

Arkansas School-Age "LINKS"

January/February 2007

Page 1

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School-Age Care: Are You the Right Match for the Job?

(adapted and excerpted in part from *Training New After-School Staff: Welcome to the World of School-Age Care!* New Albany, OH: School-Age NOTES, 2002)

By Roberta L. Newman

Those privileged to touch the lives of children and youth should constantly be aware that their impact on a single child may affect a multitude of others a thousand years from now.

Anonymous

Take a Step Back and Ask: What Does Your Job Mean to You?

Those who work in school-age programs across the country join thousands of others who are playing a major, positive role in the lives of children and youth while they are out of school. Caring for children and youth in a school-age child care program is a relatively new field of work. The field itself is constantly changing and expanding in response to new challenges and community needs. Depending on the focus, programs may be called "school-age child care," "after school care," "out-of-school time," or "after school enrichment or recreation." Programs may be sponsored by a youth organization, a school, a church or temple, a child care center, a government agency, or another community or business organization. Regardless of program sponsorship, staff in these programs have an opportunity to join with other child and youth advocates nationwide to shape and define what it means to be an out-of-school professional and to help build an important, emerging profession.

Inside this Edition:

School Age Care: Are You the Right Match for the Job?	1-6
Race Against Racism and Social Bullying	7-8
Program Spotlight: City Year	9
Activity Ideas: Physical Education FUN!	10
Websites to Check out!	11
Professional Development Opportunities	11- 14
School-Age Care Conference Registration Form	15
Out of School Time Program Advocacy	16

Professionalism

An important part of professionalism is continued personal growth and development in relation to the field. Growing and developing begins with taking stock of personal goals and dreams. It also involves examining how our goals and dreams are linked to the work we do: Here are some important questions for staff in school-age programs to think about:

- Why am I working in this field?
- How do I benefit from working in a school-age program? What do I have to give?
- How does my work with children, youth, and families relate to my personal life goals? How can my involvement in the after school field help me grow as a person?
- Do I have what it takes to be successful in school-age care?
- How can I be a role model for kids in my program?
- How can I increase the likelihood that I am making a positive contribution to children, youth, and families every day on the job?
- How important is this field to me?
- What can I do to help the field grow and flourish to benefit children and youth?



Answering these questions requires honest reflection, discussion with our peers, and exploring appropriate resources that can help us shape our answers. This article contains a variety of tips and strategies for connecting your personal and professional goals, increasing your knowledge of the field, and strengthening your commitment to helping children, youth, and families through your work in school-age child care programs.

Keeping a Professional Journal

School-age staff come from many diverse backgrounds. Some have earned high school diplomas, but have not taken courses related to child care. Some have completed child care certification programs. Others have completed various child care workshops and seminars. And some have earned college degrees in a related field. Some staff have extensive experience working with children in formal or informal settings; others do not. Some have made a life-long commitment to working with children; others see this work as temporary and are using it as a transition to something else.



Regardless of your background, experience, or level of commitment, it's important to step back and think about how you feel about your responsibilities working in a school-age program. One of the most effective ways to monitor your professional development is to keep a **Professional Journal** that documents your thoughts and feelings about your job and provides a format for linking your personal and professional goals.

A great writer once said:
"How can I know what I think until I write it down?"

Writing down your thoughts and feelings about your job is a great way to clarify your professional goals and how they relate to the work you do. Get a spiral notebook, a commercially made blank journal book, or make your own personal journal book. Title the booklet **My Professional Journal** and reserve the pages for reflecting on the important work you do with children and youth. Here are some questions to use in starting a journal about your professional development:

 How do I think of my work in school-age care? As a ROUTINE JOB, a chance to HELP CHILDREN GROW AND LEARN, an OPPORTUNITY TO JOIN AND HELP BUILD AN IMPORTANT PROFESSION as a LEARNING EXPERIENCE, or something else?

 How could the way I view my job affect the way I carry out my responsibilities?

 What are my main goals in life?

 What are some ways I can connect my experiences in school-age care with my main personal goals and interests?

 What can I do to be sure my work with school-age children is rewarding and fulfilling to me?

 What are three things I can do every day to make sure I give my best as a school-age care professional?

 Where will I be working in ten years? How does the work I am doing with children today relate to my vision of my future work-life?

School-Age Care: Are You the Right Match for the Job?

January/February 2007

Page 3

Once you start your *Professional Journal*, set aside about 30 minutes each week to add comments about other important questions. The next sections of this article contain additional questions to write about. Don't forget to write about other important questions that come to your mind.

Assessing Personal Characteristics: Do You Have the "Right Stuff"?

Whether you have worked in a school-age program for a few months or for many years, you will leave a lasting impression on the lives of the children and youth for years to come. Your program offers a daily opportunity to enrich the lives of children and youth.

As you carry out your responsibilities, it's a good idea to think about what it takes to be successful working with school-age children and youth. In a national survey, school-age program directors indicated they look for the following important characteristics when hiring staff. As you read the list, place a check next to the characteristics you think describe you.

- I really like school-age children and youth.
- I have good communication skills. I'm a good listener and I try to learn about other people's ideas, interests, and concerns. I am comfortable expressing my thoughts, opinions, and feelings without being sarcastic or hurtful to others.



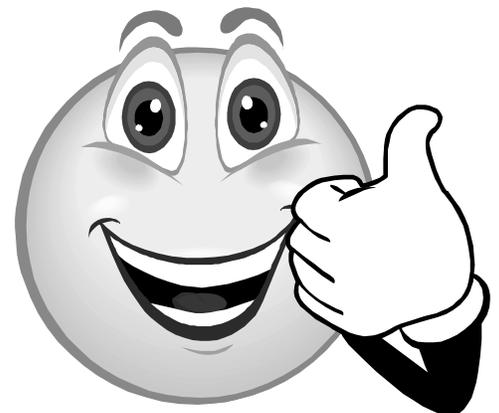
- I am energetic and like to be actively involved with children and youth.
- I am a good observer. I'm alert and aware of what's going on around me. I'm sensitive and tuned-in to the needs and traditions of other individuals and cultures.
- I know how to solve problems. I try to stay calm, think about what a problem is about, talk with others about possible solutions, and try to choose the best solution.
- I try to use common sense.
- I am good at cooperating, planning, and working with others; I'm a team player.
- I have a good sense of humor. Even if I don't laugh or joke a lot, I try to take things lightly and see the humor in a situation.
- I am patient, understanding, and supportive when working with others.
- I am flexible; when my plans aren't working, I'm willing to try something else.
- I am reliable; you can count on me to follow through when I make a commitment.
- I am a positive thinker; when faced with a challenge or difficulty, I try to be resourceful and creative – to think about what I can do, not what I can't do.

- Generally, I feel good about myself; I don't have problems that could make it difficult to work and play successfully with school-age children and youth.

It's unlikely that you checked all of the characteristics on the list, especially if you are new to the field. Most staff have some of these characteristics and need to work on others. The important thing to do is to identify your strengths (the items you checked) and the characteristics you may need to develop (the items you did not check).

Make entries in your Professional Journal

Take a little time to write about your characteristics in your *Professional Journal*. Use the format below to create journal entries. Then talk with your supervisor or a colleague about ways you can use your strengths to the maximum and improve in areas where you think you need further development.



School-Age Care: Are You the Right Match for the Job?

January/February 2007

Page 4

Three Personal Characteristics That Show I Have the “Right Stuff” for the Job....

1. _____

Ideas I have for putting this characteristic to work in my school-age program:

- 1.
- 2.
- 3.

2. _____

Ideas I have for putting this characteristic to work in my school-age program:

- 1.
- 2.
- 3.

3. _____

Ideas I have for putting this characteristic to work in my school-age program:

- 1.
- 2.
- 3.

Three Personal Characteristics I Would Like to Strengthen or Develop.....

1. _____

Ideas I have for developing this characteristic:

- 1.
- 2.
- 3.

2. _____

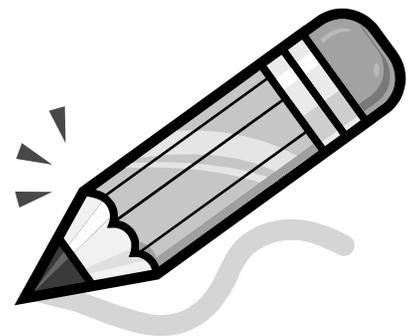
Ideas I have for developing this characteristic:

- 1.
- 2.
- 3.

3. _____

Ideas I have for developing this characteristic:

- 1.
- 2.
- 3.



Are You a Positive Role Model for Children and Youth?

There is no doubt children and youth see program staff as role models of adult behavior. Knowing this, it's critical for you to be aware of what you say and do and how you present yourself. Here are examples of what directors in a national survey said staff can do to be sure they are **positive role models**:

- Smile and show interest in children and youth by greeting them warmly every day.
- Use a respectful, polite tone of voice.
- Be a good listener.
- Exhibit patience and kindness in your interactions with others.
- Be clear about what you expect from children and youth.
- Show by your actions that you are enthusiastic about your work.
- Stay calm and collected during problems and emergencies.
- When problems occur, use a step-by-step approach to solving them.
- Use self-control and avoid yelling, name calling, sarcasm, and belittling people when you're angry.
- If you have a disagreement or problem with a co-worker, your supervisor, or a parent, work it out in private. Never discuss important concerns or confidential matters in front of children, youth, or their families.
- Dress appropriately for the work you do: wear clothing that is casual and professional, clean, and allows you to move around freely. Avoid suggestive or tight clothing or clothing with printing that contains curse words or other disrespectful language.

Another very effective way to be a role model for children and youth is to **share your special interests with them**. We all have **life skills** that school-age children might enjoy learning how to do. Think about some of the things you like to do that might be interesting to school-agers. Here are some examples of hobbies, skills, talents, and other special interests that can be appropriate to share with school-age children and youth:

- *Sports skills*
- *Acting, dancing, singing, playing a musical instrument*
- *Knitting, crocheting, sewing, embroidery, weaving, and other handicrafts*
- *Cooking*
- *Drawing, painting, cartooning, calligraphy and other artistic talents and skills*
- *Community service*
- *Woodworking*
Collecting

Make entries in your *Professional Journal*

Take some time to write about how you can be a role model for children and youth in your program. Use the following incomplete sentences as a point of departure and elaborate on your comments.

- I think I can be a positive role model for school-age children and youth because.....
- I could improve my ability to be a positive role model for school-age children and youth by.....
- One personal interest, hobby, skill, or talent it would be appropriate for me to share with children in my program is.....
- The best way to share it would be.....

Acting as an Advocate on Behalf of School-Age Children and Youth

The responsibilities of being a school-age professional don't end at the door of a school-age program. As a school-age professional, you know and understand a great deal about the unmet needs and interests of children, youth, and families. You can use this knowledge and understanding to speak on behalf of children and make a positive difference for children, youth, and families in your community and beyond.

Make entries in your *Professional Journal*

Use the following questions to reflect on your role as an advocate for children, youth, and families:

- What is your current involvement in being an advocate for school-age children, youth, and their families in your community?
- What actions could you take to increase your involvement as an advocate for school-age children, youth, and their families?
- Who in your community could be your partner(s) in speaking and acting on behalf of children, youth, and families?

Conclusion: Making an Ongoing Plan for Professional Development

Once you know that school-age care is the job for you, it's essential to make a commitment to ongoing professional development in relation to the field. This requires using appropriate resources and techniques for furthering your individual professional development. Keep nurturing your interest in the field by

School-Age Care: Are You the Right Match for the Job?

January/February 2007

Page 6

using a variety of different strategies and tapping useful resources to promote and continue professional development in yourself and your colleagues. Examples of strategies for furthering professional development are:

- **increasing knowledge of the field** through reviewing research, reading and learning about promising practices in the field, participating in training opportunities, attending professional meetings, and observing quality programs;
- **developing competencies and skills** through on the job training, extending formal learning through special projects at the work-site, being mentored by a skilled professional;
- **sharing professional skills and developing professional confidence** by mentoring others and teaching workshops and courses focusing on areas of knowledge and expertise.

Make entries in your *Professional Journal*.

Use the following questions to help you launch a plan for professional development. Refer to the **List of Organizations That Support Professional Development for Staff in School-Age Programs** at the end of this article for ideas on resources to help you carry out your plans for professional development.

- ✍ What SINGLE topic or issue would you like to learn more about RIGHT AWAY to improve your skills as a school-age professional?
- ✍ What sources can you use to help you learn more about this topic?
- ✍ What are the first things you will do to initiate your learning?
- ✍ What factors could limit your learning opportunities? What can you do to overcome them?
- ✍ What improvements do you want to make in your skills as a school-age professional by this time next year?
- ✍ What tasks do you need to complete to accomplish your goal (s) for improvement? What factors could limit your ability to make improvements? What can you do to overcome them?
- ✍ What stands in the way of your involvement in being an effective advocate, if anything?
- ✍ What do you need to know to increase your effectiveness as an advocate?
- ✍ What resources could be helpful to you in becoming a more effective advocate?
- ✍ What strategies can you use to ensure that you maintain a commitment to ongoing professional growth and development?
- ✍ What new questions do you need to ask yourself to ensure your continued professional growth and development?

Check out these Organizations that support the Professional Development of Staff in Out of School Programs

NATIONAL



The National AfterSchool Association, formerly the National School-Age Care Alliance, was founded in 1987. They are a professional association with a membership component—our membership includes more than 7,000 practitioners, policy makers, and administrators representing all public, private, and community-based sectors of after-school and out-of-school time programs, as well as school-age and after-school programs on military bases, both domestic and international. As the leading voice of the after-school profession, we are dedicated to the development, education, and care of children and youth during their out-of-school hours.



arkansas out of school network
creating safe, healthy and enriching experiences for arkansas youth

The mission of the Arkansas Out of School Network is to create safe, healthy, and enriching experiences for Arkansas youth during out of school times. This can only be accomplished by collaboration and building a network between all interested partners in Arkansas. To establish and maintain quality standards, attention must be given to the staffing and training needed to effectively impact the lives of children. Visit the AOSN Website for information on upcoming Professional Development Opportunities. aosn.org

Race Against Racism and Social Bullying

January/February 2007

Page 7

“Race Against Racism” : Valuable Life Lessons for School-Age Children

by Kimberly Friedman

Imagine asking the children in your after-school program to use a tube of toothpaste to write their names on paper. What sounds like a simple and perhaps messy craft becomes a valuable and interesting lesson when you then ask the children to picture the toothpaste as words of hate. Now, ask them to try to return the toothpaste/ words of hate back into the tube. Just as it is nearly impossible to return any of the toothpaste into the tube, words of hate may come out easily but are very hard to “put back.” This is one of many learning experiences being presented to school-age children in the “Race Against Racism” program presented in Central Ohio by the YWCA Columbus After School Child Care Program and YWCA Columbus Department of Racial Justice.

Social Bullying: Not Just “Kids Being Kids”

Unfortunately, we see it all too often in our programs. One little girl sitting alone and looking wistfully at another group of girls playing. She has just been ostracized cruelly with sly comments about her clothes and her friendship with another unpopular child. She is a victim of the bullying behavior of the “in” group.

The after-school program should offer all children a “home away from home” where they can try new things, explore, and just be themselves, including this young girl. This safe haven is destroyed if social or physical bullying is tolerated or ignored by staff.

While physical bullying can be easier to identify and discipline, social bullying is sometimes written off as “kids being kids.” However, social bullying can have consequences that are just as devastating. Therefore, national after-school experts and authors Sue Edwards and Dr. Kathleen Martinez contend that it is critical that after-school programs take intentional steps to educate staff about both physical and social bullying and to engage in an ongoing process to make their program a “bully-free zone.”

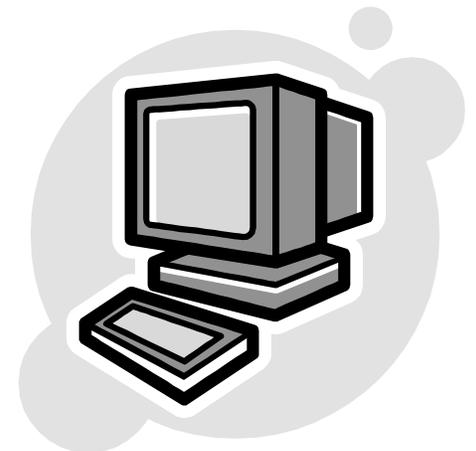
More Difficult to Identify

All bullying is ongoing and involves an abuse of power, but it is important for staff to know the difference between social bullying and physical bullying, according to Edwards and Martinez. Physical bullying can involve hitting, kicking, or pushing someone or even just threatening to do it. Physical bullying can also involve stealing, hiding or ruining someone’s personal property or forcing someone do things he or she doesn’t want to do.

Social bullying is usually done covertly and can be difficult to identify. Dr. Ken Druck, one of the authors of *How to Talk to Your Kids About School Violence* (2003 Onomatopoeia Inc.) notes the following characteristics of social bullying:

- **Spreading rumors and gossip.** Malicious gossip can spread very quickly. Even if untrue, it can destroy a reputation and make it very hard for a child to gain social acceptance.
- **Deliberate exclusion or shunning.** Excluding others from social activities or forming cliques to intentionally reject or isolate former friends is a powerful and common method of social bullying.

- **Verbal taunting or harassment.** Taunting, as opposed to teasing, is meant to hurt or belittle the victim and establish an imbalance of power. Name calling, rude jokes or nicknames and calling attention to physical or social shortcomings can all chip away at a child’s self-esteem, cause embarrassment and escalate to other forms of social bullying.
- **Hostile expressions or body language.** Staring aggressively, making faces or derogatory physical gestures, and taking hostile stances are subtle but effective ways to intimidate alienate or reject others without attracting attention or making the intimidation obvious to adults.
- **Abusive emails or phone calls.** Access to computers and phones allows social bullying to continue even when the child is home, making it difficult for the victim to escape bullying.



Race Against Racism and Social Bullying

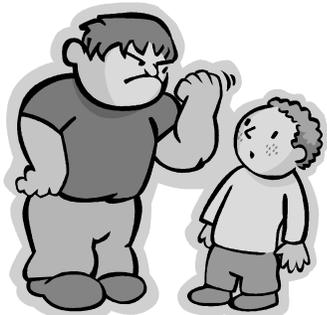
January/February 2007

Page 8

It is also important for staff to be able to discern between social bullying and self-selection of friends. Bullying is ongoing and continues day after day with an intention to cause harm. If children elect to play in a self-selected group on a given day because of a mutual interest, this is probably not social bullying. If the exclusion of one child from the group continues day after day, with the added insinuation that the child is not good enough or is not wanted, the situation may be a case of social bullying and requires intervention by staff.

In order to effectively address social bullying, Edwards and Martinez suggest that after-school programs consider the following actions:

1. The after-school program must decide that social skill development is a critical component of their program. Knowing how to effectively interact socially is not something that we know intuitively. We must learn it. If there are children in our program who are not socially adept (either acting aggressively or unable to assert themselves), it is the responsibility of the staff to be proactive in teaching the needed social skills directly to the children.
2. The after-school staff must determine that their program will have a zero tolerance policy for social and physical bullying. The zero tolerance policy needs to be actively enforced.



3. Staff must become conscious of the specifics of social and physical bullying. Staff must work to develop open communication with children so that they know it is okay to approach staff with a problem. Read body language, look and listen.
4. Staff must actively supervise to detect and address all bullying activity.
5. Work hard to keep kids busy! Determine what their interests are and what they can share. Develop strategies and activities that help children to "buy in" to the program. Work on team-building so that children support the program as a cohesive group with a philosophy that "We're all in this together."
6. Staff should offer parent education about physical and social bullying so that parents will support the after-school program's zero tolerance policy. Staff may want to share statistics on bullying and the devastating emotional and social consequences for both the bully and the victim.
7. Staff members, especially younger staff members, often tease each other and laugh in sarcastic and belittling terms among themselves. This behavior needs to stop immediately. When children imitate the behavior modeled by these staff members, the consequences are hurtful and it can start a wildfire of harmful behavior among children in the program.

8. If a child in the program is a victim of bullying, the staff must support the victim and help him or her to move out of victimhood. The victim and bully should be counseled separately due to the power imbalance between the victim and bully. Teach the victim empowering language and tools.

YWCA Columbus after-school site coordinator Denise Mundy conceived the idea for a racism education program for children aged 5-12. She worked in partnership with the YWCA Columbus Department of Racial Justice to craft the curriculum and create evaluation tools. The program was successfully piloted during the 2004-2005 school year at one site, and all 23 YWCA Columbus After School Child Care sites began using the program during the 2005-2006 school year.

The "Race Against Racism" curriculum, which runs for 26 weeks, includes activities, discussions, videos, stories, and guest speakers that teach diversity and acceptance. The program begins with discussions of change and a celebration of diversity and ends with children expressing their hopes and dreams for the world. Children learn the definitions of words such as racism, acceptance, diversity, and discrimination. Topics covered include the Underground Railroad, Japanese internment camps, segregation, the Civil Rights Movement, diversity in faith, African American heritage, responses to racism and bullying and more.

The "Race Against Racism" program also includes both pre- and post-testing to measure the effectiveness of the program. Additionally, regular dialogues between site coordinators and administrative personnel help refine the program to mesh with the interests of children at individual sites. Plans are underway to develop a "Race Against Racism" curriculum for use in programs that serve middle-schoolers.

Program Spotlight: City Year Little Rock

January/February 2007

Page 9



City Year unites young people ages 17 to 24 from diverse economic, racial, and geographical backgrounds for a year of full-time service to their communities. The City Year corps embodies the ideals of City Year and its belief in the power of young people to effect positive, lasting social change. Every day, corps members work with the spirit of idealism, the discipline of hard work, the purpose of shared goals and the pride of representing their generation.

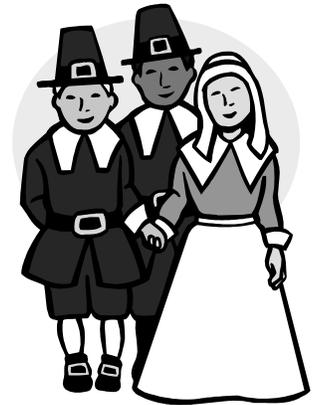
City Year Little Rock has four teams serving in four schools across Little Rock and North Little Rock: Baseline Elementary, Geyer Springs Elementary and Meadowcliff Elementary in Little Rock and 7th Street Elementary in North Little Rock.

At each school, corps members facilitate one-on-one and small group tutoring, providing literacy interventions that are part of the Arkansas 'Reading First' program that is used by many schools in Central Arkansas. The corps members also play an

essential role during the school day by acting as role models during recess and lunchtime. After school, corps members run Starfish Afterschool programs at each school in Little Rock. The Starfish Program combines fun activities with service experiences to help build civic values in elementary school students.

City Year Little Rock also offers a service learning program for Middle School students called Young Heroes. The Young Heroes program will bring together 60 middle school students from around Little Rock and North Little Rock to learn about different social issues and start addressing them. The program starts on MLK Jr. Day and will meet 3 Saturdays a month until May, providing many of the students in the program the chance to earn the Presidential Volunteer Service Award.

If you are interested in joining the program or you would like to learn more about the program, please call 501-707-1400 or e-mail Tionna Jenkins, Recruitment and Admissions Director at tjenkins@cityyear.org



Corps member, Jasper Pittman, helps a student put on her Thanksgiving bonnet. They had just done a lesson on Thanksgiving and everybody made a bonnet or a hat to commemorate the holiday.

PROGRAM SPOTLIGHT

Would you like your program featured in a future edition of the Arkansas School-Age "LINKS"? If so, please send a brief description of your program to Woodie Sue Herlein at wherlein@astate.edu. In your 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 out-of-school time programs that are across the state of Arkansas!



Activity Ideas: Physical Education FUN!

January/February 2007

Page 10

Start the new year off with an emphasis on physical education and healthy living in your after school program! Helping children to value the importance of staying physically active so that you can lead an overall healthy life is critical to their proper growth and development. The following are activity ideas and resources that you can incorporate into your program so that 2007 can be the healthiest year ever for the children and families at your program. Good luck!

Captain Midnight

Supplies needed:

Nothing, but a super hero cape would be a fun prop!

How To Play:

Choose someone to be Captain Midnight. Everyone else then yells, "Captain Midnight, what time is it?" The Captain responds by yelling any number from one to twelve. Each player then walks that many steps toward the Captain. If they can touch him, then they are the new Captain.

However, keep your ears open because at anytime the Captain can shout out "**Midnight**," which means you have to run away from the Captain. If the Captain catches you, you become his assistant, helping him to catch other players.



Dance Off Challenge

Supplies needed:

Nothing, but music if you would like



How To Play:

Start the music if you want to use music, but it's not necessary. The first person starts by making up 4 beats of dance steps. The next person repeats what the first person has choreographed and adds on 4 more beats of dance steps. Keep going around the group until someone makes a mistake. If you make a mistake you are out. In the end, there should be two of you left in a dance-off.



Refrigerator Tag

Supplies Needed:

4 Bases

How To Play:

The first step in the game is to name your bases—Like it, Love it, Hate it or Never tried it.

Make sure that all of the players know which base is which. Next, pick one of the players to be "It." "It" calls out the name of a food. The players then run to the base that best describes how they feel about that food. If "It" tags a player on the way to a base, that player is now "It."

Drinking Straw Pulse Measurer

Supplies Needed:

- Straws
- Clay
- Paper and pens for charting
- Watch or timer that measures seconds

Directions:

Seeing your heartbeat makes it easier to measure.

1. Write the children's names across the top of a piece of paper in separate columns. Write "standing" in the top row on the left side.
2. To make a drinking straw pulse

measurer, the children will first need to find their pulse with fingers. Show them how to put two fingers on the side of their neck, near the front, and move them around until they can feel something thumping under their skin. That's their pulse. What they're feeling is their blood being pumped around their body by their heart.

3. Put a piece of clay over their neck where their pulse feels the strongest
4. Stick a straw into the clay so that it's sticking straight out from their neck. They might need a friend's help for this part.
5. To get their pulse rate, count how many times the straw moves in one minute. To save time, you can also count the number of times the straw moves in 15 seconds and then multiply that by four. They can also find a pulse on their arm, temples, and even their ankle. Try it!
6. Write their pulse rate under their name on the chart. Is their rate faster or slower than your friends' rates?
7. Questions to ask: Do you think your pulse rate is always the same? Could you do something to change it? Come up with different activities that you think might change your pulse rate. Write them in separate columns along the left side of your chart.
8. First try the activities they think will slow your pulse rate down. Then try the ones they think will speed it up. Calculate their pulse rate for each activity and write it under their name in the row for that activity.
9. Is there a difference between their pulse rates for each activity? Were they right about which activities speed up and slow down their pulse? Why do they think there is or isn't a difference between pulse rates?



Websites to CHECK OUT!

January/February 2007

Page 11



PBS Teacher Source Health and Fitness Lessons and Activities for Kids Ages 5-18

TeacherSource strives to provide an accurate and easily searchable database of PBS lesson plans, offline activities, and online interactives available for instructional use by educators. This site has a variety of topics to choose from including fitness and nutrition.

<http://www.pbs.org/teachersource/health.htm>

Contains an on-line personal activity log for kids to track their physical fitness progress along with awards for reaching fitness goals

<http://www.presidentschallenge.org>



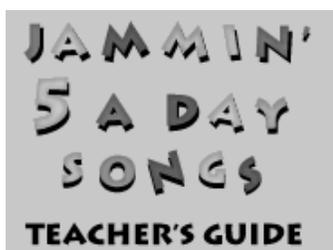
THE PRESIDENT'S CHALLENGE



Ways to Enhance Children's Activity & Nutrition

We Can! (Ways to Enhance Children's Activity & Nutrition) is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help children 8-13 years old stay at a healthy weight. Tips and fun activities focus on *three* critical behaviors: *improved* food choices, *increased* physical activity and *reduced* screen time.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>



This site provides an innovative way to use music to support the key concepts of physical activity and nutrition. Intended for children in grades 3-4, the activities can be adapted to meet the needs of even a more diverse aged group of children. All the resources you need to begin "jammin" are available on-line including lesson plans, lyrics, and sheet music. Have fun jammin!

<http://www.dole5aday.com/Teachers/ClassroomResources/Materials/MusicLessonPlans/home.jsp>

Professional Development Opportunities

January/February 2007

Page 12



WHAT ARE YOU STILL WAITING FOR?

Become a part of the Arkansas Early Childhood Professional Development Registry and gain:

- **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
- Satisfaction of knowing that you are taking control of your professional development!

It's Free!

Call (888) 429-1585 for an application or visit us on the web at

<http://professionalregistry.ystate.edu/>

Come join the fastest growing group of early childhood and school-age professionals in the STATE!

Arkansas School-Age Care Conference

The logistical planning is underway for the next statewide school-age conference to be held in Central Arkansas! This event is guaranteed to be full of quality sessions geared specifically to providers that work in out of school time programs. Registration forms are included in this newsletters! **Be one of the first 50 to register and you will be entered into a drawing for a free gift geared specifically for school-age professionals!** Hurry up and register before this outstanding professional development opportunity passes you by!

Saturday, March 3rd
9:00 a.m.—2:00 p.m.
First Presbyterian
Church
1208 W. Main Street
Jacksonville, AR 72076





School-Age Specialist Training

A great beginning step towards continued professional development
with a focus on SCHOOL-AGED YOUTH!

This five session (20 hour) portion of the Child Care Specialist Certificate
will explore:



- Understanding School-Age Youth
- Health and Safety
- Planning the Environment
- Appropriate Activities
- Program Planning
- Guiding Behavior
- School-Age Youth in Groups
- Building Relationships

**Spring class dates available
in North Little Rock!**

Location : Levy United Methodist Church at 701 West 47th Street

Dates: February 12, 19, 26 and March 5, 12

Class Time: 6:30 - 9:30 p.m.

To register call Woodie Sue Herlein with ASU Childhood Services at
888-429-1585 or register online at professionalregistry.astate.edu

School-Age Regional Workshops



“Dyslexia”

Some form of Dyslexia affects one in five people. When caught early, the dyslexic brain can be trained to cope with the problems this learning difference causes. Come learn more about this disability and discover some ways to help dyslexic children learn.

Presenter:

Cherry Frierson, Orton Trained Education Therapist

Cherry Frierson is co-director of the APPLE Group, a support group of parents and teachers of children with dyslexia. Being dyslexic and also raising a child with dyslexia, Cherry has over nine years experience as a private, Orton based, multi-sensory remedial therapist. She also has over twenty years of classroom experience in addition to reading and elementary enrichment instruction.

- Friday, January 26, 2007 from 11:00 a.m. to 2:00 p.m.-Russellville
- Saturday, January 27, 2007 from 9:00 a.m. to noon -Fort Smith
- February 9, 2007 from 11:00 a.m. to -2:00 p.m.-North Little Rock

To register or to get more information about a specific location, check out the Registry website at professionalregistry.astate.edu or call Woodie Sue Herlein, ASU Childhood Services at 888-429-1585

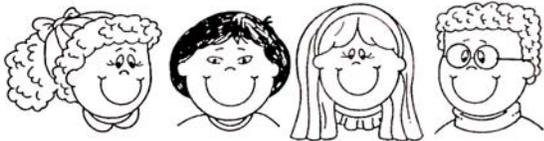
School-Age Conference Registration Form

January/February 2007

Page 15

Arkansas School-Age Care Conference

Arkansas School-Age Care Conference *Spectacular Saturday*



**Saturday, March 3, 2007
9:00-2:00 p.m.**

**First Presbyterian Church
1208 W. Main Street
Jacksonville, AR 72076**

Sponsored by:
ASU Childhood Services
Jo Ann Nalley, Director
and the
Arkansas Department of
Health & Human Services
Division of Child Care &
Early Childhood Education

Arkansas School-Age Care Conference

Mail this registration form to:

ASU Childhood Services
PO Box 808
State University, AR 72467
(870) 972-3055

Name: _____

Social Security # or Registry ID# : _____

Name of Program: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

Email: _____

Number Attending: _____

Payment will be made by cash or check (please circle one).

Conference registration fees are \$15.00 per person.

Registration includes all sessions, materials, opening address, presenters' dialogue, and networking, and lunch.

**Please make checks payable to
ASU Childhood Services**

Deadline for registration is February 1, 2007

***For More Information:
Call Woodie Sue Herlein
870-972-3055
1-888-429-1585***

Out of School Time Program Advocacy

January/February 2007

Page 16



In the article below Paul Kelly, Lead Staff Person for AOSN, lead a discussion with members of the joint House Committee on Aging, Children, and Youth, Legislative and Military Affairs and the Senate Committee on Children and Youth regarding the possibility of developing a special commission to look at issues surrounding after school and summer programs in Arkansas.

Child advocates ask legislators to consider expanding after-school programs

Friday, Nov 10, 2006

By John Lyon
Arkansas News Bureau

LITTLE ROCK -An analyst for a child advocacy group asked legislators Thursday to take steps toward expanding after-school and summer programs available to Arkansas' children. "I believe in these programs, and I believe the state has a role, and there are a lot of children that need this," said Paul Kelly, senior policy analyst for Arkansas Advocates for Children and Families. Kelly spoke at a joint meeting of the House Committee on Aging, Children and Youth, Legislative and Military Affairs and the Senate Committee on Children and Youth. He asked legislators to establish a special commission to study after-school and summer programs and make recommendations by June 2008, to be implemented in the 2009 session. The commission would determine the number of Arkansas children in need of such programs, establish standards, develop methods of ensuring accountability, determine costs, develop partnerships with private organizations and communities and establish a funding mechanism, Kelly said. He estimated the committee's costs at \$50,000. Committee members took no action on the request.

The lawmakers also heard a presentation by Jennifer Stedron, education program manager for the National Conference of State Legislatures. Stedron cited a study by the Harvard Family Research Project which found that after-school programs tend to decrease children's behavioral problems; reduce their likelihood of becoming involved with drugs, sex and violence; improve their relationships with peers, parents and teachers; increase their self-esteem; broaden their world view; and expand their career goals. Stedron said the programs also relieve stress for parents and provide a haven for children. Unless standards are in place, however, "those havens are not necessarily safe," she said.

Kelly said after-school programs already operating in the state, such as Boys and Girls Clubs, YMCA and 4-H, have large enrollments, which shows there is a demand for them.

Second-grader Alexis Italiano told the legislators she enjoys the after-school program at her school.

Marquese McFerguson, admissions counselor for Ouachita Baptist University, said the after-school program he attended as a high school student mixed fun activities with tutoring and was a source of support to him after his father died while he was in the ninth grade.

Stedron said funding is "a bit of a black box right now" because it depends on the state's goals. Annual costs for programs in other states vary from \$450 per student to \$7,150 per student, she said. The state with the most ambitious approach to after-school programs is California, which has set a goal of providing programs for all children in the state who need them, Stedron said. Rep. Stephanie Flowers, D-Pine Bluff, said she agreed with Kelly but worried about creating more bureaucracy. Flowers also said she hopes all types of Arkansans will be included.