

# Arkansas School-Age "LINKS"

March/April 2008

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School-Age  
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was compiled  
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ASU Childhood  
Services

## Second Hand Obesity: No Laughing Matter

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[www.davidkatzmd.com](http://www.davidkatzmd.com)

Some time back, I was invited to give a talk in Maui, and the conference organizer flew me there in first class. Seated in my row was a woman who, I learned, had moved to Maui a year ago, her sister, and her sister's 2-year-old daughter. They had only two seats for the three of them, as the purchase of a seat for a 2-year-old is not required. But holding a 2-year-old on your lap for 6 hours is no picnic, so the Maui resident asked to take the empty seat next to me.

I am not ordinarily very sociable on a plane, as I tend to have a lot of work to do. But this very friendly woman engaged me in conversation I could not decline. I did not get to know her well, but enough to recognize that she was intelligent, kind, and warm-hearted. She was thrilled to be bringing her sister and baby niece to visit her new island home for the first time. I liked her.

There was something else I got to know about her, which required no conversation at all. A glance was sufficient. Namely, she was a very large woman. Very, very large. I would guess she weighed more than 250 lbs. Her sister, just a couple of seats away, was at least as large.

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# Second Hand Obesity: No Laughing Matter

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At one point during the flight, my neighbor's sister returned from the airplane lavatory and told her sister, with a chuckle in her voice, "if I get any bigger I'm not going to fit in there!" The two of them had a good laugh and exchanged quips about the need to "extend" those little toilets.

Throughout the entire flight, my neighbor (and her sister) were eating, and drinking. This is hard to resist in First Class, where you are constantly offered temptations. So my neighbor consumed several glasses of wine. She ate everything that was brought out. And she ate a box of some kind of glow-in-the-dark cheese puffs she had brought with her.

Now I, too, brought food with me. But I brought mine as an alternative to what might prove to be nutritionally questionable choices offered by the airline. So I ate what I brought- fresh and dried fruit, some home made granola squares- instead of the creamy entrée, and myriad, high-calorie tidbits. My neighbor brought along junk food, and ate it in addition to everything the airline could serve up.

Now you may be thinking this is none of my business, and perhaps the fact that I'm sharing these observations is even a bit distasteful. I could almost agree with you. But I watched my very delightful neighbor and her probably equally delightful sister share their eminently destructive behaviors with the 2-year-old in their company. I have essentially no doubt that this child- still lean at age 2- is destined for even more extreme obesity than her mother and aunt, and destined for the chronic diseases that ensue. In other words, I was observing a pattern of familial behavior that would destroy an innocent child's health.

That is everyone's business. I am not suggesting we should tell friends and neighbors how to live their lives. I am not proposing we impose our opinions about nutrition on other families than our own. I am not advocating for policing the diets of fellow passengers on our planes. What I am proposing is much bigger.

I am proposing, imploring, and insisting that we start taking obesity seriously as the health

crisis it is.

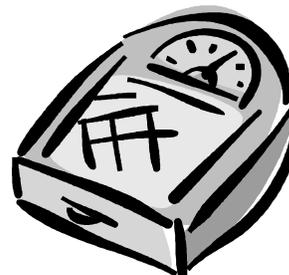
It was not really funny that these women were busily feeding the propagation of their own obesity, not funny that they truly will find it difficult to fit through the door of an airplane lavatory should they expand any further. It was no funnier than the diabetes, heart disease, sleep apnea, and cancer that might well result. It was not at all funny that they were cultivating this same fate in a child.

Imagine if two drug addicts joked in public about the health consequences of their drug use, even as they shared their drugs with a small child. Society would deem such behavior unacceptable, even if the drugs in question were legal. Children are removed from their parents for less than this. Imagine if smokers joking about their worsening emphysema put their cigarettes into the mouths of their infants. Would anyone observing this feel inclined to mind their own business?

Don't get me wrong; I am not maligning these women. As I said, I found my airplane row-mate to be quite delightful. I really liked her. Nor am I suggesting her harmful behavior was even her fault. Our society has yet to provide any clear guidelines on what is, and is not, acceptable when it comes to second-hand obesity.

That is what has to change. You don't get to decide for yourself if giving drugs or cigarettes or alcohol to small children is appropriate. Society has decided for you: it is not!

Why? Is there something unique about these substances? No. Rather, there is something unifying about them: they all have the potential to harm children. The principle that governs our societal standards in these cases is that responsible adults defend innocent children from harm.



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That same standard calls out for guidance about the feeding of children. Data from the CDC indicate that children growing up in the United States today will suffer more chronic disease and premature death over their lifetimes from eating badly and lack of physical activity than from exposure to alcohol, tobacco, and drugs combined. If the principle we care about is protecting children from harm, the practice should pertain to all threats comparably. At present, it does not. We are feeding our children to death.

And that's just not funny. I watched my neighbor's behavior in silent despair. It was not my place to impose my views on her. But it is society's place to establish behavioral guidelines that address our collective priorities. Surely the protection of children's' welfare ranks high among them.

Obesity is not the fault of its many victims, but they should not be laughing about it either. And they certainly should not be propagating it and its harms among children. I like a good laugh as much as the next guy. But unless we start recognizing obesity for the serious threat that it is, the fate of our children will be cause for tears.

## 2008 Super Saturday Conference

May 3, 2008  
Embassy Suites Hotel  
11301 Financial Centre  
Parkway  
Little Rock, AR

For additional information,  
please call  
1-888-429-1585

School-Age Sessions  
Available!!!!



The Arkansas Out of School Network is in the process of inventorying what professional development opportunities and trainings currently exist in the state for persons working with Out of School/ Afterschool and Summer Care programs for children and youth (Kindergarten and above). If you offer or know of others that offer training opportunities targeted to this population, please encourage them to go to the following website to complete a short survey. The information will be critical in determining what next steps need to happen by way of educating out of school time professionals.

**Thank you for your support!**



[http://www.arkansas.gov/  
childcare/programsupport/  
survey.html](http://www.arkansas.gov/childcare/programsupport/survey.html)

# Getting That Grant

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## Getting That Grant: Strategies for Funding Your Program

by Robert Eden

*Is the idea of trying to write a grant to gain funds for your program daunting? But do you need to do it so you can provide the best program possible to the families you serve? Author Robert Eden takes the mystery and the fear out of pursuing this type of funding.*

The art of writing a grant is a challenge, but it is not as overwhelming as many presume. There is a logical and methodical approach to writing a grant, and it should simply be a thought process that creates a path from one state of mind to a higher consciousness, a path that leads from what you have to what you need. The grant application plots the way to get there, so that you achieve your long term goal and your short term objectives.

In order to grasp the magnitude of such a thought process and to make a practical application of the various aspects of the process to your planning mechanisms, one must be trained in the art of thinking in the future. To be a highly effective development professional one must approach all encounters as opportunities to mobilize resources, build relationships, and cultivate prospects for securing support for leveraging funds.

The key word in the world of grantsmanship is **collaboration, collaboration, collaboration**. To align your organization in a position capable of developing meaningful partnerships with other community and faith based organizations is vital. Always be cognizant of the orchestration of the events that might open doors with political connections, or with influential business owners. Study the names of the officers and members of the various Boards of Directors of the foundations in your city, and keep abreast of the current events that might allow you to cross paths with the movers and shakers in your community.

It is always a wise strategy to seek funds from your hometown first, so that you get the endorsement of your project from those that know your image the best. Then use your success on your own home front to boast to other foundations in other cities about the credibility of your project for which you are seeking funds. Build your capacity by expanding your resource horizons, and tap into the connections you cultivate with those in your community who influence others to invest time and energy and money into "world changing causes."

### Strategic Planning

With a keen awareness of the significance of the above basic approach in mind, it is imperative to align your strategic planning with an image in the community that depicts the thrust of your organization. Define the specific mission/vision of your organization, and communicate it accurately to the community. Establish your reputation as one that is not only effective, but that is accountable to your constituents in a manner that builds trust in the minds of the citizenry in your community.

Assess your community in terms of what it needs as related to your arena. Conduct surveys or research and document your study of the community. Determine what gap exists in your community related to your vision, and design a concept that best addresses the priority need as related to your mission. Review your data, and validate your assumptions with input from other leaders in your community. Explore various approaches or methodologies for solving the problem, and delineate the steps necessary to actually make a difference.

Now your thinking is beginning to get ready to actually begin planning a grant application. Start by writing a lot of questions, such as: What do you hope to achieve as an end result of your efforts? What do you want to accomplish? Describe what need you will address, what you will change and how it will help alleviate the problems you have identified.

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If you are under the umbrella of a local Board of Education and are writing the grant for your school, clarify why such a problem is prevalent in your school, as opposed to being a problem that should be addressed through a grant with a broader perspective in all the schools. Begin asking yourself questions about who will benefit the most from the outcomes of this project, thus who is the target population designated to receive the services. Continue to ask yourself questions pertaining to the location of the project, the time frame of implementing the project, and what staff would be necessary to implement the project. This will lead you naturally into the planning for the budget narrative and what costs would be associated with the project, what equipment would be needed, what space, what supplies, materials, travel, furniture, consultants, legal advice, audit expenses, insurance, and other direct costs and what indirect or administrative costs would be appropriate. By this point you are organized well enough in your planning and thinking that you can begin the actual writing process.

The actual process of writing the grant narrative will be synthesizing the answers to all of the pertinent questions you methodically asked yourself as you analyzed the details of the project. There are two designs then utilized for requesting grants, depending on the source from which you are seeking the funds. You might choose to utilize the formal *Letter Proposal*, which is what many foundations desire in your first contact. Or you may submit what has been declared to be a *Full Proposal*, sometimes attached to official forms of the foundation or from the government agency. Most full proposals will be a package. The structure of the actual grant package should be comprised of the following components:

- **Cover letter on letterhead stationery-** Includes the amount requested and reasoning behind choosing that foundation.
- **Executive summary, abstract or synopsis of the project-** It is best to write this piece last.
- **Introduction.** Includes the organization's history, structure, purpose or mission, accomplishments of the organization.
- **Statement of need and the problem to be addressed.** Includes the research that justifies the assumptions plus the data and demographics that prove the case that this "need" exists and to what extent.
- **Goal (long term) and Objectives (short term).** Should be written with an infinitive and action verbs and should be achievable, measurable and specific, projecting in quantifiable terms what the project will accomplish and in what time frame.
- **Strategies or Methodologies to be utilized** that will best achieve the objectives or the approaches that will be applied to ensure that the project is successful, sometimes referred to as the *Operational Plan* or the Plan of Action. Includes the staffing configurations, schedules, job descriptions, vitae, PERT charts, etc.
- **Analysis of anticipated outcomes and projected end results.** Proves that the project has impacted the target population as measured by the achievement of the objectives, including benchmarks that clarify the progress.
- **Procedures for evaluating the effectiveness of the project** and whether or not the project should be re-funded. Includes the points of reasoning that would justify sustaining the project with continued funding or show how it will sustain itself.

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- **Budget**, which will be in two parts—*Personnel* and *Non-Personnel*. Include salaries for all the staff you will utilize on the project, whether the grant will pay for their salaries or whether funds from other sources will pay their salaries. Have two columns that help clarify what funds are from the organization and what funds are being requested in the grant application directly from the foundation or other funding source(s). Indicate what percentage of time each position will dedicate to the project. Don't forget fringe benefits @ 25 – 28% of the salary. The *Non-Personnel* will include line items such as highlighted previously.
- The **Budget Narrative** explains what the figures represent and how the figures were derived. Includes the justification you have for requesting the amount of money, and specifically for what purpose. Also include how such costs relate directly to the achievement of the objectives of the project.
- **Support letters** will be attached to show what organizations in the community are in agreement with you that this problem is a need and should be addressed in the described manner. Such letters are proof of partnership and some may even need to show commitments of dollar support or in-kind support in order to validate the claims of the grant proposal.
- Listing of the **Board of Directors** of the Organization
- **Financial Statements or Audits or 990's**
- **IRS letter** to the private corporation stating its tax exempt, non-profit, 501 ( c ) (3) status according to the IRS code.
- **Other documentation as required** by the foundation or as listed in the RFP (Request For Proposal).

## Marketing Research

Now the real key to the success of this so described grantsmanship process is ... to whom do you submit the project concept, and by what criteria does one judge the many various foundations to determine which ones are most appropriate to receive the grant proposals? This is where the real art of the business comes to the surface, and where the rock meets the hard place. To be a successful resource development professional, one must spend many hours researching the fields of interest of the many foundations, and researching the recent history of giving practices of the many foundations in order to ascertain by cross referencing many key words which foundations are best to be cultivated as prospects.

Some foundations clearly state their preferences, and if they do not line up with the goals of the organization, then they can be easily eliminated as potential grantors. Other foundations have hidden agendas that must be explored and analyzed, while others are a natural fit. Use good common sense and then – prior to submission – make contact with the executive to determine if you have any chance of being considered. Do your homework. State in the cover letter your reasons for choosing that particular foundation, and always remember to thank each one for the opportunity to submit your request.

Remember, more is not necessarily better. Make sure the grant package is attractive, and that it is formatted accurately, with balance and quality design on quality paper stock. Do not send any "frou frou" stuff, but make it very business-like and professional. Submit the original, and make sure all the copies requested are well bound, but keep it simple. Number your pages, and do not submit information that may be better discussed once the foundation determines they are interested in discussing your project further.

# Grant Writing Resources to Check Out

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Inspired now to write a grant but looking for additional resources to help you in the process? Check out the following guides for more valuable information geared especially for afterschool programs:

## **The Finance Project** **[www.financeproject.org](http://www.financeproject.org)**

The Finance Project is a specialized non-profit research, consulting, technical assistance, and training firm that helps leaders make sound investment decisions, develop sound financing strategies, and build sound partnerships that benefit children, families, and communities. In the past decade, The Finance Project has developed unparalleled resources that help leaders address financing and sustainability issues for out-of-school time programs. The Out-of-School Time clearinghouse brings together The Finance Project's resources with resources developed by other organizations dedicated to building better after-school programs. The following are just a sampling of guides that can be downloaded from The Finance Project's website at no cost:

- [Financing and Sustaining Out-Of-School Time Programs in Rural Communities](#)
- [Snapshots of Sustainability: Profiles of Successful Strategies for Financing Out-Of-School Time Programs](#)
- [Getting the Grant: A Guide to Securing Additional Funds for After School Education and Safety Programs](#)
- [Making the Match: Finding Funding for After School Education and Safety Programs](#)
- [Replacing Initial Grants: Tips for Out-Of-School Time Programs and Initiatives](#)
- [Financing After School Programs](#)

## **Afterschool.gov** **[www.afterschool.org](http://www.afterschool.org)**

Afterschool.gov is a one-stop website connecting the public, and particularly afterschool providers, to federal resources that support children and youth during out-of-school time. A great range of resources is included on Afterschool.gov, including issues that face America's youth, and information about starting and operating an afterschool program. Afterschool.gov includes resources from a variety of federal agencies, including a searchable database of federal funding sources. While afterschool resources are spread across the Federal government (including HHS, ED, Justice, and others), Afterschool.gov provides a single location for the public to access this information. Highlighted on this website is information regarding "Federal Funding Sources", "Federal Funding Basics", and "Grant Writing Tips".



## **21st Century Community Learning Centers**

**<http://www.ed.gov/programs/21stcclc>**

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

**To learn more about 21st Century Community Learning Centers in Arkansas contact Tammie Cloyes at 501-683-4497 or [Tammie.Cloyes@arkansas.gov](mailto:Tammie.Cloyes@arkansas.gov)**

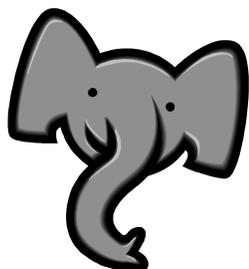
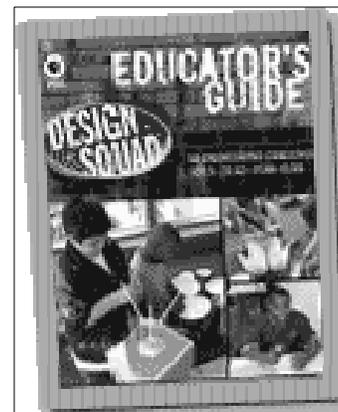
# Websites to CHECK OUT

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## <http://pbskids.org/designsquad/parentseducators/>

Looking for enriching activities that present engaging, hands-on challenges that emphasize teamwork and creative problem solving? A plethora of creative, challenging engineering activities designed for 9-12 year olds are available for download at no charge as part of the Educator's Guide on the Design Squad website. Design Squad is a television show that airs on PBS and features high school contestants who tackle engineering challenges for an actual client. The Design Squad Educator's Guide has four units and includes information on how to set up a Design Squad club and where to obtain the resources needed to complete various units.



## <http://nationalzoo.si.edu/Animals/WebCams/>

Take a glimpse into the lives of a Golden Lion Tamarin, Giant Panda, and many more wonderful animals by checking out the amazing LIVE AnimalCams for the Smithsonian's National Zoo in Washington D.C. What a great way to take a field trip without having to leave program!

## <http://www.nichd.nih.gov/msy/>

**Media-Smart Youth: Eat, Think, and Be Active!** is an interactive after-school education program sponsored by the National Institute of Child Health and Human Development that helps young people ages 11 to 13 understand the complex media world around them and how it can influence their health, especially in regard to nutrition and physical activity. The program combines youth-development principles and practices with the most current research findings and recommendations about nutrition and physical activity. To learn more and get everything that you need to carry out the Media-Smart Youth program, visit the website and either view, download, or request program materials for no fee.



## <http://www.DragonflyTV.com>

Brought to you by PBS Kids, Dragonfly TV is all about cool exploration, hot music, and of course, science! Whether you're into summertime ski-jumping, wicked whitewater rafting, searching for aliens, or forensic fun, DragonflyTV is packed with hands-on investigations. The website contains a schedule of when Dragonfly TV is on in your town or even allows you to download episodes to watch. Each episode has corresponding activity ideas that are aligned to today's science standards and can be done in the classroom or in an afterschool program. Activity categories include: Body& Brain, Earth & Space, Living Things, Matter & Motion, Technology & Invention.

# Arkansas Out of School Network

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Statewide afterschool networks are working to connect key decision makers and resources to establish statewide structures that foster policies committed to funding and sustaining quality school-based or school-linked afterschool programs that improve outcomes for young people. The long term goal is for networks to provide intentional and meaningful bridges between leaders of school, communities, and families in order to better support student learning imbedded in youth development principles, and life-long learning opportunities.

In 2002, the Charles Stewart Mott Foundation began supporting statewide afterschool networks and technical assistance to these networks through the collaborative efforts of the Afterschool Technical Assistance collaborative, comprised of representatives from: Afterschool Alliance, Council of Chief State School Officers, The Finance Project, National Conference of State Legislatures; National Governors Association Center for Best Practices; National League of Cities Institute for Youth, Education, and Families; and the College of Charleston Foundation; and, with support from Learning Point Associates and Collaborative Communications Group.

The Arkansas Out of School Network was one of 38 states represented at the 2008 National Network of Statewide Afterschool Networks Meeting held January 28-31, 2008, at Loews Ventana Canyon Resort in Tucson, Arizona. The 2008 meeting convened teams from the C.S. Mott Foundation funded statewide afterschool networks to share their successes and challenges in furthering afterschool policies and practices. The Arkansas team was comprised of the following participants: Tammie Cloyes, (21<sup>st</sup> CCLC Program Manager, Arkansas Department of Education), Jennifer Harris, (Chair of the Arkansas Out of School Network), Woodie Sue Herlein, (Network Lead), Emily Jordan-Cox, (Deputy Director of Policy, Office of Governor Mike Beebe), Paul Kelly, (Senior Policy Analyst, Arkansas Advocates for Children & Families),

Kathy Stegall, (Program Administrator, (DHS/ Division of Child Care & Early Childhood Education), and Laveta Wills-Hale, (Program Associate, University of Arkansas Cooperative Extension Service).

The meeting focused on connections between afterschool, education, and workforce development. All sessions were built around the three goals of the Mott-funded networks:

- Goal One: Create a sustainable structure of statewide, regional and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels.
- Goal Two: Support the development and growth of statewide policies that will secure the resources needed to sustain new and existing afterschool programs.
- Goal Three: Support statewide systems to ensure programs are of high quality.

To learn more about the National Network of Statewide Afterschool Networks and find valuable afterschool programming resources visit [www.statewideafterschoolnetworks.net](http://www.statewideafterschoolnetworks.net).



— national network of —  
**S T A T E W I D E**  
**afterschool**  
**networks**

funded by the C.S. Mott Foundation

# Activity Ideas

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## Soil Free Gardening

Want to introduce a fascinating and fun science experiment growing "soil-free" indoor gardens in your afterschool program? With only a few simple supplies, Children can create amazing gardens that you need to see in order to believe!

### Supplies:

- Vegetables such as potatoes (white or sweet), carrots, and celery
- Sharp knife
- Pebbles
- Clear glass jars
- Water



Cut off a section from each vegetable. For carrots, cut a 1-inch piece from the end where the green tops grow. For potatoes, cut them in half. For celery, use the bottom section that the stalks grow from. Fill the jars with the rocks or pebbles, leaving about an inch at the top. Fill the jars with water. Place the "plants" into the rocks. For carrots, put the cut end in the water. For potatoes, place the cut side into the rocks. For celery, put the bottom end into the rocks. Check the water level in the jars daily and fill when necessary. Watch these unusual gardens grow.

## Mini Mountain Shade Garden

If you are eager to start gardening, but it does not quite feel like Spring outside, try one of these gardening activities that can be enjoyed year-round!

### Supplies:

- Gravel
- Shallow container
- Large rock
- Potting soil
- Shade loving plants
- Moss
- Accessories for decoration like sea shells, twigs, sand, etc. Be creative!!



Spread a layer of gravel on the bottom of a large saucer, a pie pan, or other shallow container. Place a large rock (the "mountain") on top of the gravel. Add potting soil and a few small shade-loving plants. If you want, add some moss around the rock too. Fill in around each plant with soil, packing it gently, and then water the plants lightly. Add any other decorations you want, such as sand, small shells, and twig "tents," as shown. Put your dish garden in a northern window--one that's not in bright sun. Be sure you keep the soil moist, not sopping wet. If you have moss, mist it every few days.

To create a garden indigenous to a different climate, try one of these varieties:

### **Sunny Desert Scene**

Repeat step 1 of "Mountain Shade Garden," above. It's a good idea to use a container with holes in the bottom and a plate under it. This keeps the garden from staying too wet. Add cactus potting mix or mix your own: Use two parts sand to one part peat moss (twice as much sand as peat moss). Add small, desert-type plants. Ask at your garden center about the best small succulents (plants that store water in their thick stems and leaves) to get. (You could plant small cactuses, but be very careful. Wear heavy gloves when handling them.) Add some smooth stones, if you want, and then water your garden. (Don't water it again until the soil is very dry.)

### **Death Valley**

Here's a no-fuss, no-care "garden" made of a layer of sand, a few rocks, driftwood and wild-looking mini-branches, and even a tiny skull. (You could also add a snake skin, dried seed pods, or a deer antler or other animal bones.) You don't have to water this garden, and you can put it anywhere in your house you want.

# Activity Ideas

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## Window Art

Outdoor weather bringing you down? Change the scenery by allowing youth to paint a beautiful landscape that is easy to do, but guaranteed to lighten up the room!

### Supplies:

- Clear dishwashing liquid
- Premixed tempera paints

1. For each color of paint, mix about 1 tablespoon of dishwashing liquid with 1/2 tablespoon of paint (the mixture should have the creamy consistency of house paint). Foil-lined muffin tins or plastic containers work well for holding different colors.

2. Using a different brush for each hue, paint on the window, careful to avoid windows sills.

3. Allow to dry (approximately 1 hour). To remove the dried paint or fix a mistake, wipe it off with a moist paper towel. TIP: Change window displays to capture the changing seasons!

**For other fun activities like this one visit <http://www.familyfun.com>**



## Quicksand

### Supplies:

- Liquid and dry measuring cups
- 1 box cornstarch
- Water
- Aluminum pie pan
- Newspaper to cover area
- Large mixing spoon

1. Cover your work area with newspaper.

2. Place the pie pan in the center of the table. Using the dry measuring cups, measure 1½ cups of cornstarch and place it in the pie pan.

3. Using the liquid measuring cup, measure ¾ cup of water and add this to the cornstarch.

4. Stir until the mixture is smooth (this will take some time).

5. Add more water or cornstarch until you get a mixture that "cracks" when you quickly scrape your finger through it and then "melts back together again."

**Here are activity extension questions to pose when exploring this fun activity!**

•Rub a very small amount of the quicksand between your fingers. How does it feel? Gently pull your fingers through the quicksand. What do you observe? Scoop up some of the quicksand. Can you roll it into a ball? Does the ball keep its shape? Can you stretch it? Will it ooze between your fingers? Place a metal paper clip or other small, flat object on the mixture. What happens? What happens if you punch your hand into the quicksand in the pan?

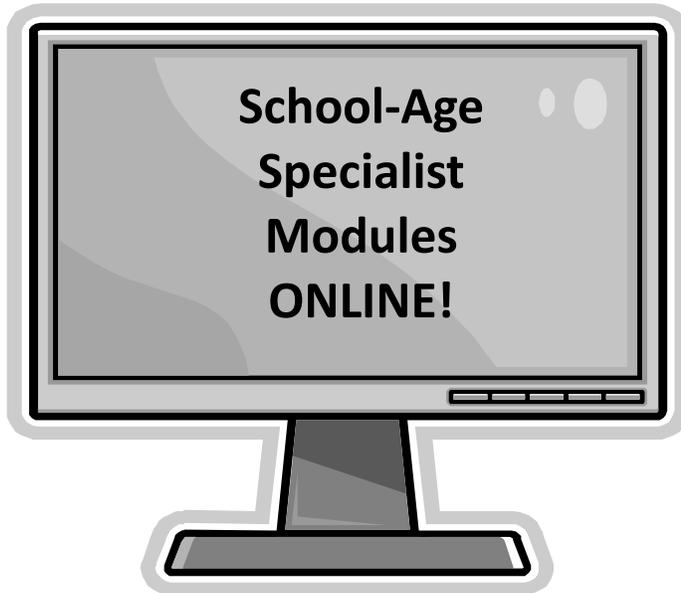
**To learn more about the science behind this quicksand activity as well as other fun science projects, visit the Center of Science and Industry (COSI) Columbus at :**

**<http://www.cosi.org/educators/activities/>**

# Professional Development

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**Course schedule for next session begins June 2, 2008 runs through August 29, 2008.**

Contact Woodie Sue Herlein, at [wherlein@astate.edu](mailto:wherlein@astate.edu) to enroll in the course!

Everything needed to complete the training will be provided through ASU's online learning tool, "Blackboard Online," through [www.astate.edu](http://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 consist of the following topics:

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

Pre-employment training will offer you the opportunity to learn more about school-age children and school-age care.

You will also acquire the tools and techniques for developing an age appropriate classroom, creating school-age activities, and understanding and learning what constitutes quality. This school-age pre-employment training module was developed for part time staff members, or employees new to school-age care.



Contact Woodie Sue Herlein at [wherlein@astate.edu](mailto:wherlein@astate.edu) soon to schedule this professional development opportunity for your summer staff.