

Arkansas School-Age "LINKS"

March/April 2007

Page 1

ASU Childhood
Services

Jo Ann Nalley,
Director

PO Box 808
State University,
AR 72467
870-972-3055
1-888-429-1585

School-Age
"LINKS"
was compiled
and formatted
by
ASU Childhood
Services

Funded by
Arkansas
Department of Health
and Human Services
Division of Childcare
& Early Childhood
Education
Through the Child
Care
Development Funds



Creating Successful Clubs with Older Kids

(Adapted and excerpted from Roberta Newman. *I.D.E.A.s – Integrated Developmental Enhancement Activities for Older Kids: Creating Successful Out-of-School Experiences in Programs for Older School-Age Children and Youth*. Cape Charles, Virginia: Newroads Media. 2004)

What Can Clubs Do for School-Age Kids?

Club activities are appealing to school-age children and youth for a variety of reasons. They are especially appealing to those ages eight and up. Through clubs, programs can provide children with many experiences that support their growth and development. Here are some important positive ways club activities can be linked to the developmental needs and interests of older school-age children:

- Clubs can provide opportunities for children to develop social skills and a spirit of teamwork as they work together regularly on mutual interests.
- Clubs provide children and youth with opportunities to explore new interests and develop competencies and skills that are useful at home, at school, and in the community.
- Clubs can provide children and youth with an introduction to activities that may develop into life-long interests, hobbies, or vocations.
- Successful involvement in clubs can help children and youth feel good about themselves and build a positive sense of self-worth.

Inside this Edition:

Creating Successful Clubs for Older Kids	1-4
Author Spotlight	4
Roughhousing in After School: Positive Pro-Social Play	5-6
Program Spotlight: Lights On Afterschool Re-cap	7-9
Professional Development Opportunities	9
Activity Ideas: Celebrate April!	10-11
NOW AVAILABLE: SA Specialist On-line	12

Creating Successful Clubs with Older Kids

March/April 2007

Page 2

What Makes a Club a Club?

When working with children and youth to develop club activities in school-age programs, it is important to think through *what makes clubs special – what makes them different from other program activities*. As you do this, it can be helpful to keep in mind the components of clubs in the “real world” beyond the school-age program. This is especially important for older school-age children who increasingly interested in exploring the world beyond home and family. They want to be involved in activities and experiences that are relevant to important community concerns and issues, mirror positive adult activities, and help them expand their interests, talents, and abilities. Here are some of the things that characterize positive clubs in the “real world.”

Clubs in the “real world” have.....

- Members who participate *voluntarily* (**Note:** No one in the “real world” is *assigned or required to join a club by someone else – members voluntarily choose to participate in clubs that appeal to them*. In after school programs, the most successful, dynamic clubs are those that interested children *choose to join*.)
- Membership Cards or Certificates Signifying Membership
- Members with Shared Interests, Concerns, and Goals
- Special Projects and Activities Planned by Members
- Special Equipment and Supplies Related to Shared Interests and Projects
- Officers and/or Leaders of Club Projects or Committees
- A Special Name, Logo, Mascot, and/or Other Symbols that Indicate the Purpose and Theme of the Club

- Regular Meetings to *Plan* Activities
- Special Meetings to *Work on and Carry Out* Projects and Activities
- Operating Policies, Procedures, Rules, and/or Guidelines for Running Meetings
- Club Handbooks
- Rituals for Social Bonding (e.g. special handshakes, passwords, cheers, and/or songs that are sung at every meeting, etc.)
- A Regular Meeting Place and/or Clubhouse
- A Banner or Other Decorations to Identify the Meeting Place or Clubhouse
- Ceremonies, Celebrations, Certificates, Pins, or Plaques to Acknowledge Club Accomplishments and/or Accomplishments of Individual Members

Before implementing clubs in your program, talk with your colleagues about these typical club components. Are there any other “real world” qualities and characteristics of clubs you could add to the list? When you have a complete list of *what makes a club a club*, brainstorm ideas for incorporating as many of them as possible in your program’s club activities.

Strategies for Creating and Operating Clubs

The most successful clubs are usually those that children and youth help design and operate. The most effective way to develop clubs with kids in school-age programs is to build on their observed and expressed interests as they participate in various program activities. Here are some situations that might give birth to creating a club:

- *Children return over and over to the same interest area or activity center.*
- *Children express an interest in extending and building on short-term and long-term projects.*
- *Children talk about projects or activities they like to do at home or in the community.*
- *Children express interest in learning more about what they explored on a recent field trip.*
- *Children talk about things they would like to learn how to do.*
- *Children take the initiative to start a “club” with other kids during free time.*
- *Children participate regularly in activities related to developmental tasks (e.g. developing physical skills; learning and practicing new skills and competencies in different areas; exploring creative capacities; reflecting on who they are, who they’re becoming, and who they want to be).*

With support and encouragement from staff, each of these circumstances could be used as a spring board for developing a club. It’s important for staff to be on the lookout for signs that children might like to pursue their interests in regularly scheduled club activities. When you spot the signs, plant the seeds for launching a club by :

1. Telling children you’ve noticed their interest in a certain area;
2. Suggesting they might like to start a club related to the area; and
3. Offering to help them get the club going.



Creating Successful Clubs with Older Kids

March/April 2007

Page 3

Strategies for Planning and Implementing Successful Clubs

Once you and the children have decided to create a club around an area of special interest to them, it's time to do some careful planning. My book, *I.D.E.A.s* contains a *Creating Club Worksheet* that can be used to guide your club planning efforts. A list of questions excerpted from the worksheet appears in this article. These questions will help you and the children identify and focus on what you need to do to create and maintain a great club.

Although the questions from the *Creating Clubs Worksheet* can be limited to staff planning, they work best when staff and a small group of children explore them together. Identify children who have shown an interest in helping get a club off the ground and invite them to join you. This way the questions become a tool for getting school-age children and youth involved in shaping the program and developing a sense of ownership of the club.

As older children become skilled at club planning, you may want to adapt the questions and create a kid friendly *Club Planning Form* for children to use on their own. Title it: *Want to Start a Club?* Then list some basic club planning questions. Designate a special place where a stack of these forms can be available to children whenever they have a club idea. When children experience success with planning and implementing own clubs, they can launch and operate clubs during free choice activity time. When implemented this way, clubs simply become one more activity option. This reduces the need to designate a special club time that requires all children to participate in a club, even if they aren't interested in or ready for club-like activities.

CLUB PLANNING QUESTIONS

(excerpted from *I.D.E.A.s: Integrated Developmental Enhancement Activities* by Roberta Newman)

Use these questions to create your own Creating Clubs Worksheet. Provide appropriate space between each question to allow staff and children to write down their ideas.

- What is your club about (its purpose)?
- What are your club's goals?
- What kinds of things do you want to do in your club?
- Who will be interested in joining your club? How will you get other kids involved in joining?
 - ⇒ Word of mouth – friends telling friends?
 - ⇒ Flyers or posters?
 - ⇒ Opinion or interest surveys?
 - ⇒ Announcements on a PA system?
 - ⇒ Article in a newsletter?
 - ⇒ Other ideas?
- What will you call your club?
- How will you create a club identity and encourage team spirit among club members?
- Where will your club meet? Will you have a permanent clubhouse or set up your clubhouse every time you meet? How can you create a clubhouse atmosphere in wherever you will meet?
- When will you meet and how often?
- What policies and procedures will your club have? Who will run the meetings? How will you make decisions?
- What will you do at the first club meeting?
- Who in the community (people, businesses, or organizations) might be good resources for your club activities?
- How could parents be involved in your club?
- What kinds of equipment and supplies will your club need?
- Will you need to raise money for club activities? If so, how will you do it?
 - ⇒ Fund raising projects?
 - ⇒ Membership dues? (Be sure to think about what to do if some kids can't afford to join.)
 - ⇒ Contributions?
 - ⇒ Grant writing? (For example, one school-age program wrote a proposal to a garden club and received \$1,000 to beautify an area of the school grounds where their program was housed.)
- What special events could be held in connection with your club (performances, talent shows, exhibits, etc.)?
- What field trips could be taken in connection with your club?
- What else do you need to think about to make your club a success?

Creating Successful Clubs & Author Spotlight

March/April 2007

Page 4

To create clubs that will play a positive role in children's development, ask yourself if the clubs are organized around the diverse developmental needs cited by research at Center for Early Adolescence at the University of North Carolina:

The Seven Developmental Needs of Early Adolescence

1. The Need for Physical Activity
2. The Need for Competence and Achievement
3. The Need for Self-Definition
4. The Need for Creative Expression
5. The Need for Positive Social Interaction
6. The Need for Structure and Clear Limits
7. The Need for Meaningful Participation (doing things that are relevant to children's lives)

By keeping these needs in mind and using the systematic approach to club planning described in this article, staff and children can work together to co-create and implement ongoing clubs that provide exciting, enriching, diverse learning experiences that help children work together to extend their horizons. These are the characteristics of clubs that help each child grow and thrive and strengthen the program's spirit of community.

*Jonesboro Author Hits a
Home-run with New Book*

Check out this resource and make it a great addition to your program resource center!

Constitution Translated for Kids by Cathy Davis of Jonesboro, is a simple translation of the entire U.S. Constitution, written at the 5th grade level– with the original 1787 text alongside a translation in the first ever side-by-side look at our most supreme legal and political document.

Families across the country are flocking to this book and getting a better understanding of their rights and responsibilities as citizens. State legislators in Rhode Island are putting this book in grade schools across the state. Social studies teachers around the nation are singing its praises!

Visit
www.constitutionEZ.com
for a free teacher's
guide as well as other
corresponding free
resources to use in your
program!



Roughhousing in After-School: Positive Pro-Social Play

by Rick Porter

Wham, Bam, Pow...is this day care?" So John Stossel started his report on 'Roughhousing' for 20/20 over 20 years ago. He took a close look at the Rainbow River School Age programs and our Roughhousing curriculum and the controversy about it. Since that look at the 'roughhousing style of play' 20 years ago, there has been a general acceptance and understanding of children's need to have positive, supervised, dynamic physical play between children at home and children in child care programs.

A recent Internet search on roughhousing identified articles in Northwest Baby and Child Online Newsletter titled "Have Fun Roughhousing, but be Safe Too." Thomas Reed, Ph.D., assistant professor of Early Childhood Education at the University of Southern Carolina, states, "At around age 5, boys start to feel uncomfortable showing affection through touch, rough-and-tumble play lets them express intimacy in a safe, acceptable way. The more trusted the friend, the rougher the play is permitted to be." In an article in "Dad's Today," from iParenting.com, Steven Green, an assistant professor at Texas A & M University says, "Roughhousing type play such as tumbling and wrestling has been proven to teach self-confidence, assertiveness and self control, as well as teaching limits." In an article in *Uni for Families* from the University of Nebraska Cooperative Extension,

Janyne Slabaugh, an instructor in the Family Life Education Department at Edmonds Community College writes "It's just as normal for siblings to play rough at times – wrestling, tussling over a toy, running through the house getting away from each other – all common things in a growing family." Research of mammal's behavior and *National Geographic* films show that all mammal siblings chase, tackle, and jump on each other.

Roughhousing typically begins in the home with family. Those of you with siblings know that the more children in a home, the more movement in the house. The house often looks like a hockey game. Like kittens and puppies, children's pushing, shoving, tripping, and chasing are normal child behavior. Mothers learn that there is no stopping it. Boundaries can be set though, "Take that outside!" "Not in the living room!" "Not too rough."

Sometimes rough physical play can be abusive, so adult monitoring is essential. Supervision, a soft area to play in, and some basic ground rules are essential to positive, pro-social play.

Roughhousing is chasing, pushing, pulling, and tackling by children whose intent is to have fun. It goes on every day in every program where children are together in groups. Children naturally like to push, tease and chase each other in a friendly fashion. Teachers and caregivers need to focus on how to manage and supervise this natural rambunctious play rather than trying to stop it. Children need daily opportunities to engage in dynamic physical play. Supervised wrestling with rules and guidelines can help children get needed physical exercise, engage in fun play and touch each other in a

positive fashion. Picking a partner to wrestle with, establishing safe rules of contact, and adult supervision leads to successful wrestling. Using tumbling, mats help define the wrestling area and provide a soft surface to play on. For school ages, 2 mats 5'x10' provide a great wrestling area. Mats are a great addition to any after-school program.

Children who are going to participate in the wrestling should help define the rules such as the ones in the box in the next column.

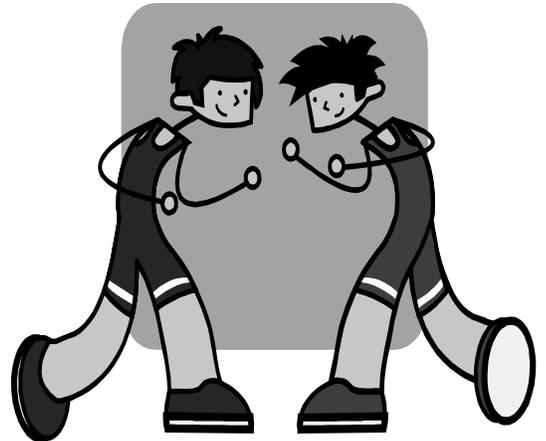
Other types of roughhousing activities could include water balloon type battles using sponges dipped in buckets of water or foam ball battles using Nerf™ type soft balls or bundled up (clean) socks. Old fashioned pillow fight type activities using pillows, cushions, and foam noodles are fun. Foam noodles (used in pools) cut in half can also be used in Star Wars-type laser light sword duels. The two essential elements are supervision and reminders that the goal is to have FUN.

Rick Porter is the Executive Director of the rainbow River/Rainbow Rising Child Care Programs in Hermosa Beach CA.

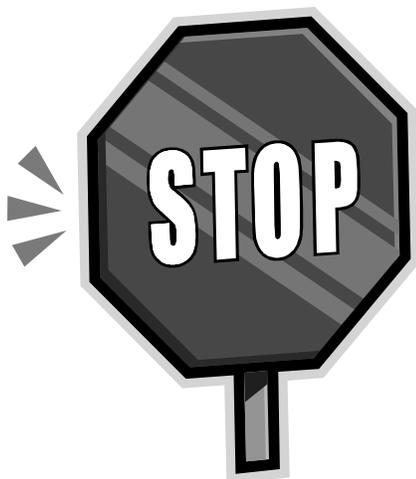


9 Guidelines for Safe Roughhousing

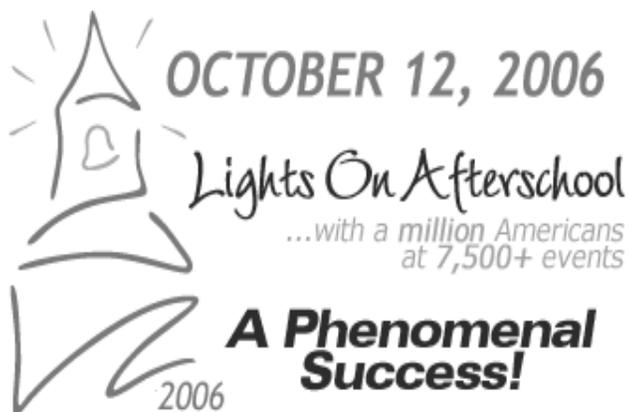
1. Define and clear a specific area for activity.
2. Use mats, carpet and pillows to soften an indoor area.
3. Use grass and mats for the outdoor area.
4. Allow a minimum of one-half hour for the activity.
5. Establish rules for activity.
6. Adults must supervise.
7. Give a five minute warning for the end of the activity.
8. Remind children that this is to be a FUN activity, not a time to hurt or be angry.
9. Participation is voluntary and children should pick their own partners.



Basic Roughhousing and Wrestling Rules



- No kicking.
- No hitting.
- No biting.
- No pulling hair.
- No choking.
- Respect one's face, eyes and genitals as sensitive areas.
- Take off shoes, belts, earrings and other things that might cause someone to get hurt.



Lights On Afterschool! is celebrated nationwide to call attention to the importance of afterschool programs for America's children, families and communities. Last year's day of recognition on **October 12, 2006** was a huge success for many Arkansas after school programs. The following programs were some of the many different programs that participated in this day of recognition by hosting a variety of community events. The programs included are just a sampling of those that submitted a report back form to either the Afterschool Alliance or the Arkansas Out-of-School Network. Read about their successes as motivation to celebrate this nationwide day of recognition in 2007. To learn more about **Lights on Afterschool!** Visit the Afterschool Alliance website at <http://www.afterschoolalliance.org>

Eureka Springs

Afterschool Ambassador Barbara Dunnam with Eureka Kids, hosted a bar-b-que and pep rally at 3:00 PM on October 12th at Harmon Park.

Arrangements were made for Congressman Boozman to speak about the importance of afterschool. Governor Huckabee was expected to be on hand to read a Proclamation he signed in support of afterschool. Members of the City Council from Eureka Springs and Berryville, School Board members, and County Officials, were asked to attend as well. Carnival-like children's activities, including races, games and other outdoor activities, were available until the early evening hours.

Waldron

The Scott County Boys and Girls Club sponsored an open house after school from 4-7p.m. Club members and guests participated in dance contests, trivia challenges, game room tournaments, and 3-on-3 basketball games. Tours of the club were hosted and refreshments were served. 85 people attended the festivities.

Little Rock

The Little Rock Parks and Recreation Department, held a pep-rally at City Hall, where City Director Stacy Hurst presented a Proclamation from Mayor Jim Dailey and the City of Little Rock Board of Directors. Following the Proclamation, awards were given out for the best-decorated Lights On Afterschool light bulbs and bulletin boards from various programs. There were also performances by afterschool-sponsored cheerleading groups, Tae Kwon Do, and poetry groups and speeches from parents about the importance of afterschool in their lives. 175 people attended consisting of parents, media, youth, interested citizens, the Parks and Recreation Commission, etc.

Gurdon

The CMS-GHS After School Program had a balloon launching event take place on the 12th. Children wrote messages on small pieces of paper and attached them to helium balloons to create their own "balloon liftoff". Students, parents, and teachers were there for the celebration and refreshments were served. Approximately 60 people attended.

Omaha

Prior to the big day, students of the Eagle Pride (Omaha School) program made flyers and letters about the Lights on AfterSchool Parade and celebration that was to take place on the 12th. The flyers were distributed to parents and school personnel. Students also worked on skits about character education to share. On the day of the celebration, a parade took place through town with the local police and fire department providing escort service to the after-school children. The children dressed in fun hats and Halloween costumes as they paraded with banners and posters about the after school program. After the parade activities, games, and skits took place that highlighted what the children have done in the afterschool program. After school staff served punch, cookies, sandwiches, and ice cream for all in attendance. The local newspaper reporter was in attendance as well to document the festivities. All in attendance had fun while learning more about Eagle Pride Project. 90+ people were in attendance.

Pine Bluff

For the Pine Bluff Arsenal—School Age Services program, this year the Lights On Afterschool recognition day fell on the same day as the their Employee Appreciation Day. The program set-up a booth at the center that highlighted information about Lights On Afterschool and many of the programs they are committed to— Boys and Girls Clubs of America, 4-H, and Character Education. Various pictures of projects the children had completed were also available for viewing.



Paragould

The School of the 21st Century (SAFARI) program at Woodrow Wilson school planned a “fun event” equipped with a jump house. During the PE rotation, every child got the chance to jump with a smaller group of children. Pizza and slushes were served to all families. After everyone ate, all families had the opportunity to jump again. While the families ate, Principal Nick Jankoviak (SAFARI Director) talked about the program. Approximately 140 participants took part in the fun!

Monticello

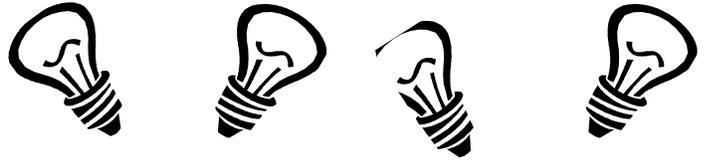
The Monticello Middle School Afterschool Program encouraged all day school students and staff to color and sign a “light bulb” artwork to show support of the their afterschool program. The school building was decorated throughout the month of October with the light bulbs. Invitations were also given to all students, parents, and staff informing them about afterschool programs and inviting them to visit the middle school program. On the 12th an open house for parents and community members was held. The after school participants provided visitors with a tour of the building and explained the program and the various activities that take place afterschool.

North Little Rock

At the Ridgeroad Middle Charter School, each class created a display board that represented activities that they were doing. Various groups including dance classes, band, Feel the Beat, and cheerleaders performed at an event called “Lights On—Wellness Zone”. Handouts concerning healthy living habits and healthy living books were made available for all guests. About 200 people attended the event.

Jonesboro

At the First Baptist Church Adventure Club Program, students used sand to create pictures of their favorite after school activities. These pictures were displayed around the center and the church for all to see. The students also made bracelets and necklaces that they then sold to help raise money for the Jonesboro Care Center. Over \$70 was raised! Way to show your entrepreneurial skills!



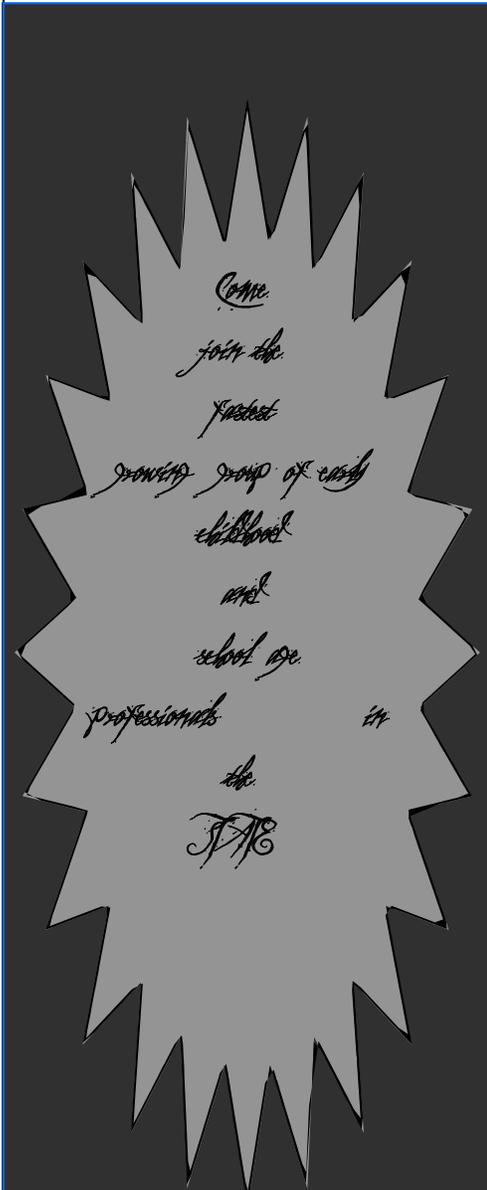
At the First United Methodist Early Childhood Learning Center in Jonesboro, children and staff informed parents of the importance of after school care. The children also were active in a community outreach program where they purchased after school snacks for City Team Youth Ministries.



WHAT ARE YOU STILL
WAITING FOR

Become a part of the *Alabama 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 now be done quickly and at your convenience*
- *The ability to move forward to reach professional career goals by use of the *PEPDM* as your guide*
- *Satisfaction of knowing that you are taking control of your professional development*



Come
Join the
Fastest
growing group of early
childhood
and
school age
professionals
in
the
JFB

Visit us on the web at
<http://www.jfb.org>

For an application or



professionals@jfb.org

Activity Ideas: Celebrate April!

March/April 2007

Page 10

With spring in full swing and the cold days of winter long gone, don't overlook some of these fun theme days in April that are guaranteed to bring delight to the school-age children in your program!

APRIL 1– April Fool's Day

While the origin of April Fools' celebrations is much disputed it is believed that the April fools were people who continued to celebrate the new year on April 1, the ancient start to the new year and the beginning of spring. This tradition continued well into the 1500's when the calendar was changed to reflect January 1, as the official start to the new year. Those individuals who continued to welcome in the new year on April 1, were considered simple minded. As a way to have fun with these people, they were sent invitations to fake parties and given gag gifts. Over time, April 1 evolved into a day of playing tricks and practical jokes on friends and family members.

Try one of these off-the wall ideas that are guaranteed to surprise the children!

- Host an "Opposites Day!" On this day everyone has to do opposite of what they typically do. Have the children dress in an opposite fashion, re-arrange your daily schedule for the day, etc. Some parameters will need to be set regarding safety issues, but overall, this day will be filled with giggles and oddities!

- Host a "Comedy Club Joke Day" - have the children come prepared with some of their all-time favorite jokes and stories to share with others. You might want to have steps in place to approve all jokes and stories that will be told to the larger group prior to the event so that you can make sure that everything shared is appropriate.



- Have children design their own Mad Lib stories. Mad Libs is the name of a word game that uses word substitutions for humorous effect. Children design stories and where they might include a noun, adjective, adverb, etc. they leave it blank. Once complete, the children will simply ask other children for examples of the various types of word (without knowing the theme of the story) and they will fill in the blanks. Once complete, the stories told are hilarious! For further explanation, go on the internet and do a key word search for "mad libs" and the fun activities will begin to pop-up.

As a fun prank for snack, try this treat fit for the sweetest of April Fool's Day fools!

Fake Spaghetti and Malt Balls

Materials Needed:

- Store bought cupcakes or pound cake
- Butter cream frosting
- Strawberry ice cream sauce
- Butter knife
- Chocolate malt balls
- Blanched almonds or walnuts (if no allergies are present)
- Coconut
- Shallow baking pan
- Blender
- Green sprinkles
- White chocolate
- Microwave
- Spoon
- Lady fingers

Time Needed: 1 hour

- Place a half of a cupcake (top or bottom) or a slice of pound cake in the middle of a plate.
- Spoon the butter cream frosting into a cake designer tube with a circular tip and begin to pipe it in a looping fashion around the side of the cupcake or piece of cake. Do not put frosting on the top.
- Spoon ice cream sauce on the top of the cake and drizzle a little to cover the icing as well.

Activity Ideas: Celebrate April!

March/April 2007

Page 11

- For the meat balls, use a butter knife to rough up the outside shell of about 2 or 3 malt balls. Place on top of the strawberry sauce.
- For the parmesan sauce, crush either of the nuts in a blender and sprinkle on top of the meatballs and sauce.
- For the garlic bread, toast some coconut (for garlic) in the oven at 350 degrees (stirring often) for 8-10 minutes or until golden brown. For the butter, melt about 1/4 cup of the white chocolate in the microwave for about 1.5 minutes at half power.
- Spread the melted white chocolate on the toasted lady fingers. Top with the toasted coconut and green sprinkles (for parsley).



April 22—Earth Day

The very first Earth Day was celebrated on April 22nd, 1970 in the United States. Today, millions of people from 174 countries annually celebrate International Earth Day on April 22nd. Here are some activities to get children and their community involved in celebrating the planet Earth on this special day and every other day of the year!

Organize a schoolyard or community clean-up.

Remove garbage from nature site's to protect your community's wildlife and keep the area visually appealing to all.

Plant native trees and flowers

Do your part to beautify the environment by doing some research on native plants and trees to your areas and start a program beautification project. This is a great opportunity to not only get outdoors, but to learn more about the wonderful plants and trees that encompass your neighborhood.



Make your own Terrarium

Materials Needed:

- Large clear plastic container (a large, clear plastic soda bottle works well if you cut off the top)
- Gravel
- Small plants
- Rocks, branches, moss
- Plastic wrap

Directions:

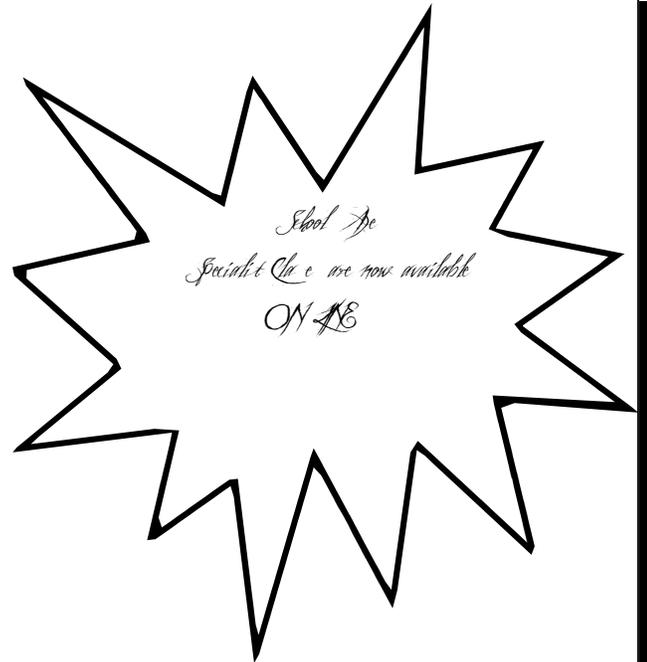
- Place a layer of pebbles for drainage in the bottom of the plastic container.
- Cover the pebbles with a two-inch layer of topsoil.
- Place a few small rocks to add beauty and to hold heat during cold nights.
- Select plants that will survive in the growing conditions, i.e., sunny or shady.
- Water the terrarium until it is moist, but not too much.
- Cover the opening with plastic wrap.



On-Line School-Age Specialist Classes

March/April 2007

Page 12



Get the good quality training you need in a way that is easy for the working School Age Professional to access



On-line Modules cover the following topics:

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

To register call Woodie Sue Herlein with ASU Childhood Services at 888-429-1585