, local television personalities, sport figures, school principals, child care advocates, and other concerned community members.

Local Worthy Wage Campaigns, resource and referral agencies, and AEYC Affiliates are all coordinating local events. For more information contact:

(800) U-R-WORTHY. ☎

Information provided through the early childhood news service of ATLAS.

Accreditation

From Sandy Whittall, National School-Age Child Care Alliance Accreditation Committee:

Don't miss a golden opportunity to be on the ground floor of school-age program accreditation. On Thursday, April 20, 1995 at the Professional Development Forum at NSACCA's Conference in San Francisco, the Wellesley School-Age Child Care Project and the NSACCA Accreditation Committee will present the proposed standards for the accreditation pilot project.

The session will be directed towards NSACCA state affiliate leaders and other state leaders interested in holding review and comment focus groups in their own states to discuss issues related to quality such as: staff/child ratios, square footage requirements, and staff qualifications. The feedback from such focus groups will be collected and then incorporated in the accreditation pilot project scheduled to begin in January 1996. Check with your state SAC leaders to make sure your state is represented at this April 20th session. ☎

SAC Journal

The following message is from the SAC "listserv" computer bulletin board from Selma Goore who was one of the founders of the National School-Age Child Care Alliance.

"A subcommittee of NSACCA is currently working on trying to get a national journal started to publish research and other articles relevant to the field. We are looking into initial funding sources. The help of all interested NSACCA members is needed [with] all the details connected with [the] start-up of a journal. If you are interested, let me know and whether you will be attending the NSACCA conference in San Francisco where the committee will meet. You can reach me by phone during work hours at 609-452-2185 and other times at 609-799-1813." ☎

The Adventures of "Baby Bink"

Children at the Gashland Elementary School Adventure Club in Kansas City MO launched a unique spring project by sending forth one of their "own" into the world at large for a travel adventure.

"Baby Bink" is a cuddly brown teddy bear which the children hope will be passed from person to person around the country, eventually ending up back in Kansas City safe and sound.

Bink asks whoever he meets to sign a journal in his belt pack, enclose a small souvenir, and pass him on to someone else. When he returns home, the children will plot his travels on a map.

Bink's first stop was Nashville, where SAN publisher Rich Scofield brought him for a tour of Music City. Bink sent postcards to the children to let them know he was safe, then departed for parts unknown.

So if Baby Bink should come your way, be sure and show him a good time, then make sure he gets back home!

SAN will inform readers of Baby Bink's adventures after getting a full report from the children in Kansas City in May. ☎

Conferences. . .

(Continued from page 8)

INDIANA April 24, 1995 New Listing
Annual Spring SACC Conference, Indianapolis
Contact: Kay Kelley 317-924-3520

MISSISSIPPI April 28-29, 1995
Mississippi SACC Network, Jackson
Contact: Debra Tucker 601-366-9083

NORTH CAROLINA April 28-29, 1995
6th Annual SAC Conference, Charlotte,
Keynote: Rich Scofield
Contact: Karen Callahan 704-348-2171

NEW YORK May 4-7, 1995
NYAEYC will have a school-age track, Tarrytown
Contact: Jane Brown 914-567-1834

KENTUCKY June 4-8, 1995
8th Annual KY SAC Leadership Forum
Wilsmore Contact: Melinda Abshire 606-257-5083

ONTARIO Nov. 16-18, 1995 New Listing
Ontario SACA, Kingston
Contact: Wendy Mitchell 613-544-5400 ext. 1133

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ILLINOIS March 24-25, 1995

Spring School-Age Conference, Chicago
Contact: Bob Black 312-989-0222 or Maria Walker 312-942-6501

NEW YORK April 1, 1995

Partnership for After School Education (PASE), CUNY's Lehman College-Bronx Campus
Contact: Project Reach Youth 718-768-0778

SOUTH CAROLINA April 8, 1995 New Listing

SC SACC Alliance, Columbia SC,
Keynote: Anne Bramlette
Contact: Deb Stundzia 803-762-2172

NSACCA '95 April 20-22, 1995

7th Annual National School-Age Child Care Alliance Conference, San Francisco, CA
Contact: Darcé Smith 415-957-9775

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R E S O U R C E S

Activities Club®

Many after school programs are familiar with the kits from the Activities Club®. They can also be used for summer programs for children aged 6-12. There are 14 hobbies to choose from. Each Activities Club Box is geared for groups of 15-18 children. They encourage a "hands-on" approach building self-confidence, motor skills, and creativity. For more information about the Theme Guides and Activity Boxes contact: Children's Out-of-School Time, Inc., 59 Rosedale Rd., Watertown MA 02172, 800-873-5487.

Lice-Buster

The Lice-Buster Book: What To Do When Your Child Comes Home With Head Lice! by Lennie Copeland We have not reviewed this but saw the literature and felt programs might be interested. It says it offers a simple step-by-step procedure for effectively treating children with head lice

and eliminating them from home and school." The humorous chapter headings indicate a down-to-earth approach to this "itchy" social problem. Chapters include: Lice Styles of the Rich and Famous: *Who gets lice... The Facts of Lice: How they live, feed, and spread... Stalking the Wild Louse: How to do a head check... EEK! Your Child Has Lice: What to do... Your Lousy Home: Preventing reinfestation.* 96 pages. \$9.95 plus \$3.50 S&H (Calif. residents add 7.25% sales tax) Order from: Authentic Pictures, 89 Walnut Ave., Mill Valley CA 94941 (415) 381-3551. ☎

Latino Families

Empowerment and Latino Families is the topic of the special double issue of *Report* published by the Family Resource Coalition. Articles included discuss community-based models for families and youth; migrant families; changing the way scholars think about Latino families; religion and Latino identity, and the effects of culture related to social issues and the fam-

ily. 47 pages. Available for \$10 per copy plus \$2 S&H (multiple copy discount available): Family Resource Coalition, 200 S. Michigan Ave., 16th Floor, Chicago IL 60604 (312) 341-0900.

Free Catalogs

KIDS RIGHTS - Has many materials and resources from the helping professions for working with children including anger management, grief & loss, parenting, and games and videos dealing with anger, conflict resolution and gangs. Many resources are expensive particularly the videos. 10100 Park Cedar Dr., Charlotte NC 28210, (800) 892-KIDS.

CONSTRUCTIVE PLAY THINGS - 1995 Active Play Equipment - Contains outdoor equipment for preschool and school-age children. 1227 E. 119th St., Grandview MO 64030 (800) 448-4115. ☎

School-Age NOTES

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The Positive Impact of SAC

Are school-age care (SAC) programs having positive impacts on the children and youth they serve? And are these impacts dramatic enough for third-party observers such as classroom teachers and school principals to notice? This was the purpose of a Cooperative Extension Service survey in a recently released report titled: *“Preventing Problem Behaviors and Raising Academic Performance in the Nation’s Children: The Impacts of 64 School Age Child Care Programs Supported by the Cooperative Extension Service.”*

The results confirm that those Extension-assisted SAC programs surveyed are having multiple, positive impacts on children, their families, and their schools. These impacts range from improved social skills, to reduced problem behaviors, to increased academic performance.

As part of its Youth-at-Risk initiative, the Cooperative Extension Service has started or assisted SAC programs in high-risk communities across the nation. The purpose of the programs is to actively promote positive development of the children and youth they serve. To determine if these programs are having a positive effect, a survey was conducted of 64 Extension-assisted SAC programs serving 2,664 children in 15 states. The SAC staff and the classroom teachers and school principals associated with these children were surveyed to provide three independent estimates of program-related changes in children.

While survey studies can be efficient, they also have weaknesses. The report points out that while 91% of SAC staff responded, only 51% of principals answered the survey. The report correctly raises the issue would the

principals not responding have painted a different picture. The report responds to this issue and others it raises about generalizability and validity of the data.

RESULTS

The executive summary lists the following as examples of the positive results:

- Both principals and classroom teachers say that the SAC program has caused 34% of the children to become more cooperative with adults.
- Classroom teachers say that over one-third (37%) of SAC program children “have learned to handle conflicts by talking or negotiating more often, instead of just hitting or fighting.”
- Over one-third of principals (35%) reported that the SAC program had “led to decreased vandalism in the school.”
- One-third of the SAC program children were getting better grades due to their participation in the program according to classroom teachers (33%) and principals (36%).
- Principals and teachers were in agreement that about 16% of the SAC program children had “avoided” being retained in grade for next year because of their involvement in the program.” This created a savings of over one million dollars for the school districts.

Two other results reported in the study’s findings that seemed relevant were:

- Shy and rejected children seemed to benefit from being in these SAC programs. The classroom teachers reported 33% of children who had become less shy and more socially skilled “because of their involvement in the SACC program.” This percentage reported by the classroom teachers was even greater

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Competency-Based SAC Training

Long-Awaited Materials Now Available

The long-awaited resources developed by Teaching Strategies and based on their training materials for the U.S. Army’s pilot credentialing system for school-age care staff is now available (from Teaching Strategies, Gryphon House, and, of course, School-Age NOTES). *Caring for Children in School-Age Programs* is a two-volume set with a total of 845 pages (!!!) broken into 13 modules that parallel the 13 functional areas defined by the Council for Early Childhood Professional Recognition for working with children under five years of age and known as the Child Development Associate (CDA) Competency Standards. Many school-age practitioners and experts helped work to identify the skills and knowledge necessary for working with school-agers in school-age care. The authors, Derry G. Koralek, Roberta L. Newman, and Laura J. Colker, also reviewed the various sets of standards available related to the quality of SAC programs. The training guide for these materials is scheduled to be available in May.

These developmentally based mod-
(Continued on page 7)

AmeriCorps® Improves Quality of SAC Programs

Eddie L. Locklear, Ed.D.

In North Carolina, as in most states across the country, the need for safe, nurturing, and high quality before and after school programs for school-age youth has grown significantly. Because of the interests and energy of school-age youth, school-age care providers are constantly challenged as they try to provide developmentally appropriate learning activities for these youth. These activities should involve the cognitive, social, emotional, and physical development of young people. Plus, the activities must be interesting and fun to keep them motivated to learn. The North Carolina Cooperative Extension Service 4-H Program secured an AmeriCorps grant in 1994 to provide support to school-age care staff as they address the challenges of working with school-age youth.

“[AmeriCorps volunteers] unique programming and creativity give the children something to look forward to from week to week.”

—NC Y.M.C.A. representative

AmeriCorps, created by the National and Community Service Trust Act of 1993, is designed to get individuals involved with local community-based service projects to address the needs of communities in the areas of education, public safety, human and environmental issues. By serving as an AmeriCorps member, individuals receive a living allowance, an educational scholarship, valuable job experiences, specialized training, and develop life skills.

The AmeriCorps grant allowed 4-H to place 60 part time AmeriCorps members in eight North Carolina counties.

The primary goal of the AmeriCorps project is to help improve the quality of school-age programs in the eight counties. AmeriCorps members serve as teachers and positive role models for youth in after school programs. The members use various curricula and teaching kits to provide a wide variety of learning experiences for youth.

AmeriCorps members receive training in child development, communication, conflict resolution, CPR/First Aid, behavior management, elements of a quality school-age care program, diversity, team building, leadership, and working in a school-age care program.

One of the most exciting aspects of the AmeriCorps program is how the AmeriCorps members are serving the young people and staff in school-age programs. The following are a few examples of how AmeriCorps members are “Getting Things Done” in their communities.

Middle School Literacy—

In Ashe County, AmeriCorps members have started three school-age care programs in area high schools, reaching 7th and 8th graders. This program focuses on literacy education, tutoring students with their homework, and 4-H curriculum.

Project Kits—

AmeriCorps members in Burke County have developed 20 curriculum project kits which they use for enrichment activities in school-age care programs for elementary and middle school youth. Under the leadership of AmeriCorps members, the middle school youth have completed over 200 hours of community service.

Master Volunteers—

The Hamett County AmeriCorps members have trained 32 master volunteers to use Cooperative Extension curricula with school-age youth in after school programs. Members are working in four different school-age care programs across the county offering tutoring and enrichment programs.

Middle School Clubs—

Wayne County AmeriCorps mem-

bers provide after school activities to middle and elementary school-age youth using 4-H experiential curriculum. Middle school clubs rotate curriculum on a nine-week basis, incorporating topics such as science, arts, music, fitness, etc. Remedial math classes are also included in one middle school program.

Results—

The AmeriCorps members are reaching more than 3,000 school-age youth in over 92 school-age programs. Based on preliminary results from school teachers, AmeriCorps members are having a positive impact on helping school-age youth increase the quality and amount of homework, improve school grades, improve their behavior, and increase their social skills.

AmeriCorps is also good for the community and school-age care providers. A YMCA representative gave AmeriCorps members very high marks:

“Their unique programming and creativity give the children something to look forward to from week to week. The workers supervise by being active participants. Willing persons like these are always well prepared so children don’t have to wait. They are very flexible with our schedules and help to offset our counselor to child ratio. These individuals give the children quality one-on-one attention while building self-esteem and creating friendships.

(Continued on page 6)

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A Parent Perspective

by Marsha Faryniarz

I make no bones about it. The school-age programs I run became much more parent friendly when I became a parent. It took having that perspective for me to understand that just because you have a child doesn't mean you are granted infinite wisdom regarding how to parent! I don't recall any light going off in my head about parenting as my child was passing through the birth canal. I do however recall thinking, as I held my son in my arms, that this was the most precious individual in the universe and I would ensure nothing would ever happen to hurt him. No child care program would ever be good enough for *my* child, but I would do all I could to ensure it was the best it could be. I had become a parent in every true sense of the word.

Typically, many of our school-age programs employ young, single, or at least childless adults. We listen to many of these staff members despair over the inept parents who have enrolled their children in programs. We listen to them complain about how they're always late and always have an "excuse." How they never take the time to stop and talk to the caregiver about their child's day and so they must not care. How they have no clue about appropriate behavior management skills. How they leave their children in child care while they go off skiing or spending the day by themselves without their child! And worse yet, they *never* read the newsletters you send out each month so they know what is going on in their child's after school program. Wow! It's hard to understand why and how parents can do such things. But they do and staff need to understand it doesn't make them bad parents or people. That's why it is so important to educate your staff about parents and why they do some of the things they do. This will greatly enhance the relationship between your

caregivers and the parents and therefore only enhance your program quality. It is also imperative to teach your staff that they need to be resources to these parents. I would like to suggest some ways in which this could happen.

First and foremost, a staff training regarding parent communication and perspectives should be in each program's initial training program. After all, parents are the consumers of our service. We can be the best child care providers in the world and offer the best darn school-age program in the

A part of our job [is] supporting and educating the whole family for the good of the child.

world, but if we can't communicate this to our parents and get them to support our efforts, then our days as a provider are numbered. I do a workshop every year for my staff which deals specifically with parent communication. The first thing I do is ask my participants to list all of the gripes about parents. I hear everything from "they think their child is the only one in the world" to "they never send appropriate clothing in the winter." This portion of the workshop needs a time limit for it can go on and on... When this brainstorming is done, I ask staff to list the positive things about parents. Once the group starts rolling, it can be easy to come up with a large number of these as well. Below are two common complaints about parents you may hear from your staff on any given day, as well as some ideas as to why they exist and how to handle them.

They act like their child is the only one in the program:

I say...applaud them! These parents are the easiest ones in my mind because they are doing just what we hope every parent will do for their child, advocate. However, you still need to respond to some of their unreasonable requests

such as requesting a staff member to remain at the program with their child while everyone else goes on a field trip, because their child gets carsick. The first thing you should do is tell that parent her child is fortunate to have parent who cares enough to advocate for her. However, you also need to let her know her request is impossible given staffing consideration and perhaps she should consider not sending her child to the program that day. You have made it clear you cannot meet her demand and given her an option which puts the ball in her court. Your parents may not always like your answer, but will appreciate the praise you gave them for standing up for their child.

They yell at their kid in front of everybody and give the child unfair consequences for his behaviors:

This is where you have to remember that we, not the parents, are the child care professionals. We can't expect parents to understand the importance of logical consequences making discipline a learning process or that a child's self-esteem is the most important thing to remember when addressing the child. Therefore, I ask staff to share any articles they find on any topics which may be helpful to parents. I see a part of our job as supporting and educating the whole family for the good of the child. Parent symposiums with local community experts volunteering their time to offer workshops is a great opportunity for the families in your program. As an administrator, I always include a "parenting" article in every newsletter I do. This may range from ways to let your child know you love him to dealing with guilt as a parent. I ask staff to include little "tips for parents" in their newsletters. Every little bit helps, and who knows...you may actually help a parent see a "better way" of handling things. ☺

See our May issue for more from Marsha Faryniarz on working with parents.

Marsha Faryniarz is director of school-age programs for the Greater Burlington YMCA in Burlington, Vermont.

Design a Flag

On May 2, 1927, seventh grader Benny Benson's entry won a contest to design a flag for his home state of Alaska. Look again at your state's flag. Usually each thing on the flag has a meaning. For example, the star on the Texas flag stands for Texas' nickname "The Lone Star State." The colors are also chosen carefully and mean something special. For instance, red may suggest blood and recall martyrs or represent courage. Find out what your flag means, who designed it, and when it was adopted.

If you could change something about your flag or submit a new design, what would your flag look like?

Design a flag for your summer camp theme. Explain what the colors and design mean. ✎

Cinco de Mayo

Cinco de Mayo (Fifth of May) commemorates the day in 1862 when 4,000 Mexican soldiers, under General Zaragoza, defeated 10,000 French soldiers in the Battle of Puebla. The holiday is celebrated with parades, dancing and feasting. Flags and banners decorate homes and public buildings.

Decorate your room with red, white and green, the colors of Mexico.

Sample foods from Mexico or listen to music. ✎

Feast of Flags

May 5 in Japan is the Feast of Flags. Families fly a special kite for each of their children. The kite is shaped like a carp (a fish). Like the salmon, the carp swims upstream to mate. The Japanese admire the strength and courage of the fish and encourage their children to show character and determination.

The carp kite looks like a wind sock with the mouth at the large end and scales drawn on the outside of the kite. The wind inflates the kite filling out the fish. Try your hand at making such a kite, which can also be flown as a flag. ✎

National Bike Month

May is National Bike Month. On May 21, 1819, the first bicycles were imported into the U.S. from England. Soon after a law was passed in New York City which forbade people to ride bicycles on the sidewalk. On May 24, 1878, the first American bicycle race was held. The course was 3 miles long.

In 1885, the motorcycle was invented by Gottlieb Daimler in Germany. On May 16, 1903, George A. Wyman left San Francisco for the first trip all the way across the U.S. by motorcycle.

Organize your own bicycle parade, bicycle race, bike hike, or Bicycle Safety event in observance of National Bike Month.

A kit for planning bike month observances in the community is available for \$10.75 (shipping included) from the League of American Bicyclists, 190 W. Ostend St., Suite 120, Baltimore, MD 21230. Ph. 410-539-3399. ✎

Stamp News

New stamps in April include one which honors former U.S. President Richard M. Nixon, and one in the Black Heritage series for aviator Bessie Coleman. In addition, 4 designs were issued for Earth Day.

The four Earth Day designs were drawn by school-agers. The stamps are available now at the post office. School-agers may like to see them, and then make some designs of their own. The message on each stamp tells something about caring for the earth, but there are no words on the stamps, only pictures. Can you make a picture give a message? ✎

Jim Thorpe

Jim Thorpe, a Native American, was born May 28, 1888 in Bright Path, near Prague, Oklahoma. Oklahoma at that time was Indian Territory. When he was young, he won a lot of medals in

track and field. An all-around athlete, he won both the Pentathlon and the Decathlon at the 1912 Olympics in Stockholm, Sweden.

For years he played both professional football and major league baseball, concurrently. How many athletes do you know of who are/were professional in more than one sport?

Contact your local Chamber of Commerce or your state's Department of Tourism. Find out about famous people from your state. ✎

May Baskets

Cut an 8 1/2" circle in half and use the half to make a May basket. Decorate it first and then roll it into a cone shape. Use a strip 8 1/2" long for a handle. **OR**

Cut down a piece of 8 1/2" x 11" paper to form an 8 1/2" square. Decorate it and then roll the square into a cone shape. From the piece you cut away, cut a strip for a handle. make a loop of the strip to go over the door handle and staple it to the tallest point on the top of the basket. ✎

In It Together

While two hide their eyes, let the rest of the group make themselves into the best knot they can. Then let the two try to untangle it without breaking anyone's handholds. Give everyone a chance to be it. ✎

Tightrope Walking

Stretch a rope along the ground. Tie it to something at each end so it is taut. Practice walking the tight rope. Don't let either foot touch the ground. Just keep putting one foot ahead of the other on the rope.

For a variation, try carrying a balance pole. Stretch both hands out in front of you, palms up, and then grasp the pole with your outstretched hands. Keep the pole horizontal. ✎

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

MAY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MAY	May 1 - <i>May Day</i> Make a May basket for someone special. Fill it with flowers. If you have no real flowers, make paper ones.	May is National Salad Month. Share your favorite salad at a tasting party.	May 14- <i>Mother's Day</i> Write your mother a letter. Tell her how much you love her or thank her for something special she has done for you.	May is Older Americans Month. Adopt a shut-in for the month. Plan a cooperative activity with a Seniors Center.	May 29- <i>Memorial Day</i> Can you help decorate soldiers' graves? What else could you do to remember those who died?
OUT OF DOORS	If you were in charge of day camp for 1 week, what activities would you plan for each day? Are the activities suitable for the site?	Compare your plan with the plans of others in your group. Together make a composite plan.	Plan several meals you can cook outdoors. Include recipes, shopping lists for groceries and fuel in the quantities needed.	Make a first aid kit for outdoor emergencies. Plan carefully what to include and how you can get these things.	Plan an equipment box for your day camp. What books, supplies, equipment and utensils will you need to take to the site each day?
ENGINEERING	Look up engineers in the Yellow Pages. Make a list of all the different kinds of engineers you find. What percent are women?	How many things you use everyday were made or invented by engineers?	On May 1, 1931, the Empire State Building was completed - 102 stories high. How tall a tower can you build with drink straws and tape? wood blocks? dominoes?	Construct a model by following instructions with a building set such as Legos™. Then invent a model of your own and draw a pattern for it.	May 17, 1937 - Golden Gate Bridge opened in San Francisco. Joseph Strauss spent 13 years planning the bridge and 4 years building it. Why is it called a suspension bridge?
THE END IS IN SIGHT	Make a certificate for each person in your program, recognizing something s/he has achieved this year.	Let everyone help with spring cleaning - getting the room ready for summer, repairing games and books, and taking inventory.	Make autograph books.	Write a thank you letter to your teacher.	Make a scrapbook or memory book for the 1994-95 program. Let each person put in something.
OLD WAYS NEW WAYS	Sew on a button, or learn to make a buttonhole.	Embroider a cross-stitch design on checked gingham or learn to do satin stitches or French knots.	Compile your own stain removal chart. Test several home remedies for removing various kinds of stains.	Learn to play a tune on a mountain dulcimer or a harmonica.	Ask a senior citizen to be grandparent for a day. Ask your "grandparent" to recall things s/he enjoyed as a child. Play a game s/he used to play.
THIS MONTH	May 7, 1840 - Peter Tchaikovsky's birthday, composer of <i>Swan Lake</i> , <i>Sleeping Beauty</i> and <i>The Nutcracker</i> . Have a listening party.	May 13, 1995 - Friday the 13th. Find the 13th step on the stairs, 13th letter of the alphabet, 13th President, 13th chapter, 13th volume, and so on.	May 16, 1990 - Death of Jim Henson, creator of the Muppets. Make your own puppet.	May 26, 1951 - birthday of Sally Ride, the first woman in space (June, 1983). Make a mobile of the space shuttle <i>Challenger</i> .	May 30, 1922 - The Lincoln Memorial was completed. How many columns are there along one side? Look up a picture to confirm your guess.

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Budget Knife Keeps On Cutting

The Republican budget cutters on Capitol Hill keep finding ways to slash federal funding for school-age care. The haven't seriously begun the FY '96 appropriations process, but they're already moving a plan to cut funding already appropriated but not yet spent for this year. Both houses developed plans to eliminate funding this year that you may have already counted on. The House passed and the Senate was debating a rescissions package to prevent federal agencies from spending money the previous Congress already approved (H.R. 1158). Specifics:

- Both Houses voted to end funding for new AmeriCorps grants by knocking out any increase in funding for the program. Both measures would eliminate the \$210 million the Corp. of National & Community Service had counted on for new grants this year, including grants to train volunteers to work with school-aged children.
- The Senate voted to cut \$8.4 million from the Child Care & Development Block Grant (CCDBG), 9 % of the total appropriation. The House measure would leave the program alone.
- Both Houses' plans would eliminate the \$11.1 million for the Family & Community Endeavor Schools Grant Program created last year by the crime bill.
- The Senate but not the House measure would also knock out \$1 million of the \$1.5 million appropriated by the crime bill to start the Ounce of Prevention Council. The council planned to set itself up this year to give grants for youth programming such as school-age care in future years. But both houses approved language suggested by the

administration that would allow the council to spend its money on its own administrative expenses and collect private sector support to continue to operate.

The houses must iron out differences between their two versions in conference. President Clinton has threatened a veto.

House Passes Welfare Reform

Before it approved welfare reform, the House approved an amendment adding \$150 million per year for child care. The Personal Responsibility Act of 1995 (H.R. 1214) would radically change the way the federal government would fund child care, replacing many programs with a few block grants. The Senate is still taking testimony but will probably take a block grant approach too.

Starting this October, the House bill would create a \$1.1 billion Child Care Block Grant to the states with few strings attached — no set-asides for quality, resource and referral, training, etc. Providers getting funds would have to comply with all state and local health and safety laws, but the bill would set no other standards. The grant would replace CCDBG, At-Risk Child Care, Aid to Families with Dependent Children Child Care, Transitional Child Care, the Dependent Care Block Grant, etc. States could only spend 5% on administration down from the current average of 7% of expenses.

The bill would also replace current child nutrition programs with two non-entitlement block grants. A School-Based Nutrition Block Grant would replace school lunches. States could spend some of the funds for snacks in before-and-after school programs. A Family Nutrition Block Grant would replace the Child & Adult Care Food Program.

How much do states match?

How much money would states add to child care if the rules change? That

remains to be seen, but here's a brief guide from history. They added about 27% to the four major child care funding streams in FY 92, according to an analysis by the General Accounting Office. ☸

AmeriCorps. . .

(Continued from page 2)

Leading games, crafts, and helping with homework after their initial programming is an exciting part of the children's day...They have been a welcome addition to our staff."

When these results were collected, the program was only four months old. However, these positive remarks and comments are indicative of the powerful influence the AmeriCorps program is having on improving the quality of school-age care programs and the positive impact on school-age youth in after school programs. Parents, school teachers, school-age care staff, and principals from the eight counties will have an opportunity to provide a formal evaluation of the program. Both quantitative and qualitative data will be used to determine the level of success of AmeriCorps. But, if the preliminary findings are true indications, then AmeriCorps is "Getting Things Done" in North Carolina school-age care programs and these "things" are having a tremendous impact on improving the quality of school-age care programs and making the programs a much better place for youth. ☸

Dr. Eddie L. Locklear is an Extension 4-H Specialist at North Carolina State University. He manages nearly \$1 million in grant funds which are used to support the NC Cooperative Extension Service 4-H School-Age Care Program.

For more on AmeriCorps see SAN July 1994 p.1; August 1994 p.2; and December 1994 p. 6. While in the original version of this legislation, most states would eventually have AmeriCorps volunteers, those monies have been targeted for cuts by the Republican majority in Congress. See corresponding articles on this page.

Impact . . .

(Continued from front page)

than the percentage (20%) named by the SAC staff who you would expect to tend to exaggerate the SAC program's impact. Did the SAC programs provide opportunities for rejected children to learn how to make friends? Most SAC staff saw this happening with positive impacts on 17% of the children served. And classroom teachers gave the SAC programs credit for positive impacts in this area on 23% of their students from the SAC program.

□ The SAC programs were reported to help children develop new interests. The following is what was reported in the study:

"A good program for preadolescent children will expose them to a wide variety of activities, and provide the opportunity for exploration in depth of these activities which capture their interests. At its best, new interests developed during this period can form the basis for lifelong vocational or avocational pursuits. Did children in these SACC programs develop 'interests they would not otherwise have, in new topics or activities'? Yes. The SACC staff reported that 36% of the children had developed new interests. The classroom teachers verified this by reporting an even greater percentage of children (46%) with new interests gained in the SACC programs."

This study and its July 1994 report was authored by five Extension faculty who are known nationally in the school-age care field: Dave Riley, Univ. of Wisconsin; Jill Steinberg, Univ. of Wisconsin; Chris Todd, Univ. of Illinois; Sharon Junge, Univ. of California; and Ina McClain, Univ. of Missouri. For more information contact: Dave Riley, School of Family Resources & Consumer Science, University of Wisconsin-Madison, 1300 Linden Dr., Madison WI 53706 (608) 262-3314. ☪

SAC Training . . .

(Continued from front page)

ules provide practical ideas for arranging the environment, planning activities, and encouraging children's growth in all developmental areas.

Volume I includes the first six modules: ● Safe ● Healthy ● Program Environment ● Physical ● Cognitive ● Communication

Volume II completes the program: ● Creative ● Self ● Social ● Guidance ● Families ● Program Management ● Professionalism

The information is provided in developmental groupings of ages 5-7; 8-10; and 11-12. There are overviews and pre-training assessments for each module to help staff identify the topics they wish to learn about first. There are case studies and other learning activities in each module to help the staff their improve skills.

For example, the **Program Environment** module pre-training assessment asks three questions to which a staff person answers "I Do This" either "regularly," "sometimes," or "not enough." The three questions are:

- Organizing indoor and outdoor areas to support a variety of activities.
- Selecting and arranging developmentally appropriate materials and equipment.
- Planning and implementing a schedule and routines to meet children's de-

velopmental and individual needs.

If a staff person decided they wanted to learn more about "selecting and arranging developmentally appropriate materials," then they could turn to the Learning Activities about selecting materials. It would cover lists of the types of materials you might include in each area. For example:

"Blocks and Construction Area"

- Complete set of unit blocks
- Wood or rubber people and animals
- Large hollow blocks
- Sheets of cardboard or Tri-Wall board
- Crates, large boxes, or appliance cartons
- Sheets or large pieces of fabric for tents, caves, or clubhouses, and "roofing"
- Small cars and trucks
- Small blocks
- Traffic signs
- Tarps
- Boards

Caring for Children in School-Age Programs Volume 1 (413 pages) and **Volume 2** (432 pages) are available for **Volume 1** \$34.95 (29.95 for subscribers) plus \$4.50 S&H. **Volume 2** \$34.95 (29.95 for subscribers) plus \$4.50 S&H. **Both Volumes** ordered together would be \$69.90 (59.90 for subscribers) plus only \$5.50 S&H. Send orders to: School-Age NOTES, PO Box 40205, Nashville TN 37204. ☪

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April 1995

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FIRST CLASS

SAC CONFERENCES

NSACCA '95 April 20-22, 1995
7th Annual National School-Age Child Care
Alliance Conference, San Francisco, CA,
Contact: Darci Smith 415-957-9775

INDIANA April 24, 1995
Annual Spring SACC Conference, Indianapolis
Contact: Kay Kelley 317-924-3520

MISSISSIPPI April 28-29, 1995
Mississippi SACC Network, Jackson
Contact: Debra Tucker 601-366-9083

NORTH CAROLINA April 28-29, 1995
6th Annual SAC Conference, Charlotte,
Keynote: Rich Scofield
Contact: Karen Callahan 704-348-2171

NEW YORK May 4-7, 1995
NYAAYC has a school-age track, Tarrytown
Contact: Jane Brown 914-567-1834

DO WE HAVE YOUR SAC
CONFERENCE DATES?

RESOURCES

Activities, Games, Hutches & More

Jim Atkinson, Youth Programs Coordinator for the Maitland (Fla.) Activities Club and Bob O'Malley, Recreation Specialist for Orange Co. (Fla.) Parks and Recreation have put together three books, materials, storage hutches and workshops all for school-age care. <> **H-A-P-P-Y!!! Games: Great Games for Great Kids** (1994) is a book of 50 simple, kid-tested games. Besides clearly outlining ages, numbers of kids, space and equipment, a unique feature is a chart of all 50 games specifying energy, skill and noise levels and equipment, space etc. needed. Price \$15 includes S&H. (order from address below)

<> **More Happy!!! Games** (1995) is 50 more games set-up in the same style as the first book. Price \$15 includes S&H (order from address below)

ERIC: Completely Happy Activities

Handbook (1995) is 22 activities that can be set up in "activity clubs" with hints, strategies, and planning and scheduling tips for developing the clubs. Price \$15 includes S&H. (order from address below)

<> Personal storage units (hutches) have been developed by Jim and Bob. (See contact information below.)

<> Jim Atkinson, also known as Mr. H-A-P-P-Y!!!, offers school-age workshops. Jim is currently Vice-President of the Florida SACC Coalition and has chaired their state conference for the past five years.

For more information or to order the "Happy" books contact: H-A-P-P-Y!!! Productions, Inc., PO Box 470929, Lake Monroe FL 32747 (407) 296-2058. ☪

Consumer Alert

Warren Publishing House, which publishes Totline Books has issued an advisory concerning the use of Ivory Snow powder soap. In one of their publications *Great Big Holiday Cel-*

ebrations, an activity to make a "Snowball Candle" (page 214) calls for using the soap powder. However Warren has been notified that the formula for the powder has changed, and its classification has changed from "soap" to "detergent." The new formula is apparently flammable.

If you have copies of this book, call Warren Publishing at 800-334-4769 for options on replacing this activity. Also, all activities which incorporate this type of soap powder should be reviewed for potential hazards. ☪

Catalogs

American Science & Surplus offers a catalog of "incredible stuff, [at] unbelievable prices." Inexpensive science, arts & crafts and other various materials. Call 708-982-0870 for catalog.

Dale Seymour publications has available a catalog of **1995 Classroom Posters**, with posters for science, history, art, self-esteem, astronomy, multiculturalism and so on. Call 800-872-1100. ☪

School-Age NOTES

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15th Anniversary 1980 - 1995 School-Age NOTES

Celebrate School-Agers' Development, Remember Their Limitations

by Rich Scofield

I often remind audiences to celebrate school-agers' development the way people celebrate the first time an infant talks or walks. Remember how excited we were as parents when our children started to walk, talk, or better yet, be toilet trained? We called all the relatives, got out the video camera and rejoiced that another developmental hurdle had been reached.

I remind audiences that we should be just as happy when we hear the 8-year-old whine, "It's not fair! Those aren't the rules!" As child care providers we've all heard it and it drives us crazy. But instead of letting it drive us crazy we need to recognize this is normal development. This 8-year-old is in typical "concrete operations" stage where they are rulebound. Everything is by the rules. It is their way of making logic and order out of the world - a necessary step toward adulthood in our society.

Just imagine approaching the parent as they come to pick-up that 8-year-old and saying, "Guess what your child did today? They whined about the rules. Isn't that great! It means they have entered another developmental stage." Imagine how proud parents might be if everytime their child whined about the rules they could boast that their child was in "concrete operations." Okay, it would only work for awhile but imagine how much more patient parents and child care staff might be when they see behaviors as developmentally appropriate rather than as assaults on our sanity.

Many will recognize I am not saying anything new. This is why I was so struck by an article I recently read. It reminded me that while school-agers are often capable of amazing feats of

thinking and perception, they are still limited by their developmental stage.

We know 3rd and 4th graders and even older school-agers still think the world revolves around them. Not in the selfish sense but in relation to cause and effect. Divorce literature is filled with examples of children who think their parents divorced because of something *they* did. Children can be tormented by guilt because they believe *they* caused a grandparent's death because the last time they visited the grandparent they misbehaved.

I was fascinated to read about fourth graders' beliefs about where heat comes from. In "Teaching for Conceptual Change: Confronting Children's Experience" in the May 1990 Phi Delta Kappa Journal, the authors relate about a fourth grade class in Massachusetts after a hard winter who said "Sweaters are hot!" "If you put a thermometer inside a hat it would get hot, maybe ninety degrees." Even with testing these theories they stubbornly held to their beliefs that what we call "warm clothing" actually produces, by itself, heat. They made excuses for why the thermometers did not budge above room temperature. "We didn't leave the thermometer in long enough." "Cold air must have gotten in."

I was taken back because I didn't think fourth graders would still hold on to these kinds of beliefs. It reminded me that while celebrating school-agers' developmental milestones (even if it's complaining about the rules) we need to remember their developmental limitations and be patient with their "logical but illogical" conceptual frameworks.

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2000 at NSACA

Two thousand attendees, presenters, exhibitors and volunteers helped create the largest school-age care conference there has ever been. The 7th Annual Conference of the National School-Age Care Alliance April 20-22 in San Francisco was a huge success. Two things that made this year different were the very generous support from the AT&T Family Care Development Fund, Work/Family Directions, and the Child Development Training Consortium and the special opportunity for participants to attend a (Stephen R.) Covey Leadership Center Management Institute.

Name Change Official

The National School-Age Care Alliance—one "c"—is now the official name and mailings and other notices will start reflecting the change as well as NSACA's conference next year.

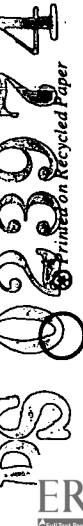
See You in St. Louis

Next year's NSACA conference is at the Adam's Mart Hotel in St. Louis April 25-27, 1996. See page 7 for workshop proposal information.

The Graying of SAC

One trend both noticeable at NSACA and in programs across the country is the number of years people have been professionally involved with school-age care. In the past the majority of

(Continued on page 7)



Helping Children Cope with Tragedy

The terrible tragedy in Oklahoma City has shaken us all. The fact that children were involved has focused concerns on the children in our lives. How will they react? How can adults help them cope? The National Association for the Education of Young Children (NAEYC) in an alert sent out shortly after the bombing offers these suggestions for parents and early childhood teachers. [Editor's Note: While NAEYC focuses on children birth through eight, there might be developmentally different reactions for school-agers up through age 12 and we have noted that where possible.]

Do not expose young children to television or radio broadcasts about the disaster. But don't say, "I don't want you to watch this," which only creates anxiety. Instead, provide alternative activities. If children do see televised images of the disaster, reassure them that it happened far from where they live.

Convey stability and calm. Children react strongly to the feelings of the adults around them, particularly parents and teachers. Even very young children pick up adults' uncertainty, anxiety, and grief. Since denying our distress only makes children anxious, parents and teachers should acknowledge that we're feeling sad and upset but about an explosion in a far-away city.

With the very different perceptions of a disaster that [young school-age] children have, they don't make the sorts of connections we might expect. They're not worrying, "I'm not going to be safe in my day care center," or "Daddy won't be safe in the federal building where he works." But tuning in to the general distress of trusted adults, children may experience a general feeling of not being safe, a fear that their parents might leave them. One thing that fuels such feelings is children

worried tones. It's natural for distressed adults to want to talk to one another,

Scariest of all is seeing adults huddle together, obviously talking about something (or watching something) they don't want children to hear or see.

and we need to do so. **But we should not talk among ourselves in children's presence.** Scariest of all is seeing adults huddle together, obviously talking about something (or watching something) that they don't want children to hear or see.

[On the other hand for school-age children in concrete operations, about 7 years old through 11, they do associate what happened at one child care center or federal building might happen at their building. When 23 people were gunned down in a McDonald's in California in the early 1980's, school-agers across the country were afraid to eat at their local McDonald's. They do not have concepts about statistical probability. They need to be reassured that their child care center or their parents' federal building is safe.]

To address both child and adult needs, staff of each program will have to think through their own plan. For example, center staff might decide to have the director steer upset parents into her office to listen to their concerns and reassure them, while the teachers remain with the children and follow the usual routine. After the children have gone home for the day, the staff may want to get together to talk through their own feelings and concerns.

With respect to what particular children need in a particular situation, take your cues from the children themselves. Don't initiate discussions with the children about the event. Many of the children may not be aware of the disaster at all, others only dimly so, and

perhaps one or two children may have seen or heard something that has caused them anxiety. Watch the children at play. Young children are more likely to let us know what they have seen or heard — and how they're feeling about it — through their play than through their words. If their behavior or words make you think that they are trying to deal with the event, ask questions in a low-key manner. Ask what they know, what they have seen or heard, and respond accordingly.

For instance, if a child has seen TV images of injured, bloody people being taken from the building, focus on how the doctors can help the people, just as our doctor helps us. [Children's TV personality Fred Rogers said that his mother told him to always "focus on the helpers." It is reassuring to children to know that in disasters there are always "helpers" who will be there for them.] The child who has heard about the bomb, perhaps from older siblings, needs to hear that the person who set the bomb is going to be caught and taken to jail. Keep to the child's own concerns. There's no point in talking about the bomb with a child who is focusing on the bleeding victims or in discussing the injured when the child is wondering about the fires.

What children need most is to feel that the situation is under control. At a time like this, when adults are feeling

(Continued on page 6)

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Working with Parents

by Marsha Faryniarz

In the April issue in "A Parent Perspective," Marsha Faryniarz talked about some of the frustration as a director in getting staff to understand parents' needs and parents to understand some of the needs of the school-age program, such as "their child is not the only one in the program." This is a continuation of some of the things parents do, why they might do them and what staff can do to better help parents.

They never read our newsletters:

I am a full time working parent. On any given day, my oldest son's backpack may contain his spelling test, the weekly school newsletter, some lovely rocks, a newsletter from his Cub Scout troop, some Creepy Crawlers, a permission slip from Tae Kwon Do, a new fundraiser information sheet from Little League, what appears to be remnants of last Monday's lunch and a letter from Live Y'ers (his after school program). I don't even dare open my other son's backpack. When I get home at 6 p.m., my kids want my attention; my husband and I want supper! I may not have time to sit down and read, retain, and act upon all the information I have just received.

I advise my staff that if we make the effort to send a newsletter home, we better make it brief, informative, and something they *want* to read. Have each child do their own artwork on it or have an article which talks about different children each time it goes out, to keep parents looking for a story on their child. Or, leave a blank box for their child to write his/her own message on each newsletter that goes home. The rest of the newsletter should contain important dates to remember: upcoming enrichments or field trips, any important policy or procedural changes. Do this in an easy-to-read format, such as blocks with various headings: *Dates to Remembers... Coming to our Program Soon... Tips for Parents*, etc.

They never take the time to ask about their child's day:

Most working parents leave their house each morning between 7 and 8 a.m. By the time they finish work, pick up the kids and drive home, it is probably somewhere around 6 p.m., assuming, of course, there are no errands to do on the way home. They want to be home with their family, and hear from their child how his or her day was. It's not that they don't care—they do care, which is why they can't wait to get home and be with their families. I also like to remind staff there are those parents who find it intimidating to speak to their child's caregivers about their child. Don't forget you are professionals, and to some parents it is a little unnerving to listen to feedback from you everyday. There may be times when you need to speak to a parent about his/her child's behavior and it is important for you to tell them on those days you need to do so. However, don't assume that just because a parent doesn't stop and ask you how their child's day was means they don't care—you can bet they do!

Communication is absolutely the key to getting parents to understand and support your after school program. Remember, a parent can't get *enough* information about his/her child from their caregiver. We also know communicating information one time is not enough; communication needs to be varied and it needs to be often. There are various ways to communicate with parents. Below are some examples:

—**Handbooks:** We all know they read these from front to back!

—**Newsletters:** (See above)

—**Personal Conversations:** Surprise your parents by just asking them how *their* day was, without mentioning their child! Compliment them on something they do well as a parent. Kids aren't the only ones who need affirmations!

—**Telephone:** Take 5 minutes during the work day to call parents on the phone and ask if they have any questions or concerns they have forgotten to share with you. It makes them feel you really care about the whole family.

—**Body Language:** Avoid negative postures. Remember to smile when greeting parents.

—**Notes:** A short note in a child's backpack saying something nice about that child can make a parent's week.

—**Formal Conferences:** Don't expect too many parents to take you up on these. The reality is they spend too much time listening to educators and caregivers tell them about their child when what they really want is time themselves with the child.

—**Family Nights:** Have a potluck dinner with families and find creative ways to show them what their children do in your program each day (i.e., slide shows, kids act as staff with parents as kids, etc.)

—**Pictures:** Invest in a Polaroid and ask each family to donate one roll of film each year. Once a week post photos of children's activities on the bulletin board.

—**Posted Curriculums/Snack Menus:** Be sure to have one designated spot where parents can look to find out what is going on in the program that week.

—**Formal Feedback:** Once a year send home an observation form. This form speaks to how their child interacts with their peers, who they spend most of their time with, what activities they most enjoy. This is meant to inform parents about their child's after-school hours, *not* to evaluate the child.

Effective communication with parents can eliminate many of the problems which exist between them and their care providers. It helps when staff understand that parents are raising their children the best they can given their experiences and current situations. Staff can be a real support to these parents and help them along the way. Let's face it, healthy families make happy kids, and isn't that what we want? So, the next time a parent shows up late, show some empathy for what must have been a very hurried and hectic day, and smile when you remind them of the late fee policy... ☺

Marsha Faryniarz is director of school-age programs for the Greater Burlington YMCA in Burlington, Vermont.

What Can I Use It For?

Newspapers - hats, wigs, costumes, poms-poms, papier maché. Skim for places in the news. Find a crossword puzzle grid for use in making up your own puzzle with your own list of definitions.



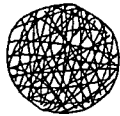
Magazines - Cut out pictures to tell a story without words. Create a collage of pictures on a theme. Cut out a family of paper dolls. Use a magazine photo of an actual scene as inspiration for a painting.

Styrofoam trays - Make boats that float. Print designs: Cut a flat piece of styrofoam. Draw a design in it with a ballpoint pen. Glue a spool or wood block handle to the back side. Print with the engraved side using a stamp pad, paint roller or paint brush to ink it.

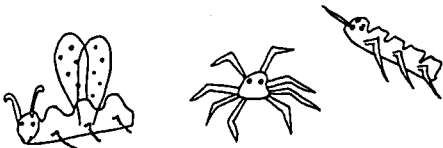
String - cat's cradle, string painting. Lacy stars: put string in a small container (margarine tub, etc.) Cover with liquid starch. Wrap the string around an inflated balloon.

Let dry overnight. Break and remove the balloon. Hang stars by a thread.

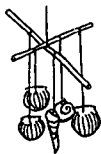
LACY STARS



Egg cartons - goggles, creepy crawly things, shell game (Adi).



Shells - Wind chimes. Glue pairs of shells for butterflies.



Dry elbow macaroni - necklaces, decorate a treasure box, texture a picture frame.

Potato sack - carry-all bag (weave yarn through mesh to decorate).

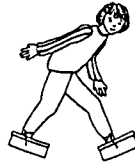
Wallpaper samples - sit-upons, dollhouse or model home, book covers, use in making paper banners.

Plastic rings from 6-packs - cut into individual rings for ring toss or ring the bottle. Use for blowing bubbles.

Old socks - puppets, beanbags, soft balls, strips for wigs or weaving



Shoe box - diorama, model town, "blocks," memory boxes, bigfoot



Babyfood Jars - notion boards, paint pots, "sand" jars: rub colored chalk on salt to create each color of "sand." "Antique" jars: tear small bits of masking tape and overlap on outside of jar. Paint over with brown shoe polish. "Snow" jars: glue plastic flower or figurine to inside of lid. Dry overnight. Cut 2" square of aluminum foil into tiny squares for snow. Fill jar brimful of water. Cap tightly. Let it snow!

Coffee cans - drums, cannisters, stilts



Toothpicks - lay out designs and glue on art paper or attempt a 3-dimensional design.

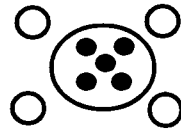
Berry baskets - weaving, bubbles.

Paper towel/tollet tissue rolls - viewer, tray favors, horns, binoculars, marble machine, toe puppets.



Old pantyhose - cover for bean sprout jar, soft balls for "Coconut" game, a life-size mascot, snakes, beanbags, cut-up for stuffing.

"Taking Coconuts" Game - Draw a series of circles in the dirt, as shown below.



Place five coconuts (or balls) into the center circle and have each player stand behind one of the smaller circles. The object is to get three coconuts into your circle. You may take one coconut at a time from the center or from another player and place it - no rolling or throwing - in your circle. This game can move as fast as the players want, and ends when everyone is worn out! (from *Hands Around the World*)

Drink straws - Balloon race: guide inflated balloon by blowing on it through a straw. Relay with pea on end of straw - pea must be too large to pass through straw. Dip straw in tempera paint. Cover hole on top end with finger. Move straw over paper and release paint droplets by lifting finger. Straw weaving.

Use yarn and 2 drink straws to form giant bubbles.



Margarine tubs - treasure boxes, view boxes, shakers (with rocks or elbow macaroni inside).

100 Activity Ideas

The minimum number of Activity Ideas in this issue is 100.

JUNE CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
IN THE SHADE	Lie on your back in the grass and watch the clouds. What shapes do you see? Watch as the shapes change.	Blow bubbles on an overcast day with high humidity and no wind.	Run through a sprinkler or wash a car.	Roll down a grassy hill.	Sit quietly; close your eyes; listen for the sounds you hear when it is "perfectly quiet."
PUPPETS	Draw a different finger puppet on each finger.	Tape record a story with sound effects and different voices for each character. Act out the story with your puppets.	Examine how a marionette is made. Study the strings and how the joints work. Make one of your own.	Use old pantyhose and rag stuffing to design a large dummy. Make the body, arms, legs and head. Dress it up and pose it.	Make sock puppets of animals.
PICTURE THAT!	Finger paint with shaving cream or your favorite pudding	Draw in colored chalk on a grand scale — on a paved ball court or outdoor play area.	June is Rose Month. Make a rose with shell craft, ceramics or tissue paper or cut pictures from catalogs or magazines.	Cut up an old calendar for pictures. Show a picture and then conceal it. Recall details of what you saw.	June is the month for weddings and graduations, also Father's Day. Design a card for one of these occasions.
MY NAME	Cut letters from magazines to create a collage of the letters in your name. Use the same letters any number of times, not spelling out your name, but making a design.	Provide cardboard, paint, glue, alphabet macaroni, a hole punch and heavy string for making name tags.	The earliest postmarks were by hand with a design cut into the end of a cork. Make a cork print of the initial of your last name.	Paint your name in cursive on a large sheet of paper. Embellish it with other lines and designs to fill the paper.	Around a circle, say <i>I am Ben. My favorite things to do are...</i> The next one says <i>He is...</i> and adds <i>I am...</i> Do yourself and the one preceding you.
RED, WHITE & BLUE	June 14 - Flag Day. Take a walk around the neighborhood. How many flags do you see? Parade with hand-held flags.	Make a drawing using only the colors found on the flag.	Use strawberries or cherries, blueberries and vanilla frozen yogurt for a red, white and blue treat.	Have a red, white and blue day. Dress in one or more of those colors. Bring something of each color in your lunch.	Have a flag ceremony. Learn a patriotic song or use all 4 verses of the national anthem.
FESTIVALS	June 2-10 <i>Georgia Peach Festival</i> , Fort Valley/Byron, GA. Invent a new way to celebrate the fruit or vegetable of your area.	June 6-11 <i>Discover Jazz Festival</i> , Burlington, VT. Includes blues, gospel and jazz. Listen to each type of music. Which do you like best?	June 16-18 <i>Dinosaur Days</i> , Dickinson ND. Features a dinosaur calling contest. Make dinosaur models of clay. Practice calling dinosaurs.	June 22-August 20 <i>Aspen Music Festival</i> , Aspen CO. Features works of composers killed in concentration camps. Invite a WWII veteran or Holocaust survivor.	June 22-25 <i>The Last Surrender</i> , Towson OK. Gen. Stand Watie, Confederate, surrendered 2 months after the Civil War was over. Why was he late?

Day Care Grants for Public Housing

by Charles Pekow

Charles Pekow is the editor of "Day Care USA." This report was written exclusively for SAN readers.

Does a public housing project in your area need school-age care? If so, your last chance for a direct federal grant to start it has probably arrived. The Administration on Children, Youth and Families (ACYF) is offering grants under the Public & Indian Housing Comprehensive Early Childhood Demonstration Projects to start or expand child care in public housing.

Grantees can get up to \$200,000 for one site or up to \$400,000 for more than one site. ACYF doesn't require any matching funds. You can start school-age or combine school-age and pre-school programs (for children through age 13). You can start or expand centers or start family day care networks of at least five homes. No housing project with a program started by a previous year's grant can get another one, though the same applicant can apply to start a program in a different housing project.

The administration plans to merge the program into a block grant next year. But ACYF still has \$14 million to give this year. Grants last 17 months with no renewals. Your application must show how you'll continue the services when the grant expires (you can use other federal funds). ACYF encourages non-profits and tenant groups to work together to develop applications, with one agency taking the lead. It reserved \$12.2 million for non-profit applicants and the rest for resident management corporations and resident councils.

Grantees must provide day care and should contract with community agencies to provide children's health services as needed. You must operate programs in or "within walking distance" of housing (except in rural areas or Indian reservations). Housing residents get first dibs on slots. You must first

offer leftover spaces to homeless children before the general public. And you must try to hire residents and involve parents in activities and to serve on your board.

You can use funds for start-up and operations. Application deadline: June 20. For applications and more info, call 800-351-2293. ☛

Coping...

(Continued from page 2)

anxiety, grief, and helplessness, we must struggle to keep ourselves focused on what we can do to make children feel safe.

Focus on positive steps for prevention. This tragedy does *not* argue against work-site child care. Terrorism can strike any time, any place. *All* child care programs—as well as all public buildings—should review security procedures and ensure that safety precautions are faithfully implemented. A recent study of child care centers found that worksite programs offered better quality services than most centers. And, in most cases, parents and young children benefit from their proximity at the worksite in an emergency. ☛

Editor's Note: Our thanks to NAEYC and its quick response to help the child care community deal with this tragedy.

Oklahoma Tragedy Hits NSACA

by Rich Scofield

The interconnectedness of the world, how we all are connected to each other in some way, certainly hit home at the National School-Age Care Alliance Conference for which many people traveled to San Francisco on the day of the Oklahoma City bombing Wednesday April 19 to be there for the Thursday start of the conference.

My incident, which brought home the tragedy in a personal way was on that Wednesday evening to run into Vikki Dobbins who runs a school-age program in a hospital child care center only a few miles from the blast and has

been one of the leaders of the Okla. Coalition for School-Age Care. When I asked her how she had been, I didn't even think of her Oklahoma City as being the OKC of the bomb blast. She said that she left before the blast but that the blast was powerful enough that the center staff thought it had happened across the street. They also didn't know if any of their parents were victims. For me it meant acknowledging the tragedy that next morning at a breakfast function with words of condolence and a moment of silence. And as I proceeded through the conference I was mindful of those I ran into who might have an Oklahoma connection. Each day I saw Vikki I asked if she knew anymore, she didn't because only half the children had come to the center. Later I found out that indeed some of their children's parents had been victims.

It was only discovered after the conference that the reason one of the preregistrants, who in fact was a recipient of a scholarship to the conference from the AT&T Family Care Development Fund, did not pick up her conference packet was because she was the newly hired director of the America's Kids child care center and a victim of the blast. Both Dana LeAnne Cooper and her two-year old son were killed April 19th. Her husband had dropped them off at the center a little before 9 a.m. Dana had her bags packed and was to go to the airport that afternoon to fly to San Francisco to attend the NSACA Conference. Her son was enrolled in the center. Dana was twenty-four years old and had been hired as the new director only three weeks earlier.

Those who attended the conference might remember the sign which was posted for attendees to express their condolences and the donation box that was set out. The sign with well wishes was carried back to Oklahoma by Luann Faulkner and Deborah Story of the Office of Child Care in Oklahoma City. A donation of \$300 was raised among the participants and sent to the owner of the America's Kids Center who is establishing a memorial for Dana Cooper and the children lost in the tragedy. ☛

NSACA Workshops Needed for '96

The 1996 NSACA Conference Committee is seeking qualified SAC professionals for workshops (1 hour 15 minutes), seminars (2 hours 30 minutes), and roundtable discussions (new this year). Workshop/seminar proposals should be typed and submitted with bio for each presenter (only two presenters for each workshop will receive complimentary registrations) plus original and 6 copies of proposal.

Information to be included:

- Name, title, agency, address, work and home phone, fax number of main presenter and other presenters.
- Title of presentation
- 25 words or less description for conference program.
- Content area (i.e. administration, staff development, space design, summer care, kindergarten etc.)
- Goals: identify specific goals of your presentation.

Indicate the following:

- Presentation can handle less than 50; more than 50
- Knowledge level: introductory, intermediate, advanced, all levels
- Target audience: administrators (veteran or new); caregivers (veteran or new); all audiences
- Format or method: interactive; lecture; panel
- Workshop (1 hour 15min.) or Seminar (2 hours 30 minutes)

SEND TO: Harry Kujath, Community Education, Dept. of Elementary & Secondary Education, PO Box 480, Jefferson City, MO 65102; (314) 751-0857.

DEADLINE: July 31, 1995. ☪

SECA Proposals

Workshop proposals for the 1996 Southern Early Childhood Conference (SECA) in Little Rock, Arkansas, March 15-16, 1996 are to be postmarked by June 1st. This is an opportunity to make sure there are a variety of work-

shops on school-age care (called "Before-school and After-school Care" sessions in the call for proposals).

Proposals should indicate that they are for the "workshop format" and include:

- a. Name, address, phone #, and professional title of individual making the proposal (All presenters must register for conference and only one complimentary registration per workshop)
- b. Names, addresses, phone #s and professional titles of all presenters
- c. Title of presentation that clearly and concisely describes its content
- d. Topic to be addressed in presentation [Before-school & After-school Care]
- e. Purposes of proposed presentation, including a statement of how it would benefit this SECA audience
- f. Outline and description of topic and format (less than 200 words)
- g. A 20- to 30-word abstract of presentation
- h. Number and nature of expected audience
- i. Availability to present session twice.

Mail three copies of proposal to Jane Alexander, Director of Administrative Services, SECA, PO Box 56130, Little Rock, AR 72215 (800-305-SECA). ☪

Center for Early Adolescence Closes Its Doors

The Center for Early Adolescence at the University of North Carolina at Chapel Hill will officially end almost two decades of work at the end of June 1995. The Center pioneered efforts to identify quality programs for young adolescents. (The 27 programs are described in 3:00 to 6:00 PM: *Programs for Young Adolescents* 1982/1986, available from School-Age NOTES.) The Center has been a leader in providing in-depth training for people working with 10-15 year olds.

The Center has been a clearinghouse for early adolescent information. Its library and resources have been put out

for bid and the final home will be announced in June.

The Save Our Schools (SOS) program for at-risk youth in North Carolina and the middle school adolescent health component will stay with the Department of Pediatrics at the University of North Carolina.

After June 30th the new address will be: Department of Pediatrics, Campus Box 7225, UNC School of Medicine, Chapel Hill, NC 27599. The phone number will remain the same. ☪

New Name

The National Center for Service Learning in Early Adolescence (which used to be the National Commission on Resources for Youth) has changed its name to the National Helpers Network, Inc. Joan Schine, who many in the youth field are familiar with, has retired. New address and phone number are: The National Helpers Network, Inc., 245 5th Ave. Ste 1705, New York, NY 10016; (212) 679-2482. ☪

NSACA New #'s

The National School-Age Care Alliance has officially moved its membership services to a Washington, DC office. Those interested in joining or who have questions about membership and do not have a state organization or to find a contact person for your state SAC organization should contact NSACA at PO Box 676, Washington, DC 20044, (202) 737-NSAC (6722). ☪

NSACA Conference...

(Continued from front page)

people would have been involved for less than three years often less than a year with anything over five years being unusual. Now 3-5 years is the average with many saying they have been working in school-age programs six to ten years, for some those 6-10 years are at the same program. ☪

School-Age NOTES

PO Box 40205
Nashville, TN 37204

May 1995

FIRST CLASS

ADDRESS CORRECTION REQUESTED

SAC CONFERENCES

KENTUCKY June 4-8, 1995
8th Annual KY SAC Leadership Forum
Wilshire Contact: Melinda Abshire 606-257-5083

WASHINGTON July 21-22, 1995 New Listing,
WASACA 7th Annual Conference, Wenatchee, WA
Contact: Janet Freiling 206-461-3602

GEORGIA July 30-Aug. 3, 1995 New Listing
GSACA School-Age Leadership Institute, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

WASHINGTON DC Oct. 11-12, 1995 New
Listing DC SAC Conference
Contact: 202-727-1839

NEW MEXICO Oct. 28, 1995 New Listing
NMSACC Alliance /YMCA Annual Conference,
Albuquerque Contact: Mike Ascraft, 505-292-2298

DO WE HAVE YOUR SAC CONFERENCE
DATES?



RESOURCES

PLAE

PLAE (Play and Learning in Adaptable Environments) is a non-profit group based in Berkeley, CA that designs the programming of environments for children of all abilities. Established in 1980, PLAE promotes excellence in play environments, the rights of all children to healthy, safe, and stimulating play, and professional animation/play leadership.

They have developed PLAE SCORE™ which is an orchestrated set of children's workshop activities based around a theme. The three books based on this concept are *Circus City*, *Frontier Village*, and *Treasure Quest*. These unique curriculum guides integrate the arts, multiple topics (science, math, social studies, and language), and manipulation of the environment to create hands-on experiences for children abilities. They also have training or PLAE SCORE and audio tapes

to enhance the themes as well as slides to help illustrate the goals and potential of the unique and creative curriculum.

For more information contact: MIG Communications, 1802 Fifth St., Berkeley, CA 94710 (800)790-8444. ☎

Self-Esteem Books

The Four Conditions of Self-Esteem by Reynold Bean is geared for working with elementary and middle school children. It explains and offers suggestions for developing: a sense of connectiveness; a sense of uniqueness; a sense of power, and a sense of models. Available for \$24.95 plus \$3.75 S&H from ETR Associates, PO Box 1830, Santa Cruz CA 95061 (800) 321-4407.

Teaching Children Self-Esteem by Anne Read Smith is based on the theory of self-development known as Creative Behavior. It offers explicit instructions,

techniques and examples. Available for \$25 (which includes S&H) from Bennerlee Press, PO Box 8534, Berkeley, CA 94707. ☎

SAC Training

As announced and reviewed in the April issue, the long-awaited, competency-based training books from Teaching Strategies are now available. *Caring for Children in School-Age Programs Volume 1* (413) pages and *Volume 2* (432 pages) are available for *Volume 1* \$34.95 (29.95 for subscribers) plus \$4.50 S&H. *Volume 2* \$34.95 (29.95 for subscribers) plus \$4.50 S&H. Both Volumes ordered together would be \$69.90 (\$59.90 for subscribers) plus only \$5.50 S&H. Send orders to: School-Age NOTES, PO Box 40205, Nashville, TN 37204. The Training Guide for Volumes 1 & 2 will be available in June. ☎

School-Age NOTES

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School-Age NOTES' 15th Anniversary 1980 - 1995

Kids, Money, & Summer Programming

The following was the feature article 14 years ago in the May/June 1981 issue of SAN. Because it is about children's developmental needs which do not change from generation to generation, the developmental information and ideas are as relevant today as then. Even though 14 years ago there were fewer "older kids" in SAC, there still was that nagging issue of providing enough challenging opportunities and experiences.

The long days of summer are often viewed with dread by caregivers. How can I plan for something all day, every-day? While the very young school-agers (5- and 6-year-olds) are content with their repetitive play and the middle age school-agers (7-, 8- and 9-year-olds) are relatively involved with secret groups and budding peer social systems, the older school-agers' complaint is boredom.

Developmentally pre-adolescents (starting around 10-years-old or 5th grade) become very interested in money. While to parents it seems as though they are only interested in spending it, they are very interested in how to get it.

Summer provides an excellent time to introduce the idea of creating money-making projects. During the school year one is always aware of the short amount of time each afternoon to work on long-range projects. Summer provides an opportunity for a designated block of time, 10 to 12 weeks, during which the children have ample time during the days to plan and implement their ideas.

Money and earning money will attract all ages of children in your school-age program. However, it is the older

children who have the cognitive and academic ability to persevere with such projects. They can retain long-term goals (working hard now to make more later, or saving up now to buy something later). The value of money and its purchasing power is well set. (While the five-year-old will choose 15 pennies over 2 dimes because it "looks" like more, the older school-ager will feel insulted if asked to make that choice.) The older children have the math skills (or will soon want to) to divide net profits after adding up gross profits and subtracting expenses.

[The]older child is beginning to connect the reasons for doing things with a sense for the future.

Developmentally the older child has a desire to earn money. The 10- to 12-year-old and up has started to progress past the 8- to 9-year-old who is content with doing adult-type tasks just for the sake of "real tools, real work." This older child now is beginning to connect the reasons for doing things with a sense for the future. (We clean the kitchen to keep the bugs out and to prevent sickness. My parent has to work to earn money to feed and clothe us.)

Not only are the children developmentally ready to learn about money in a real way, but the nation seems ready to teach children this. A big push toward economics in the upper grades and junior highs is emerging [1981].

(Continued on page 2)

INSIDE

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- SAC Standards 6*
- Special Needs 8*

NSACA Looks for Project Director Development of SAC Program Improvement System Slated

The National School-Age Care Alliance has launched a national search for a project director to collaborate on the research, development, and implementation of a national system for school-age program quality improvement and accreditation.

The pilot phase will run from 1995-1997 in partnership with the SACC Project at Wellesley College. The position is to start this summer and will require a residence and office in Boston, MA for 16-24 months for the research and development phase and then a residence and office in Washington DC for implementation of the national accreditation program.

For qualifications, salary and responsibilities contact: Ray Mueller, NSACA, 202-737-6722 or e-mail AAVS48C@Prodigy.Com — Resume or vita relevant to this position should be sent to NSACA, PO Box 676, Washington DC 20044 by June 30 (The original announcements gave an incorrect zip code of 20004. 20044 is the correct zip.)

Editor's Note: The initiation of a National System for Program Improvement and Accreditation is a major accomplishment for NSACA. It represents members' feedback concerning the direction the organization should move.



Money . . .

(Continued from front page)

Grants are being given to colleges to develop plans to teach children economics - children in the world of work [1981]. That phrase may strike a chord of vague ill ease because of the images of children in "sweat shops which brought about child labor laws in this country. While in many countries children are still forced to work (and it still needs to be guarded against in this country), letting them plan their own money-making projects is a way of meeting their developmental needs. It also follows the tradition of the lemonade stand and newspaper route.

Ideas

Motivation - while there's plenty of it at the outset when it comes to making money, it must be clear from the beginning the *goal* of the project - that is, who gets the profits, why are you raising money? It may be for something big...a camping trip...an expensive day trip...(these can be planned as end of the summer events) or for something smaller...a trip to the movies...a new kickball...a surprise gift for the director of the center/minister of the church/principal of the school.

Some programs choose to let the children split the profits among themselves just as if they were at home with their lemonade stand.

Remember to include the younger children in the process. Think of what they can do within their age range to help. The 5- and 6-year-olds can help with the art work for posters. The 7-year-olds can be the "gofors," running messages and getting needed items. The 8- and 9-year olds can help with the list-making and record-keeping while the older children are "in charge" of the money as well as directing the project.

Note: While the emphasis has been on the older children and their ability and desire to make money, those programs with primarily younger grade children can also conduct money-making projects. However, it should be remembered that the younger children

are, the more adult help in planning and implementation will be needed.

Project Ideas can include car washes, bake sales, pancake breakfasts, plays, magic and puppet shows, collecting newspapers and aluminum cans, helping local businesses (sweeping sidewalks in the morning, etc.), selling nutritious snacks (prepared by the children) to parents for their child's ride home in the afternoon.

Family Day Homes can look around their neighborhood for people who may want help with mowing lawns, carrying groceries or cleaning out storage areas.

Finally, remember to ask the children what money-making projects they enjoyed in the past.

1995 UPDATE: The Colorado "older kids" conference, "Growing Up and No Place to Go: Developing Successful Programs for the 9-15 Year Old," slated for October, features a workshop on *YouthBiz*, a Colorado training center teaching entrepreneurial and leadership training to inner-city teens, which includes a t-shirt silk-screen business the teens operate. For more information on the conference, see page 7. ☼

Kids' Money-Making Resource

Fast Cash for Kids, 2nd Edition, by Bonnie and Noel Drew, provides young people, grades five and up with the practical information and ideas they need to start and run a business. Advice and tips for success come from the many young entrepreneurs the authors interviewed for this book. Besides ideas for money-making projects, there are numerous checklists, worksheets and other planning and analysis tools.

Fast Cash for Kids (\$13.99 plus 3.50 s/h, 264 pages) is available at local bookstores or from The Career Press, Inc., 3 Tice Road, P.O. Box 687, Franklin Lakes NJ 07417. Orders may be phoned in on a toll-free line, 800-955-7373.

Ideas

Bonnie and Noel Drew, in *Fast Cash for Kids* offers "The Five Signs of a Money-Making Opportunity in Your Neighborhood":

1. **Look for things people are too busy to do.** Look for services that will give your customers more time to enjoy life.
2. **Look for things people don't like to do.** Specialize in taking care of a job no one likes to do, and you will always have plenty of customers.
3. **Look for things that get dirty over and over.** Cleaning is a money-making opportunity that can never be used up.
4. **Look for things people throw away.** Garage sales, toy sales, book sales, or recycling projects are money-making enterprises which are good for the environment and the community.
5. **Look for ways to use your special talent or experience.** Getting paid to do something you enjoy is like getting paid to have fun.

Fast Cash for Kids guides kids on how to make money with a service business, cleaning things, yard and garden work, retail sales, selling food, selling crafts, special holiday needs, etc. Among the many business ideas presented are ironing service, car washing, pet grooming, leaf removal, outdoor painting, mailbox decorator, bumper stickers, gift baskets, lunch maker, candle crafts, wreaths, and face painter. ☼

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Be Aware of Sun Hazards

by Charles Pekow

As you prepare summer activities, remember that the sunlight which makes them possible also causes long-term health problems. So take some simple steps to teach children to protect themselves.

Shade a play area or look for a tree or other shadow producer for activities. Schedule outdoor activities before 10 a.m. and after 3 p.m.

Children will learn from the animal kingdom. Species that live in sun-drenched climates protect themselves. Snakes shed skin every year. Reptiles and rodents live underground. Elephants and rhinoceroses can't easily shade their ample figures, so they use a natural sunblock by covering themselves with mud and dust (Just explain to children that while this method works, they'd look better in a hat and invisible lotion!). Antelopes wear light fur that reflects rather than absorbs rays. Turtles sun themselves but most of their body stays protected under self-contained housing.

"Kids are not going to respond if you just say 'the sun is bad for you and here is all the things you need to do.' They will not respond to a list of 'don't do this; don't do that.' It is just not in the nature of kids," says Michael Mogil, a meteorological educator in Rockville MD. "I try to sneak in the back door by showing some of the things that are inherent and let them discover what some of the dangers are." Mogil first explains how the sun controls temperature, creates light, makes plants grow, etc. "That convinces kids that the sun is pretty powerful."

Cover part of a piece of colored construction paper with a rock or other hard object and leave it in the sun on a hot day. Then show children how the paper exposed to the sun faded, while the blocked out part did not. This will show children that sun affects their skin

the same way, Mogil says.

A safety lesson recommended by AMC Cancer Research Center in Denver: trace a child's shadow in chalk; then have the youngster lie down on the ground next to the shadow. Tell children that if their shadow is shorter than they are, the sun is directly overhead and rays strongest. Ask them to find a spot where their shadow is longer or doesn't exist. Tell them they're safer playing there since the sun is blocked.

It shouldn't be hard to convince school-agers they'll look "cool" wearing sunglasses or hats their favorite athletes wear which protect eyes and face.

Get school-agers thinking in numerical terms: ask them to calculate how many hours a day they spend in the sun, then multiply by the days in a week and weeks in a year. They'll catch on to the importance of protection.

It shouldn't be hard to convince school-agers they'll look "cool" or "grown-up" wearing sunglasses or hats that their favorite athletes wear which protect eyes and face.

Whenever children are outside for more than 20 minutes, they need sunblock with a sun protection factor of at least 15, which works about two hours. If children stay out longer or go out in the morning and again in the afternoon, reapply. Even if the package says "waterproof," reapply after swimming or perspiring. Use whatever type you prefer: gel, cream, lotion, spray or stick. Be sure to cover all exposed body parts, including ears, backs of hands and feet. Apply 15-30 minutes before going out and rub it until it's invisible.

To prevent getting it in eyes, apply a stick or facial formula to the face. Don't forget lip balm. Don't let cloud cover fool you. About 80 percent of rays penetrate clouds. ☼

Dangers Lurk in Cyberspace

Guiding School-Agers on the InfoHighway

For the past few months there has been much debate about the type of materials children and youth can be exposed to through computer on-line services. One area of complaint by parents is the amount of sexual and pornographic material and direct conversations through on-line "chat rooms" or e-mail. A very real physical danger is adults preying on children and youth by getting home addresses or even by sending them bus tickets to meet them.

The relationship to school-age care is the fact that during the summer school-age children without homework and without early school night bedtimes have more free time in the evenings and on weekends to explore cyberspace.

A spokesperson for America Online, Inc. said that there are 2.5 million people using just this one on-line service. She pointed out, "That's like a city. Parents wouldn't let their kids go wandering in a city of 2.5 million people without them, or without knowing what they're going to be doing." The same should be true for exploring the "information highway." There should be parental guidance.

School-age programs can help parents with this issue by making them aware of the dangers and making them aware of any talk among the children that would lead one to believe those children are involved in inappropriate on-line activities. Some on-line services provide block out capability so parents can cut off children's access to certain kinds of "chat rooms." The best advice for parents is similar to other dangerous issues for children and youth. Spend time with your children, discuss appropriate behaviors, know what they are doing, where they are going and with whom; go with your gut instincts if you feel something's not right.

(Continued on page 7)

Independence Days

July 1 - *Dominion Day* in Canada
 1st Monday in July - *Family Day* in Lesotho and *Heroes Day* in Zambia
 1st Saturday in July - *International Cooperation Day* in Russia
 July 14 - *Bastille Day* in France
 July 18 - *National Day* in Spain
 Windsor, Ontario and Detroit, Michigan celebrate their Independence Days together since the dates come so close together and they are twin cities. ☞

What Can I Use It For?

Small Blocks of Wood - sand and paint them for blocks, block printing (carve designs or glue on string, rubber bands or alphabet pasta.), carving
Block relays: (1) balance a wooden block on your head to the goal line and back; (2) pass a wooden block to the end of the line without using your hands.



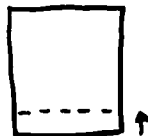
Stack blocks so as to create shadow pictures on the wall beyond them.
Cooperative Blocks: Give each player 5 blocks of various shapes. In teams of 5, each team builds a construction project. Rules: Time will be 10 minutes. All 25 blocks must be used.
Castanets: Stack 2 thin blocks of wood about 2" x 4" and fasten them together with a rubber band at one end. Put a toothpick between the blocks about a half inch in front of the rubber band. Play them with one hand.

Rocks - draw on a rock with crayons. Melt the wax in the oven on low heat. Create a rock garden outdoors with live plants. Make a salt garden with porous rocks: Fill bowl half full of water; stir in as much salt as you can and 1 T. vinegar. Let the water evaporate. (Rocks should be only partially underwater.)
Rock sculpture: glue rocks together with white glue. On a hike, use rocks to leave trail markers. Make a "pet rock." ☞

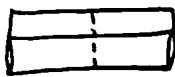
Snap 'n Pop!

This is a craft to make out of old newspapers, a safe substitute for firecrackers. You will need a half sheet of newspaper, or a sheet from the advertising section might be even better. You can also use typing paper, but it's not going to pop any louder.

Fold up about 1/5 of your paper on the bottom. Precise measurement makes no difference to the outcome.



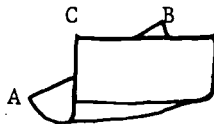
Fold it up again a few more times.



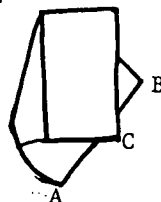
A strip will be left over at the top. Fold half of the paper back under itself.



Grasp the two corners at "A" (each a single thickness of paper) and pull them down gently



until the corners at "C" can be pinched by the thumb and fingers of one hand without preventing the free movement (slippage) of "A" or "B".
 Now position it to pop.



You are still holding it with thumb and fingers of one hand at "C". The idea is to snap it downward quickly so the draft of air inflates the pockets you've created and pulls that last flap of paper out, creating the pop.

When you get the knack, it's easy to show children how to make it and how to make a really loud pop! ☞

Clay Creations

A reader recently noted that the recipe for modeling clay at the top of page 119 in Karen Haas-Foletta's book *School-Age Ideas & Activities* (published by School-Age NOTES) is missing an ingredient. The recipe gives directions for combining salt and water, but there is no indication of *how much* salt to add.

While we diligently search for the correct recipe, we offer here two alternatives from MaryAnn Kohl's *Mudworks*.

Funclay 2

Materials: 1 cup cornstarch, 2 cups salt, 1 1/3 cups cold water, paint, pan, bowl, spoon, plastic bag

Process:

1. put salt and 2/3 cup water in pan and boil
2. mix cornstarch with remaining water in bowl and stir well
3. add salt mixture to cornstarch mixture in bowl
4. knead
5. model or mold clay and let dry several hours

Hints: (from book)

1. makes 3 cups
 2. keep unused clay in a covered container, or plastic bag in refrigerator
- SAN Hint:** salt mixture should be added to cornstarch mixture while still hot. Clay will have a more elastic and pliable consistency. (p.21, *Mudworks*)

Quick Modeling Clay

Materials: 1 cup cold water, 1 cup salt, 2 t. oil, 3 cups flour, 2 T. cornstarch, powdered paint or food coloring

Process:

1. mix the water, salt, oil and enough powdered paint to make a bright color
2. gradually work flour and cornstarch in until like bread dough
3. knead
4. model as with any clay

(p.33, *Mudworks*) ☞

47 Activity Ideas

The minimum number of Activity Ideas in this issue is 47.

	Monday	Tuesday	Wednesday	Thursday	Friday
INDEPENDENCE DAY	Plan a joint celebration of July 4 and one or more of the Independence Days listed on page 4.	To make party hats, draw a circle and cut away a shape like 1/3 of a pie. Close up the circle into a cone shape.	For rockets, paint or foil cover a toilet paper tube. Put a cone on one end and attach paper streamers to the other.	Put a small gift or wrapped candies in a toilet paper tube. Wrap it like a firecracker with a string in one end for a wick.	Make the noise-makers shown on page 4.
SCIENCE FOR FUN	Construct a model of each of these simple machines: lever, wedge, wheel, ramp, pulley and screw.	Turn a glass upside-down over a bowl of water. When the top of the glass touches the water, the water will not go into the glass. Why?	Make a mobile of a coat hanger and identical unblown balloons, one on each side. Blow up one balloon but not the other. Is the mobile still in perfect balance?	Float ground pepper on the surface of a bowl of water. Put a little soap on the tip of your finger and gently place it on the water surface. Why does the pepper run away?	In early morning, lay table paper on an east-west line in a sunny area. In the center draw around a child's feet and shadow. Throughout day let her stand on footprints and draw again around the shadow.
SAND	Outdoors a pile of sand is a marvelous resource. Cover it to keep animals out. If indoors, use a sand table.	For younger children, provide doll dishes, pans, rolling pins, measuring cups and spoons, shovels, dump trucks, jellow molds and cookie cutters.	For older children more permanent sand sculptures can be made with 2 c. sand, 1 c. water, and 1 c. cornstarch. Microwave 5 minutes at a time until thick. Use warm. It hardens as it cools. ...	Use commercial sand paper to prepare wood blocks for painting. Make your own sandpaper with heavy paper, glue and sand. Dry overnight. Compare yours with store-bought.	For sand painting, use colored sand or salt colored with chalk or powdered paint. Ritual sand paintings are temporary, but you can paint on glue and sprinkle sand one color at a time.
OUTDOORS	Have a potato sack race and a 3-legged race.	Run through a sprinkler or have a water balloon toss.	4-6 players drag a blanket on the ground to the goal and back. Team members each take a turn lying on the blanket and being dragged to the goal.	Practice juggling scarves or soft balls. After the first object leaves the right hand, throw the second from the left. To add a third, start with one in the left and two in the right. Throw right, left, right.	Arrange a variety of outdoor treasures on a table or blanket. One child removes an item or two. The child who guesses the missing item gets to remove the next.
MODEL TOWN	Decide on a scale so the size of your buildings will be in proper relation to each other.	For houses, use boxes with flaps. Bring the side flaps together with tape to peak the roof. Cut the end flaps to triangles.	What kinds of boxes will you need for shops and public buildings?	Use papier maché for landscaping. Also useful are moss, sand and dried coffee grounds.	Lay out roads and sidewalks using some of your homemade sandpaper.
SERVICE PROJECTS	Plan a neighborhood beautification week. Be sure to include other neighbors in the planning and the doing.	Cooperate with a community agency to collect good used clothing, linens, towels or household furnishings.	Prepare a guide to fun and educational things kids can do in your community. Include some things that are free.	Help paint over graffiti. Or: Adopt a highway.	Make take-home posters with lists of items that can be recycled, and when and where.

Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care USA." This report is written exclusively for SAN readers.

CCDBG Changes by Congress

You can expect to see a combined and condensed system of federal support for school-age care. The Republican Congress is moving to slash funding and merge the various funding streams. But the methods taken by the House and Senate differ considerably.

The House-passed welfare-reform measure would combine all funding into one \$2.09 billion/year Child Care Block Grant with almost no strings attached. But the package headed for the Senate floor would merge all programs into the Child Care & Development Block Grant (CCDBG). It's not clear yet how much funding the bill would get. Both measures would kill the Dependent Care Block Grant, require providers getting subsidies to meet state and local codes, and cap state administrative expenses at 5 percent.

But the Senate measures, unlike the House's, would set aside \$150 million/year for quality activities. States could spend the money as they choose, except they would have to provide resource and referral designed to maximize parent choice. The Senate bill would also require states to give subsidies on a sliding scale to ensure that a representative proportion of welfare and working poor families get them.

Rescissions Bill Threatens Crime Bill

The outlook for crime bill funding for school-age care remains murky. Despite threats of a veto, Congress enacted a rescissions package that would cut already approved funding for FY 95. The bill would kill the Community Schools Youth Services & Supervision Grant Program and the Fam-

ily & Community Endeavor Schools Grant Program. The measure would also cut \$8.4 million from CCDBG this year, .9 percent of the program's funding (Corrected from the April issue which reported the cut as 9%).

The bill would also trim funding for the Corp. for National & Community Service (CNCS) by \$210 million, bringing funding to \$365 million. But conferees spared the \$1.5 million Ounce of Prevention Council, which in future years could award federal funds or encourage the private sector to award grants to school-age programs.

Budgets Limit SAC Funds

Budgets approved by both Houses would limit the long-term potential to fund school-age care. The House and Senate each approved seven-year budget blueprints. The measures now go to conference. Both plans would end CNCS.

The House measure counts on enacting its welfare reform plan and spending \$1.88 billion on child care in FY 96 and \$2.09 billion in subsequent years. It would also gut youth programs provided in last year's crime bill. The Senate measure doesn't mention this matter.

City Officials Support Youth Programs

Municipal officials think highly of school-age programs' potential for keeping youth out of trouble. The National League of Cities asked 382 mayors and city council members to name the top five ways to fight crime. Out of 20 possibilities, one-third of the officials named after-school programs, making it the fourth highest response (after family support, economic development and added police). *cb*

Marian Wright Edelman:

"...The challenge America faces is rebuilding a sense of community... for all our children."

Proposed SAC Standards to be Reviewed by State Focus Groups

For some time many school-age care professionals have voiced interest in having an accreditation system for school-age programs and a certification or credentialing system for individuals working in school-age programs.

The National School-Age Care Alliance in partnership with the SACC Project at the Wellesley College Center for Research on Women is poised to pilot a system of program improvement that includes accreditation. (See front page column 3.) A first step will be the development of national standards of quality for school-age programs.

A draft of the proposed standards has been written based on SACC Project's *ASQ - Assessing School-Age Child Care Quality*. The ASQ materials were developed from an extensive literature review including including NAESP's *Standards for Quality School-Age Child Care*; Project Home Safe's DAP and Quality Criteria materials; NAEYC's Accreditation Criteria; and the American Academy of Pediatrics' National Health and Safety Performance Guidelines.

Drafts of the proposed standards are being circulated to state SAC organizations that are affiliates of NSACA (there are now 30 official affiliates) for those organizations to organize focus groups to review and comment on the standards. NSACA would like comments from every coalition and state by early fall, but will continue to take input into the winter.

If you are interested in the review and comment process, contact your state SAC organization or Ray Mueller at NSACA, 202-737-6722. *cb*

Older Kids Conference

The Colorado Alliance for Quality School-Age programs (CAQSAP) in alliance with Colorado Governor Roy Romer are presenting a fall conference, "Growing Up & No Place to Go: Developing Successful Programs for the 9-15 Year Old" October 5-7, 1995 at Keystone Resort, CO.

Keynote speaker will be James Conway, former Director of Training for the Center for Early Adolescence, University of North Carolina, Chapel Hill.

Thirty-eight workshops are planned based on the conference theme, conducted by school-age care professionals. There will also be team building mountain activities, as well as a pre-conference to address Service Learning for Middle Schoolers.

To receive a conference brochure, send a self-addressed, 55¢ stamped #10 envelope to: CAQSAP, c/o Sandy Whittall, 4450 S. Ceylon Way, Aurora CO 80015.

For more information contact Sandy at 303-321-4722, (FAX)303-321-0186, ore-mail HDWF33A@Prodigy.com. ♦

SECA Proposals Extended

The due date for workshop proposals for the Southern Early Childhood Association 1996 Conference in Little Rock, AR has been extended until July 1, 1995. See May issue of SAN for details or call 501-663-0353. ♦

Reading & Play

"Play is a key factor that cements the fundamental connection between risk-taking behavior and literacy growth."

—Ann E. Fordham

Cyberspace . . .

(Continued from page 3)

Child Safety on the Information Highway

Last year on-line services collaborated with the National Center for Missing and Exploited Children to produce a brochure called "Child Safety on the Information Highway." It includes the following pledge for minors who use computer networks:

- I will not give out personal information such as my address, telephone number, parents' work address, telephone number or the name and location of my school without my parents' permission.
- I will tell my parents right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I "meet" on line without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
- I will never send a person my picture or anything else without first checking with my parents.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will

tell my parents right away so that they can contact the on-line service.

- I will talk with my parents so that we can set up rules for going on line.

The brochure "Child Safety on the Information Highway," is available free from the National Center for Missing and Exploited Children. Call 800-THE-LOST (800-843-5678). ♦

Conferences. . .

(Continued from page 8)

NEW YORK October 9, 1995, **New Listing** Capital District SACC Annual Fall Conference, Dover **Contact:** Kathy Cleveland 518-426-7181

WASHINGTON DC Oct. 11-12, 1995 DC SAC Conference, **Contact:** 202-727-1839

MAINE Oct. 14, 1995 **New Listing** Annual SAC Conference, Fairfield **Contact:** Louise Franck Cyr, 207-581-3317

NEW JERSEY Oct. 20-21, 1995 **New Listing** NJSACCC Coalition Conference, Forrestal Village **Contact:** Dennis Groomes, 609-582-8282

ALASKA Oct. 26-28, 1995 **New Listing** AEYC, Anchorage **Contact:** C&C Services, 907-696-5884

NEW MEXICO Oct. 28, 1995 NMSACC Alliance /YMCA Annual Conference, Albuquerque **Contact:** Mike Ascraft, 505-292-2298

ONTARIO Nov. 16-18, 1995 Ontario SACA, Kingston **Contact:** Wendy Mitchell 613-544-5400 ext. 1133

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S A C C O N F E R E N C E S

WASHINGTON July 21-22, 1995
WASACA 7th Annual Conference, Wenatchee,
Contact: Janet Freiling 206-461-3602

GEORGIA July 30-Aug. 3, 1995
GSACA S-A Leadership Institute, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

DELAWARE Sept. 23, 1995 New Listing
Annual SACC Conference, Dover
Contact: Jean Williams, 302-479-1674

OREGON September 23, 1995 New Listing
Oregon SAC Coalition Conference, Albany
Contact: Colleen Dyrod, 503-378-5585 x 661

COLORADO Oct. 5-7, 1995 New Listing
CAQSAP 2nd Conference on Older Children,
Keystone Resort, CO Contact: Sandy Whittall,
303-321-4722

KENTUCKY Oct. 6-7, 1995
KECA Annual Conference, Owensboro,
School-Age Track, Contact: Terry Green, 502-
831-5153

(Continued on page 7)

R E S O U R C E S

Anti-Violence Resource Guide

The National Campaign to Reduce Youth Violence and WNET-13 TV, a public television station in New York City have developed a Community Resource Guide addressing the growing concern of teen violence.

Act Against Violence is designed to encourage involvement in preventing youth violence by highlighting successful programs currently working in the field, offering a curriculum to prevent or reduce violence, suggesting steps for getting involved in community-based violence reduction programs, plus listing nationwide organizations which provide resources on violence prevention.

To receive a **Community Resource Guide** write to *Act Against Violence, Thirteen/WNET, P.O. Box 245, Little Falls NJ 07424-9876.*

Special Needs Reprinted

The popular *School-Age Children with Special Needs: What Do They Do When School is Out?* by Dale Borman Fink has been reprinted, and is currently available from School-Age NOTES.

This book was the first national examination of the need for school-age care options for children with varying disabilities. It includes program models, technical assistance models and policy implications. It is a must for school-age programs interested in meeting parents' varying needs.

The book is minus its original photo-cover work, but otherwise all content is the same.

To order, send \$14.95 (\$12.95 for subscribers), plus \$3.50 s/h to School-Age NOTES, P.O. Box 40205, Nashville, TN 37204.

Advocates' Guides

The Children's Defense Fund offers the following resource guides for child advocates:

An Advocate's Guide to the Media will show you how to get your programs and issues covered by television, radio and newspapers, plus how to develop relationships with reporters. It also offers high- and low-visibility media strategies. Available for \$4.95.

An Advocate's Guide to Using Data puts an end to "math anxiety" and helps you learn to select, analyze and present data effectively. Also available for \$4.95.

To order, send \$4.95 per copy plus \$2 shipping to CDF Publications, 25 E. Street, NW, Washington DC 20001. Credit card orders can be faxed to 202-628-8333.

Project Director Wanted

(See page 1, column 3.)

School-Age NOTES

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15th Anniversary 1980 - 1995 School-Age NOTES

Focus on Staff Development

Staff development is a crucial aspect of school-age care. This month we bring you three articles related to staff development. The first is about the two different types of staff people to be trained (it follows below); the second is the site announcements for the M.O.S.T. Project (this page, 3rd column); the third is about a new college SAC certification program (page 3).

Difference Between Training 'Pass-Through' Staff and 'Career Oriented' Staff

At the National Institute for Early Childhood Professional Development Conference in San Francisco in June, the training needs of two types of people in school-age care were discussed.

Ellen Gannett, of the Wellesley School-Age Child Care Project, pointed out that in the school-age care field the first type of staff we get is the "pass-through people" who are in this for several months to several years but never see it as a final career destination. (They probably aren't even aware it could be a career.) They are working in SAC until they finish college or until they get a "teaching job" or until they get a "real" job. Many of these people enjoy their jobs, enjoy working with children, and feel as though they are doing something needed but typically low pay, part-time hours, split-shifts, and low status drive them away.

The "pass-through people" are important to the field and need training. Gannett reminded us these people go on to be voters, parents with chil-

dren in the school system, business people, and others in our communities that can influence the direction our society takes toward child care and specifically school-age care. Made aware of the need and benefits of SAC, knowledgeable about quality indicators, and grounded in what good programming is about, these "pass-through people" become our future advocates.

So the importance and benefits of training "pass-through people" is not just how they can be more effective in our programs today but also their role as our supporters later. These are not wasted dollars when we send college students to training for licensing requirements even though they will stay with the program for a short time.

The newest training resources for "pass-through people" are the competency-based materials from Teaching Strategies, Inc. which developed the *Caring for Children in School-Age Programs* series. These are based on the training materials for the U.S. Army's pilot credentialing system for school-age staff. (See back page for more info. Also see page 7, February 1995 SAN for more training resources.)

The other type of staff described by Gannett are the ones who enjoy school-age care and are interested in staying in the field—SAC career-oriented people. The problem: how can they take on SAC as a career when there is often no professional development support, low-pay and few full-time positions?

For school-age care career-oriented people, Gannett said it may be that we have to innovatively package skills across disciplines and professions to create full-time positions. In school

(Continued on page 2)

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Final 3 Cities to Share \$3.6 Million M.O.S.T. Project

Boston, Chicago, and Seattle will each receive \$1.2 million to develop models of school-age care networks that will: benefit low-income families, provide strategies to make SAC a career, and expand public awareness of SAC needs. The \$3.6 million is part of an original five-year, \$6.5 million grant which was awarded to the Wellesley School-Age Child Care Project as project manager and developer of the M.O.S.T. Initiative (Making the Most of Out-of-School-Time). The DeWitt Wallace-Reader's Digest Fund is the funder of the five-year grant. The Fund has been a strong supporter of SAC issues and programs that help young people fulfill their educational and career aspirations.

The Fund also gave money to the SACC Project in 1992 for "Investigating Career Preparation in School-Age Care." (See November 1992 SAN issue.)

The three cities receiving grants were chosen from five that were awarded \$50,000 planning grants from the Fund last year. Boston, Chicago and Seattle

(Continued on page 3)

Black Churches Urged to Do SAC

This spring the Rev. Henry Lyons of St. Petersburg, Fla., the new president of the National Baptist Convention USA Inc., said he was looking for 1000 congregations to step forward to create after school programs ("alternative schools") that re-establish neighborhood discipline and morality. The National Baptist Convention, with 33,000 churches, is the nation's largest African-American denomination. Already 200 churches are "on board for the idea."

According to Lyons in a newspaper interview, "We will teach our own agenda. We will take no money from the government. We will teach Jesus and strict discipline." Lyons went on to say that it is time African-American churches got more aggressive about teaching self-respect and self-esteem. "Too many of our churches have grown a little cold and lifeless. We're losing generations to drugs and crime. People who become disciplineless will become lawless."

Lyons envisions using volunteer teachers, retired teachers and ministers to make the "alternative schools" work.

For more information about the Rev. Lyons's "alternative schools" contact: Dr. Willie D. McClung, National Baptist Convention USA Inc., 1700 Baptist World Center Dr., Nashville, TN 37207, (615) 228-6292. ☪

A Canadian Perspective

Jacqueline Radcliffe directs one of the before-and-after-school programs for Umbrella Family Care Centers in Hamilton, Ontario. She recently shared with SAN her thoughts on similarities and differences between Canadian and U.S. SAC programs.

She knows a lot of U.S. school-age programs at school-sites are often in

shared space and said she felt lucky to be one of the three Umbrella programs with their own rooms in a school.

Umbrella FCC has eight child care programs in schools—three are pre-school and five are SAC. Two of the SAC programs use school gyms for their space. Each of the SAC programs have different types of programming, based on the adults coordinating them. Some are structured and some are "leisure" (recreational), but they all work.

With 30 children and two staff for a staff ratio of 1:15, Jacqueline said she improves the ratio by actively recruiting volunteers. The issue of volunteers brought up what Jacqueline thought was a major difference between Canadian SAC and the same care in the U.S. She considered school-age programs in Hamilton to be under very strict guidelines that often require treating school-agers as if they were preschoolers.

One example of what Jacqueline thought was over-supervision is escorting children to the bathroom. Not only can't school-agers "go to the bathroom on their own," but volunteers can't take them to the bathroom unless the volunteers have had a "police check" (criminal record check).

Using the hallway for spillover space to allow two children to quietly play a board game is also not possible under the Ministry's guidelines. Everything is direct-line-of-sight supervision. Some U.S. states are also grappling with this specific supervision issue.

Jacqueline was very positive about the quality of care children received at their programs. She attributed some of the success of her program to the good rapport with the school principal and staff who have been very helpful and supportive.

In most ways, school-age programs in Canada have the same issues and concerns as in the U.S. Even in the area of regulations and guidelines there are already plans to explore making them more flexible to meet school-agers varying developmental needs. ☪

Training Staff . . .

(Continued from front page)

systems, it may be that SAC people work before or after school in the SAC program and during the school day work as teacher assistants or function as some type of public school community liaison, but it is all under one employment umbrella. This would mean that training and professional development would look at the skills and knowledge needed to work with school-agers across a variety of settings not just SAC. This would be a place where certificate and two-year and four-year higher education programs would come in to play.

We are at an exciting point in the SAC field for those who are interested in making this profession a career. Development of courses at colleges are taking a broader view of how and where this fits into a larger picture. (See page 3 for what is happening in Minnesota.) Also the M.O.S.T Project (see page 1, column 3) and NSACA's (National School-Age Care Alliance) development of a quality improvement and accreditation system are all indications of the strengthening potential of SAC as a career. ☪

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 Published Monthly in Nashville, Tennessee

M.O.S.T. . . .*(Continued from front page)*

were judged the most ready to begin implementing their programs. (See the January 1994 issue of SAN for original announcement.)

Over the three years, each community must contribute an increasing level of support: a minimum of \$89,000 the first year, \$265,000 in the second year and \$450,000 the third year.

The SACC Project will work with participating communities to develop materials and college course work leading to a certificate or degree in child care.

To extend the impact of the initiative, all three cities will participate in a national pilot project to assess the quality of services at local child care sites. This is part of what NSACA is working on as it establishes a set of standards of quality and uses the SACC Project's *Assessing School-Age Child Care Quality* to help develop an accreditation system. ☪

SAC Certificate Program in Minn.

Concordia College, St. Paul, Minn., announces the School-Age Care Certificate program. This program, one of the first of its kind in the country, emphasizes the purpose of adults in child care, the healthy interaction with children, and children's social development. The course work is not techniques and activities, although the work is all practical and applicable. The certificate is designed for those who are already working in school-age care and are planning to continue in the field for the foreseeable future.

Currently, no school-age care employer requires a certificate. However, Concordia believes that the completion of the certificate will give employers proof of the participant's commitment to the field of school-age child care.

Children frequently spend more time in child care than in school and Concordia is committed to providing proficient and knowledgeable caregivers.

The certificate is taught in a "cohort" model, in which twelve to twenty students complete the five month program together. The instructors are practitioners in the field and have a broad base of experience.

"School-age care faces many barriers of acceptance and understanding . . . someone [has] to be willing to take a risk, move forward and be a champion for the cause."

— **Catharine Cuddeback**

Dr. Robert DeWerff, director of continuing education at Concordia College, St. Paul, stated, "Concordia, St. Paul will serve a newly emerging student market. The school-age care providers have indicated a desire to grow in their professional competence and Concordia, St. Paul is pleased with the opportunity to work with them in achieving their educational and professional goals."

Catharine Cuddeback, from the Minnesota Department of Education, School-Age Care Initiative, commented, "The field of school-age care faces many barriers of acceptance and understanding. As with others such as kindergarten, child care and Head Start, it takes someone to be willing to take a risk, move forward and be a champion for the cause. Concordia, St. Paul has done this. The collaborative process by which the certificate program was designed and offered directly reflects the process necessary in the development of a quality school-age care program. The needs of school-age care professionals are as diversified as the families the individuals programs serve. By of-

fering the School-Age Care Certificate program, Concordia is helping to meet the diverse and essential training needs of professionals in the field."

For more information regarding this certificate program, contact Dr. DeWerff at 612-641-8277. ☪

10 Years Ago

The July/August 1985 issue of School-Age NOTES featured ideas shared from "The Art of the Practitioner" - The Regional School-Age Child Care Training Conference at the University of Rhode Island. The key ideas, still relevant today, bear repeating.

Developmental Tips

— Help each child identify and then develop one activity they would like to excel at: riding a bike...jumping rope...throwing a ball...taking care of animals.

— More "phys ed" needed. Both summer programs and after school care should provide many opportunities for physical development and skill building. National studies have shown a continuing decline in the physical fitness and skill ability of school children. Opportunities for physical development and skill building can be accomplished on an individual and small group basis without always resorting to large group activities.

Summer Tips

— Try water fights with plastic dish detergent bottles (which have been washed out *thoroughly*). Kids can be in bathing suits.

— Require an extra set of clothes at your program for each child to change into after getting wet from water play.

— Use rest time as a part of the curriculum by playing classical music or by reading classics a chapter at a time - start with more popular books first before jumping into *Treasure Island*. ☪

More Summer Games

Pass the Face

The leader makes a face and the person next to her/him passes the face along — when the face makes its return, the last person changes the face and makes a "new" one. ☞

Zoom!!

Zoom is a large circle game that provokes laughter and eases tension in a new situation. The leader starts by turning his/her head to one side of the circle and saying "Zoom!" The next person says "Zoom!" and passes it around the circle—increasing the speed as people become accustomed to the movement of the sound. Once established, introduce "Eek!" This sound stops and reverses the "Zoom." If too many "Eeks" materialize, set limits that the "Zoom" must pass around the circle once, twice, etc., before stopping. ☞

Old Games in a New Way

Tug of Peace

Materials Needed:

long, strong rope, tied to make a circle.

What to Do:

- Lay rope on floor.
 - have children sit around circle and grab hold of the rope.
 - Direct children to pull themselves to a standing position by pulling on the rope.
 - If everyone cooperates by pulling at the same time, everyone can stand up together and everyone wins.
 - If someone falls, everyone loses.
 - Use a signal (On your mark; get set; GO!) ☞
- (from *Creative Conflict Resolution*, p. 131.)

Cooperative Hide-N-Seek

What to Do:

Two children, holding hands, are "it." Everyone else hides. Each time a person is found by "it," they join hands and become a part of "it," searching for the rest. This game takes a lot of cooperation to get "it" going in one direction. ☞

Backwards Hide-N-Seek

One child hides while all the others cover their eyes and count in unison up to 20. As players find the child who is hiding, they quietly join him/her and hide in the same place. The cooperation comes in fitting everyone quietly into the same space! ☞

Long, Long Jump

The object of this game is for the children to jump as far as possible *collectively*. The children line up and the first child jumps. The second child then jumps from the marked spot where the first child landed, the third child jumps from the spot where the second child landed, and so on. The children work together to increase their team's distance. ☞

People Scavenge

This game is similar to the traditional scavenger hunt, but instead of looking for and collecting a list of strange objects, the school-agers hunt and collect tidbits of information about each other.

The object of this game is for the children to get to know each other and to lay the groundwork for community-building within your program.

Materials Needed:

List of questions - see the following sample; have a copy of the list for each child.

What to do:

Give each child a list of the questions with the following directions:

1. Find someone in this group who

can answer each of the questions. Write their name beside the question.

2. No more than two questions can be answered by the same person.

3. Try to have every person answer at least one question.

4. Anyone, including staff and yourself, can be put on the list.

5. You may move about the room and talk in low volume to anyone.

6. When the signal to end the game is over, return to your seat.

Note: For children with limited reading skills, try:

—Drawing pictures, rebus-style on the list.

— Reading each item aloud to the whole group before starting.

— Pairing each limited-reading child with a proficient reader.

Sample List of Questions (*Vary this as appropriate for your group. Have at least one question for every child. That is, if you have 15 children, have at least 15 questions.*)

Find someone who:



- 1. Plays more than one sport
- 2. Lives in a home with 2 stories
- 3. Has lived in more than 2 states
- 4. Has a pet other than dog or cat
- 5. Has read a book for fun this week
- 6. Can dance
- 7. Saw the same movie twice
- 8. Can count in a language besides English
- 9. Has blue eyes
- 10. Lives with grandparents
- 11. Knows how to swim
- 12. Does chores at home
- 13. Can name 4 Saturday morning cartoons
- 14. Has built something out of wood
- 15. Can name the mayor of the city

This activity will also help staff learn more about the special interests and talents of individual children. ☞

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

AUGUST CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL DAYS	August 1, 1779 — birthday of Francis Scott Key. He put words to a familiar tune to commemorate an important event in his life. His song is our national anthem	August 10, 1846 — Smithsonian Institution was established. How many things can you name that are preserved there?	August 17, 1835 — Solyman Merrick patented the wrench. Examine a set of wrenches. How do they work? How many uses can you name?	August 18, 1774 — birthday of Meriwether Lewis. On a map, retrace the Lewis & Clark Expedition. How have these places changed since his day?	August 27, 1910 — birthday of Mother Teresa. Which birthday will she celebrate this year?
AT HOME IN MY COMMUNITY	Prepare a history of your community. Ask your Chamber of Commerce for brochures, guided tours or walking tours.	Visit places of historic interest, such as older government buildings, churches and cemeteries.	At your local newspaper (or archives, depending on where you live) what are the oldest newspapers you might be able to view?	Are there senior citizens or retired public officials you could interview?	Be sure to include the history of all the ethnic groups in your community.
JUST FOR FUN	Let children make a list of their favorite summer activities. Do as many as you can during the month.	Take a look at progress on summer reading lists. Would a book day or a costume day help?	On a length of paper, draw around each child. Let them fill in their outlines, costuming themselves in historical or ethnic costumes.	Provide as many odds and ends, recyclables, tools and construction materials as possible. Have an Inventors' Workshop with practical and artistic categories.	Use sidewalk chalk to create a mural on a board fence or the side of a building. If indoors, use markers and a roll of paper the length of the hallway.
MAKE YOUR OWN	Make your own flashcards for review drills on math facts — addition, subtraction and multiplication.	Make your own awards (ribbons, certificates) for field day or appreciation/achievement awards.		Create a special cover for a photo album, scrapbook or journal.	
THIS MONTH	National Smile Week begins on the first Monday in August. Make Smile badges to wear. What else can you do to bring a smile to someone this week?	August 9 is Smokey the Bear's birthday. Review outdoor fire safety considerations.	August 14 — Exactly 6 months ago it was Valentine's Day. Can you recall what you did? Play one of the games today.	August is National Water Quality Month. Where does your drinking water come from? How safe is it?	August 28, 1963 — Dr. Martin Luther King, Jr. gave his famous "I Have A Dream" speech. Share something you hope for the future.
LOOKING AHEAD	Make "welcome kits" for new students. Brainstorm on what to include. Work in committees.	One committee might make a map of the school — showing all classrooms by number, the office, gym and cafeteria.	Designate certain "old-timers" in each class to welcome and include newcomers. This committee will plan what it can do.	Prepare a calendar of school activities and a roster of sports, clubs and activities, including who to contact about each.	Prepare a humorous and practical "Things I Wish I'd Known on My First Day in This School."

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care USA." This report is written exclusively for SAN readers.

ADA and SAC

Does the Americans with Disabilities Act (ADA) require a school-age program to provide custodial care for a child who can't participate in activities? And does the presence of an aide specially for that child constitute a "fundamental alteration of the program," which means you don't have to allow it?

[Judge] Garcia ruled that KinderCare usually knows how to assimilate children with disabilities, so it should decide where to put the boy.

A case in California may answer those questions. The parents of nine-year-old Jeremy Orr placed him in a KinderCare after-school program in Elk Grove, CA. Jeremy is mentally retarded, has limited vision, can't eat or walk without help, doesn't talk, and isn't toilet-trained. KinderCare told the parents to remove the boy; the company said it provides group care, not the custodial kind Jeremy needs.

The Orrs sued, charging KinderCare violated ADA. A federal judge ruled that KinderCare must keep Jeremy until trial.

The Orrs provided an aide to accompany Jeremy. Although not paying for the aide, KinderCare complained that the aide increased their liability and reduced the attention staff could give other children, because teachers had to supervise the aide. Judge Edward Garcia ruled, however, that KinderCare hadn't proved that.

Garcia declined the Orrs' request to order KinderCare to move Jeremy from toddler class to one with children

his own age. KinderCare put the boy in a room with children functioning more at his level. Garcia ruled that KinderCare usually knows how to assimilate children with disabilities, so it should decide where to put the boy. ☪

SAC Funding Outlook Still Murky

Congress can't seem to decide what it wants to do with school-age support — now or in future years. The House had moved to gut crime bill funding and move all child care programs into a block grant, but the Senate hadn't. So the final budget resolution Congress adopted vaguely allows cuts in both child care and funding for new crime bill-authorized youth programs. But the budget doesn't mandate anything.

Final funding for the current year remains murky as congressional Republicans are still trying to cut programs that support school-age care. President Clinton vetoed a rescissions package which would have cut those funds appropriated but not yet spent, (SAN, June 1995). But the House came right back and passed a scaled-down version that Clinton said he'd sign. At this writing, Senate Democrats are holding it up. The modified version wouldn't cut funding for the Child Care & Development Block Grant as the earlier version would.

The new bill, however, would cut the Corp. for National & Community Service (CNCS) by \$105 million, half the cut of the previous version. If it passes, CNCS won't have much money for new volunteer projects. The bill would also eliminate any funding for after-school recreation programs from three programs started by last year's crime bill: the Community Schools Youth Services & Supervision Grant Program, the Family & Community Endeavor Schools Grant Program, and the Ounce of Prevention Council.

The House Appropriations Subcommittee on Commerce, Justice, State, the Judiciary & Related Agencies,

meanwhile, approved a spending bill for next year, without any money for the Ounce of Prevention Council, the Local Crime Prevention Block Grant or the Model Intensive Grant Program. Clinton had asked Congress to fund these programs for anti-crime activities, including after-school programs. ☪

Advocacy - 10 Years Ago

The following were advocacy issues as addressed at "The Art of the Practitioner" conference in 1985 mentioned on page 3. How have these issues been addressed in your program?

Issues of low pay, poor program space, and often "no respect" were voiced by many at the conference. After hearing many stories from participants about lack of space and non-permanent or shared space, Jill Rooney of Harbor Day Care Center, NY commented, "we're putting kids in spaces that don't honor them."

"We're putting kids in spaces that don't honor them." — Jill Rooney

Others commented a caregiver's energy is often diluted because of low pay. "We need to work other jobs just to pay the rent," said one participant. "You can't honor the children if you don't honor the caregivers by paying them enough so they can live above a subsistence level and have their energies focus on the program."

"What are we teaching the kids about honor, dignity, and respect when we accept minimal, barebones, diluted care? This isn't good enough for our kids."

It was suggested we have to be firm about our standards of quality care. Diluting quality by squeezing in just one more kid does not solve the problem in the long run. We have to learn to say "no" to lessening quality and learn how to negotiate better conditions for both children and adults. ☪

Resources . . .

(Continued from page 8)

Fun, Ms. Fix-It, Weather Watch, Art to Wear, Prints & Graphics, Textiles & Fibers, Outdoor Cook, Outdoor Creativity, Outdoor Fun in the City, Walking for Fitness. The Junior Girl Scouts are designed to be developmentally appropriate for 4-6th grades and can be adapted for younger children.

Brownie Girl Scout Handbook is 288 pages for \$7.95. This is geared for grades 1-3 and encourages trying things through "badges" called "Try Its."

Girl Scout books are often available in sporting goods stores and department stores. Also contact your local Girl Scout Council for where their books are sold and for more information about Girl Scout programs your SAC program may get involved with.

Disaster Brochure Available

The National Association for the Education of Young Children (NAEYC) has published a new brochure offering tips to child care workers on how to help children deal with a disaster, whether natural - such as hurricanes or earthquakes - or man-made, like the Oklahoma City bombing.

When Disaster Strikes: Helping Young Children Cope addresses several key questions, including: what are the symptoms of stress in young children? what should adults do to help children cope? what do teachers need to do to take care of themselves so they are better able to help children and their families?

Although geared to preschool children, most of the tips and strategies for planning can be applied to school-age programs. (See the May 1995 SAN issue, page 2, for examples on the difference in speaking about disasters to preschoolers, who are in the "preoperational" developmental stage and school-agers who are in "concrete operations.")

A single complimentary copy of

When Disaster Strikes is available from NAEYC. Send a self-addressed stamped business envelope to Box 533, NAEYC Information Service, 1509 Sixteenth St. NW, Washington DC 20036. Complimentary copies are limited to a single brochure per request.

Grant-Seeking Resource Catalog

Find out everything you need to know about writing grant proposals and locating available grant monies from key institutions and foundations. The Foundation Center offers a number of funding resource guides.

Publications from The Foundation Center include the all-new 3rd edition of the *National Guide to Funding for Children, Youth & Families*, featuring current and accurate information on more than 3,400 grant sources specifically for this target group.

Some other guides are *The National Guide to Funding for Women and Girls*, *The National Guide to Funding for the Economically Disadvantaged*, grant guides for recreations, sports and athletic programs, as well as social service programs, to name only a few. The Foundation Center also recently published *The Directory of New and Emerging Foundations*, which features more than 2,900 of the latest organizations

with available grant monies.

To aid inexperienced grant writers, the Foundation Center also offers books on grant-seeking techniques, such as *Foundation Fundamentals*, *The Foundation Center's User-Friendly Guide*, and *The Foundation Center's Guide to Proposal Writing*.

To receive a copy of The Foundation Center catalog of funding publications, call 800-424-9836, or write to The Foundation Center, 79 Fifth Ave., New York NY 10003-3076.

Free Catalog

Tricycle Press' 1995 catalog has books, posters, and audiotapes for "kids and their grown-ups."

Ask for a free catalog by calling 510-559-1600 or writing to Tricycle Press, P.O. Box 7123, Berkeley, CA 94707.

NSACA Proposals Extended

The deadline for receiving workshop proposals for the 1996 National School-Age Care Alliance Conference in St. Louis, MO April 25-27, 1996 has been extended to August 31, 1995. For proposal information see page 7 May 1995 SAN issue or contact: Harry Kujath 314-751-0857.

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SAC CONFERENCES

GEORGIA July 30-Aug. 3, 1995
GSACA School-Age Leadership Institute, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

ONTARIO August 26, 1995
"Creative Curriculum Choices That Work",
All-day Workshop by Rich Scofield, Thunder Bay
Contact: Anita Broere, 807-473-5825

VERMONT September 16, **New Listing**
VT SAC Conference, Keynote: Rich Scofield,
Burlington
Contact: Lynne Robbins 802-863-3367, ext. 28

DELAWARE September 23, 1995
Annual SACC Conference, Dover
Contact: Jean Williams, 302-479-1674

OREGON September 23, 1995
Oregon SAC Coalition Conference, Albany
Contact: Colleen Dyrud, 503-378-5585 x 661

**DO WE HAVE YOUR
SAC CONFERENCE DATES?**

RESOURCES

Long-Awaited Trainer's Guide Arrives

A Trainer's Guide to Caring for Children in School-Age Programs by Derry G. Koralek and Debra D. Foulks, is finally available from School-Age NOTES.

A companion to the two volume training program *Caring for Children in School-Age Programs* published by Teaching Strategies, the guide shows how the 13 modules in the training program can serve as the focus for workshops, courses, or on-site training and/or mentoring.

Chapters in the *Trainer's Guide* discuss how to apply the principles of adult learning; provide ideas for organizing and conducting group training sessions; give specific suggestions for training staff through each module, and how to observe and offer

feedback; and explain and include forms for the assessment process.

Forms for planning, observing, and tracking progress, a certificate of completion, and resource lists are included in the appendices.

A Trainer's Guide has 263 pages. It can be ordered from School-Age NOTES for \$23.95 (\$21.95 for subscribers) plus \$3.50 S/H. Volumes I and II of *Caring for Children in School-Age Programs* are also available from SAN and can be purchased separately for \$34.95 (\$29.95 for subscribers) plus \$4.50 S/H each.

Hidden Treasures

Girl Scout books are like hidden treasures. They are great resources for school-age programs, both summer and after school and they are inexpensive. They are often overlooked as resources for SAC programs. You don't have to work on specific badges and the activi-

ties are not only for girls. Rather these books are a great place to get both theme and activity ideas. Girls who are members of Girl Scouts can earn credit toward badges for activities they do in your program. Do you know which girls are already involved in scouting?

In fact, after looking at these resources you may want to consider having a Daisy (for kindergartners), Brownie (grades 1-3) or Junior Girl Scout (grades 4-6) troop meet at your program.

Girl Scout Badges & Signs is 250 pages for \$6. It covers 76 specific themes for badges in five general areas: well-being, people, today & tomorrow, the arts, the out-of-doors. Some of the badge areas (which have specific activities and can be used like themes) are: "Doing" Hobbies, "Making" Hobbies, My Self-Esteem, Pet Care, Celebrating People, Creative Solutions, Women's Stories, Computer

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Multiple Intelligences in School-Age Care

by Rich Scofield

Howard Gardner believes we have multiple intelligences. I believe a quality school-age program is ideally set-up to nurture and enhance the growth and development of those intelligences in an integrative fashion.

Howard Gardner's 1983 book *Frames of Mind: The Theory of Multiple Intelligences* outlines seven areas he considers brain-separate talents or "intelligences" that all have problem-solving components. Those intelligences are:

- **Logical - Mathematical** - Relates to reasoning ability.
- **Linguistic** - Language abilities.
- **Musical** - Musical ability
- **Bodily-Kinesthetic** - Relates not just to physical prowess but also to the ability to use one's body to express emotion (as in dance), play a game (as in a sport) or to create a new product (as in devising an invention).
- **Spatial** - Involves visualizing objects in three-dimensional form. It is needed in navigation, playing chess, and the visual arts.
- **Interpersonal** - The ability to notice distinctions among others; in particular, contrasts in their moods, temperaments, motivations, and intentions.
- **Intrapersonal** - Being able to access one's own feelings and range of emotions and the capacity to distinguish between emotions, label them and draw upon them as a means of understanding and guiding one's own behavior.

Gardner states he believes there may be at least four more intelligences, so we shouldn't be limited in our own thinking of the scope of intelligences.

Not much has been said about Gardner's work and using it when planning school-age care but there seems to

be plenty of potential. Authors Seligson and Allenson in *School-Age Child Care: An Action Manual for the 90's and Beyond* said of Gardner's work, "It may prove difficult to measure someone's sculpting talent, musical prowess, or dancing ability. However, for millions of children, excellence in musical, artistic, and athletic expression currently provides the brightest rays of hope for socially approved accomplishment. In hierarchical American society, the more of these multiple intelligences a child develops, the more chance a child stands of 'trading up' to a valuable material existence."

The California Department of Education's new book *Kids' Time: A School-Age Care Program Guide* (see p.7) elaborates on children's growth and development integrating Gardner's work into the discussion. "The visual and performing arts play an extensive role in the creative development of children. Visual and performing arts include the multisensory disciplines of dance, drama/theater, music and art. . . . Children are given the opportunities to experience, create, analyze, and reorganize their experiences in ways that make sense to them. Children can draw on all their intelligences, including their musical and bodily-kinesthetic ones, through the visual and performing arts."

This illustrates that SAC programs can go beyond the arts & crafts-kickball-homework approach to programming. It is up to SAC professionals in the field to expand on these ideas.

Check you local bookstores for Howard Gardner's books on multiple intelligences. ☪

ACT Project Seeks SAC Trainer

The AmeriCorps Action For Children Today (ACT) Project is seeking a national school-age trainer. The National School-Age Care Alliance (NSACA) and the National Association of Child Care Resource and Referral Agencies (NACCRA) have been awarded continuation of an AmeriCorps grant (as usual, contingent upon appropriations). In its first year, the ACT Project deployed 33 AmeriCorps Members in three states to R&R agencies to help improve the quality and availability of infant, toddler and school-age child care.

One way the ACT Project is supporting SACC providers is by training AmeriCorps Members, AmeriCorps Supervisors, and SACC center directors in the school-age assessment tool ASQ (Assessing School-Age Child Care Quality).

The national ACT office is conducting a search for a school-age trainer interested in supporting AmeriCorps Members in their school-age service and professional development. This is a full-time position based in Washington, D.C. Interested individuals should call the NSACA offices at (202) 737-6722 immediately for information about applying. Letters of interest with resumes may be faxed to (202) 393-1109. Cut off date for resumes is August 25, 1995. ☪

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ADA . . .

(Continued from page 3)
 make changes that are very difficult or expensive or that "fundamentally alter the nature of the services provided." They go on to say, "If the alterations or changes needed to accommodate a child with a disability will be very costly and after an exhaustive search of community resources no less expensive alternatives are found, centers may be within their rights to deny admission to that child." "Hiring an additional staff person to care for a child with complex health care needs might be an undue burden for a small program with limited financial resources."

Document, Document, and Document

What if a child poses a direct threat to the health and safety of children or staff? According to the authors, "The ADA requires that programs look extensively for outside assistance from community agencies and document their efforts before making a determination of direct threat." An individual assessment should be taken based on "reasonable judgment, current medical evidence, and/or the best available objective evidence."

"The nature, duration, and severity of the risk must be documented as well as the probability that the potential injury will actually occur. In addition, the program must indicate whether reasonable modifications of policies, practices, or procedures will mitigate the risk. In order for a child to be considered a direct threat, a program must prove three criteria:

1. The program has tried to make changes and accommodations.
2. The changes and accommodations were unsuccessful.
3. The child is likely to cause or continue to cause significant harm to other children and/or staff."

Documentation of both the child's behavior and the efforts of the program to accommodate the child can't be

stressed enough. This is what the authors say, "Programs should document how often any unusual behavior occurs, the circumstances under which the behavior occurs, and any steps taken by the staff to deal with the behavior. It is important to keep written records of all efforts to deal with the problem and changes that have taken place. Such records may be needed as evidence if the determination of direct threat is challenged." Challenged often means being taken to court, which is why documentation is so important.

Many programs are successfully including children with disabilities and making "reasonable accommodations."

Many programs are successfully including children with disabilities and making "reasonable accommodations." The authors give situational examples and possible solutions as well as "classroom strategies."

This resource cannot give everyone a yes/no answer to the question "Can we serve this child?" However, every child care center — infant through school-age — should have it as a resource and be familiar with the implications of ADA both for the children and families they serve as well as their staff.

Child Care and the ADA is available from Brookes Publishing Co. for \$25 postpaid for prepaid or credit card orders. Call 800-638-3775 or send order to Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285.

For additional information on ADA or on legal issues child care centers face, contact the Child Care Law Center, 22 Second St., 5th floor, San Francisco, CA 94105 (415) 495-5498. ☪

Record # of SAC Workshops at NAEYC

This year's National Association for the Education of Young Children's Conference, Wednesday November 29 through Saturday December 2, 1995 in Washington, D.C., has a record number of workshops in the school-age track—24. Last year there were 19. Total number of one-hour workshops this year is 753, plus 63 preconference sessions and 79 two-hour and evening seminars. Across the 4 days there are over 20 opportunities to attend sessions.

While the focus of NAEYC is early childhood, it still remains a great professional development growth opportunity for all school-age professionals. Besides the fact that the school-age track is 12th out of 34 tracks in number of workshops, there are numerous other tracks and workshops that will help SAC professionals. Administration has 48 workshops, equity/diversity 33, family support 31, science/environment 24, anti-violence 16, and quality compensation and affordability 16.

For a preliminary conference program, call 800-424-2460 and ask for the Conference Department. ☪

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Indiana's Guiding Principles

The Indiana Youth Institute developed a set of guiding principles called "10 Blueprints for Healthy Development," based on the principle that every child in Indiana deserves an equal opportunity to grow up in a safe, healthy and nurturing environment.

How can you use these ideas to help develop a curriculum for your program that looks at the "whole" school-age? Building:

- a HEALTHY BODY
- POSITIVE RELATIONSHIPS
- SELF-ACCEPTANCE
- ACTIVE MINDS
- SPIRIT & CHARACTER
- CREATIVITY & JOY
- a CARING COMMUNITY
- a GLOBAL PERSPECTIVE
- ECONOMIC INDEPENDENCE
- a HUMANE ENVIRONMENT

Values & Character Education

With the resurgence of interest in teaching children values and character lessons, SAC programs may be interested in comparing various views on the subject. The article above lists 10 guiding principles from Indiana.

The new resource that SAN carries (see page 7), *Character Education in America's Schools*, builds its program around six core values:

- Trustworthiness
- Respect
- Responsibility
- Justice and Fairness
- Caring
- Citizenship

One of the popular parent books available from local bookstores is *Teaching Your Children Values* by Linda and Richard Eyre. They have developed a month-by-month program that has sepa-

rate "methods" for preschoolers, elementary school-age, and adolescents. They have broken their set of values into two categories.

VALUES OF BEING

Month

- 1 - Honesty
- 2 - Courage
- 3 - Peaceability
- 4 - Self-Reliance and Potential
- 5 - Self-Discipline and Moderation
- 6 - Fidelity and Chasity

VALUES OF GIVING

Month

- 7 - Loyalty and Dependability
- 8 - Respect
- 9 - Love
- 10 - Unselfishness and Sensitivity
- 11 - Kindness and Friendliness
- 12 - Justice and Mercy

The March issue of SAN reported on the program *El Puente* ("The Bridge"), dedicated to developing healthy Latino youth, families and communities. It operates according to 12 principles or values:

- Holism
- Development
- Creating Community
- Collective Self-Help
- Mentoring
- Love and Caring
- Safety
- Creativity
- Mastery
- Respect
- Unity through Diversity
- Peace and Justice

Even the business world has been interested in the subject for several years as evidenced by "mission statement workshops" and books such as *The 7 Habits of Highly Effective People* by Stephen Covey. Covey speaks of the difference between values and principles, "Principles are not values. A gang of thieves can share values... Principles are guidelines for human conduct that are proven to have enduring, permanent value." ❀

Including Parents

Before adding any values and/or character-building activities into your program or incorporating those ideas into your program philosophy, it would be best to do a reality check. Check with all your parents and any program advisors or board of directors to see if there is agreement on these ideas and concepts. "Values" can be a loaded word and vary according to culture, religion, and individual differences. ❀

ADA Resource and the Big Question

Child Care and the ADA: A Handbook for Inclusive Programs by V. Rab and K. Wood attempts to cover many aspects of the Americans with Disabilities Act (ADA) 1990 as it relates to the mandated provisions for serving children with disabilities and how to make inclusion work successfully in child care programs. Spelling out obligations, rights and responsibilities may appear to be clear to the authors but from what SAN hears from across the country it still leaves the big question - can we serve this child?

"In order for a child to be considered a direct threat, a program must prove three criteria..."

Two major concerns SAN hears from school-age programs are 1) the child who needs extra attention to the point where it diminishes the programming for the other children or necessitates hiring additional staff and 2) the child whose aggressive behaviors threaten the safety of the children and staff.

The authors point out that the general requirements of the ADA state that programs usually are not expected to

(Continued on page 2)

Recycling

A new school year is a good time to renew recycling efforts. Find out what kinds of materials the community recycles. Let the children put these on a poster or make a bulletin board, showing what recycles and what does not. Also, design a card or chart to take home for family use. You might even offer your design to your local drop-off center. ☪

Newspaper Engineers

Make building logs by rolling old newspapers. Start at the corner of a sheet of newspaper, rolling the paper onto a pencil or dowel rod. Use masking tape to secure the end so it does not unroll. Shake the pencil out.

Use these logs to make a structure that reaches the ceiling or one big enough that the children can stand inside. These can also be painted with tempera paints.

If super-sized structures are not for you, make miniatures instead. Use 6" squares of newspaper. ☪

Games

Pass the Pennies

Players are seated in rows with an empty chair at each end of the row. Put 6 pennies on the chair at one end of the row. The player nearest the pennies picks up one and passes it on and so on until the last player places the penny on the empty chair beside that end of the line. Once that penny is in place, another penny can be started down the row.

When all the pennies are at one end, return them back to the other end by the same process, except — if you passed them with your right hand going down, pass them with your left hand going back. ☪

Cat and Mouse

Players stand in a circle holding hands. The Cat chases the Mouse around and through the circle. The players try to help the Mouse by raising their clasped hands for the Mouse to go under, but dropping their hands down to block the Cat. ☪

Drop 10

Players sit in a circle. "It" drops a large hanky before a player and starts counting to 10. Before the count of 10, the player must name the name of a state which has not already been named.

Besides states, other possibilities are cities, countries, foods, book titles or songs. ☪

Balloon Volleyball

Each team tries to keep a balloon afloat and knock it across the net by touching it only with their heads.

A team scores a point if the balloon goes over the net, but the other team scores a point when the balloon touches the ground or when it is touched by the opposing team's hands instead of their heads. ☪

Outdoor Circle Game

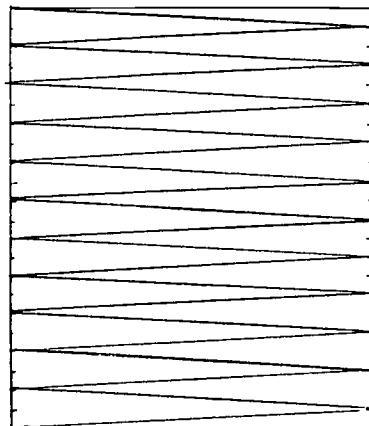
Join hands in a circle. Choose two players to be "It." They join hands and run around the outside of the circle. When they tap the clasped hands of two players in the circle, those two, hands still joined, run around the circle in the opposite directions of "It" and try to get back to their place in the circle first. The losing couple is the next "It." ☪

Two Kinds of Beads

Newspaper Beads

Old funny papers or colored slick advertising pages work well. The beads will be made from long, thin triangles as tall as the newspaper is wide, and

with a 1" base. The easiest way to make the paper triangles is to go down the long sides of the sheet of newspaper marking points at 1/2" intervals. Join every other point with diagonal lines as illustrated:



Cut out your triangles. To make a bead, roll a paper triangle onto a toothpick, starting at the wide end of the triangle and rolling the paper as tightly as you can, all the way to the point. Hold the point in place with glue. Remove the toothpick.

The beads will be long and thin on the ends, but wider at the center. ☪

Soda Dough Beads

For each color of these beads you will need 1 C. baking soda, 1/2 C. cornstarch, 3/4 C. water, and powdered tempera or liquid food coloring.


Blend the dry ingredients in a sauce pan. Mix the color into the water and then stir into the cornstarch mixture.

Heat on medium heat, stirring constantly, just until the mixture gets solid. DO NOT OVERCOOK. When the dough cools, knead it. This dough can be shaped with the hands or rolled and sliced. Use toothpicks to make holes in the beads. ☪

42 Activity Ideas

The minimum number of Activity Ideas in this issue is 42.

SEPTEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SEPTEMBER	Make a wall calendar with a page for each month of the school year. Make a box for each day. Write in birthdays, events and holidays.	September is National Clock Month. How many clocks are there in your school?	Sept. 13, 1913 - Lincoln Highway (now U.S. Hwy 30) opened from New York City to San Francisco - the first coast to coast paved road. Can you find it on a map?	September 14 is National Anthem Day. Sing all 4 verses of <i>The Star-Spangled Banner</i> .	September is National Library Card Sign-Up Month. Visit your school or public library.
BUDGET ART	Color on newspaper with black crayons.	Make crayon rubbings of interesting shapes and textures.	Paint with disposable foam brushes. Try wetting the paper first and painting in pastel colors, letting them run together.	Save scraps of colored paper from other projects. Make confetti with a hole punch. Spread glue thinly on a sheet of paper, and sprinkle on confetti.	Antique a vase: Cover a glass bottle with torn bits of masking tape. Paint with brown shoe polish.
IT'S IN THE PHONE BOOK	Get your telephone directory. Find the map of the time zones. How many states/provinces are on Mountain time? What time zone do you live in?	Find your school listing. Some directories put city government offices in a special section and Metro schools under that. Find the listing of all the schools.	Some companies put "A" in front of their names to get listed first. Check the business section to see how many are listed. Invent a business name with another letter that would be first in its letter section.	How many kinds of schools are listed under SCHOOLS in the yellow pages?	Look for an area map (usually indicating zip code areas). Trace your route to school on it.
SOMETHING DIFFERENT	Create a design composed entirely of alphabet letters. 	Standing in a circle, shoulders touching, pass a nerf ball behind your backs. "It" stands in the center and tries to catch the person holding the ball.	If you have access to an overhead projector, create slides on mylar squares with watercolor felt pens, colored cellophane and transparent tissue paper.	Read some of the poems of Ogden Nash. OR read a book of Tomie De Paola on his September 15th birthday.	How many older school-agers can fit on a 4' x 4' square without any part of anyone's foot going outside the lines?
HOMELESS	Make 'Care Kits' for the homeless. Include soap, Band-aids, toothbrush, toothpaste, pocket comb, safety pins, needle and thread, pocket mirror.	Help collect blankets, towels, linens and good, used clothing, especially school clothes.	Help collect good, used books and toys for shelters. Ask how you can help children.	Is there a need for school supplies and workbooks (perhaps in your own school)? What about backpacks?	Ask your local food bank if there is a particular food item in short supply.
SPECIAL DAYS	Sept. 4 - Labor Day The first Monday in September is Labor Day in the US, Canada, Guam, Puerto Rico, US Virgin Islands and Puerto Rico. Plan a celebration.	Sept. 10 (1st Sunday after Labor Day) is <i>Grandparents' Day</i> in the US, and Sept. 15 is <i>Respect for the Aged Day</i> in Japan. Plan a joint observance.	Sept. 16, 1620 - the Pilgrims left England on board the <i>Mayflower</i> . How many persons do you think there were? [only 95 adults, 32 children and 2 dogs.]	Sept. 22 - First day of Fall. Let the children recall their favorite activity of summer.	Sept. 29 (last Friday of Sept.) is <i>Native American Day</i> honoring the contributions of Native Americans. Look for a local celebration or read a Native American biography.

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care USA." This report is written exclusively for SAN readers.

DCBG Death Voted

Though the shape of funding for next year remains a mystery, one matter appears nearly settled. The Dependent Care Block Grant (DCBG), which has funded training, start-up and other support for school-age care for a decade, almost certainly won't survive. The Bush and Clinton administrations have been trying to kill it for years. Congress provided \$12.823 million for the program in FY 95 as a bridge, with the idea of ending it while overhauling the child care funding system this year.

It's not clear at this stage if Congress will complete the overhaul this year or not. In case it doesn't, the House Appropriations Committee is working on bills that would fund programs in FY 96 under current law. The bill funding social services would zero out DCBG. School-age programs interested in federal support would have to get it from the Child Care & Development Block Grant (CCDBG), which the bill would fund at \$934.642 million, the same as FY 95.

The bill would also fund other subsidy programs under current law, providing \$734 million for Work Activities Child Care, \$220 million for Transitional Child Care, \$300 million for At-Risk Child Care, and \$2.8 billion for the Social Service Block Grant.

The committee is also working on another FY 96 funding bill that would kill funding for other programs that could have supported school-age care. These programs include the Corp. for National & Community Service, Early Childhood Development Demos in public and Indian housing, and a variety of services created last year by the crime bill. ☪

Lice Book Controversy

National Group does not recommend

The National Pediculosis Association (NPA) has issued an alert to SAN and other groups concerning the book *The Lice-Buster Book: What To Do When Your Child Comes Home With Head Lice!* by Lennie Copeland. (See page 8 of this issue, and the March, 1995 issue of SAN.)

According to the NPA — a nonprofit organization dedicated to the education about, and prevention of, head lice — Copeland's book contains "incorrect information and potentially harmful directives."

Among the NPA's concerns are Copeland's recommendations to treat entire families and/or school populations prophylactically — whether they have evidence of lice or not. She also recommends leaving shampoos on for longer than the recommended time — as long as an hour — for chronic problems resisting treatment. The NPA recommends that only those who are infested should be treated. Lice treatments, although bottled as shampoos, are, in fact, potent pesticides, and exposure to them should be minimized. The NPA has evidence of severe adverse reactions to lice products which contain the chemical *lindane*, including seizures, attention deficit disorders, chronic skin eruptions, brain tumors, cancer, and even death.

The potential for poisoning children and other family members with lice pesticides leads the NPA to warn against other of Copeland's recommendations. Specifically, she recommends spraying furniture, carpets, headphones and other head gear to kill lice and nits. Both the NPA and the Centers for Disease Control and Prevention have gone on record vehemently opposing the so-called "environmental sprays." Next to lindane, these sprays rank second highest in association with adverse reactions reported to the NPA. Because lice

and scabies are human parasites and need human blood to survive, they cannot live off the host or on furniture for longer than 48 hours. The safe and effective alternative to spraying is vacuuming.

Although Copeland lists the NPA as a resource in her book, the organization said they did not review the book before publication, nor did they know they were listed as a resource. As a result, they have addressed their concerns with Copeland, who self-published the book, and asked her to cease distribution. However, at the time of their alert, which is dated May 22, 1995 (we received July 25), Copeland was still actively promoting the book.

School-age programs will be interested to know that the NPA has numerous educational resources concerning head lice and scabies. Each September they have a *Back-To-School Head Lice Prevention Campaign*, to hopefully prevent the problem before it begins. As child care programs are exposed to the same problems as schools, the NPA has produced a "Child Care Provider's Guide to Controlling Head Lice." (See page 8 for how to order.)

The NPA is "the only non-profit health education agency established to build awareness about head lice prevention and to help standardize head lice control policies nationwide." Resources include a newsletter and a national registry, to which people can report outbreaks of lice and scabies, adverse reactions to products and treatment failures. ☪

*Editor's Note: SAN continuously receives promotional materials on a number of products and services aimed at school-age children and caregivers. We make an effort to determine whether these are products we should inform our readers about, however, sometimes all we have to go on is the producer's own "hype." In the case of *The Lice-Buster Book*, we were unable to review the book itself and relied on the author's own promotional materials to publicize the book in our March issue. However, we are happy to offer the information from the NPA and encourage caregivers to contact them for more information on head lice and scabies.*

What's New at SAN

The 1996 School-Age NOTES Resource Catalog will be making its way to programs in September, and we are already stocking up on the new titles!

>**Kids' Time: A School-Age Care Program Guide** is a great new publication written specifically for the school-age care field. A publication of the California Department of Education and based on standards developed by the CDE, this resource helps school-age care staff develop an exemplary program or improve an existing one. *Kids' Time* addresses the developmental needs of children ages 5-15, applying Howard Gardner's *seven intelligences* to SAC. The book includes how to create a balanced and integrated program, how to arrange the environment to meet the program's purposes, and how to establish partnerships with parents, schools and communities.

Kids' Time: A School-Age Care Program Guide can be ordered for **\$12.95 (\$10.95 for subscribers), \$2.50 S/H.**

>**Early Violence Prevention: Tools for Teachers of Young Children** is a new publication from the National Association for the Education of Young Children (NAEYC). This book is sure to become a "classic" on the subject of violence prevention with children. It is based on the latest research and offers practical tools and solutions to deal with the increasing violence in young children's lives. Included are practical ways to handle children's aggression, plus how to help children become neither aggressors nor victims, but assertive and nonviolent problem-solvers.

Early Violence Prevention is available for **\$7.95 (\$6.95 for subscribers) plus \$2.50 S/H.**

>**Character Education in America's Schools** has excellent activity and discussion ideas for school-age programs concerned with helping children develop appropriate societal values. Activities are based on six universal moral values that affirm the basic human worth

and dignity of all people: trustworthiness, respect, responsibility, justice and fairness, caring and citizenship. The book is 170 pages.

Character Education in America's Schools sells for **\$18.95 (\$16.95 for subscribers) plus \$3.50 S/H.**

Four new activity books will create new fun for children and staff:

>**Doodles and Oodles of Art** has unique, hands-on, process-oriented art experiences from everyday materials like combs, clothes dryer lint, bathroom plungers and Band-Aids! **\$11.95 (\$10.95 for subscribers), \$2.50 S/H.**

>**Kids' Crazy Concoctions** offers 50 mysterious mixtures for art and craft fun. Children can mix up their own paints, doughs, pastes, and even their own paper to use for more than 90 activities. **\$12.95 (\$10.95 for subscribers) plus \$2.50 S/H.**

>**The Multicultural Game Book** includes 70 games from 30 countries because all children love to play no matter where in the world they live. **\$12.95 (\$10.95 for subscribers) plus \$2.50 S/H.**

>**Crafts of Many Cultures** offers folk art from around the world with easy, step-by-step directions for 30 beautiful and easy-to-make crafts. The cultural and historical origins of each craft are included. **\$12.95 (\$10.95 for subscribers) plus \$2.50 S/H.**

>**The Kid's Guide to Service Projects** has more than 500 service project ideas for young people who want to make a difference. The ideas are perfect for school-agers who want to do more, and the ideas also make good long-term projects. **\$10.95 (\$9.95 for subscribers) plus \$2.50 S/H.**

If ordering more than one book, use the table below to save on shipping & handling:

\$0 - 12.99	—	\$2.50
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\$26 - 50.99	—	\$4.50
\$51 - 75	—	\$5.50
Over \$75	—	8% of order

Send your **prepaid** order for any of the above books to SAN at P.O. Box 40205, Nashville TN 37204. ☪

Conferences . . .

(Continued from page 8)

OREGON September 23, 1995
Oregon SAC Coalition Conference, Albany
Contact: Colleen Dyrud, 503-378-5585 x 661

ILLINOIS September 30, 1995
4th Annual Fall SAC Conference, Effingham
Contact: Vera Durbin, 618-283-1104 or Kevin Johnson, 217-244-8959

COLORADO Oct. 5-7, 1995
CAQSAP 2nd Conference on Older Children, Keystone Resort
Contact: Sandy Whittall, 303-321-4722

KENTUCKY Oct. 6-7, 1995
KECA Annual Conference, Owensboro, School-Age Track. Contact: Terry Green, 502-831-5153

OHIO Oct. 8-10, 1995 New Listing
Ohio Early Childhood & S-A Conference, Columbus. Contact: Early Childhood Office, 614-262-4545

NEW YORK October 9, 1995
Capital District SACC Conference, Albany
Contact: Kathy Cleveland, 518-426-7181

WASHINGTON DC Oct. 11-12, 1995
DC SAC Conference
Contact: 202-727-1839

MAINE Oct. 14, 1995
Annual SAC Conference, Fairfield
Contact: Louise Franck Cyr, 207-581-3317

NEW JERSEY Oct. 20-21, 1995
NJSACCC Coalition Conference
Forrestal Village
Contact: Dennis Groomes, 609-582-8282

MICHIGAN October 24, 1995 New Listing
MI SACC Conference, Detroit
Contact: Barbara Papania, 313-467-1574

ALASKA Oct. 26-28, 1995
AEYC, Anchorage
Contact: C&C Services, 907-696-5884

NEW MEXICO Oct. 28, 1995
NMSACA Alliance Annual Conference, Albuquerque
Contact: Mike Ashcraft, 505-292-2298

ONTARIO Nov. 16-18, 1995
Ontario SACA, Kingston
Contact: Wendy Mitchell, 613-544-5400 x 1133

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S A C C O N F E R E N C E S

ONTARIO August 26, 1995

"Creative Curriculum Choices That Work",
All-day Workshop by Rich Scofield, Thunder Bay
Contact: Anita Broere, 807-473-5825

INDIANA September 8-8, 1995 New Listing
AYS Child Services 8th Annual SACC Leadership
Conference, Indianapolis, Keynote: Tracey Ballas
Contact: Kathy Wilson, 317-920-3781

VERMONT September 16, 1995 New Listing
VT SAC Conference, Burlington
Keynote: Rich Scofield
Contact: Lynne Robbins 802-863-3367, ext. 28

DELAWARE September 23, 1995
Annual SACC Conference, Dover
Contact: Jean Williams, 302-479-1674

NORTH DAKOTA Sept. 23, 1995 New Listing,
Eastern Regional SAC Conference, Morehead MN
Contact: Cindy Pic, 800-543-7382

(Continued on page 7)

R E S O U R C E S

Chinese, Korean Japanese Catalog

Asia for Kids is a mail order distributor featuring books, tapes and software from or about the countries of China, Japan and Korea. English translations of children's stories from these countries, bi-lingual books and tapes, software to teach children about language and customs, and translations of English written books into Chinese, Japanese and Korean are all available.

Although designed primarily for Asian-American families who want to provide their children with cultural activities from their home countries, the catalog offers a rich variety of materials anyone can enjoy and could easily be implemented into a school-age program.

For more information, call 800-765-5885, or write Asia for Kids, 250 E. Erie St., #1500, Cincinnati, OH

"Mis-Advice" Alert

In the March issue of SAN, our resource column listed a book titled *The Lice-Buster Book: What To Do When Your Child Comes Home With Head Lice!* by Lennie Copeland. We have since been informed by the National Pediculosis Association (NPA), a non-profit organization dedicated to building awareness about head lice, that this book contains potentially harmful advice concerning the treatment and prevention of head lice.

As we stated in the original article, we did not actually review a copy of this book, but received publicity about it. We, admittedly, were entranced by the humorous chapter headings which we felt indicated a "down-to-earth approach to this 'itchy' social problem."

However, the NPA has numerous educational resources concerning head lice, including a two-page "Child Care Provider's Guide to Controlling Head

Lice." To obtain this guide and other information, send a self-addressed stamped envelope to NPA, P.O. Box 149, Newton, MA 02161, or call 617-449-6487 for other resources. (See related story on page 6)

State of Children Report

The 1995 edition of *The State of America's Children*, published by the Children's Defense Fund, is now available.

The report offers all those concerned with the lives of children the latest data on available programs, funding, policies, etc. for children.

To receive a copy send \$14.95 plus \$2.00 shipping/handling to CDF Publications, 25 E. Street, NW, Washington DC 20001. 142 pages.



U.S. DEPARTMENT OF EDUCATION
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