

# Arkansas School-Age "LINKS"

July/August 2006

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## Connect with Music and Connect with Kids!

*Ideas for Making Music a Vital  
Part of Your  
School-Age Program*

by Roberta L. Newman



**S**chool-age kids know intuitively that music is one of the greatest vehicles we have for experiencing joy and peace, expressing our feelings and creativity, stimulating our imaginations, discovering our humanity, celebrating our history, and cultivating our minds. All through my life, I've seen evidence of this in the lives of children I know well:

At age five, my son Clayton looked at me with wide eyes and said, "Mom, I need to tell you something really important...Did you know what happens when you sing?...it's like a little seed pops open in your stomach and when you open your mouth to sing, a great big plant comes growing out your mouth!"

My twelve year old niece Marie truly amazes me with her original, poignant lyrics and haunting guitar melodies that one day may reach and touch the hearts of thousands of others who hear her gift of song.

My seven year old nephew Isak vigorously shouts out the *William Tell Overture* while speeding along on a sailboat with his dad, proudly shares his newfound ability to play *Somewhere Over the Rainbow* on the piano, and draws his family into Sunday night jam sessions where the spirit of music comes alive with abandon as they improvise together on a piano,

### Inside This Issue:

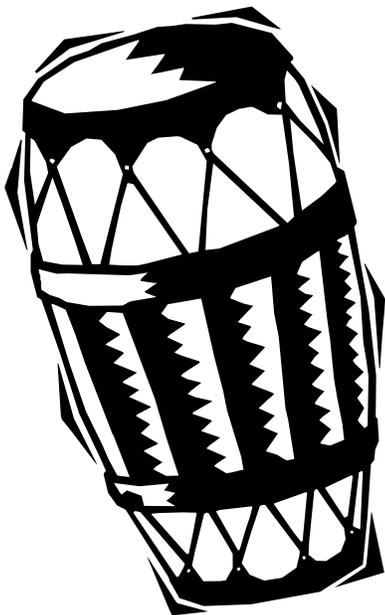
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# Connect with Music and Connect with Kids! Cont.

violin, conga drum, bongos, a saxophone, and whatever else is handy!

My grandsons, Eli (age 6) and Casey (age 4) raucously belt out “We All Live in a Yellow Submarine!” as they tour the Virginia countryside with a Nana who still loves the Beatles!

The young boy at the end of my street brings a conga drum to the beach every evening at sunset and plays his musical tribute to the sun as it sets over the Chesapeake Bay.



Music is a core interest of all children and youth. It is an ideal medium helping kids make the most of their human potential. Through music, you can ...

- *Create a spirit of comradery among kids as they join together in musical experiences;*
- *Build bridges between kids from different backgrounds as they experience musical diversity;*
- *Help kids discover a sense of inner harmony and well-being as they discover their personal connections to rhythm, melody, and harmony;*
- *Provide kids with opportunities to work as a team;*
- *Help kids explore and develop personal aesthetic standards about what makes something beautiful;*
- *Help kids unleash their creative juices in ways that result in the expression of beauty, energy, and hopefulness through sound;*
- *Help kids experience the sheer joy, peace, and optimism that can come while singing, dancing, moving, playing, and listening to diverse musical creations.*

It can be challenging to find ways to integrate the many dimensions of music in out-of-school programs. For example, programs that operate in large cavernous gyms and multi-purpose rooms often find it overwhelming to set up music activities in ways that don't disturb other program activities. Staff who don't think of themselves as musicians are often reluctant to do more than provide children with percussion instruments for free play, CDs for dancing, or time for a weekly songfest. Yet, there are many other ways to infuse your out-of-school program with the spirit of music through activities where kids experiment with sound producing materials; invent musical instruments; create, perform, listen to diverse musical genres from around the world; explore how music is linked to many other areas of interest – science, nature, math, history and social studies, other arts, health, fitness, and more.

I firmly believe that everyone is capable of experiencing the joy of music. To be successful implementing music in your programs, get started by focusing on creating an environment that encourages kids to explore music in your program. The next two sections contain ideas and strategies for creating a “music friendly” program environment.

## Create a Music Discovery Center

It is common practice to set up *Interest Areas* in out-of-school program environments. *Interest Centers* are organized around areas that children like to explore such as Art, Science and Nature, Building and Construction, Board and Table Games, Cooking, or Dramatic Play. Each *Interest Area* is stocked with a wide variety of related materials and equipment for children to explore. These areas make it possible for children to work and play on their own and with friends as they pursue their interests and develop their talents and abilities. To be effective, each area is well defined with specific sections to support different types of activities related to the area of interest. When planning the area, it's important to designate areas of different sizes for different types of activity: whole group activities, group work stations, space for action and movement, space and equipment for using a computer, space and equipment for exploring and playing musical instruments, individual quiet work spaces for listening, reading, writing, and composing. If space is limited, consider including different areas on a rotating basis, depending on children's interests.

Developing a *Music Discovery Center* will help you provide an environment that helps children focus on music activities as they explore many different facets of musical knowledge and expression. A *Music Discovery Center* will become the place where children experiment with music materials, play musical games, use musical software, have a rehearsal, record original compositions, write musical reviews, listen to CDs, dance and paint to music, and much, much more. The *Music Discovery Center* can also serve as a kind of *Clubhouse* for children who want to work together on projects of mutual interest. The *Clubhouse* approach is especially effective with older school-age kids, age nine and up. They can use the *Clubhouse* to have meetings to set goals and plan projects, decide on field trips, resolve problems and conflicts, and plan schedules.

Because school-age children like to have a sense of program ownership, it's important to involve them in designing and setting up the center. Brainstorming, planning, and setting up a special area for music are great get-acquainted activities for kids. Next, invite children to help develop and decorate The *Music Discovery Center* or *Clubhouse*. For example, the *Music Discovery Center* might resemble a

composer's workshop, a recording or rehearsal studio, a music instrument maker's workshop, or a museum to display homemade musical instruments, musical artifacts, and musical instruments on loan. There are many more possibilities – ask the kids for ideas. Depending on children's interests, you may want to change the focus and décor of the *Music Discovery Center* from time to time.

Many out-of-school programs have no permanent space for a *Music Discovery Center*. Instead, the center must be set up and taken down daily or weekly. If this is the case, use available furniture, floor covering, rolling storage cabinets, and portable containers to create and define your *Music Discovery Center*.



(For ideas on furniture and equipment for use in shared space environments, see *Presto Environments in Shared Space, Keys to Quality in School-Age Child Care Viewer's Guide* by Roberta L. Newman, available from Newroads Consulting ([www.Newroads-Consulting.com](http://www.Newroads-Consulting.com)).

# Connect with Music and Connect with Kids! Cont.

Here are some ideas for working with children to decorate and set up your *Music Discovery Center*:

## Gather Some Decorating Resources:

- Various art materials, including markers and construction paper
- Poster board and card stock - multi-colored
- Shoe boxes
- Magazines likely to have music-related pictures, concert programs, catalogues
- Scissors
- Non-toxic glue
- String and tape



**Make a Decorating Plan:** Talk about ways to decorate the area to make it look like a musician's workshop. Here are some suggestions:

- Find photographs or pictures of musicians playing different kinds of music -symphony, jazz, folk, popular, music from other cultures, and lots of others. Sort the pictures into similar groups and create collages on poster board. Give each poster a special caption that describes the kind of music represented.
- Make a collage of musical instruments. Cut pictures and photographs from magazines and catalogues and glue them to poster board.
- Use shoeboxes to create dioramas of different kinds of musicians in their studios or workshops - composers, jazz performers, recording artists, etc. Make your diorama 3 dimensional by using card stock and poster board to construct miniature musical instruments, recording equipment, microphones, music books, and musicians themselves. Mount the dioramas along with the collage posters you created on one wall. This is your musical diversity wall.
- Choose a theme for each of the three remaining walls. If you don't have actual walls, create portable walls with the sides of large appliance box cartons.
- Talk about the kinds of music you like or want to learn about. For example, one wall might focus on music in daily life, one on famous singers in all kinds of music, and another on bands and orchestras. It all depends on what kind of music the children find most interesting. Use various art materials to carry out the three theme walls.

**Gather Items to Stock the Center:** CD player, CDs, musical instruments, items you find that can make interesting sounds, etc. (See *Connect with Music* for more ideas).

**Organize the center** – label shelves or portable boxes and talk about how to treat the materials with care and respect.

Select what you want to explore first and get STARTED (e.g. take a nature walk around the program and make a list of all the sounds you hear – both natural and man-made sounds OR collect interesting sound producing objects from your environment at home or in the program and experiment with creating “found sound” music with them.)



## Develop a *Connect With Music News Center*

Expand your *Music Discovery Center* with A *Connect with Music News Center* that encourages kids to communicate about music by writing stories, articles, plays, and music reviews; creating musical journals; producing video projects; using photography to illustrate musical experiences, and more. The *Connect with Music News Center* provides kids with many opportunities to explore different modes of expression and develop multimedia skills as they communicate about musical experiences. They can develop reading and writing skills as they research different aspects of music. They can learn computer graphics applications, word processing, filming techniques as they create a newsletter or a mock TV news show about music. They can also learn interviewing and public speaking skills as they interview musicians in the community and develop presentations to document their interviews. All of these skills help children become more competent as writers and increase their confidence as students and in other areas of academic work. Here are examples of activities where children can link writing to their musical experiences:

- Create a *Connect with Music Newsletter*,
- Design a *Connect with Music* logo or slogan
- Create musical jingles and commercials
- Create a *Connect with Music* video
- Write musical reviews of your favorite (or not so favorite!) music



To get your *Music News Center* going, set up a news room with the following items:

- Writing supplies
- Computer with word processing software (if possible)
- Printer
- Cameras
- File folders
- In and out boxes (for story assignments and completed stories)
- Bulletin board (for posting assignments for reporters, displaying articles and reviews, and posting notices of musical events in your community)
- Samples of music reviews, music magazines, music section of the newspaper, etc.

Again, if space is limited, use portable containers and rolled carts to store materials between sessions. Involve kids in helping with daily set up.

## Get Started Now!

Tap in to your inner musician and discover that music that lives inside you and is waiting to come out as you share the discovery of music with kids! You don't have to be a musician or a musical expert to explore music with kids – just be curious and be a fellow learner! John Cage, an American Composer in the twentieth century once proclaimed “*Everything We Do Is Music!*” Embrace this idea and discover that music is alive and well, all around you and within you, no matter where you are!

For lots of *Connect with Music* activity ideas to do with school-age children, see *Connect with Music: Ideas for Creating Music Experiences with Kids in Out-of-School Programs* available from Newroads-Consulting.com.

*(adapted and excerpted from Connect with Music: IDEAS for Creating Music Experiences with Kids in Out-of-School Programs. Cape Charles, VA: Newroads Media, a Division of Cape Charles Development Company, 2005)*



# 4-H Opportunities



## 4-H Abounds with Opportunities for Youth and Adults

### What is 4-H?

4-H is the youth development program conducted by the University Of Arkansas Division Of Agriculture, Cooperative Extension Service. 4-H members can select from many activities in 82 project areas ranging from automotive to clothing to space camp.

4-H grew out of the progressive educational movement of the late 1800s and early 1900s in America. The Arkansas 4-H program will celebrate its 100<sup>th</sup> anniversary in the year 2008.

The mission of 4-H is to provide opportunities for youth to acquire knowledge, develop life skills, form attitudes, and practice behavior that will enable them to become self directing, productive, and contributing members of society.

The 4-H emblem is a four-leaf clover with the letter "H" on each leaf. The letters in the emblem stands for Head, Heart, Hands, and Health – the foundation of all 4-H programs.



Every 4-H member learns to recite the 4-H pledge.

### I pledge:

- My head to clear thinking
  - My heart to greater loyalty
  - My hands to larger service
- My health to better living for my club, my community, my country, and my world

The 4-H motto is **“to make the best better”**

The 4-H program is open to youth ages 5-19. The 5-8 year olds can participate in a noncompetitive program called **Cloverbuds**.

### Opportunities in 4-H

Adult leaders, trained by county Cooperative Extension Faculty, teach projects to children using the experiential learning model; often referred to as “learn-by-doing”.

4-H teaches leadership, citizenship, and skills children will use through out their lives. Thousands of young Arkansans are currently being served by the 4-H program.

### Clubs

A 4-H club is the local group in which 4-H members learn leadership and cooperation through fun and educational programs. There are three types of clubs: community clubs, project clubs, and short-term special interest clubs.



### Camps

At the state level, 4-H'ers and Adult Volunteers participate in environmental activities or camps, many of which are held at the C. A. Vines 4-H Center in Ferndale, Arkansas, just minutes from the metropolitan area of Little Rock.

### Volunteers

Volunteers are the backbone of the Arkansas 4-H Program. Adult Volunteer Leaders can lead clubs or assist with particular activities. Our Adult volunteer Leaders also encourage a spirit of volunteerism among Arkansas youth.

### Youth Leadership

There are a variety of state programs Arkansas 4-H'ers can apply for that recognize and develop youth leadership skills, such as, State 4-H Officers or the Ambassador Program.

### Recognition of Excellence

4-H strongly pursues opportunities to recognize excellence for volunteers, activity winners, scholarship winners, clubs, and community service participants.

# 4-H Opportunities and Youth Reflections

## Competitive Activities

Competitive events contribute to the goal of developing like skills so 4-H'ers can become self-directing, productive and contributing citizens. 4-H competitions may be against one's personal best achievement, against a previously determined standard of excellence, or against one's peers.

## 4-H Resource Material

The Cooperative Extension Service at the University of Arkansas at Little Rock has a variety of publications for sale for preparing and working on 4-H projects. You can order publications on-line or by contacting your county Extension office.

**Training for afterschool providers- Arkansas 4-H Afterschool** is a training program that is designed to increase the capacity of afterschool providers to develop and implement quality school age programs. The University Of Arkansas Division Of Agriculture, Cooperative Extension Service is piloting this training in 19 delta counties. Extension Agents will provide verified school age training to providers within their counties. Providers will learn how to conduct age appropriate educational activities with their school age youth. Contact Laveta Wills-Hale, Program Associate 4-H Afterschool at (501)671-2270 or by email at [lhale@uaex.edu](mailto:lhale@uaex.edu) for detailed information about the training.

**Contact your county Extension Agent for information about the 4-H program in your county. You may also contact the state 4-H office at (501)671-2000 or visit us on line at [www.uaex.edu](http://www.uaex.edu) and follow the link to 4-H Youth Development.**

Submitted by: Laveta Wills-Hale, Program Associate 4-H Afterschool

The Arkansas Cooperative Extension Service offers its programs to all eligible persons regardless of race, color, national origin, religion, gender, age, disability, marital or veteran status, or any other legally protected status, and is an Equal Opportunity Employer.



## Reflections from Youth

In preparation for the Governor's Summit on Extra Learning Opportunities that took place on March 9, 2006, various school-aged serving programs were asked to submit quotes from youth in response to questions that were posed to them about their after school experience. The following are a few thoughts that were shared:

### **What is your favorite memory of after school care?**

"We are getting ready for Parent Appreciation parties in KID'S-WORLD. I remember last year I made my mom a present and cookies. We sat together and ate cookies. My mom still has the card on the refrigerator I made for her and my dad. This year we all got to cook the snack with Ms. Debbie. It was fun to mix the food and smell the peanut butter."

### **If it wasn't for the after school program, what would you be doing after school?**

"My mom doesn't get home until dark, so I would have to be home with my sister alone. Mom says I can't go outside and play until she gets home."

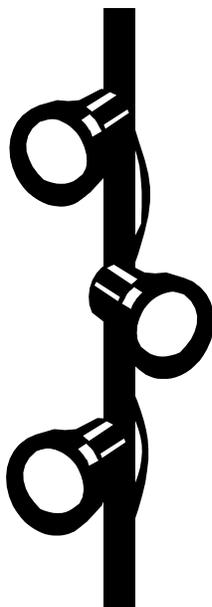
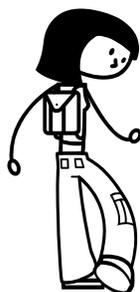
# Program Spotlight: Hamburg School District

## Hamburg School District

**H**amburg School District, in Southeast Arkansas, has an Arkansas 21<sup>st</sup> Century Community Learning Center Grant. The program named 'Hamburg Enrichment Learning Partners'. H.E.L.P. serves the students in Noble and Allbritton Elementary Schools. The enrollment is around 400 with an average daily attendance of about 200 students. The hours of operation are 3:00-5:30 p.m. Students are offered homework help, tutoring, and enrichment activities each day. There are certified teachers at each grade level. This helps with knowing the assignments, and the teachers use their own classrooms.

Some of the enrichment activities are art, sewing, quilting, seasonal sports, gardening, choir, piano lessons, dance lessons, computer lab, extended library time, enrichment literacy activities, an activity room with board games and Legos, science experiments, a students' newspaper, aerobics, and Benchmark activities review.

Parents may pick up their children after work or they may ride one of the buses provided.



## Program Spotlight

Would you like your program featured in a future edition of Arkansas School-Age "LINKS"? If so, please send a brief description of your program to Woodie Sue Herlein at [WHERLEIN@astate.edu](mailto:WHERLEIN@astate.edu) In your program description consider highlighting what types of activities you do at your program, program successes that you would like to share with others, any community involvement opportunities that your program takes part in (ex. community service projects, etc.), etc. We look forward to learning more about the great school-age programs that are across the state of Arkansas!

# AOSN

The Arkansas Out of School Network (AOSN) is collaborating to develop a plan for quality out-of-school programs and we want you! Do you want to work together with others to seed the development of a statewide network that will work to expand and improve afterschool programs that provide a safe, health, and enriching environment for Arkansas youth during out-of-school times? If so, join others that are eager to see this happen as well at the next AOSN meeting on:

**DATE: Wednesday, August 16th**

**TIME: 1:30—3:30 p.m.**

**LOCATION: 3<sup>rd</sup> Floor Meeting Room in the Cox Building at the Main Library, 100 Rock Street, Little Rock.**

**We hope to see you there!**

For information regarding AOSN visit [www.aosn.org](http://www.aosn.org)

# Professional Development

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**School-Age  
Professionals**

**Are you  
looking for a way to further  
your  
professional  
career goals?**

## **Arkansas Early Childhood Professional Development Registry**

### **LOOK NO FURTHER!**

The Registry is just the resource you need as you embark on your professional journey. The Registry can offer YOU:

- **Easy online access** to your training transcript, consisting of the verified trainings you have attended over the years
- One-stop shopping for **training opportunities**. On-line registration can even be done quickly and at your convenience!
- The ability to move forward to reach professional career goals by use of the **SPECTRUM** as your guide
- **Access to verified trainers** that have experience training adults, working with children, and education in their field.
- **Satisfaction of knowing that you are taking control of your own professional development!**

**Call (888) 429-1585 for details or visit us on the web at  
<http://chs.astate.edu/registry.htm>**

## **Looking Toward the Future of School-Age Training in Arkansas!**

- ⇒ **School-Age Specialist**
- ⇒ **School-Age Pre-Employment**
- ⇒ **Statewide Conference**
- ⇒ **Regional Workshops**

For more information contact:

Woodie Sue Herlein  
ASU Childhood Services  
870-972-3055  
or  
1-888-429-1585

Visit <http://chs.astate.edu> for  
School-Age updates!

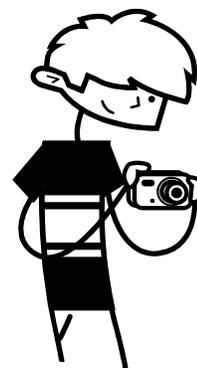
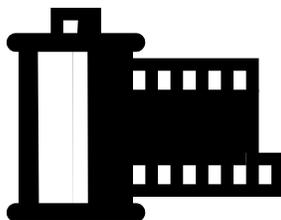


**S**ummertime provides school-aged youth with the opportunity to explore new found interests or spend time focusing on the interests they already love, but may have been neglected or set aside during the school year due to a youth's focus on their academic studies. Extended day summer programs provide the ideal time and environment for youth to spend longer periods of time reconnecting with these opportunities of skill exploration or development. For staff that work with school-aged youth during the summer months, it is essential that we encourage these opportunities to develop and that we look at planning activities that support these interests. It is easy to fall into the trap of planning mindless busy work activities to simply "fill up a longer daily schedule" or to continuously seek out field trips just so that everyone "stays busy". When each of these pitfalls becomes the reason for why we carry out an activity, school-aged youth miss out on the deeper levels of engagement and the result is often times boredom or fatigue. Here are some different activities to consider when designing the blue prints for a successful summer experience for school-aged youth:

At the beginning of the summer, survey the children to find out what topics or hobbies interest them. In addition

to what interests they discuss with staff, staff may want to have a list prepared of additional interests for children to consider since there will probably be many topics that children know nothing about. Based on the number of staff you have, dedicate a block of time for children to self select what program offerings they would like to explore. Children will be able to not only explore a new interest, but also interact with children of different ages since they will not be exclusively with their age group, but with other children of varying ages that enjoy the same interests as themselves. This type of group formation resembles a traditional "club". Different clubs or topics of interest to consider include:

- **Photography** – Have youth take pictures of their summer activities and create a scrapbook to commemorate the season. Encourage many children to take pictures and once the photos are developed, have some children work on the scrapbook layout design, while others write captions or journal about the circumstances surrounding the pictures.

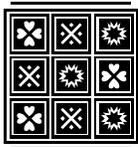


- **Journalism** – Have youth create a monthly program newsletter that contains youth or staff interviews, movie reviews, jokes, photographs, comics, articles from contributing authors (other youth) on topics of interest, an "Ask the Editor" question and answer session, etc. A copy of the newsletter can then be distributed to all families.



- **Model Building** – Have children work in small groups to build small models such as cars, airplanes, etc. or even work as a large group to design a "model community" by using various boxes and miscellaneous supplies on hand to create a city on a larger scale.

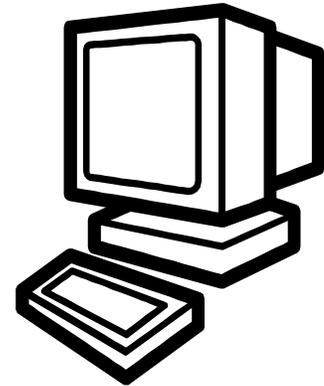
- **Quilting or Sewing** – Get in the mind set of serving the community by making blankets for others that may benefit from receiving one. Recipients may include animals at the local animal shelter, children in emergency placement centers that have been removed from their home, etc.



- **Gardening or Landscape Design** – Adopt businesses or schools in your local area for a community beautification project. Seek permission from these entities to plant flower beds and work with the youth to decide what types of plants to plant based on the different environmental factors of each location. Work in collaboration with the business to see if they will fund the purchasing of the products if in exchange, the program provides the manual work to plant the flowers and maintain the beds. You can even solicit requests from your families to donate trash bags, hand gardening tools, pots, soil, etc. Even local nurseries might be willing to donate flowers or other supplies. In exchange for allowing the youth to get involved in the beautification of their community, let the

local businesses that you collaborate with advertise their services at your program by means of including an advertisement in your family newsletter or by providing flyers for distribution at your parent table.

The above examples are only a few ideas you may consider including in the blue prints you are designing for your summer program. Regardless of what the program offerings end up being, it is essential that we take advantage of the longer summer program days and help youth explore new found interests or reconnect with the interests they already love.



## Internet Sites to Check Out

The internet is full of great school-age resources that you can utilize in your program. Here are a few to check out for some great activity ideas:

- **[www.stevespanglerscience.com](http://www.stevespanglerscience.com)**— If you can't seem to find enough cool science experiments to do with children, then you have to check out this web site. With video clips of experiments and all, you will become a mad scientist in no time!
- **<http://pbskids.org/zoom/grownups/index.html>**—this site is full of great information about how to lead science activities, how to get youth interested in engineering, great activities to download, and many more things. Check it out!
- **<http://www.servicelearning.org>**— If you thinking about getting a service learning project started at your program, but are not exactly sure what you need to do in order to organize a successful project, then check out this web site. It has many useful tool kits that are guaranteed to steer you in the right direction!

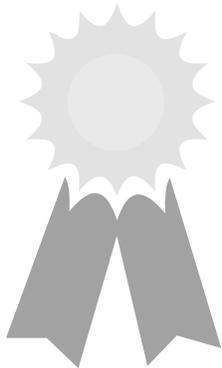
# Lights On Afterschool & State Accreditation

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Lights On  
Afterschool!

**Lights On Afterschool!** is celebrated nationwide to call attention to the importance of afterschool programs for America's children, families and communities. Afterschool programs keep kids safe, help working families and inspire learning. They provide opportunities to help young people develop into successful adults. Mark your calendars now for this year's day of recognition on **October 12, 2006**. It is not too early to begin thinking about how you and your program/community will call attention to the importance of having quality after school programs available and accessible to the children of Arkansas. To get ideas of how to can host an event in your area, visit the Afterschool Alliance web site at [www.afterschoolalliance.org/lights\\_on/index.cfm](http://www.afterschoolalliance.org/lights_on/index.cfm)



## Arkansas School-Age Quality Initiative Project.

Would you be interested in achieving state quality approval status? Would you be interested in attending a statewide conference? Would you be interested in hosting a workshop? Would you be interested in serving on the School-Age focus committee? What are some issues you have regarding your school-age program?

The goal of the Arkansas School-Age Quality Initiative project is to increase the number of accredited school-age care programs across the State of Arkansas by providing technical support, an accrediting self study instrument, and greater consumer awareness of quality.

### A three pronged approach will be used to address these needs:

1. Construct a support network for school-age programs seeking accreditation.
2. Provide a series of self-study modules as the instrument for accreditation.
3. Increase consumer awareness with public presentations and informational pamphlets

Childhood Services is interested in receiving your input to better meet the specialized training needs of direct service providers throughout our state. Please call Woodie Sue Herlein at 870-972-3055 or 888-429-3556, for more information .

Contact Woodie Sue Herlein, [wherlein@astate.edu](mailto:wherlein@astate.edu) to participate in the Arkansas School-Age Quality Initiative Project.