Bright Lights Afterschool Program

Chld 282

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**Identification of the type of program**

Our program is an after school program that is also private and is open from the hours of 3:00 to 6:30pm. We have transportation provided from the school to our program. We are open for age’s five to twelve and offer a well-rounded fun curriculum which incorporates math, science, literacy, social science and creative arts. Homework help, creative activities, social cooperation, positive experiences and interactions, working closely with parents to meet each child’s needs and a diverse classes are all offered in our after school program.

**Program Philosophy**

Our After School program is designed to meet the developmental needs of young children aged five through twelve. It provides experiences that encourage the child’s cognitive, language, social, emotional, physical and creative development. The children are encouraged to create, explore the environment, learn problem-solving and personal interaction skills, and learn concepts through firsthand experiences. Our children have the opportunity to participate in open and free environments and group activities.

The children also have the option to participate in the activities that are provided in the Rainbow Room. There are different options every day of every week. For example, one week will have 5 options for the children to choose from. This program is utilizing its staff member’s skills of different types of dance, yoga, beginning karate skills, and other physical movements. We believe that physical movement along with learning will help the children excel in all aspects of our program as well as everyday life.

This afterschool program has a behavior management that is essential to ensure safety and enjoyment for all children. Discipline and behavior management help children feel secure and build self-control and self-esteem. Discipline and behavior management also promotes behavior that is beneficial to the child’s development and welfare, and will help to change and/or eliminate behaviors that are harmful or distressing to the child or others. Each parent and child will sign a Behavior Contract upon enrolling that states the implementation of consequences based on the behavior that was shown.

As staff members we will provide positive role models and provide the kind of care that is calm, kind and enjoyable. We respect families as the primary caregivers and will communicate thoroughly with them. We believe that parents and teachers should work together as partners in the education of the children. Children will receive an enjoyable and exciting environment where they can learn to grow and flourish to be successful parts of this community. (Henniger & B&C, miscellaneous pages.)

**Physical Environments**

Our afterschool program has an outside environment that is prepared for 20 children. Our inside environment is 35sq per child which gives us 700sq feet that is needed, but we made sure to allow for expansion of enrollment so our building is 1200sq feet within the interior of the building. The interior consists of one large room that has many different spaces for our children to explore. There is a small kitchen with a fridge, a sink, and a microwave for preparing snack. There are a set of bathrooms in the main area of the school; one for girls and one for boys. Each bathroom contains three stalls for bathroom use as well as two sinks with automatic water and soap dispensers. There are tables within the kitchen area for snack eating and art activities.

We have two additional rooms within the facility. One room is called the Rainbow Room the other is the Homework Room. The Rainbow Room is utilized for daily physical activities that are available to the children to participate in. The Homework Room is a quiet and comfortable room for children to complete their homework from school. Each room is developed for helping the children succeed in many different ways. Other items we have in our school are a fish tank that is kept up regularly by the student of the day, and three bookshelves for quiet reading if the children would like. There is also a First Aid cabinet as well as an art supply closet that are secured by keys for the safety of the children. The walls are covered in bulletin boards with information for children and parents as well as art projects that the children have displayed. (Henniger)

The inside environment contains 5 Learning/Interest Areas for promoting learning. They are the Art Area for creating art projects, science experiments, and sensory fun. Another is the Rainbow Room for physical movement, and the Homework Room for quiet time used for successful completion of assignments from school. The last two areas are the Carpet area for whole group activities and group readiness when the children arrive from school and the Book/Literacy Area used for individual time if the children choose.

Our indoor environment is set up to encourage a sense of wholesomeness and to develop character within the children that we serve. We want the children to feel comfortable and free to explore new experiences and opportunities to better themselves. As staff members we are there to facilitate and encourage enjoyment and excitement while providing a safe and successful place where children can feel at home.

“Play is an important vehicle for developing self- regulation as well as for promoting language, cognition, and social competences….Children of all ages love to play.” (NAEYC) At Bright Lights Afterschool Program our outside environment includes 75 square feet per child, so total we have about 2000 square feet outside. All of the equipment that we have promote play and develop their problem solving skills as well as enable them to interact with others. We have a garden area, a sandbox with many items to use, a half court for playing basketball and four square as well as group activities. We also have a large climber set to develop coordination and challenging skills. The children’s favorite is the jungle gym and the large grassy field for playing games like soccer and football. There is an equipment shed that is monitored by staff members and a drinking fountain with cold water for those hot days in the summer!

**Program Routine**

When the children come to our school we want to have them have free time and multiple activities to choose from. When they arrive we have assembly time for fifteen minutes. The next twenty-five minutes is snack time and free activity is for the next hour and twenty minutes. The last hour and a half is closing game time.

**Program Staffing Patterns**

Our afterschool program has highly trained staff who all have each taken at least 12 units of Child Development courses. The teacher to child ratio is 1:4. All staff members have the best interest of the child at heart and provide constant supervision to ensure the safest environment for all children. Additionally, all staff member have cleared a background check and are 1st Aid and CPR certified.

**Building relationships with parents and families**

Working and building relationships on a personal level is a priority for Bright Lights After School Program. As staff members we will provide positive role models and appropriate guidance for children. We will respect families by having good communication to insure proper care throughout the year. We believe that parents and teachers should work together as partners in educating the children. In addition, we believe that the parents are the first and most important teachers of their children and therefore are encouraged to participate. Parents are always welcome visitors in the program.

**Theme**

The theme for the first week of school is the ocean/beach. We chose the ocean as our theme for the first week of school because they are just coming from summer where the beach is often somewhere that families have visited, and it’s a popular destination for summer vacations especially since daptown is relatively near the beach. This theme will allow children to gain a better understanding of this beautiful environment and share their personal beach stories with each other as a way for children to have something in common to talk about when first getting to know each other. Developmentally appropriate curriculum (DAP) is defined as “the process of professionals making decisions about the well-being and education of children” (Bredekamp & Copple, p. 36). This theme is developmentally appropriate because it relates to the children’s social and cultural context in that they have just come back from summer a time of year when many families visit the beach and they live relatively close to the beach and in a state that has over 850 miles of beach, thus regardless of whether they have been to the beach very much this summer it is a part of their lives because of where they live. Also near daptown are many rivers that run into the ocean and thus educating them about the ocean and its beautiful yet precarious ecosystem will help them understand the importance of keeping water that runs into the ocean clean. It relates to what we know about child development because this theme can be explored on many different levels depending on the age. For instance five year olds can be taught about different animals that live in the ocean and what they look like while twelve year olds can learn about wave science and what makes tides, thus challenging each age group and encouraging intellectual growth. Although it is the first week of school and little is known about the children this theme tries to respond to individual interests and needs and strengths by choosing a broad theme that can incorporate many different children’s interests for instance beach sports, ocean science, shells, animals and water through various activities targeted at different subject areas and interests (Class Notes, p.2).

**Curriculum Response Plans**

*Literacy*-A current of stories is an activity in which younger children ages 5-8 are buddied up with children 9-12. The older buddy will be writing a story about something about the ocean or their experiences at the beach, while the younger buddy creates illustrations. All the buddies will sit in a large circle around a table. Older buddies will explain to younger buddies what they are going to write about and then while the older buddy writes three sentences the younger buddy draws a picture for that page. After the three sentences and the illustration is completed all the older buddies move one seat over and meet a new younger buddy while continuing the previous buddies story with three sentences and a new illustration. This goes on until all the buddies have met each other and added to each story. In the center of the room there are several books about the ocean so if there are any questions children have a reference. There are also lots of art materials such as crayons, markers glue and colored paper for creating illustrations. The aim of this goal is both to promote language and literacy skills as well as interaction between students of different ages who might not otherwise get to know each other. This response fits into developmentally appropriate curriculum because it adheres to the three qualities of developmentally appropriate curriculum which is what is known about child development, what is known about the strengths interests and needs of individual children and knowledge of the social and cultural contexts in which the children live (Bredecamp & Copple, p.36).

This activity relates to the social and cultural context in which the children live because it is related to the beach and they live relatively near the in a state that has over 850 miles of coastline and not only that but going to the beach is generally considered a summer activity especially since it is practically in their backyard, thus many of them will have personal beach experiences. This activity relates to what we know about child development by challenging older children to read and write and younger children to comprehend the story and respond appropriately through the use of a picture. In Henniger the author says “Storytelling is an important tool for language and literacy/learning process for children (p. 423). This activity relates to the strengths and interests of the children by allowing older children to write a story that interests them and younger children to choose the style and medium of their response. Although it is the first week and individual’s interests and strengths are not yet known by staff, providing an interactive activity with plenty of choice allows staff members to get to know the style and interests of each child a little better.

*Creative arts*-Developmental Goal: Children will create a sea animal mask after learning about the different sea animals that live in the ocean. They will use a variety of supplies to create their sea creature of choice.

Outcomes:Children will build self-esteem, strengthen their ability to follow rules, and increase their knowledge about diversity and similarities in this hands on activity.

The DRDP measures for school age children that are included into this response plan are measures: 2-Self Esteem, 5-Follows Rules, and 6-Awareness of Diversity and Appreciation of Differences and Similarities.

DRDP Measure 2-Self Esteem:Children will build self-esteem as they create their own sea creature mask out of various supplies with support from teachers.

DRDP Measure 5-Follows Rules**:** Children will practice following rules, as they follow the rules of this activity, ie. how much supplies to use, how to use the glue, and what type of mask to make (sea creature mask of choice).

DRDP Measure 6-Awareness of Diversity: Appreciation of Differences and Similarities:Children will expand upon their awareness of the diversity that exists between different species (themselves and sea animals), as well as learn about the similarities that exist from one sea animal to another.

Description of How Response fits DAP: Children will increase their social and emotional development by working with peers and adults. According to the DAP text, “primary grade years are an important time not only to support children’s intellectual development but also to help them develop the ability to work collaboratively with peers” (Bredekamp & Copple 264). Children will be working with peers and adults (teachers) to create their mask.

Fine Motor Development: According to the DAP text, “during the primary grades, children practice and refine their fine motor development” (262). Children will be practicing fine motor development in this sea animal activity.

The Henniger text, “Teaching Young Children,” describes the importance of creative arts. The text states that an important first step is “providing a variety of appropriate materials for children to explore.” This project provides children with many different materials to use in whatever way they chose.

Henniger also discusses “Family Partnerships” and states “the development of mutually supportive relationships with parents, families, and the community” (vii).

This activity will incorporate parental involvement. Teachers will send home a flyer to the parents kindly asking them to donate supplies for the sea animal mask project. There will be examples of appropriate supplies on the flyer including: pop-poms, feathers, tissue paper, etc.

*Math-* I. Title: Sea Shell Activity Game

ii. Developmental Goal: This game is to develop math skills, sharing skills, and matching skills. It can be developed and modified for different ages. The desired goal is to complete the game with different ages to further develop social skills while following rules and develop competitive activity skills.

iii. Outcome: Measure 5: Follow Rules: Definition: Child shows ability to follow rules in increasingly broad settings and understands the purpose of having rules.

iv. Description: In this game the children will collect different types, textures of sea shells provided to them and play a game similar to “go fish.” This also could be changed to a game where the older kids could do a math problem with objects which further develops math skills using manipulatives. Also using the prior knowledge of each child I can built upon existing understandings and abilities about seashells and games. (Henniger pg 301) “Although learning concepts and skills is important, the curriculum should emphasize the development of problem-solving skills and an interest in lifelong learning. An age appropriate curriculum also has intellectual integrity. It challenges children to use the concepts and tools of different disciplines.” (Henniger pg 303)

*Social Science-* Title: Oceans around the world

Developmental goal: Our goal is for this children to know the other oceans on the earth and where there are. We will put the different oceans on the walls and the continents that are in those oceans. We hope to have the children know the five oceans and where there are in the world and what continents they are connected to.

Outcome: Measure 14: Memory/knowledge: Definition: Child shows awareness of past experiences and remembers information about people or things that can be used as a basis for making logical predictions about new situations or experiences.

Description: Our environment will have the different oceans and where the continents are they will be sand for the children to touch. In the ocean we will also put salt so they are able to smell the salt in the ocean. Children should be able to use their senses in their environment. “The environment should be richly furnished with materials that engage the child’s sight, touch, hearing, taste, and smell” (Henniger 304).

*Science-* Title: Salt water and oil mixing

Developmental goal: We want the children to learn about liquids that mix and don’t mix. By putting water and oil together they will learn that oil and water don’t mix by making it look like a wave in a bottle.

Outcome: Measure 16: Description: Child uses logical and effective strategies to solve problems in increasingly broad problems.

Description: We will use water in their everyday activities to show them what mixes with it and what doesn’t. Also it will show them what water can clean. “…Use materials that match the developmental abilities and interests of these children” (Henniger 304).

**Non-directed curriculum responses**

1. Art Area

The art area is an area of our center that is full of stimulating supplies. This area includes everything from paints, pop-poms, pipe cleaners to clay and playdoe. Children will be able to reach and get out their own art supplies with direction from the teachers as to when to use only certain supplies and when it is ok to use anything. (ie. free art).

1. Book/Literacy Area

The Bright Lights afterschool program center will include a small library with a couple medium size book shelves where children can reach the books themselves. The book shelf will include many books about oceans, sea animals, ecosystems, and some fictional stories about pirates and sailors. The library is a quiet area where children are free to explore and learn about whatever they chose.

1. Sensory Table

Our center will have a couple sensory tables available for children to explore. One will be full of salt water. There will be a variety of sea animal figurines in this table so that children can continue to learn about what animals live in salt water, as appose to fresh water. A second table will be filled with sand. This table will include animals that live in the sand such as crabs, other animals with shells, etc. This table will also include funnels and small shovels for children to fill with sand and dig.