



Supervisor Guide
Meeting Plans
Child Development

Meeting Plan 1-2-3

This meeting lesson is about matching developmental characteristics with the proper age groups. The intention is to help staff learn the stages of development so that their interactions with the children in their program are more closely aligned with the children's developmental capabilities.

There are three plans included in this meeting plan, which are divided into three different activities or games. Some of these activities lend themselves immediately for a small, medium or large group, each of these activities can be adapted to fit any size group. Along the side of the plan, there will be suggestions on how to accommodate for your size group. There is also a lesson for a one-on-one refresher.

Outcomes

Core outcomes met:

- The basic components of physical development in elementary-aged children, both gross and fine motor skills.
- The basic components of cognitive development and Piaget's stages including sensory-motor, pre-operational, concrete operations, formal operations
- The basic components of social-emotional development in elementary-aged children from learning to navigate the outside world to learning to positive self-concept



Horse

Preparation before this meeting: (Depending on your size group, you might need many of these items.)

- A ball, or something that can substitute as a ball (e.g. wadded up paper)
- A basket, or something that can substitute as a basket (e.g. a trash barrel)
- Question card (located at the end of this plan)
- Developmental Sheets (located at the end of this plan)

This game is based off a basketball game called Horse. Typically a person stands a few yards away from the basket and shoots the ball. If they make it then they step backwards and get to shoot again, but, if they miss then the next person gets to go. This is going to be adapted, but the actions are similar.

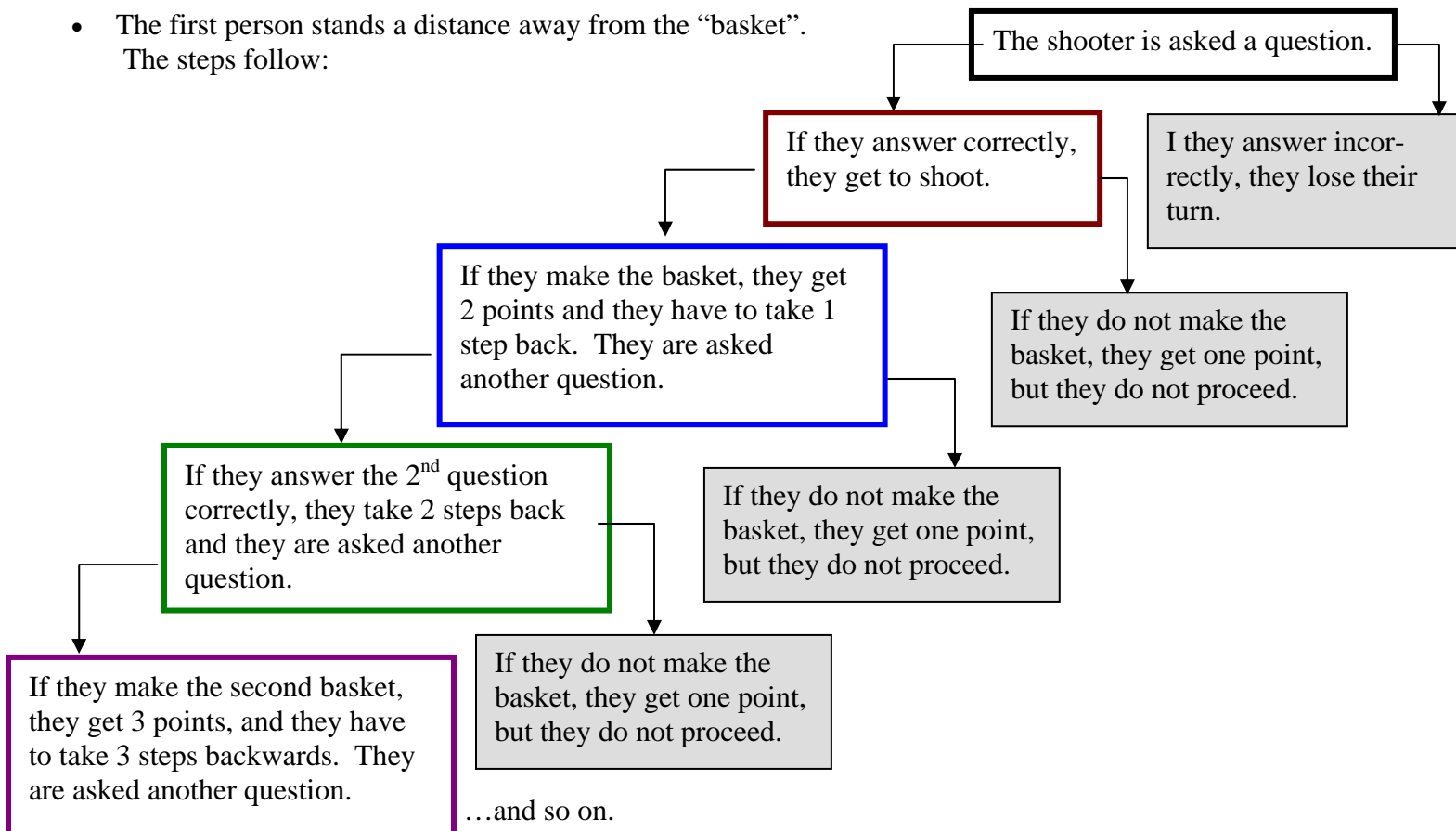
Here is how our version of Horse is played:

- Hand out the sheets on the developmental stages of youth (either limit it to elementary age, or use all of them if you like).

Players are allowed to review these sheets, but they are not able to bring them up with them when they shoot. So players need to remember what developmental stages correspond to which age group or vice-versa.

Every person gets to shoot, which means every individual is their own “team”.

- The first person stands a distance away from the “basket”.
The steps follow:



This lesson, off the shelf, is great for groups of 2-10 people.

But if you have a medium to large group of people, you can break them down into 2-10 people size groups and have each of the groups play this game.



The person who reaches **10 points first**, gets first place or wins a prize.

You will need a basket and a ball! Here are some suggestions:

- Go outside and use the basketball court!
- Use a trash can and find a variety of objects that could be the balls (toys, crumpled paper, etc.)
- A cup and a ping-pong ball (they have to bounce it and have it land in the cup)
- A box and find a variety of objects.
- Use whatever is around you! Be creative.

Give the group the rules, and start playing.

Many times adults have unreasonable expectations for youth – because some adults don't understand that their expectations could be developmentally inappropriate.

ASK: Looking at your developmental stages of youth sheet, can you give me some examples of some unreasonable expectations for these different developmental stages?

If participants don't respond immediately, tell them to make things up, or if they have seen something, but not been a part of it. Give them an example:

Example: I saw a woman scolding her child, who couldn't have been more than 2 years old, in the grocery store because he kept trying to stand up in the seat in the shopping cart. Do you think her scolding was inappropriate? And why? Look at your sheet and tell me why the mother might be expecting too much.

It is important to know that not all children develop at the same rate. The developmental sheets only talk about typical development. You could have one child who is beyond his years in development, and another child that is at the appropriate development stage for his age. You might even find that some youth are behind in development, and this is all ok. The most important thing a youth service provider can do is understand the developmental stages, and be able to apply this knowledge while working with youth.

ASK: Why do you think it is important to understand developmental stages? Have a discussion. You are looking for people to talk about developmentally appropriate lesson plans, discipline, classroom activities, games, books, etc.

Two-minute Teach!

TIP: You can ask for a shout out to get the crowd thinking!

Discuss This!
10 min.

Developmental Stages of Children and Youth 5- to 7-Year-Olds

General Characteristics

- Eager to learn; easily fatigued; short periods of interest.
- Learn best when they are active while learning.
- Self-assertive, boastful; less cooperative, more competitive.

Physical Characteristics

- Very active; need frequent breaks from tasks to do things that are energetic and fun for them.
- Need rest periods—good quiet activities include reading books together or doing simple art projects.
- Large muscles are well developed. Activities involving small muscles (for example, building models that have small pieces) are difficult.
- May tend to be accident-prone.

Social Characteristics

- Enjoy organized games and are very concerned about following rules.
- Can be very competitive—this may lead them to cheat at games.
- Very imaginative and involved in fantasy-playing.
- Self-assertive, aggressive, boastful, want to be first; becoming less cooperative.

Emotional Characteristics

- Alert to feelings of others but unaware of how their own actions affect others.
- Very sensitive to praise and recognition; feelings are easily hurt.
- Inconsistent in level of maturity; regress when tired; often less mature at home than with outsiders

Mental Characteristics

- Very eager to learn.
- Like to talk.
- Can be inflexible about their idea of fairness.
- Difficulty making decisions.
- Developmental Stages of Children and Youth

Developmental Stages of Children and Youth 8- to 10-Year-Olds

General Characteristics

- Interested in people; aware of differences; willing to give more to others but also expect more.
- Busy, active, full of enthusiasm; may try too much; accident prone; interested in money and its value.
- Sensitive to criticism; recognize failure; have capacity for self-evaluation.
- Capable of prolonged interest; may make plans on their own.
- Decisive; dependable; reasonable; strong sense of right and wrong.
- Spend a great deal of time in talk and discussion; often outspoken and critical of adults, although still dependent on adult approval.

Physical Characteristics

- Very active and need frequent breaks from tasks to do things that are energetic and fun for them.
- Those who mature early may be upset about their size—as their adult supporter, you can help by listening and explaining.
- May tend to be accident-prone.

Social Characteristics

- Can be very competitive.
- Are choosy about their friends.
- Acceptance by friends becomes very important.
- Team games become popular.
- Often idolize heroes, television stars, and sports figures.

Emotional Characteristics

- Very sensitive to praise and recognition; feelings are easily hurt.
- Because friends become very important, can be conflicts between adults' rules and friends' rules—your honesty and consistency can be helpful.

Mental Characteristics

- Can be inflexible about their idea of fairness.
- Eager to answer questions.
- Very curious; collectors of everything, but may jump to other objects of interest after a short time.
- Want more independence while knowing they need guidance and support.
- Wide discrepancies in reading ability.

Developmental Stages of Children and Youth

11- to 13-Year-Olds

General Characteristics

- Testing limits; a “know-it-all” attitude.
- Vulnerable; emotionally insecure; fear of rejection; mood swings.
- Identification with admired adults.
- Bodies going through physical changes that affect personal appearance.

Physical Characteristics

- Good coordination of small muscles; interest in art, crafts, models, and music.
- Those who mature early may be upset about their size—as their adult supporter, you can help by listening and explaining.
- Very concerned with their appearance; very self-conscious about their physical changes.
- May have bad diet and sleep habits and, as a result, low energy levels.

Social Characteristics

- Acceptance by friends becomes very important.
- Cliques start to develop.
- Team games become popular.
- Often have “crushes” on other people.
- Friends set the general rules of behavior.
- Feel a strong need to conform; dress and behave like their peers in order to “belong.”
- Very concerned with what others say and think about them.
- Have a tendency to try to manipulate others to get what they want.
- Interested in earning own money.

Emotional Characteristics

- Very sensitive to praise and recognition; feelings are easily hurt.
- Because friends are very important, can be conflicts between adults’ rules and friends’ rules.
- Caught between being a child and being an adult.
- Loud behavior may hide their lack of self-confidence.
- Look at the world more objectively; look at adults more subjectively, and are critical of them.

Mental Characteristics

- Tend to be perfectionists; if they try to attempt too much, may feel frustrated.
- Want more independence but know they need guidance and support.
- May have lengthy attention span.

<p>What age has slow and steady growth? Answer: 5-7 year olds</p>	<p>At what age can youth be ridged in their idea of fairness? Answer: 8-10 year olds</p>	<p>Which age do you have to watch out for because they tend to be accident prone? Answer: 5-7 year olds</p>
<p>Youth in this age range can be very competitive. Answer: 8-10 year olds</p>	<p>Are quite active with boundless energy. Answer: 8-13 year olds</p>	<p>Don't like comparisons with others. Answer: 8-13 year olds</p>
<p>Are family-oriented. Answer: 5-7 year olds</p>	<p>At this age, they start to develop "crushes" Answer: 11-13 year olds</p>	<p>Like joining clubs or groups. Answer: 8-13 year olds</p>
<p>These youth are still engaged in fantasy-playing Answer: 5-7 year olds</p>	<p>See fairness as "the golden rule." Answer: 5-7 year olds</p>	<p>Correct behavior is "obeying rules set by adults." Answer: 8-13 year olds</p>
<p>Like to play games. Answer: 5-7 year olds</p>	<p>At this age you may try to manipulate others to get their way. Answer: 11-13 year olds</p>	<p>Very socially conscious about their physical changes. Answer: 11-13 year olds</p>
<p>Interested in earning money Answer: 11-13 year olds</p>	<p>Have interests in collections and hobbies. Answer: 8-13 year olds</p>	<p>Difficulty making decisions. Answer: 5-7 year olds</p>
<p>Tend to judge things in absolutes. Answer: 8-13 year olds</p>	<p>This is a time when you might see a wide discrepancy in reading level. Answer: 11-13 year olds</p>	

Developmental Stages of Children and Youth: _____ Year-Olds

General Characteristics

- _____
- _____
- _____
- _____
- _____

Physical Characteristics

- _____
- _____
- _____
- _____
- _____

Social Characteristics

- _____
- _____
- _____
- _____
- _____

Emotional Characteristics

- _____
- _____
- _____
- _____
- _____

Mental Characteristics

- _____
- _____
- _____
- _____
- _____

Typical



Put posters around the room with a developmental age range at the top, so you may have one poster for 5-8, one for 8-11, 11-13 and 14-17. Ideally you would want the age ranges to match the youth that are in the program. So if you only work with early elementary age you might have four posters with age range 5-8 listed at the top of each.

Separate participants into groups, one group for each poster board. The group is to brainstorm as many characteristics of that age group as they can, like “they are very active and very inquisitive” or “they still need help with common tasks, like tying their shoelaces.”

They can list challenges, but invite participants to list challenges as the behavior not the emotional response to that behavior. For example instead of writing “they are rude,” which is the emotional response, write that the youth are “still testing boundaries,” which is the behavior of the children (we may or may not find their boundary testing ‘rude’).

Walk around the room and challenge the group to think about the age group as a whole. If one group is listing emotional characteristics offer a characteristic of the age group’s physical development. You want them to see the youth in totality.

Once most groups have finished recording their ideas, ask the groups to report out.



TIP: There are a few ways to ‘report out’!

- Have each team give an oral report (works best if this exercise included all age ranges and group size is small to medium).
- Gallery Walk – have participants walk around in their group and stop at every poster board and take a few minutes to read it and talk among themselves (this is a good option for large groups).
- For small groups, have each individual do their own characteristic listing for maybe one or two age ranges, on a piece of paper. Then do a shout out, while you write the characteristics on a poster board with the corresponding age range.
- Have teams pair up and give oral reports to one another.

This lesson, off the shelf, is great for groups of 10-20 people.

But if you have a small or large group of people, you can do this activity as one group or break people into small groups.

Two-minute teach!

Whichever report out model you use, identify those characteristics that you think are interesting – try to find one or two characteristics from each group to write up on a poster board. **You will use this list later on in the lesson.**

Hand out the sheets on the developmental stages of youth.

Explain: Many skills are required in order to maneuver in the world. As a child grows, so do his or her body, brain, emotions, social skills, and overall sense of self. Physical transitions come with age—each year children observe more, learn more, and explore more, all the time building on what was learned earlier in life. While the rate of development and learning of skills may differ, the order of developmental aging stages for children is generally the same.

Physical development means the growing body, but it also includes hormones, brain development, muscle development, coordination, and more. Each child physically develops at his or her own rate, so being aware of what parts of their bodies are growing, changing, and developing is important when developing appropriate activities or lessons for youth.

Cognitive development is the process of learning how to think. Moving from concrete to abstract thinking begins in childhood, and continues to develop throughout life. Do you think that a child who is 4-years-old could write about the trials and tribulations of being 4-years-old? They may know that they exist, but they cannot process the abstract thought of feelings associated with age and time.

Young people are always developing socially and emotionally at every stage in their lives. Navigating the outside world, developing healthy self-concepts, and making friends are based on social encounters with others. Working with young people means we need to be modeling and teaching appropriate social behavior. Learning to communicate their emotions, controlling their emotions, and empathy are some objectives for youth in their childhood. This comes with development, but it also comes from the adults in their lives modeling and teaching these skills.

Have participants return to their small groups and their poster board. Ask them to look at the list of characteristics that they developed. Have them mark if the characteristic involves the physical body, cognitive ability, social skills (or lack there of), or emotional attributes. For example: “they are active and inquisitive” is both physical and cognitive. “Testing boundaries” includes social-emotional development and cognitive development.

Two-
minute
teach!



Once participants have done this, have the groups report out, only on the “interesting” characteristics that you wrote on the poster board during the first report out.

Report Out!

Discuss:

- Why is it important to know the developmental stages of youth?
- What about their physical development?
- Why do we need to know about their social development?
- How about their emotional development and cognitive development (especially for those programs that are not academic-based)?

You are looking for participants to recognize that development happens in stages, and it is important to know the boundaries to these developmental stages. Young people do not perform well if an activity is below or above their development level – in all stages of development.

Discuss This!
10 min



TIP: Pre-Meeting Mental Workout

This might be hard for some people to connect to. As a pre-meeting exercise, have staff write about someone they know (an adult, child, etc.). They can write a poem, a descriptive paragraph, or even a story about that person.

Ask them to write about what their selected individual is good at, what challenges them, how are they different from themselves, and what the individual could work on to become better at what they do and who they are.

Ask them to really think about the person’s physical features, intellect, mannerisms, emotions, and social ability.

Write one yourself and share it with your staff as an example!

Then start this meeting by asking people to share their writings, and have a discussion about how every person that was written about is different, and talk about how they grew up to be different - and if everyone is so different, how come there are people who are similar to us? They like the same music, they are also very good at math, etc.

You want staff to realize that everyone is different, but we are also alike. Then go into this exercise, asking staff to think about the similarities that typify these age groups. Once there is a discussion about differences, people can start to talk about similarities!

Matching

Preparation for this meeting:

- Regular paper with developmental characteristics written on them
- Blank characteristic sheets
- Pens/Pencils for participants

All around the room have posters with a developmental characteristic. Have each person take a blank characteristic sheet. Ask them to go around and write down the characteristic that they think fits with that age group and which category (physical, social, emotional and mental).

A variation of this is to have the characteristics written on index cards and have a sizable handful at each table and participants can use those to fill out their blank characteristic sheets.

After the group is done, ask them to go to their seats. Go through the answers.



TIP: There are a few ways to go through the answers!

- Have each team give an oral report (works best if this exercise included all age ranges and group size is small to medium).
- Do a shout out!
- Go through the answers and anyone that scores between a 15-20 gets first place (maybe a candy, a special pen or pencil, or maybe age appropriate toys for their youth!) Then give second and third prizes!
- Ask participants to send a representative from their table - have them come to the front of the room and play a round of Jeopardy!
- Ask strategic questions throughout - asking how they got their answer (especially if it is the right answer). Ask them to tell a story that exemplifies these characteristics.

This lesson, off the shelf, is great for groups of 20+ people.

But if you have a small or medium size group, you can write these characteristics on index cards, and have the age ranges posted somewhere in the room.

Participants take an index card and walk over to the age group they believe it matches to.

Two-minute teach!

Matching

It is important to be able to distinguish between developmental capabilities and other behavior. If an activity is not at the right developmental level, then children can become frustrated, rambunctious, or bored. It is important to be able to identify the stages of development, but we also need to remember that these characteristics are typical - not concrete rules.

ASK: So what are the implications for us as youth service providers? You might help them create a list of how this information can be used on a daily basis.

Two-minute teach!

For example:

- When creating lesson plans
- When trying to understand why a child may be behaving badly
- When trying to speak with children about school work, their behavior, or just to have a conversation
- To remember to repeat yourself

GO BEYOND!

The next day, have staff write a list of characteristics of the children in their program. Have them look at their children as a group and not focus on one individual. For example: they need a lot of instruction, the group gets distracted a lot, they're focused when they are doing arts and crafts, etc.

At your next meeting have the group bring these characteristic sheets to discuss with the larger group. Take time to talk about why some of these characteristics exist – maybe someone notices something really great that the children do. Find out what makes that activity work for those youth.

You can have them continue this project by writing down the implications of these behaviors - does it mean that they have to change the layout of their room, organize the time differently, or continue doing what they are doing!

Developmentally Appropriate Lessons

Prep time: 10 minutes

Activity time: 60 minutes

This meeting plan offers three activities to engage staff in constructing developmentally appropriate lessons. Even if your program doesn't use lesson plans, this activity will still reinforce the idea that developmental levels should be considered whenever and however staff members engage with youth. These activities are meant to build on one another, but they can be done independently, over a series of meetings.

All of these meeting options can be used by any size group.

Outcomes

Core outcomes met:

- The basic components of social-emotional development in elementary-aged children from learning to navigate the outside world to learning to positive self-concept

This meeting plan offers many examples of lesson plans. These lesson plans were taken from the *Afterschool Curriculum Choice: Literacy Resources*, an initiative of PEAR, the Program in Education, Afterschool and Resiliency at Harvard University and the National Partnership for Quality Afterschool Learning at SEDL. The curriculum developed is designed to help practitioners locate and make informed choices about high-quality literacy resources to enrich their programs. Resources were selected based on proven use in afterschool settings, and include challenging lesson plans and organized activities.

Please visit this site for more wonderful and useful lesson plans for your afterschool program!

<http://www.sedl.org/afterschool/toolkits/>

For this meeting you could also use some lesson plans from your organization. There are a few variations on this lesson which you will see referenced on the right side throughout the plan.

Prepare before meeting:

- At the end of this meeting plan are 10 sample lesson plans. You can use these lesson plans for the activity or create/bring your own. A copy of the lesson plans (at the end of this meeting plan)
- Staff will need the age range developmental characteristics handout. You can ask them to bring a copy previously handed out, or you can make new copies.

Step-by-Step

For a large group, it is ok to have multiple teams working on the same lesson plan. Split groups into teams. Ideally, you would want a team of 2-4 people.

Explain: Recently we have been learning about child development.

ASK: Why is it important that we know and understand these developmental stages?

You are looking for a discussion about how child development should guide the work we do with youth so as to ensure we are not performing a task beyond their current developmental level. Someone might give you the answer right away, or you might have to ask other questions to lead them to this conclusion.

Some follow-up or teasing questions could be:

- What happens if you give youth a task that is beyond their ability?
- Has anyone experience a situation where they believe a child was being asked to do something beyond what they were capable of - simply based on their age?
- Do you think that every 5 year old is at the defined developmental stage? Why, why not?
- So how can we use this knowledge to guide our day to day activities?

Discuss This!
10 minutes

ACTIVATE! Give each team one of the sample lesson plans.

Ask participants to identify what age group, age range or grade level their lesson plan is designed for. They can refer to their age range developmental characteristics sheets.

Ask them to also include how they came to this decision. Instead of doing a report out, walk around to each group and ask them to report to you what age group they came up with. Check their answer, if it is wrong ask them to look again. If they are right, give them the next step (described next). If they get close, not exact, that is ok, but ask them if they believe that this lesson could be used for another age range or grade.

NEXT: Ask participants to study the lesson plans with the age range developmental characteristics in mind – or in front of them. Have participants mark down, either on the lesson plan or on a separate sheet of paper, when the lesson plan develops or uses any of the developmental categories: physical, cognitive, social, and emotional. For example: if the lesson calls for the children to be split into small groups, this would be associated with social and emotional skills. If the lesson plan calls for youth to run around, this engages the youth physically.

TIP:
If a group is done before the others, ask that group to identify what cognitive skills the lesson is addressing – is it asking youth to categorize, think abstractly, linearly, creatively, etc.

Once the teams have finished that activity, go through a sample lesson plan with the whole group and identify developmental characteristics. For larger groups, you can have teams pair up and report out to one another about their lesson plan, what age range they selected, why, and what they identified in the activities that link to the characteristics of that age group.

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ACTIVATE! Ask the teams to now alter their lesson plan to suit a different age group. Have them make up games, change the format, or do whatever they need to do to make it appropriate for another age group, but let them know that they must keep the same subject matter and they must include as many of the developmental characteristics as possible. They can add more information, they can add more tasks, and they can take away anything they want, but the learning and engagement need to remain no matter what age group they select.

Challenge them! The purpose of this is to get them thinking creatively, and constructively!



What if my program doesn't use lesson plans?

If your program doesn't use lesson plans, then have participants create an activity or a game that would work for the age group they work with. Play the games!

Or participants could share experiences they have had in the classroom and ask for advice and help on how to handle the situation.

Participants could have a quiet reflection time. Ask them to write about how they believe that knowing the child developmental stages can help them when interacting with their youth. They could reflect on one particular child, and ask them to do a rudimentary analysis of the developmental indicators that they believe the child exhibits. But make sure that they know that putting children in any sort of "box" can limit their growth. They can analyze now but they should be re-analyze every time they are with that youth.

TIP: You can go beyond this and actually have the groups teach their newly created lesson plan with the group or another team.

If additional props are needed, you could have participants create the lesson in this session, but teach it in another session.

Step-by-Step

The next step is for participants to create an original lesson plan, and teach it or report to the group for comments and feedback.

If your program does not use lesson plans, then refer to the section on the previous page that shows some other ways you can get participants to apply their knowledge

**Application to
your organization**

GO BEYOND!

Help participants create a portfolio which can include the lesson plans that they developed, their certificates of completion from the YDI courses, their reviews and more.

This could be a great tool to celebrate the staff members successes, and help with providing constructive feedback.

All of the sample lesson plans come from the US Department of Education, the National Partnership for After School Learning. These are free lesson plans that provide tools, models, and expertise to improve afterschool learning across the nation. There are six areas: Arts, Literacy, Math, Science, Technology, and Homework.

This is a very valuable resource – please visit their website and click on the Afterschool Toolkit for the lesson plans. <http://www.sedl.org/afterschool/>

Included in this module are 10 of the sample lesson plans. You can use these for this meeting plan, or visit <http://www.sedl.org/afterschool/> to find your own.

Your answer sheet is on the next page.

Answers:

Lesson Plan Title	Grade	Age Range
Emotions in Motion	K -3	5-9
What Is the "Best" Snack?	2-5	7-11
Number and Operations: 24Ⓢ	4-6	9-12
Freeze Frames	3-8	8-14
Geography puzzles	3-12	8-18
Recycling	3-5	8-11
Learning About Tadpoles	K-2	5-7
My First Book	K-2	5-7
Create a Script	1-6	6-12

Emotions in Motion

This lesson is one example of how you can implement the practice of Expressing Yourself Through the Arts. Using basic concepts of dance, students will create dance phrases that depict various emotions.

Age range:

Duration: 45-60 minutes

Learning Goals:

- Learn and demonstrate various basic elements of dance
- Understand that dance and movement can be used to depict meaning
- Use dance elements to create a dance phrase

Materials Needed:

- A copy of *Ballerina!* by Peter Sis
- Open space for dancing
- Masking tape to designate a stage (optional)
- A CD player, record player, or tape deck for music (optional)

Preparation:

1. Review some basic elements of dance so that you feel familiar enough to demonstrate them to your students:
 - Level: high, medium, and low
 - Direction: forward, backward, left, right, diagonally, turning
 - Speed: fast, slow
 - Locomotor: walk, run, hop, jump, leap, gallop, slide, skip
 - Axial: bend, twist, stretch, swing
2. You may want to do some additional research on traditional folk dances and their meanings to share with your students.

What to Do:

- Begin by reading aloud *Ballerina!* by Peter Sis with your students. Discuss how the main character Terry changes her movements and costumes for each dance. (Compare, for instance, her "Nutcracker dance" with her "fire dance.") Talk about why Terry might make these changes.
- Discuss how dances often tell a story. Examples include traditional folk dances from Latin America, Europe, Africa, and Asia, as well as ballets such as "The Nutcracker" and "Swan Lake." If you have time, you may want to show your students clips from various folk dances or from a famous ballet.
- Ask students to make up short dances to depict a thought. Begin with an emotion, such as anger, happiness, fear, surprise, annoyance, etc. Once students have identified the emotion they want to express, ask them to create three to five

tableaus to demonstrate that emotion. (A tableau is a "freeze frame"-- a stop-action combination of facial expression and gesture.)

- Discuss the basic elements of dance with your students, demonstrating how they can move through these elements:
 - Level: high, medium, and low
 - Direction: forward, backward, left, right, diagonally, turning
 - Speed: fast, slow
 - Locomotor: walk, run, hop, jump, leap, gallop, slide, skip
 - Axial: bend, twist, stretch, swing
- Instruct students to use these elements to connect their tableaus. Students will start with one tableau, and then create a movement to get from the first tableau to the second. They will create a new movement to connect the second to the third, and so on. Ask students to keep in mind the "integrity" of the emotion as they create their connecting movements. (A "sad" movement would probably be slow instead of fast, etc.)
- Allow students to perform their dances before the class. See if the audience can guess the emotion that each student is expressing through dance. Allow students to ask questions and provide feedback.

What Is the "Best" Snack?

This sample lesson is one example of how you can implement the Finding Math practice. In this activity, students use nutritional information to analyze data about different snacks and survey their peers to determine the "best" snack.

Age range:

Duration:

1 hour

Learning Goals:

- Predict the "best," snack, meaning one that is healthy, inexpensive, and tastes good. Then test the prediction by collecting data
- Organize data using a bar graph and a table
- Find the median
- Understand that data represents specific pieces of information

Materials Needed:

- Three different snack foods (raisins, pretzels, and peanut-butter crackers), enough for each group of students
- Nutritional information for each snack
- Paper and pencil
- Ziploc bags
- Copies of the [Data Collection Table, Sample, and Survey Handout](#) (PDF)

Preparation:

- Divide snack food into baggies for each group of students.
- Make copies of the nutritional information for each snack, including the price of each.

What to Do:

- Ask students to pick a partner to work with. You may want to assign partners.
- Provide space and give out materials (snacks and handouts) to each pair.
- Ask students to think about the snacks they have and to make a prediction about which snack is best.
- Working with students, develop a list of criteria for evaluating the snacks. For example, the best snack might be one that is low fat, inexpensive, and that tastes good. Ask about factors they might consider in determining quality. If the two students working together don't agree, they can find the average between the two ratings.

- Take time to talk about nutrition and healthy amounts of calories, fat, and sodium.
- Using the nutritional information provided, ask each pair of students to complete the data collection table and rate each snack.
- Post all the data on one large table, using poster paper, an overhead transparency, or a chalk board. Refer to the sample table in the handout.
- Ask each pair to describe how they determined the rating for each snack. For example, if one student rated a snack a 3 and the other student rated it a 4, the median would be 3.5.
- Next, conduct a survey to find out what the most popular best snack was among all students. Work with students to create a chart. Refer to the sample survey chart in the handout.
- Using the data from the survey chart students create, ask each pair to make a graph of the results. Refer to the sample graph in the handout.
- Based on the data, decide which snack is the "best." Give students a chance to talk with their partner, and bring the class back together to share ideas. Each pair explains, based on the data, their decision about the best snack, and why they think so. Encourage students to use both sets of data when making a decision. Students can revisit the predictions they made before the data was collected.
- Ask if any of their ideas about what "best" means have changed. Ask, "What is the relationship between the quality rating and your favorite snack?"
- Finally, discuss why the quality rating either matches or doesn't match their favorite snacks.

Number and Operations: 24®

This sample lesson is one example of how you can implement Math Games. In this activity, students create number sentences using four numbers and any combination of addition, subtraction, multiplication, and division to make 24. Students can play this game in teams or as individuals in a cooperative or competitive environment.

Age range:

Duration:

5 to 20 minutes

Learning Goals:

- Develop fluency in adding, subtracting, multiplying, and dividing whole numbers
- Recognize and generate equivalent representations for the same number
- Understand and use properties of operations, such as the commutative property, $2 + 3 = 3 + 2$, and $5 \times 6 = 6 \times 5$
- Develop fluency with basic number combinations for multiplication and division
- Apply and adapt a variety of strategies to solve problems

Materials Needed:

- 24® game cards (see Resources)
- Paper
- Pencils
- Calculators (optional)

Preparation:

- Familiarize yourself with the game's instructions and goals.

What to Do:

For a whole group activity:

- Present students with a game card which has four numbers on it, making sure all students can view the card.
- Ask students to create number sentences using the four numbers and any combination of addition, subtraction, multiplication, and/or division to make 24. Students can use each number on the card only once in their number sentence.
- Encourage students to use mental math but allow them access to tools, if necessary.
- Have one student share a number sentence, allowing other students to check and see if the calculations were correct.

- Ask students if there is more than one number sentence that solves the problem. Provide time for students to share all the number sentences that were created.
- In addition to requesting a solution, ask students how they developed the solution. This will provide you and their peers a glimpse of their problem-solving strategies.
- These steps can be repeated with other game cards time permitting.

For a small-group activity:

- Give students a deck of cards (each card has four numbers on it).
- Using the four numbers on the card, encourage students to record all of the number sentences they find that make 24.
- Encourage students to share their findings with their group and with you when you join their group.
- While you are with each group, make sure that you ask students questions that guide them to additional strategies and number sentences where appropriate. For example, "Is there another way to make 24?" or "How did you figure this one out?"
- Students working can continue this process for an allotted time or until they have completed their deck of cards.

Outcomes to Look For:

- Student engagement and participation
- Comments and answers that reflect an understanding of the meanings of operations to get 24 (add, subtract, multiply and divide whole numbers)
- Strategies for discovering different ways to make 24
- Working together to problem solve

Freeze Frames

This lesson is one example of how you can implement a literature dramatization. It gives students a chance to work collaboratively in small groups to depict a scene or an event from a story. It can be adapted to any book students are reading, and provides a quick, spontaneous activity that helps students engage with what they are reading.

Age range:

Duration:

30 minutes

Learning Goals:

- Apply a wide range of strategies to comprehend, interpret, and appreciate texts
- Use dramatization to communicate stories and events
- Work collaboratively in small groups
- Present a snapshot of a story or event

Materials Needed for This Lesson:

- No special materials or preparation are required. This activity can be conducted using any book or story students have read/are reading. It can also be conducted using social studies content, such as an historical event students are studying.

What to Do:

- Divide students into small groups.
- Ask each group to pose to create a picture of a specific event from their text.
- Ask each group member to take part in the picture and say, *Ready, action, FREEZE!*
- Ask the observing students to report and interpret what they see. If those who created the picture have details to add, they can fill them in.
- Go around the room until all groups have had a chance to present their frozen picture.

Geography Puzzles

In this lesson, students play online puzzle games that challenge their knowledge of U.S. and world geography. The puzzles, which vary in difficulty, engage students in a new learning experience that enriches this subject area.

Age range:

Duration:

Up to 2 sessions, 45-60 minutes each

Learning Goals:

- Build or enhance geography knowledge of continents, world countries, U.S. states, and capital cities.
- Learn new concepts regarding world continents.

Materials/Technology Needed:

- Computers with Internet access
- Electronic projector for instructor computer (optional)

Preparation:

Instructors should ensure students have basic computer mouse and keyboard skills and have experience operating a digital projector (if available).

- Review and practice the various online activities found on these Web pages:
 - [All About the United States](#) (Drag-and-drop puzzles that require students to correctly identify U.S. states and their capitals)
 - [Geography Games](#) (A variety of puzzles that invite students to learn about world countries, their capitals, and geography)
 - [Test Your Geography Knowledge](#) (A point-and-click activity that quizzes students on all regions of the world)
- Determine student pairings for the lesson

What to Do:

- Engage students by inviting them to take a virtual trip around the world with online puzzle games that will challenge their geography knowledge of the United States and other countries.
- Group students in pairs and demonstrate how to access and play the online games using a projector if available.

- After the students have played, ask them what they have learned. How much did they already know? Were the games easy or difficult for them?
- Explain that understanding geography could one day help them circumnavigate the globe by boat or plane using a variety of other technology tools, such as the Global Positioning System.

Extend the lesson

- Have students use the online tool Google Earth, <http://earth.google.com>, to find locations in their city or neighborhood.
- You will need to download a free copy of the application to each computer.

Recycling

This lesson is one example of how you can implement a writing activity. The best writing activities go hand in hand with reading, and engage students in a story. Students read or listen to a story or a poem and discuss how it relates to themselves and their world. Then, they're warmed up and ready to write something of their own, using stories, poems and writing activities to enhance their literacy skills.

Age range:

Duration:

60 to 75 minutes

Learning Goals:

- Learn how waste and recycling affect the environment
- Read and understand a related story
- Make connections between literature, students' own lives, and the world around them
- Write a poem and begin to understand the conventions of poetry

Materials Needed for This Lesson:

- *The Giving Tree*, by Shel Silverstein
- Audio recording of the poem, *Sarah Cynthia Sylvia Stout Would Not Take The Garbage Out*, also by Shel Silverstein
- Paper and pencils
- Sample poems

Preparation:

- Review the text and audiotape, identifying key themes and any new vocabulary.
- Collect examples of poems.
- Develop rubric for poems.

What to Do:

- Read *The Giving Tree* aloud.
- As you read, ask questions about the story's characters and meaning.
- After you read, engage students in a discussion about how trees are used.
- Play an audio recording of the poem, *Sarah Cynthia Sylvia Stout Would Not Take The Garbage Out*.
- Ask students what they think the poem means, and what different words and phrases suggest to them.

- Ask students about recycling in their own homes and school: *Do you recycle? What types of things do you recycle? What happens to recyclable items when you recycle them? What effect does recycling have on the overall environment? What happens to items when they are not recycled?*
- Discuss the difference between stories and poems (using the two examples from the lesson).
- Provide a couple of examples of other poems for the students to read.
- Review the rubric for writing a poem.
- Ask students to write their own poem about recycling and taking care of the environment.
- When students are finished, ask them to read their poems aloud.

Learning About Tadpoles

This sample lesson is one example of how you can implement the practice of Integrating Science Across the Curriculum. In this activity, students read *The Icky Sticky Frog*, practicing literacy skills as they develop an understanding of tadpoles.

Age range:

Duration:

One week or longer (can be extended)

Learning Goals:

- Understand the life cycle of frogs and what they need to live
- Practice scientific inquiry through questioning, predicting, observing, recording and interpreting data, and communicating results
- Keep journals or records of scientific investigations
- Use graphic organizers
- Develop group work skills such as working together and listening to others

Materials Needed:

- An aquarium with tadpoles, rocks, and plants for each group (consider purchasing the Carolina Biological Raise-a-Frog Kits or individual aquaria, tadpoles, and plants from your local pet store)
- A magnifying glass for each student
- Drawing paper and colored pencils
- A variety of age-appropriate books on frogs for each group
- [KWL Chart](#) (PDF) for recording students' prior knowledge, questions, and what they learned about tadpoles

Preparation:

- Identify a safe place to maintain aquaria with tadpoles.
- Collect materials—tadpoles, aquaria, library books, etc.
- Review instructions on how to set up an aquarium and care for tadpoles. For example, the kind of water you use and general care of the tadpoles is very important for their survival.
- Read the book *The Icky Stick Frog*, developing questions for discussion.
- Begin a word wall or chart of the new vocabulary words the story introduces.

Safety Considerations

- Talk with children about how to handle animals and their habitats in a way that demonstrates a respect for life.
- Local pond water and tadpoles may be used, but take precautions to ensure that the water is not polluted. Seek assistance from local environmental resources.
- Identify a safe place within your afterschool facility to maintain the tadpoles.
- Practice good hand-washing techniques to protect the tadpoles and the students (count to 15 while scrubbing hands and fingernails with soap, rinse off thoroughly with water, use a paper towel to turn off the water, and wipe hands dry with a clean paper towel).
- Follow guidelines for raising tadpoles to ensure safety for students and tadpoles

What to Do:

- **Engage** students by asking what they know about frogs, tadpoles, and amphibians. You may want to use and record students' answers on a KWL chart and post it on the board or on a wall, adding to the chart as they learn more. Review sounds that frogs make and read aloud the story of *The Icky Sticky Frog*, with enthusiasm and expression. Use your word wall or word chart to review new vocabulary words.
- **Explore** tadpoles. Divide students into groups of four or five. Set up aquariums for each group, and ask students to observe the tadpoles and record their observations by writing about what they see and making drawings of tadpoles at various stages. Check in with each group and ask guiding questions such as: How do the tadpoles change as they grow? What do they need to survive?
- **Explain** observations. Ask students to explain what they learned by sharing their observations and questions about tadpoles. Have students research information about tadpoles and create a story chart to illustrate what they have learned.
- **Extend** learning if time allows. Continue to read books about frogs, build vocabulary word walls, create frog books or PowerPoint presentations based on what students have learned, and compare/contrast what students know about living things with what they have learned about tadpoles and frogs.

My First Book

This lesson is one example of how you can implement a writing activity. After reading a story and reviewing the elements of a book, students develop ideas and then create their own books with a cover, storyline, and illustrations.

Age range:

Duration:

60 minutes (or multiple sessions)

Learning Goals:

- Understand the process of writing and illustrating a book
- Develop an idea for a book
- Create, write, and illustrate a book based on students' own ideas

Materials Needed for This Lesson

- Chart paper
- White paper for making books, and colored construction paper for covers
- Colored pencils, markers, crayons
- Stapler

Preparation:

- Select a book based on students' interests.
- Review the story and note the author, illustrator, plot, and any new vocabulary.
- Use chart paper to list the elements of the book (cover, story, pictures) and who does each job (publisher, author, illustrator). You may want to sketch icons for each element, such as an outline of the book, text, and a picture.

What to Do:

- Begin by reviewing the title and cover, inviting students' predictions.
- Read the book aloud, pausing to ask questions.
- After the read-aloud, review the elements of the book (cover, story, illustrations) and who does each job (publisher, author, illustrator).
- Using the list on chart paper, draw lines or arrows to match the element with the person who does each job.
- Ask questions such as: *What do writers do? How do you think they get ideas for stories? Which do you think comes first--the story or the pictures? Do you like to write? Have you ever written a book before? Would you like to?* The key point to make: Writing is a process; and good writers write what they know and care about.

- Explain to students that they are going to make books of their own.
- Ask students to choose a color for the cover and help them make "books" by taking one sheet of colored paper and several sheets of white paper, folding them in half, and stapling down the seam.
- Ask students to choose an idea for their book. It can be related to the read-aloud book, or simply something that's important or interesting to them.
- Next, students should write (as appropriate) and illustrate their book. Each student can write a title on the cover, and should include his or her name as the author.
- When students feel their books are complete, display them, or create an opportunity to share them with parents, teachers, and/or other students.

Create a Script

This lesson is one example of how you can implement the practice of Building Skills in the Arts. In this activity, students read *Teach Us, Amelia Bedelia*, act out idioms from the story, and then write a script for and act out their own idioms.

Age range:

1-6

Duration:

Two 45-minute sessions

Learning Goals:

- Understand how figurative language, exaggeration, idioms, and comedy relate to drama
- Create a script that dramatize a scene from a book
- Create and perform an original script

Materials Needed:

- Copy of *Teach Us, Amelia Bedelia* by Peggy Parish
- Chalkboard or dry-erase board
- Paper, pens, pencils
- Various costume materials and props (optional)

Preparation:

1. Review some of the basic elements of drama, including characterization, exaggeration, and improvisation.
2. Read *Teach Us, Amelia Bedelia* by Peggy Parish.
3. Create or clear a performance space (masking tape can designate a stage).

What to Do:

Session 1

- Begin by defining and discussing idioms (a figure of speech; a phrase that can't be interpreted literally). Give examples, such as "bent out of shape", "raining cats and dogs," "lend a hand," and "kick the bucket." Ask students to brainstorm additional examples.
- [Read aloud](#) *Teach Us, Amelia Bedelia* by Peggy Parish. Make a list of the idioms that appear in the book.

- Ask students to help create a list of funny things in the story, labeling them as surprises, exaggerations, or repetition. Discuss how these elements might be expressed in a dramatic performance (using facial expressions, actions, etc.).
- Divide the class into small groups. Ask each group to select from the book a scene that includes an idiom. Ask students to act out the scene, improvising actions and dialogue. Encourage students to use dramatic elements such as characterization and exaggeration in their performances.
- Allow groups to perform their scenes for the class. Afterwards, discuss how different groups interpreted the same scene.

Session 2

- Remind students of the book *Teach Us, Amelia Bedelia* and the scenes performed during the previous session.
- Divide the class into small groups again and ask each group to think of an idiom that is not in the book. This time, students will develop a script, including dialogue and stage directions, for a new scene with Amelia Bedelia that includes the new idiom.
- Allow groups to perform their scenes before the class.

References and Resources

These meeting plans are based off of the curriculum of the Youth Development Institute. For the references and resources used for that course, please refer to the Resource section in the Child Development course.

Web resources:

<http://www.childdevelopmentmedia.com/>

This site offers a great deal of lesson plans, meeting notes, and other great resources on child development.

<http://www.sedl.org/afterschool/toolkits/>

These online curriculums are developed by experts in the field and are of the highest quality. Please visit and get some new activities for your program!

<http://www.bigbrobigsis.com/devstage.asp>

There are many resources out there that have the developmental stages on them. In this guide we used those developed by the Big Brothers Big Sisters of America. (1991). Volunteer Education and Development Manual. Philadelphia, PA. Author.