DEVELOPMENTALLY APPROPRIATE ACTIVITIES

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<th>ACTIVITY TYPES</th>
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<td>Enrichment</td>
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<td>Creative Arts</td>
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<td>Quiet Games</td>
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<td>Science/Discovery</td>
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<td>Physical Play</td>
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<td>Dramatic Play</td>
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<td>Reading and Language Arts</td>
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<td>Computers</td>
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SCHEDULING AREAS

<table>
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<tr>
<th>Opening and Closing Activities</th>
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<td>Transition Times</td>
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<td>Planned and Unplanned Activities</td>
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<td>Nutritious Snacks and Meals</td>
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<td>Set-up and Clean-up</td>
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KEY POINTS TO PLANNING ACTIVITIES

1. What type of space is needed for this activity?
2. What types of materials are needed for this activity?
3. To what age(s) does this activity appeal?
4. What type of supervision does this activity require?
5. How much time does this activity require?

Additional considerations:

6. How would you adapt/modify this activity to accommodate a child with special needs?
7. Is there any DCD rule/regulation or sanitation rule that needs to be considered?
# School Age Program Activity Plan

**Group Leader/Teacher:** ____________________________  **Week:** __________  **Ages of Children:** __________

<table>
<thead>
<tr>
<th>Area</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Topic:</td>
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<td>Snack</td>
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<td>Group Time</td>
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<td>Activity Option #1/ Category</td>
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<td>Activity Option #2/ Category</td>
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<td>Activity Option #3/ Category</td>
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<tr>
<td>Activity Option #4/ Category</td>
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When operating less than 4 hours per day, at least three (3) different activities from 3 different categories must be made available daily. When operating more than 4 hours per day, at least (4) different activities from four different categories must be made available daily.

**Categories:**
- Homework, with assistance as needed from center personnel
- Reading activities
- Hands-on academic enrichment activities
- Structured and unstructured physical activities
- Social skills, life skills or problem solving activities
- Creative art activities
- Community awareness activities
- Cultural activities
- Career development activities
- Games and manipulatives
- Sand and water play
- Technology skill building activities
- Health education or wellness activities

*indicate whether activity is:
TD-Teacher Directed
SD- Self-Directed
FC- Free Choice - indicates children may choose what they want to do
Life With The Wright Family

One day the Wright family decided to take a vacation. The first thing they had to decide is, who would be left at home, since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course, this made Aunt Linda Wright so mad, that she left the house immediately yelling, "It will be a cold day before I return."

The Wright family now bundled the children, Tommy Wright, Susan Wright, Timmy Wright, and Shelly Wright, and got in the care and left. Unfortunately, as they turned out of the driveway, someone had left the trash can in the street, so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. As they turned right at the corner, everyone started to think of things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan Wright get sick, so she left the car too! Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the Wright family and left the gas station as quickly as he could. When he arrived at home, he turned left into the driveway and said, "I wish the Wright family had never left the house today!"

Taken from "Activities that Teach" by Tom Jackson

Directions: Form one or two circles depending on how many people are in your group or the amount of space you have. Everyone should have something in their hand to pass. Tell the group you will read them a story about the Wright family and that they should pass the item either to the right or left when they hear the word in the story.
PUNISHMENT VS. DISCIPLINE

PUNISHMENT

- Expresses power of personal authority
- Is usually painful and is based on retribution or revenge
- Is arbitrary, usually depends on the mood of the adult
- Is imposed, that is it is done to someone
- The responsibility is assumed by the punisher
- Means the options for the individual are closed
- Is often negative and short term, no cause for personal improvement
- Is open or concealed anger
- Is easy or quick

DISCIPLINE

- Is based on logical consequences
- Places the responsibility on the “behaver”
- Keeps the options open
- Is an active teaching process, that is discipline emphasizes teaching a person a way or ways to act that will result in more successful behavior.
- Is friendly
- Is harder and more time consuming in the short run, but is more effective and easier in the long run.

<table>
<thead>
<tr>
<th>Seven Caring Habits</th>
<th>Seven Deadly Habits</th>
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<tbody>
<tr>
<td>1. Supporting</td>
<td>1. Criticizing</td>
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<tr>
<td>2. Encouraging</td>
<td>2. Blaming</td>
</tr>
<tr>
<td>3. Listening</td>
<td>3. Complaining</td>
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<tr>
<td>5. Trusting</td>
<td>5. Threatening</td>
</tr>
<tr>
<td>7. Negotiating differences</td>
<td>7. Bribing, rewarding to control</td>
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These thoughts are based on the work of Richard William Glasser, MD.
Handout #9 –


For additional resources, please visit the PCANC website at http://www.preventchildabusenc.org/
Recognizing and Responding to Child Maltreatment

Facts About Reporting

- All citizens are required by law to report suspected child maltreatment.
- You do not need proof that maltreatment has occurred; you only need reasonable cause to suspect maltreatment.
- You do not need anyone’s permission to make a report.
- You can file a report anonymously. Even if you provide your name, it will not be revealed.

What is Child Maltreatment?

Physical Abuse - Serious physical injury inflicted by or allowed by a parent/caregiver or substantial risk of serious injury by non-accidental means.

Sexual Abuse - Any behavior of a sexual nature imposed on a child including fondling, masturbation, oral sex, vaginal or anal penetration (by a finger, penis or object), exhibitionism, child pornography, and suggestive behavior/remarks.

Emotional Abuse - Expression of attitudes or behaviors toward a child that may create serious emotional or psychological damage.

Neglect - Any serious disregard for a child’s supervision, care or discipline.

Possible Signs of Child Maltreatment

Teachers spend a great deal of time with children and are in a good position to observe changes in a child’s appearance or development. As a trained observer of children, watch for the signs listed here and be alert to extreme behavior or sudden changes in a child’s behavior. Remember that children with disabilities or developmental delays are at a statistically greater risk of maltreatment.

Signs of Possible Physical Maltreatment

- Unexplained bruises in various states of healing.
- Self-destructive behaviors such as hitting or biting oneself.
- Wilts, bite marks, bald spots.
- Unexplained burns, especially burns that resemble cigarette burns or glove-like burns on hands.
- Unexplained fractures, abrasions, or wounds.
- Expression of unusual fear of parent/caregiver.

Signs of Possible Sexual Maltreatment

- Engagement in sexual behaviors not developmentally appropriate.
- A detailed and sophisticated understanding of sexual behaviors.
- Regression to behaviors such as thumb-sucking or limited speech.

Prevent Child Abuse
North Carolina
1-800-CHILDREN www.preventchildabusenc.org

BSAC Handout #9
Recognizing and Responding to Child Maltreatment
TIPS FOR SCHOOL PERSONNEL

- Pain, itching, bruising or bleeding in the genital area.
- Delinquent or aggressive behavior, depression, or suicide attempts.
- Substance abuse, self-mutilation, promiscuity, running away.

Signs of Possible Emotional Maltreatment
- Speech disorders, developmental delays.
- Ulcers, asthma, severe allergies.
- Habit disorders including thumb sucking or rocking.
- Extreme passive or aggressive behavior.
- Very low self-esteem, antisocial or destructive actions.

Signs of Possible Neglect
- Reported abandonment by parent/caregiver.
- Unattended medical needs, lack of supervision.
- Consistent hunger, inappropriate dress, poor hygiene.
- Lice, distended stomach, poor social skills, begging or stealing food.
- Frequent absences or tardiness from school.
- Extreme fatigue or falling asleep in class.

Making a Report
Early reporting is vital - you may change a child’s life. Call your local county Department of Social Services (DSS) to make a report and share the information below with the social worker.
- Name, address and age of child and parent or caregiver.
- The child’s condition, including physical, emotional, behavioral or other symptoms.
- Any information you have about the presence of drugs or weapons in the home.
- Any positive information you might have about the child’s family. Ex. Child reports his grandmother visits frequently.

When a Child Discloses Maltreatment
Listen carefully to the child. Remember, your job is not to determine if maltreatment has occurred. You only need to suspect possible maltreatment in order to make a report. Let them talk and limit asking questions. Tell them you believe them and that the maltreatment is not their fault. Explain that you will need to talk to other adults who can help. Do not promise to keep the maltreatment a secret but do not share the information with people not directly involved in the situation.

After Your Report is Made
If your report is accepted for assessment, DSS should initiate that assessment within 24 hours for abuse and 72 hours for neglect. The assessment will include a visit to the home and the school, and interviews with the child, their family, and school personnel.

The job of DSS is to protect the child while assisting the family to address the issues that are contributing to the abusive or neglectful behavior. Families most frequently work with DSS to receive services in the form of counseling, emergency foster care services, help with basic needs, parenting classes, and intensive in-home services. If you disagree with DSS’ decision, you can request a review of the case by the District Attorney.

After Your Report is Made
If you report an incident of suspected child maltreatment, some action will occur. Sometimes you may not agree with the action taken, but you will have accomplished the following: your legal obligation to report, a record of the report will be on file about the family in case of future incident, and the information that you provided is evaluated along with the family’s strengths and weaknesses.

If you do not report, nothing will be done. Children cannot be protected and families cannot be strengthened unless they are identified, and the key to identification is reporting.
School Age Care Professional Development Resources

Local

**NC Community Colleges** – Community colleges across North Carolina offer diploma, certificate and degree programs for school age care professionals. Contact local community colleges regarding availability of coursework and programs offered.

**NC Child Care Resource & Referral** – Child Care Resource & Referral offices are located across North Carolina and staff are available to assist school age care professionals with a wide variety of training and technical assistance activities. Contact local or regional office for more information.

**4-H Afterschool** - 4-H Afterschool offers resources to help train staff and implement sound youth development practices. Contact local cooperative extension offices for availability of services.

State

**North Carolina Division of Child Development & Early Education** – The regulating agency in NC that works to implement quality standards, increase access for families, and collaborate to promote enhanced service delivery of care and education across the state. [http://www.ncchildcare.net](http://www.ncchildcare.net)

**North Carolina Center for Afterschool Programs (NCCAP)** – NC CAP was created to bring together our state’s afterschool providers, community leaders and policy makers to build a network that addresses the afterschool program issues of quality, accessibility, and sustainable funding. [http://www.nccap.net/](http://www.nccap.net/)

**North Carolina Institute for Child Development Professionals** – An organization dedicated to defining and advocating for a comprehensive professional development system for Early Educators and School Age Educators in North Carolina. [http://www.ncicdp.org/](http://www.ncicdp.org/)

National

**National Afterschool Association (NAA)** – A leading voice of the afterschool profession dedicated to the development, education and care of children and youth during their out-of-school hours [http://www.naaweb.org/](http://www.naaweb.org/)

**Foundations** - Foundations is an organization that provides professional development, training, technical assistance, assessment tools, and publications to build the quality of educational experiences for low-income children and youth nationwide. [http://www.foundationsinc.org/](http://www.foundationsinc.org/)

National Institute on Out of School Time (NIOST) - NIOST bridges the worlds of research and practice, providing evaluations, consultation, and training to create innovative and effective solutions to out-of-school time needs on a local, state, regional and national basis. [http://www.niost.org](http://www.niost.org)

BSAC Handout #10