

Arkansas School-Age "LINKS"

November / December 2008

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ASU Childhood
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Power of Play

By Michael Ashcraft,

Co-Founder and CEO of Children's Choice

www.childrens-choice.org

Lately I've heard a lot of talk about global warming, an eminent "crisis." I'm more concerned about another crisis, the withering of imagination and creativity, and the entrance of adult-like stress into the world of childhood learning. I am more worried about the loss of childhood than the loss of the ozone layer. Robert Fulgrum wrote a famous book entitled, "Everything I Ever Needed to Know about Life I Learned in Kindergarten." Robert might have learned life's lessons in kindergarten, but not so for the kindergarteners of today. Kindergarteners today learn what Robert might have learned in first or second grade.

Life skills are not on the tests, so they are eliminated because they are not essential. With children, we are beginning to do things earlier and earlier that we shouldn't even be doing later. The elimination of physical education, recess, art, and music; the elimination of project based learning in favor of push-down

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curriculum, standardized teaching, high-stakes testing and the counter-productive focus on “academic achievement” over LEARNING is a threat to our future of our planet. Playful, social, interactive learning is threatened with extinction. Life skills and social skills can help to solve most of the problems we have on our planet. In the environment of learning, if play goes extinct – we can kiss life skills and social skills goodbye. That’s the “inconvenient truth.”

Play is not the opposite of work. Together, work and play are pleasurable. Play without work is merely entertainment. Work without play is painful. Play is the essence of childhood learning. Playful learning assists children to develop to their maximum potential. Through play children become bigger than themselves – larger than life. They become kings of their own hills, athletes, heroes, magicians, or fairy princesses – beyond their own limits toward maximum potential.

Recently, I was at the beach with my family. My daughter built a sand castle and was playing by herself when a boy approached and asked if he could play too. She agreed and for a while they both played by her rules. Then the plot changed when the boy announced that the castle was on fire and poured a bucket of water on it – firefighter to the rescue. My daughter was not happy about this turn of events, and the partial destruction of the castle, but she played along. She rebuilt part of the castle and then decided to introduce a person to this situation and took out a Barbie-type doll – the princess. A few minutes later the boy poured water on her doll and announced, “She’s drowning” – once again the

plot thickens! My daughter snatched her princess up and clutched her close. At this the boy begged and pleaded her to let the princess drown, promising “this time I’ll save her!” As their play continued I thought about how many things they were potentially learning about in this situation – conflict, pleasure, heroism, love, drama, destruction, construction, and making the best of whatever the tide brings in!

When children are playing at being a fire fighter, they are not learning to fight fires; rather, they are learning how to relate to people in diverse situations, how to adapt, how to think, how to make decisions, how to form relationships, how to generate possibilities, and how to guide their own behavior. They learn how to make decisions and plans – in fact they often spend more time planning the roles of the imaginary situation than actually playing the game. Through play, children become wonderful learners.

Play is the primary source of development in children. Children develop positively through play. Play gives children practice figuring out what they want, coming up with goals and ideas – essential skills in self-disciplined adults. In play, children make decisions and determine the course of what happens in the imaginary situation. Play is the essence of childhood learning, the leading activity that determines the child’s development. Self-discipline, the formation of real-life plans, and decision-making motives all appear in play. In perspective, play is a means of developing the cognitive powers of abstract thought and self-discipline.

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Play drives an intrinsic positive attitude about learning. Attitude is more than emotion. Attitude is your overall outlook. A person's attitude about learning strongly affects their learning potential. A story about the negative effects of the sit-and-get, pay attention and listen to the lecture theory of teaching is provided by this memory of Albert Einstein.

I took violin lessons from age 6 to 14, but I had no luck with my teachers for whom music did not transcend mechanical practicing. I really only began to learn when I was almost 13 years old and mainly after I had fallen in love with Mozart's sonatas. The attempt to reproduce, to some extent, their artistic content, and their singular grace compelled me to improve my technique, which improvement I obtained from these sonatas without practicing systematically. I believe, on the whole, that love is a better teacher than sense of duty – with me, at least, certainly it was. (Hoffman, 1972).

Effective learning involves self-initiated pleasurable activities = PLAY! Play helps create an attitude that drives learning – a sense of personal power and potential, a sense of confidence, curiosity, and control. Playful learning builds a strong sense of community and belonging. In play children learn how to think and how to learn. Play builds a love of learning. Love of learning is one of the greatest gifts we can give a child afterschool.

For more information:

<http://www.childrens-choice.org/HandPromotingPlayWEB.pdf>

Additional Resources to Check Out!

The Power of Play: Learning What Comes Naturally by David Elkind

The Hurried Child by David Elkind

Einstein Never Used Flashcards: How our Children Really Learn and Why They Need to Play More and Memorize Less by Roberta Michnick Golinkoff, Kathy Hirsh-Pasek, and Diane Eyer

National Network for Child Care “ Better Kid Care: Play is the Business of Kids” <http://www.nncc.org/Curriculum/better.play.html>



Understanding the Characteristics and Challenges of Children and Youth with Attention Deficit Disorder

By Roberta L. Newman

Introduction

This article is the first in a series of articles focusing on serving children and youth with ADD in after-school programs. ADD stands for Attention Deficit Disorder. Many professionals refer to this disorder as ADHD which stands for Attention Deficit Hyperactivity Disorder. In this series of articles, the term ADD is used to refer to the basic form of the disorder and recognizes that the basic pattern of inattention associated with ADD often includes the component of hyperactivity.

Each article is excerpted and adapted from the book Helping Children and Youth with ADD Succeed in After-School Programs by Roberta L. Newman. This series is designed to explore and address concerns after-school staff across the country have expressed about how to work effectively with school-age children with ADD. This first article introduces the challenges and opportunities associated with ADD and provides an overview of the typical characteristics of children and youth with ADD. Upcoming articles in this series will focus on the following areas:

- How Personal Uniqueness Interacts with ADD
- Typical Characteristics of After-School Programs: The Potential for a Mismatch

between Program Expectations and the Capabilities of Children and Youth with ADD.

- Planning Environments and Activities That Help Children and Youth with ADD Have Successful After-School Experiences
- Helping Children and Youth with ADD Monitor and Manage Their Own Behavior and Establish Positive Relationships in After-School Programs

The Challenges and Opportunities

Children with ADD regularly experience struggles and challenges at home, in school, and in the community. Without the help of knowledgeable, understanding, and supportive people, they often experience multiple failures and frustrations on a daily basis. Typically, they lack the self-confidence that stems from learning how to do things well. Their lack of social skills and self-control makes it hard for them to make friends with school-mates and children they meet in out-of-school activities. By the school-age years, many of these children don't feel good about themselves. They feel lonely and ostracized. Their self-esteem sinks a little lower every day.



Children and Youth with ADD are often unable to maintain self-control and self-direction in informal settings. Staff in out-of-school programs observe that they have tendencies to act before thinking about what the consequences might be; to ignore or blatantly break program rules; to wander about the program aimlessly, flitting from activity to activity without really getting involved in a productive way; to get into fights with other children or staff, to move about recklessly or defiantly. Staff often comment that these children seem lost or "spaced-out" in their programs.

After-school staff feel frustrated and confused about how to respond to these problems. In fact, they sometimes feel as lost as the children they are serving. Many staff feel uninformed about ADD. They feel unequipped to handle the behavioral challenges presented by children who have been diagnosed with the disorder. They often find themselves "out-of-the loop," left out by parents and professionals who are trying to help the child. Still other staff wonder how to approach parents when they suspect that a child's behavior patterns may be signs of a problem that needs professional attention.

Even in the face of these challenges, staff in after-school programs are in a position to make a positive difference in the lives of children with ADD. Armed with important information and management tools, they can help reverse the cycle of failure and frustration that results in low self-esteem in these children. They can make life easier, happier, and more satisfying for children with ADD, their parents, other children in the program, and themselves!

Meet Three Children with ADD

Meet Kyle.....

Even though the rules said, "walking is the speed limit," eight year old Kyle burst out of his classroom and ran down the hall to the after-school program as soon as the school day was over. As he entered the room, he threw his backpack and jacket in the general direction of a cubby with his name on it. The items missed the cubby and hit the floor; loose papers and pencils fell out of the backpack and slid under the cubby. Kyle didn't seem to notice what happened to his belongings, he was already in the board game area, trying to grab a game away from Sean and Jackson who had just started playing with it. "Give me that, I want to play," Kyle yelled. Sean glared at Kyle and said, "We don't want you to play. You always break the rules, you cheat, and you never wait your turn. You're a weirdo. Get out of here and leave us alone." Kyle's face reddened; he ripped the game out of Sean's hands, threw it on the floor, stomped on it, and screamed, "try and use it now!" The lead staff member, Krista, heard the commotion and came to intervene just as Kyle hit Sean in the back and ran away to the snack area where he grabbed a glass of juice and poured it into a basket of crackers. Krista sighed, looked at her watch, and thought to herself, "Yesterday Kyle had a great day - calm with no hassles. Today looks like another story....three minutes into the program and he has already managed to turn the room into a war zone. How can I know what to expect? How will we ever get through this afternoon?"

Meet Michael....

Ten year old Michael loves sports, especially basketball. At the school-age program, he spends as much time as he can in the gym playing “pick-up” basketball games with his friends. All of Michael’s friends think he’s a great basketball player; they wish they could play as well as he can. But lately, Michael’s friends have been avoiding him; they tell him they’d rather do something else when he says “Let’s go to the gym.” The truth is, even though Michael is great at basketball, he’s often a poor sport. He yells at other kids when they don’t do things as well as he does. He sulks, whines, and complains that people aren’t playing fair when someone prevents him from making a shot. He often calls people names or shoves them around if he thinks they’re guarding him too close. Michael has the physical skills to be a good player, but he doesn’t know how to get along with others; he doesn’t know how to be a team player. The free-wheeling pick-up basketball games seem to bring out his worst, rather than his best. Michael says he doesn’t care if other people like him. Yesterday, Mr. Steve who supervises sports overheard Michael telling a friend, “Who wants to be a wimp? You don’t have to be nice to be a basketball player, I’ve seen lots of famous guys on TV who act like jerks and they’re still millionaires!”



Meet Kaitlyn...

Eleven year old Kaitlyn flops down in a bean bag chair in the library corner. She picks up an illustrated book on sea life and begins to flip randomly through the pages. Half way through the book she sets it aside and picks up another on famous American women. After looking at a few pages, she closes this book too. Kaitlyn looks around the room and sees lots of activities going on. But she can’t decide which one she might like to do. She settles deeper into the bean bag chair and stares at a sea-life mural on the wall across the room. Then she remembers she has homework to do. She goes to her cubby to get her math book and goes across the hall to the homework room. It’s very quiet in the room. Several other kids are sitting around the homework table and are busily at work. Ms. Sarah, the staff member in charge of the homework room, invites Kaitlyn to have a seat at the table. Kaitlyn takes an empty chair next to Rachel and opens her math book. Kaitlyn realizes she left the assignment sheet back at school. She tries to remember what the assignment was, picks a page, and begins to work the first problem on that page. Half way through it, she looks up and notices the pattern on Rachel’s dress. It’s full of dolphins doing all kinds of tricks. She starts to think about how much she liked the dolphin show she saw with her family last summer. Someday, Kaitlyn thinks, “I’m going to swim with dolphins.” This reminds her of her swimming class at the Y and she wishes she was there right now.

Suddenly, Rachel gets up from the table and Kaitlyn goes back to her math problem. She has to start over because she doesn't remember what she was doing. She finishes that problem and begins the next. It's more difficult and she wonders if this really is the right page; she hasn't seen a problem like this before. She looks off into space to think about it. But she can't keep her mind on the problem. The room is so quiet; she becomes aware of the buzzing in the fluorescent lights and tries to block out the sound, but she can't. The buzzing reminds her of the bug light her grandfather has on his back porch and how the light sizzles every time a bug flies into it. She is startled when she hears Ms. Sarah's voice saying, "Kaitlyn, if you don't stop dreaming, you'll be here all afternoon and you'll never get your homework done."

Kyle, Michael, and Kaitlyn have all been diagnosed with ADD. And most of the time, they do not have successful, positive experiences in their school-age program. Almost every day is tough for them, for other children around them, and for the staff. One of the reasons it can be very difficult for staff to work effectively with children with ADD is that the behavior patterns often seem quite different from child to child, even though the children may share a number of underlying traits associated with ADD. For example, Kyle, Michael, and Kaitlyn have very different personal styles and many other children with ADD exhibit a variety of other behavior patterns.

The next section contains a brief introduction to the behaviors that research identifies as characteristic of children with ADD, along with examples of how these behaviors might manifest in school-age child care programs.

Overview of Characteristics Currently Associated with ADD

Individuals who have ADD are people who exhibit chronic inattention across *all life areas* - at home, at school, in the neighborhood and community, and in after-school programs. This means that the person experiences certain difficulties, no matter where they are. When a child has these difficulties in only one life area, it is likely that the problem is specific to the child's relationship with that situation and may not indicate the child has ADD. The difficulties generally associated with chronic inattention include the following:

- *Difficulty focusing (e.g. choosing an activity to do)*
- *Difficulty sustaining attention over time (e.g. staying involved in an art project or a board game until completion)*
- *Difficulty dividing attention (e.g. having a conversation with a friend at the snack table and pouring juice without spilling)*
- *Difficulty using unstructured time (e.g. flitting from one area to the next the next during free choice time)*

In addition to these difficulties, the following characteristics are also indicators of ADD when they appear in *all or most life areas*.

Low Arousal

Individuals with ADD often give the appearance of being “glazed over,” “spaced-out,” “in a fog.” They are generally not as awake, alert, or aroused as other people. These individuals often use fidgeting as a way to compensate for their state of low arousal. For example, children in an after-school program may try to stay alert while listening to directions for an art project by drumming their fingers on the table, swinging their legs, tapping their feet on the floor, or rocking in their chairs. What might be seen as a “hyper” inability to sit still or be calm may be the child’s attempt to stay awake and alert.

Low arousal is also associated with risk-taking and sensation-seeking behavior. Children who do something they know they aren’t supposed to do and try not to get caught are engaging in risk-taking that demands alertness in order to be successful. Because low arousal is a hallmark characteristic of ADD, stimulant medications like Ritalin have been effective in helping people with ADD.

Distractibility

Individuals with ADD are highly distractible. They are easily distracted by external elements in the environment - sounds, light, color - especially when the environment offers a simultaneous, complex mix of distractions. But distractibility is not limited to demands for attention from the environment. Individuals with ADD are also easily distracted by their own thoughts, ideas, and concerns. This tendency frequently leads them to daydream and lose focus on the task that faces them.

Impulsivity

Individuals with ADD generally have poor impulse control; they act before they think. They frequently interrupt others during conversations. Children in after-school programs frequently find themselves in trouble for impulsively hitting or shoving another child, swearing or calling another child a vulgar name when frustrated, yelling rudely at staff when they don’t want to comply with rules or limits, throwing or damaging equipment when a game or activity doesn’t go well.

Inefficient Self-Monitoring

Individuals with ADD are often unaware of their behavior and the consequences of their behavior. Craig B. Liden, MD, a pediatrician who has treated thousands of children and adults with ADD describes it this way: “Most of us have a little voice in our head that helps us monitor our behavior. It says ‘Say this, don’t say that. Do this; don’t do that.’ This little voice keeps us out of trouble and helps us create good relationships with other people.” The “little voice” described by Dr. Liden doesn’t seem to function well in people with ADD. Others sometimes describe them as “clueless” when it comes to seeing how their words and actions affect other people. Because they are unaware of their actions, they often don’t remember what they’ve done. This makes it extremely difficult for them to learn from their mistakes and do better the next time. In school-age programs, children with ADD are often unaware of how their actions affect other children.

They may persistently say unkind or mean things to other children when they're angry and be unaware of how this makes other children feel. As a result, other children may avoid them.

Poor Fine Motor Coordination

Individuals with ADD frequently have poor fine motor coordination. They often have poor handwriting and experience difficulty learning skills which require eye-hand coordination. In after-school programs, this means that children with ADD are likely to have difficulty with activities such as model building, calligraphy, weaving, beading or other jewelry making, leatherwork, embroidery, sewing, carpentry, magic tricks, or other fine motor activities requiring close, sustained attention and patience.

In Some, But Not All, a High Activity Level

There was a time when high activity level was viewed as one of the primary characteristics of ADD. Now, researchers and practitioners observe that some people with ADD have a high activity level, others do not. How a high activity level fits into the constellation of behaviors associated with ADD is still being studied. As noted earlier, some researchers used the term ADHD to refer to attention deficit disorder when high activity level is present. Others speculate that high activity level is a dimension of individual temperament and is not necessarily a characteristic of ADD. For now, staff in after-school programs should recognize that ADD can be present in children who are highly active as well as children who are quiet and withdrawn.

Often, Highly Sensitive

Some researchers have noted that people with ADD appear to be more sensitive to things in the environment than other people. For example, these individuals may notice and be distracted by very soft sounds in a room, sounds which others do not notice. As with activity level, some practitioners speculate that high sensitivity may be more related to differences in temperament and is not necessarily a characteristic of ADD.

In either case, when high sensitivity exists in children with ADD, it can affect their participation in after-school programs. For example, a child who is very sensitive to sounds in the environment can have difficulty concentrating in a homework area which is kept very, very quiet. Sounds like the hum of fluorescent lights or an air-conditioning unit may not be noticed by others, but may become a major distraction for children with ADD causing them to lose focus on the task at hand.

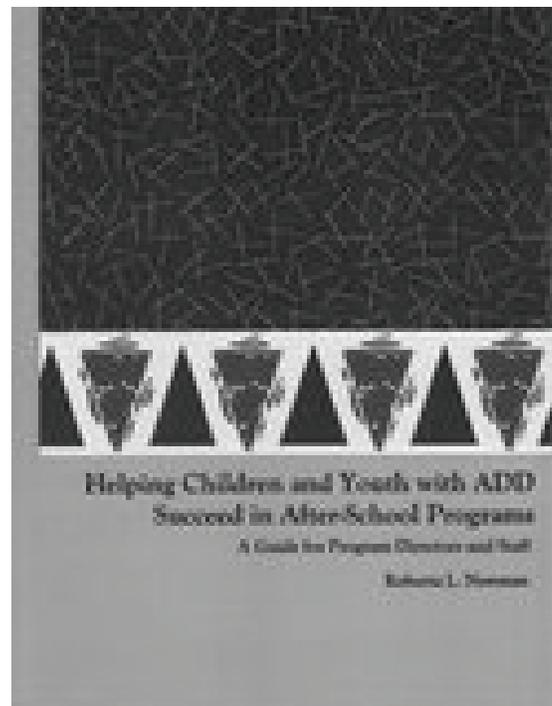


Key Points to Remember

The behavioral characteristics described in this article are inter-related and their combined affect has a strong impact on how children with ADD experience after-school programs. The following characteristics decrease their ability to participate in program activities successfully:

- They have difficulty staying alert and often seek out activities that involve risk and stimulation to counteract their state of low arousal.
- They are highly distractible and have trouble focusing and sustaining their attention on an activity for any length of time.
- They have poor social skills and have difficulty communicating with others in the program. As a result, they have poor relationships with others and are often left out of social activities and events.
- They have poor self-monitoring skills, lack self-control, and often do not learn from their mistakes.
- They lack mastery of skills which would help them develop talents and hobbies which results in lack of confidence and low self-esteem.
- They exhibit a pattern of disorganization which makes it difficult for them to function independently, make choices and decisions, and initiate and follow-through with program activities and projects.
- They exhibit a pattern of inconsistent behavior with many ups and downs from day to day.

The next article in this series is *How Personal Uniqueness Interacts with ADD*. This article explores individual differences and how they can affect how children and youth with ADD experience after-school programs. Subsequent articles will examine the challenges after-school programs present for children and youth with ADD and provide practical strategies for helping children and youth with ADD overcome these challenges and have successful experiences in after-school programs.



To purchase Roberta Newman's book [Helping Children and Youth with ADD Succeed in After-School Programs](#) visit www.schoolagenotes.com

Professional Development

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Course schedule for next semester:

January 15 - March 1, 2009

March 15 - May 15, 2009

Everything needed to complete the training will be provided through ASU's online learning tool, "Blackboard Online," through www.astate.edu at no additional cost.

This training may be taken as an introduction for the provider new to the school-age field, or as a refresher course for those who have been working in the field for some time.

The five modules address the following topics:

- Growth & Development
- Planning a Safe and Healthy Environment
- Activities & Program Planning
- Guiding Children's Behavior
- Building Relationships

Check this out!

Child Trends, a nonprofit, nonpartisan research center that studies children at every stage of development, has developed short, easy-to-read resources that provide research-based guidance for out-of-school time program providers. Topics range from staff development and cultural competence to implementing evidence-based practices and evaluating program outcomes for youth. All of these resources are available for free download at www.childtrends.org/youthdevelopment.



Adventures in Peacemaking Training

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*Welcome the Children
Presents:*



Adventures in Peacemaking: A Conflict Resolution Workshop for School-Age Programs

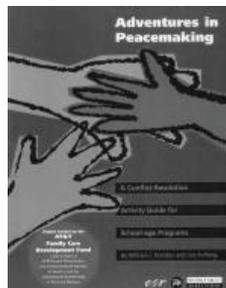
Based on the Educators for Social Responsibility national program, this workshop is designed for staff working with K - 6th grade students including club leaders, camp counselors and after school program staff.

Come join us as we:

- Identify key concepts, play cooperative games and learn the value of reflection time in this hands-on workshop.
- Use key conflict resolution concepts to explore methods of teaching children effective nonviolent ways to resolve conflict, further develop skills using experiential education strategies, and develop approaches for resolving conflict in programs.

Conflict is part of everyone's everyday life and can be very positive. Without conflict there is no growth. The goal of conflict resolution is not to eliminate conflict but to help children learn from it, use it constructively, and avoid its destructive patterns. Like reading skills, conflict resolution skills are something that children will use every day of their lives.

**You will receive
a copy of *Adventures
in Peacemaking:
A Conflict Resolution
Activity Guide
for School-Age
Programs***



**Included in the \$75.00
registration fee**

by
*William J. Kreidler and
Lisa Furlong*

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Finance Project Funding Tip

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The Finance Project is a specialized non-profit research, consulting, technical assistance, and training firm for public and private sector leaders nationwide. Here is one of many great funding tips that have for leaders working in the afterschool community. For more information visit www.thefinanceproject.org

Tip: Access Private Funding

Accessing private funding can be accomplished by writing grant proposals, building partnerships with local businesses, and engaging in community fundraising. Done correctly, accessing private funding can be an effective step toward diversifying your organization's funding portfolio and ensuring financial stability and sustainability. The can be substantial by: increased funding, in-kind support, greater visibility and more support within the community, and improved leveraging capacity for future funding opportunities. Despite these potential benefits, the process can be onerous and often requires significant investment (human capital, time, and often money). To account for these obstacles, you should consider the following strategies before attempting to access private funding:

Outline Goals and Understand Your Financial Situation

Before approaching funders and potential partners, you should work with key stakeholders to refine and clarify your program's vision and expected outcomes. By knowing what resources are already available to your program (cash and in-kind), you will have a better understanding of specific types of funding that will help satisfy your organization's needs.

Identify Appropriate Sources of Funding

Three primary sources of private funding are foundations, private businesses and individual donors. You should carefully consider which funding sources have the most potential to help your organization and which are the least burdensome in accessing. To do this, establish connections with the people who have information about, and in some cases control of, private resources.

With these strategies in mind, you should ask yourself the following questions to help determine which private funding sources are most suitable to your organization's goals and needs:

- How much revenue can be generated?
- Are there any matching requirements?
- Who is eligible to apply for funding?
- How can the funds be used?
- What is the administrative burden?
- What are the application and decision-making processes?
- When will the funds be available?
- How does this source complement my existing funding mix?
- What are the political considerations?

For more information on this financing strategy and the role of intermediaries and policymakers in helping youth programs access private funding, see The Finance Project's publication, *A Guide to Private Funding to Support Child Traumatic Stress and Other Trauma-Focused Initiatives*.

Grant Opportunities

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The Dreyers Foundation

Are you looking for a way to enjoy some yummy ice cream treats at an upcoming program event without busting your budget? The Dreyers Foundation makes small grants (\$3,000.00 or less) and donates ice cream products and gift certificates/auction items to bona fide nonprofit organizations for events. This grant is open to all eligible nonprofits and has no final deadline as it is on-going. Day seven of each month is the ongoing monthly deadline. For more information visit http://www.dreyersinc.com/dreyersfoundation/small_grants.asp

GTECH After School Advantage

A national community investment program to provide community agencies and public schools with state-of-the-art computer labs.

Funder: GTECH, a lottery game company.

Eligibility: Nonprofit 501(C)(3) community agencies or public schools that serve minority and at-risk children aged 5 to 15 and that house an after-school program in need of a computer lab.

Deadline: Open.

Amount: 115 *After School Advantage* computer centers – each receiving an average of \$15,000 – are planned for 2008.

Contact: www.gtech.com/about_gtech/proposal_guidelines.asp.

Pay It Forward Foundation

Mini grants are available for one-time youth-identified service projects that benefit schools, neighborhoods or communities. Projects must be based on the concept of one person doing a favor for others, who in turn do favors for others, with ever-expanding results.

Eligibility: Schools, churches and community youth groups (with an adult sponsor).

Deadline: Jan. 15, April 15 and Oct. 15.

Amount: \$500

Visit: <http://www.payitforwardfoundation.org/educators/mini-grant.html>



ING Foundation

Purpose: ING is committed to supporting and improving education for youth in grades K-12, especially children in underserved areas or facing economic disadvantages.

Funder: ING Foundation.

Eligibility: Nonprofits

Deadline: Applications are reviewed quarterly

Amount: \$2,500 or above.

Contact: www.ing-usafoundation.com

Activity Ideas

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Musical Madness

by J.D. Hughes

This game combines hula hoops with musical chairs and requires teamwork and cooperation.

Supplies Needed:

- Large space, such as a gym or an open field
- 20 hula hoops
- Radio or CD player

Scatter the hula hoops around the playing area and instruct the students to find a space to stand somewhere in the playing area. Explain that when the music starts, the children are to move around, and when the music stops, they are quickly to get inside a hula hoop. More than one child can be in each hoop.

With the music off, ask the children if they think they can all fit in fewer hoops. Remove a couple, start the music and the process again. Because more than one child can be in each hoop, the children will need to work together to allow for more children per hoop as more are taken away

Lightning in a Pan

Watching lightning awaken a skyline can be an amazing site! Try this experiment in order to make your own miniature version of a lightening bolt In your program.

Supplies Needed:

- Aluminum Pie Plate
- Ball Point Pen
- Thumb Tack



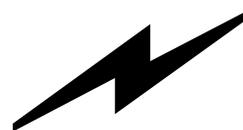
- Wool Sock
- Piece of Styrofoam

Directions:

1. Push the thumb tack up through the centre of the pie plate.
2. Push the end of the pen onto the tack. Secure it with glue if necessary.
3. Rub the styrofoam quickly with the wool sock.
4. Pick up the aluminum pie plate with the pen and put it down on top of the styrofoam. Be sure not to touch the pie plate with your hands.
5. Turn out the lights and slowly bring your finger close to the pie plate. You should hear, feel, and see a tiny spark.

So What's Going on Here?

As you rub the styrofoam, it steals electrons from the wool and becomes negatively charged. Because like charges repel (move apart) and opposite charges attract (move together), the excess electrons on the styrofoam repel the electrons on the pie plate and push them to the top edge of the plate. The pen acts as an insulator, preventing the built-up charge from moving through you to the ground until you are ready. When you bring your finger close to the edge of the plate, the repelled electrons jump across the gap and escape through your body, giving you a small shock. When you turn off the lights, you should be able to see (as well as hear and feel) the discharge.



Activity Ideas

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Muffin Tin Ramp Game

If the idea of going on a field trip to Chuck E Cheese is out of your budget, why not bring the game of Skee Ball back to your program. This twist on the traditional Skee Ball game is full of fun!



Materials Needed

- muffin tin
- cardboard
- 4" wide tape
- ping pong balls or other small balls

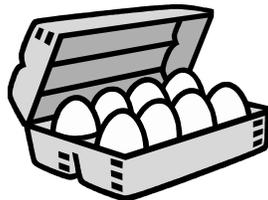
Cut the cardboard to the width of the muffin tin. Beware of too thin cardboard that will tend to bend. Tape all along the edge to provide a smooth joint. Place small pieces of candy or toys in each muffin cup. Players take turns rolling balls up the ramp trying to get their ball in the hole to win the prizes.

Eggs at Rest, Stay at Rest

This is a perfect "grand finale" for a holiday meal that it is guaranteed to bring guests back year after year!

Materials Needed:

- 1 broom
- 1 glass
- water
- 1 egg
- 1 aluminum disposable pie pan
- 1 empty toilet paper roll



Directions:

Fill glass halfway with water. Set glass near edge of counter or table. Place the pie pan on top of the glass (bottom of pan should be resting on rim of glass). Align the apparatus on the table so the edge of the pie pan is even or slightly over the edge of the table (make sure you have enough room behind the glass for the pan to fly). Stand the toilet paper roll (on end) in the middle of the pie pan, making sure that it is over the center of the glass. Place the egg on the toilet paper roll. Stand with the broom right next to the table edge, with the bristles on the floor and the handle in front of the pie pan. Place one foot on the bristles and bend the broom back slightly. (Make sure that the broom is close enough to the edge that when you let go, it hits the edge of the table as it hits the pie pan. You do not want it to hit the glass). Let the broom go. Viola!

So What's Going on Here?

As the broom hits the pie pan, the pie pan and the toilet paper roll are knocked away (the edge of the pan hits the roll after you hit the pan with the broom). The egg drops into the glass of water. The egg falls because it started out at rest and remains at rest as the pie pan and toilet paper roll move out from under it. This effect is called inertia--resistance to any change in motion or rest. Objects in motion tend to stay in motion and objects at rest tend to stay at rest unless acted upon by an external force.

Websites to Check Out!

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<http://mixinginmath.terc.edu/>

Looking for quick ways to mix in math to the things you already do in your afterschool program? Then this site is a “must visit”! This website provides easy to prep activities that build children’s skills including: time sense, size sense, record-keeping, and math talk. The site also contains a Mixing with Math Content Chart that contains a listing of the math skills that each activity addresses. Staff can use this chart to match Mixing in Math activities to particular math topics children are working on for homework or in school.



www.actionforhealthykids.org/special_after

With football season in full swing, there is not time better than the present to check out this website! Action for Healthy Kids, in partnership with the National Football League developed ReCharge! Energizing After-school™, the first nationally distributed after-school program that fully integrates nutrition and physical activity through teamwork-based strategies for youth in grades 3-6. ReCharge! focuses on four concepts – “Energy In” (nutrition), “Energy Out” (physical activity), Teamwork and Goal-Setting.



www.freerice.com/index.php

If your program has access to a computer and the Internet, introduce the children in it to this website. This Web site offers an English multiple-choice test in the subject of math, geography, language arts, and others. For each word defined correctly, 20 grains of rice are donated through the United Nations World Food Program to help end hunger.

www.rif.org

Reading is Fundamental (RIF) prepares and motivates children to read by delivering free books and literacy resources to those children and families who need them most. Founded in 1966, RIF is the oldest and largest children's and family nonprofit literacy organization in the United States. This website had great resources to use in your afterschool program including online activities for children from their “RIF Reading Planet” as well as “Story Samplers” which are book-based thematic guides that include hands-on, cross-curricular activities for books linked by a common theme.

Publications that set the stage in Arkansas

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Enriching Arkansas
Children's Lives
Through High-Quality
Out-Of-School Activities



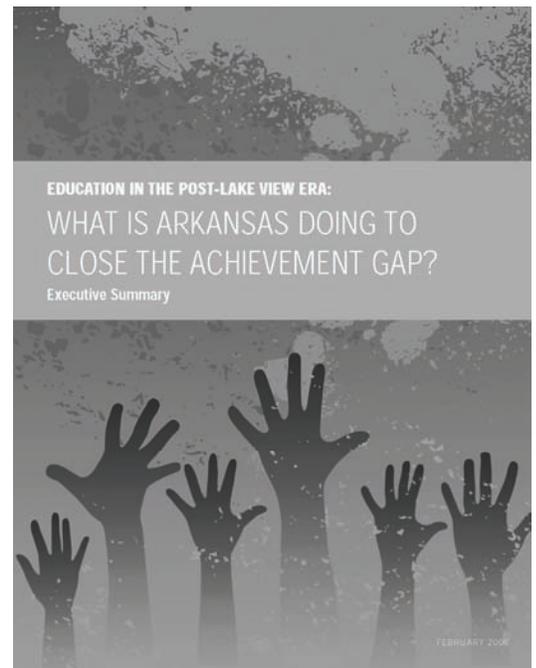
Final Report of the Governor's Task Force
on Best Practices for After-School and Summer Programs
August 2008

Enriching Arkansas Children's Lives Through High-Quality Out-of-School Activities: Final Report of the Governor's Task Force on Best Practices for After-School and Summer Programs

This report was released at a luncheon held at the Governor's Mansion attended by over 150 individual from across the state. The Governor and the Commissioner of the Arkansas Department of Education spoke and members of the task force presented the recommendations. This report was also presented to the Joint Legislative Committee on Education at the State Capitol.

Education in the Post-Lake View Era: What is Arkansas Doing to Close the Achievement Gap?

This report documents the achievement gaps among students of different racial and socioeconomic groups. It recommends that the state adopt the recommendations of the Governor's Task Force to as a way of closing the achievement gaps. A joint venture with the Clinton School of Public Service, Arkansas Advocates for Children and Families, Arkansas Public Policy Panel, and Hendrix College; over 200 people attended the press conference releasing this report.



Updated Movie Licensing

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In our September/October 2008 issue, we reran an article about Movie Licensing by Charles Pekow that had appeared in July 1993 ago in School-Age NOTES that included some outdated information. Our apologies for not updating the article, crediting the source or seeking permission to reprint the article. The author, however, has agreed to update the article to reflect on changes in movie licensing in the last 15 years.

Updated Movie Licensing

By Charles Pekow

Improving technology and relatively cheap prices make it increasingly easier to rely on the time-old tactic to keep youth quiet with minimum supervision: the movie. And while the rules have changed somewhat and the selection of titles has exploded over the past 15 years, one matter remains the same though it still causes some confusion: showing of a movie in any format anyplace outside a private residence, including a school-age program, requires a license.

No, you don't need a license from each studio or for each title you show. But a program must operate under an umbrella license offered by two companies that control film copyright in the United States. Prices range by a number of factors, including enrollment. The rules are tricky as to which corporation licenses films for which studios for which type of school-age program. The answer to what a license covers varies also when studios change contracts or merge, such as when Paramount bought DreamWorks two years ago.

Facilities that forget the law usually just get a gentle reminder. "Our job here is to educate the public. We're not here to carry a big stick," says Sal Laudicina, licensing manager for the Motion Picture Licensing Corp, one of the two licensors. "Educators know they're the ones who need to set an example. There's never been an issue when it comes to enforcement. We just give the facts and let them make a decision.

99.9 percent of the time, people want to do the right thing."

Laudicina can't remember suing anyone, though the music industry has been cracking down on college students who illegally download songs.

"Most of the people that call in to report non-compliance are employees of the schools themselves. Library media specialists know the school is breaking the law and nobody will listen to them," adds Ellen Taussig, database manager for Movie Licensing USA, the other movie licensing firm.

So who, exactly, is responsible for obtaining the license?

Generally a site – not a program, is responsible for the license, which covers all programs. So if a school-age program operates on school premises, it is covered by the school's license, even if the school doesn't run the school-age program. Check with the school operator. Movie Licensing USA offers special rates for before- and after-school programs operating on a school premises, however, if the school does not use the license during academic hours. You can also get a one-time license to show a film from Movie Licensing for \$75 (deductible from the annual fee if you want to buy a license subsequently).

And which company do you go to?

Generally, public schools deal with Movie Licensing. It can grant discounts for multiple licenses obtained by a school district. Churches, on the other hand, deal mainly with MPLC.

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It's also tricky what defines a site a license is granted to. A building site does not necessarily cover showing movies outdoors—even on school property. You need a special permit to show movies outdoors. Movie Licensing grant special permits for the summer.

Likewise, MPLC doesn't always consider separate buildings on the same premises to be covered by one license. It licenses many religious facilities of all denominations. If a school-age program operates in a different building than another licensed ministry, it might require a second license. Through Christian Video Licensing International, MPLC offers a special license for church programs. See cvli.com/main.cfm, (888) 771-2854.

The Swank family has operated Movie Licensing since Ray Swank founded the company in 1937. Ray Swank operated the company until his death three years ago at 95. His son Tim now heads it.

Answers to most questions about what is covered are on the licensors' websites – you can even punch in the name of a movie to see if it's covered. Representatives will also be glad to answer any questions. See movlic.com, (800) 876-5577; and mplc.com, (800) 462-8855. You can also check out who owns rights at the Internet Movie Database, imdb.com.



Additional Funding for the Arkansas Our of School Network

The Arkansas Out of School Network (AOSN) has received additional funding from the Charles Stewart Mott Foundation to continue to provide core support to bring together key decision makers interested in improving outcomes for children and youth through school-based/school-linked afterschool programs.

AOSN was able to obtain such funding by submitting an innovative plan that will place a special focus on increasing the capacity of two local communities to develop a common vision, broad community engagement and continued political will, and cross-community partnerships that establish and sustain quality school-linked afterschool and summer programs.

Two proven methods for developing community engagement in public policy development will be merged together to develop a successful model. The two methods that will be used are the Study Circles process perfected by the Arkansas School Boards Association and the Clinton School of Public Service's recent success in creating the Pine Bluff Afterschool Network. These approaches focus on developing long-term engagement, leadership development, outcome measures, strategic planning, and collaboration on a local and regional level.

To stay updated on the success of this future project visit www.aosn.org or contact Paul Kelly at paul.kelly@aradvocates.org.