


A horizontal bar composed of seven colored segments: yellow, orange, red, purple, blue, cyan, and green.

School Age Planning

*Have a plan for the school agers so
the school agers don't have a plan for
you!*

A horizontal bar composed of seven colored segments: yellow, orange, red, purple, blue, cyan, and green.

What was your favorite memory of Afterschool time or summertime as a school ager? Least favorite?





Curriculum and Activity Planning

- Curriculum is not required for school age planning
 - You may still use your favorite school age curriculum if you have it
 - Focus on the school agers interests; ask school agers what they want to know more about
 - Focus on project-based activities and individual planning
 - Social and emotional concerns should always come first
 - Provide a quiet space with self-regulating prompts for school agers who need practice with those skills
 - Be prepared – add needs, interest and abilities of school agers into the classroom and on activity plans
 - Be flexible – teachable moments
-

Activity Planning Process





Draft of Appendix A to Rule 5101:2-17-01 – SUTQ

Learning and Development

Curriculum and Assessment

BRONZE level

- CA1 (Curriculum and Assessment)
- School Age: Classroom provide activities that are aligned with the Ohio K-12 Learning Standards

Requirements

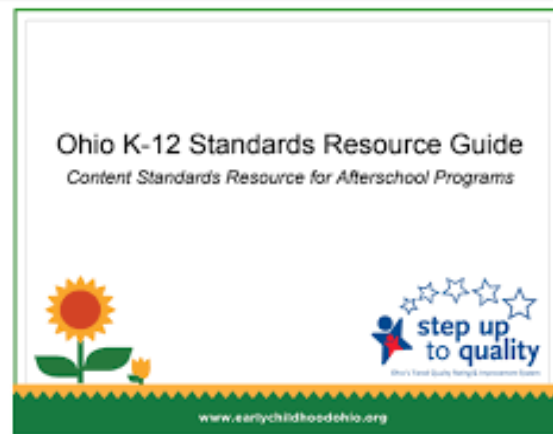
Maintain onsite:

- School Age activity/lesson Plans are required and follow the K-12 Standards



Ohio K-12 Standards Resource Guide Content Standards Resource for Afterschool Programs

<https://www.oanohio.org/resources-for-programs>



Social Studies: Government Grades: K-2

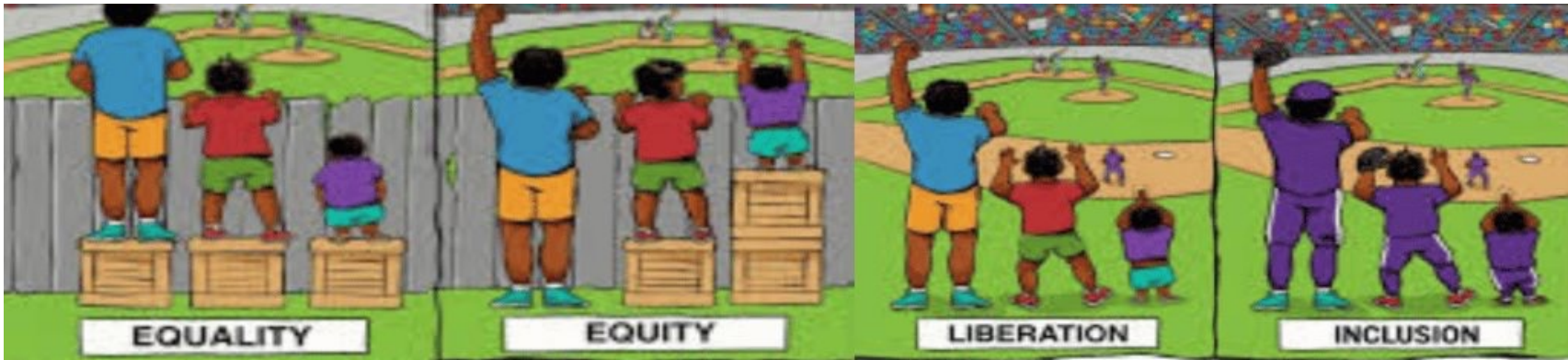
<p style="text-align: center;">Tips from the Trade</p> <p><i>Have students brainstorm a list of rules for the afterschool program. Discuss the fairness of each rule and the consequences for not following the rule.</i></p> <p><i>Have students make a list of activities that work better as a group or individually. Discuss why the activity works better as a group or individually.</i></p> <p>Examples:</p> <p><i>Group: football, school projects, choir, band, basketball</i></p> <p><i>Individually: golf, tennis, taking a test, playing a solo, playing the piano</i></p>	<p>What is essential [most important] for students to know and be able to do to master this standard?</p> <p><u>Civic Responsibility and Skills</u></p> <ul style="list-style-type: none"> • Identification of group activities. • Elements of group activities. <p><u>Rules and Laws</u></p> <ul style="list-style-type: none"> • Purpose of rules. • Different places all have rules, but they may not be the same: <ul style="list-style-type: none"> ◊based on fairness ◊have consequences.
	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="margin: 0;">RULES</p> <ol style="list-style-type: none"> 1. Walk 2. Use Nice Hands 3 Listen 4. Inside Voices 5. Clean-up </div>
	<p>Strategies and activities that will help students meet this standard. Ask students to:</p> <ol style="list-style-type: none"> 1. Identify group activities that are done in groups (e.g., playground game, circle time). 2. Identify a group (e.g., a group kids playing checkers, a photograph/illustration of a cooperative activity). 3. Distinguish common school rules from common rules at home (e.g., listen to the teacher, bedtime).
	<p>Notes:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Remember: EVERY SCHOOL AGER HAS A SPECIAL NEED



How to find out school agers needs, interests and abilities

- Talk to families upon enrollment
 - Ask families and/or school agers about their goals
 - Spend time interacting with school agers
-



- ❖ **Equality** – Treating everyone equally? Do all school agers have the same needs?
 - ❖ **Equity** – treating everyone fairly
 - ❖ **Liberation** – including all school agers as part of the group
 - ❖ **Inclusion** – the feeling of being welcomed, known, liberated, supported and connected
- A horizontal rainbow bar is positioned below the list.

