## NJ Quality Standards for Afterschool

## Resources

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## Introduction:

The purpose of this resources section is to help you reach a high level of quality on the standards and elements in the NJ Quality Standards for Afterschool.  If there's a part of your program you're focusing on improving or a topic you want more information on, these resources will give you a good start.

Think about contacting NJSACC for guidance on any of these topics or any other topic you want help with.  Our staff and consultants have expertise that goes beyond what's included in this resource guide.

**DISCLAIMER:**  Some products or curricula listed in the resources section cost money.  We want you to research the best resources, options, and products to use for your program.  NJSACC is not endorsing any particular product or curriculum for purchase.  We get no benefit or money from any outside sources if an afterschool program purchases one of the products or curricula listed as a resource.

## **Funding Tips and Sources:**

- Afterschool Alliance guidance:
  www.afterschoolalliance.org/funding.cfm

    o Fundraising materials developed specifically for afterschool programs

    o Sections include: tools and tips on finding sources and writing proposals; funding database; expert advice; sponsorship tips; connecting business with afterschool; in-kind donations and partnerships

- The Foundation Center:
  foundationcenter.org

    o The leading source of information on philanthropy, fundraising, and grant programs
    o Limited access is available for free and more extensive access available with membership
    o Free access to funding information at "Cooperating Collections," including several NJ libraries; find Cooperating Collections here: grantspace.org/Find-Us

- Subscribe to the Afterschool FLASH, NJSACC's email news flash, to learn more about grant opportunities:
  www.njsacc.org/wordpress

- Several sections in this guide have tips about funding specific program areas. See the "At-Risk Afterschool Meal Program" section and the "Programming and Activities Toolkit" sections on the arts, global learning, health promotion, and STEM.

- Center for Collaborative Solutions: Afterschool Solutions
  www.ccscenter.org/afterschool/Resources%20and%20Links
  Resources for afterschool administrators, including articles on sustainable funding

## Financial Management Resources:

Good resources for non-profit organizations:

- The Council of Nonprofits
  www.councilofnonprofits.org/resources/financial-management
  Extensive guidance and resources to help non-profits improve their financial management

- The Independent Sector
  www.independentsector.org/governance_ethics_resource_center
  This resource for non-profits includes sections on "strong financial oversight" and "responsible fundraising"

If your program is a non-profit organization, be sure to work with your Board of Directors on any financial management issues you identify.

## Resources for Professional Development around Special Needs:

Resources provided by SPAN, the Statewide Parent Advocacy Network:

- Trainings database: www.spannj.org/training
  Find numerous trainings for professionals and parents on various subjects relating to children with special needs.

- The New Jersey Inclusive Child Care Project: www.spannj.org/njiccp

The Project's primary focus is to support professionals to include children with special needs and disabilities in child care, preschool, and afterschool/before school programs.  Services include telephone technical assistance, on-site support services, and staff trainings.  Trainings cover the following topics: inclusion awareness, responding to challenging behavior, recognizing "red flags" and responding to them, observing and recording behavior, and developing a plan to address behavior.  Trainings can be designed to meet the needs of a program.

**<u>Sample Accommodations for Youth with Special Needs:</u>**

**Environment**

- place picture cards on activity centers and post a visual schedule that uses pictures so youth with difficulty reading can identify activities
- place a stool next to the sink and toys on low open shelves so youth who can't reach as high as others in the program can still reach them
- make all areas of the environment accessible to youth with special equipment (for example, wheelchairs/adapted chairs)
- use brightly colored mats and materials to help youth who have difficulty focusing and respond to this
- design activity centers to visually reflect what youth with difficulty participating in activities find engaging
- use a designated "safe" area for a specific youth with this need to go to alone when necessary
- divide the youth into groups to help with separating incompatible youth

**Activities**

- use a peer buddy system to give extra support in an activity (for example, a youth in a wheelchair is pushed around the bases in a baseball game)
- plan short walks or quiet small group activities to help youth with behavior problems who respond to this
- teach social skills based on the needs of the youth in the program
- provide activities that reflect what youth with difficulty participating in activities find engaging

**Materials**

- provide a separate box of supplies and games to choose from that are specifically designed for youth with a particular special need
- purchase supplies that youth who are blind could use, such as hand held games with sounds instead of lights or soft balls to catch with bells in them
- provide toys that build on the unique skills of a youth with special needs

## Methods of interacting

- use non-verbal communication tools such as objects, actions, and pictures for youth who respond best to this
- encourage child-led communication for youth with difficulty communicating
- provide individual supervision of toilet use or hand washing for youth with this need
- pick up a youth directly from a classroom instead of having her/him come to the program room on own
- create simpler rules and provide clearer, one-step directions for youth with behavior problems who respond to this
- work with the youth's Child Study Team from school

## Staffing

- provide a nurse during the program to stay with a child at risk for seizures
- provide one-on-one aides during the program for youth with this need

## Resources for Playground Accessibility:

If you are re-creating your outdoor space or want to alter it to make it more accessible to youth with special needs, check out these resources:

- A Summary of Access Guidelines for Play Areas: http://www.access-board.gov/play/guide/intro.htm

- National Center on Accessibility: info and FAQs on play areas: http://www.indiana.edu/~nca/playgrounds/play-areas.shtml

- Christopher and Dana Reeve Foundation: useful links regarding playground accessibility: http://www.christopherreeve.org/atf/cf/%7B3d83418f-b967-4c18-8ada-adc2e5355071%7D/Playground%20Accessibility%207-08.PDF

## Sample Check-Lists for Health and Safety Inspections:

**Daily:**
__broken glass or other sharp objects removed
__electrical cords are secured
__hazardous or toxic substances locked away and out of reach to youth
__tripping hazards in stairway such as toys on the stairs removed
__tripping hazards such as loose rugs and toys on the floor removed
__floor and ground are not slippery from water or ice
__kitchen and bathroom cleaned and sanitized
__soap, toilet paper, and paper or cloth towels are stocked
__full indoor garbage receptacles emptied to the outdoor garbage
__toilets, sinks, and other plumbing maintained in good operating condition
__railings of balconies, landings, porches, or steps maintained in safe condition
__program vehicles are in safe operating condition and stocked with required safety equipment

**Periodic:**
__indoor and outdoor garbage receptacles are maintained in sanitary condition
__indoor space is free of rodent or insect infestation
__ventilation outlets clean and free from obstructions
__protective covers or shields on fluorescent tubes and incandescent light bulbs
__mirrors, dispensers, and other bathroom equipment fastened securely
__protective guards over heating devices and fans maintained in safe condition

**Bi-annual:**
Equipment, structures, and materials maintained in safe condition:
__carpeting and other surfaces free of heavy soiling
__playground equipment maintained in safe condition
__unstable furniture fixed
__loose stairs, torn carpeting or other tripping hazards from poorly maintained stairwell fixed
__moisture from water leaks or seepage removed and area cleaned
__windows safe and in good condition
__walls free of excessive peeling or chipped paint
__effective water drainage system for outdoor play area
__building structure maintained to prevent excessive water, drafts or heat loss, and infestation
__other equipment, structures, and materials maintained in safe condition

# Go Kit Guidance:

**Recommendations:**

- Go kits are portable and should contain a stockpile of essential emergency supplies
- Go kits often come in the form of backpacks or buckets that can be easily carried out of a program in case of an emergency
- The contents of the go kits should reflect the safety team's consideration of the school's circumstances and resources
- Supplies that have expiration dates (such as batteries, food, water, and prescription medications) should be replenished over time
- Program should delegate responsibility for making sure go kits are properly stocked and replenished, and program should include this information in the emergency preparedness plan
- Program may be able to arrange to have on hand more "routine" medications like insulin or epinephrine that could be kept in a first aid kit
- Youth and adults should have extra supplies of clothes, including rain clothes, and prescription medication at the program site, though these may not go into the go kits
- Program should have an extra supply of canned food and water at the site, as well as blankets, though these may not go into the go kits

**Sample Check-List:**

__a clipboard containing (1) lists of all youth and adults, including those with special needs and descriptions of needs (i.e., medical issues, prescription medicines, dietary needs) and marked confidential, (2) copy of emergency preparedness plan, (3) directory with key emergency telephone numbers and numbers of local drug stores, (4) a parent-student reunification plan, and (5) utility shut-down procedures
__a whistle
__a hat or brightly colored vest for visibility and leadership identification
__a battery-operated flashlight, batteries, and battery charger
__walkie talkies or other emergency communication device
__a battery operated radio
__a first-aid kit with instructions and medical gloves
__breathing masks
__garbage bags
__toilet paper and towelettes
__plastic sheeting
__paper and writing implements
__a multi-purpose tool/knife/pliers
__work gloves
__duct tape
__lighter and waterproof matches and container
__can opener
__student activities
__bullhorn

**Additional Go Kit Resources:**

- Readiness and Emergency Management for Schools, Technical Assistance Center, Go Kit info:
  rems.ed.gov/docs/EmergencySupplies_n_GoKit101705.doc

- Emergency preparedness resources for afterschool programs:
  www.readysetgokitsblog.com

## Indoor Space Guide:

See NJSACC's comprehensive guide to setting up high-quality indoor space:
"Imagine: Afterschool Space that Works"
www.njsacc.org/pdfs/imagine.pdf

## Nutritious Meals and Snacks Resources:

- USDA guidelines about healthy choices in each of the food groups:
  www.choosemyplate.gov/food-groups

- Sample menus for afterschool:

  o CANFit's Healthy Snack Guide:
    www.lchc.org/research/documents/CANFITAfterSchoolHealthySnackGuide2009.pdf

  o FRAC's Model Supper and Snack Menus:
  frac.org/newsite/wp-content/uploads/2009/05/lunch_or_meal_sample_menu.pdf

- Using Local Foods

  o Guide to using local foods in afterschool:
    frac.org/newsite/wp-content/uploads/2009/09/produceguide.pdf

  o NJ sources of local fruits and vegetables:
    www.njfarmtoschool.org/foodservice/local-procurement-and-contracts

# **At-Risk Afterschool Meal Program Info:**

The At-Risk Afterschool Meal Program offers federal funding to reimburse afterschool programs serving a snack and/or supper to children in low-income areas. This program is part of the Child and Adult Care Food Program (CACFP). This program is administered at the federal level by the US Department of Agriculture (USDA) and at the state level by the NJ Department of Agriculture (NJDA) Division of Food and Nutrition.

Participating in the At-Risk Afterschool Meal Program can help you:

- Fight hunger in your community
- Give youth the energy to participate positively in your program
- Create a healthy afterschool environment
- Increase your enrollment
- Save more money to invest in programming

## **Eligibility:**

In order to be eligible for the At-Risk Meal Program, your afterschool program must meet the following conditions:

- Be located within a school attendance boundary where at least 50% or more of the students receive free or reduced priced lunch.
- Be operated by a school, non-profit, or local government agency. For-profit centers may also be eligible.
- Provide regularly scheduled activities in a structured and supervised environment and include education or enrichment activities.
- Serve children 18 years or younger at the beginning of the school year (21 years or younger for special needs youth).
- Accept all children within capacity
- Provide meals and/or snacks to all children, free of charge.

For a full description of eligibility requirements, please consult the At-Risk Afterschool Meal Program Handbook.

**Meal Service:**

Meals and snacks served at eligible afterschool programs may receive reimbursement through the At-Risk Meal Program if the following conditions are met:

- Meals and snacks are served during the regular school year. This includes afterschool, holidays, weekends, and vacations. Programs operating during summer months may benefit from the Summer Food Service Program
- There is a gap of at least 2 hours If both a snack and a meal are provided
- State or local health/sanitation, fire/safety standards, certificate of occupancy, and attendance zone verification letters provided (licensed child care centers may provide a copy of the license and a health/sanitation letter)

Meals may be served hot or cold and must include all 5 of the components below. Snacks must include 2 of these components, excluding milk:

- 1 serving of milk
- 2 servings of fruits and/or vegetables
- 1 serving of grains
- 1 serving of protein

For the 2012-2013 school year, eligible snacks will be reimbursed $0.78 per child per day and meals will be reimbursed $2.86 per child per day. Reimbursement rates are adjusted annually.

**Record Keeping:**

Afterschool programs participating in the At-Risk Meal Program must keep accurate records in order to receive reimbursements. This include

**For More Information**:

- Check out NJSACC's web guide:
  www.njsacc.org/providers/atRiskMealsProgram.php

- Contact the NJSACC Program Coordinator for Afterschool Meals (908-789-0259 or vista@njsacc.org) for guidance

- Contact your regional Child Nutrition Specialist at NJDA (609-984-1250) to determine area eligibility and receive application materials

## Positive Youth Behavior Toolkit:

### Using Consequences:

One of the most basic techniques to guide youth behavior is making sure that youth know there are [consequences](#) for breaking rules.

There are two types of consequences:

- **Natural Consequences:** These happen as a direct result of the action. They are an opportunity for a learning experience for the youth.

    Examples:
    A child breaks the rule, "Keep the balls on the playground." The child throws the ball onto the road and the ball is run over by a car. Now there is no ball to play with. Sometimes the natural consequences are enough of a learning experience.

    A child breaks the rule, "Use kind words," and loses a friend for the day. In this case, the provider should use the natural consequence to reinforce the lesson: "John won't play Legos with you now because he doesn't like that you called him stupid. How do you think he feels?"

- **Logical Consequences**: These are directly related to what the broken rule is about.

    Example: A child breaks the rule, "Treat program materials with respect," by throwing clay at the wall. Remind the child of the rule and what he/she is allowed to do with the clay. Before continuing play, have the child clean up the mess made by throwing the clay on the wall. Tell the student again ways in which he/she may use the clay properly: "You may pound, mold, and cut the clay on the table with your fingers or the tools here." If he/she throws the clay again, a logical consequence would be to tell the child he/she may not use the clay for the rest of the day.

Logical consequences should be:
- o immediate and short-term.
- o [developmentally appropriate](#).
- o fair and consistent.
- o equal to the severity of the rule-breaking.  Losing the ability to play board games for the week is not equal to forgetting to put the game away once.

Pre-established logical consequences for breaking specific program rules should be:
- o developed with youth input.
- o something that youth know about and understand before-hand.

## Talking Youth Through Anger and Conflicts:

Two [evidence-based](#) programs/curricula for reducing youth aggression and improving youth behavior offer basic guidelines for talking youth through anger and conflicts:

- "First Aid For Anger" from PeaceBuilders: [www.peacebuilders.com/media/pdfs/free-resources/FirstAidForAnger.pdf](http://www.peacebuilders.com/media/pdfs/free-resources/FirstAidForAnger.pdf)

- Guidelines from I Can Problem Solve (ICPS):

  Think of four basic ways to talk to youth in conflict and other problem situations, and work to move up the rungs of the ladder:

  - o Rung 1 - Power: Adults make demands or give punishments (ex. "give it back now" and "go to time out")
  - o Rung 2 - Suggestions: Adults give the child suggestions about what to do (ex. "try sharing" or "try telling her you're sorry")
  - o Rung 3 - Explanations: Adults give the youth a reason to do or not do something and may explain feelings (ex. "if you hit, you might hurt someone/lose a friend" or "he feels angry when you do that")
  - o Rung 4 - Problem Solving: Adults engage youth in the process of thinking through the problem

  Each rung is more positive than the one below it.  Rungs 2 and 3 are more positive than Rung 1, but the adult is still doing the thinking for the youth.  The youth doesn't learn as much and may tune out.

Sample steps and language for Rung 4 - Problem Solving:

1. Define the problem: "What happened?  What's the matter?"
2. Ask about feelings: "How do you feel?  How does he feel?"
3. Ask about consequences: "What happened when you did that?"
4. Elicit feelings about consequences: "How did you feel when that happened?"
5. Encourage the youth to think of alternative solutions: "Can you think of a different way to solve this problem so that won't happen?"
6. Encourage evaluation of the solution: "Is that a good idea or not a good idea?"
7. Encourage the youth to think of potential obstacles: "Could anything stop you from doing that?"
8. Encourage thinking about steps: "What is the next thing you could say or do?"
9. Guide thought about time or timing: "How long might that take?" or "When might be a good time to do that?"
10. Praise the youth's act of thinking: "You're thinking through this very well."

**See the I Can Problem Solve curriculum for more details and guidance and over a hundred activities:**
www.thinkingpreteen.com/icps.htm
www.researchpress.com/books/590/icps-i-can-problem-solve

## Creating an Environment for Positive Behavior:

One of the most important ways to guide youth behavior is to create a positive program environment.

- Some simple, evidence-based techniques for creating an environment that leads to improvements in youth behavior:

  - Provide meaningful roles/jobs/responsibilities to all youth in the program
  - Use "praise notes": These are publicly-posted notes that youth write to other youth, praising their behavior (could be written by adults too)
  - Send positive notes about youth home to their parents, and encourage parents to send positive notes about the youth back to the program
  - Use non-verbal cues to show youth when it's time for transitions: Use visual (ex. a hand signal), auditory (ex. music or a change in how your voice sounds), and motion (ex. a dance or special body movement) to help youth make smooth transitions between activities or spaces

- What are the key traits of programs that have a positive effect on youth behavior?

  If you're struggling with youth behavior in your program, use this research-based list as guidance for your program culture:

  - Traits of program culture:

    - there is youth-youth and youth-staff bonding and relationships offer emotional and practical support
    - there is a feeling of membership
    - there is a feeling that the individual youth matter
    - youth are listened to, have responsibilities, make contributions, and are seen as a resource, not a problem
    - there is appropriate structure (ex. consistent rules, consistent structure but with flexibility, age-appropriate monitoring)
    - there are positive norms of behavior/standards for behavior
    - there are connections between family, school, and community

  - Program activities:

    - give youth responsibility
    - boost feelings of community membership
    - are meaningful and challenging
    - involve contribution/service
    - focus on improvement rather than a youth's level compared to others
    - include personal/social/emotional skill building (see the "Teaching Personal, Social, and Emotional Skills in Afterschool" section in this resource guide for more on this topic)
    - include exploration, practice, reflection, and expression
    - include recognition

  Research shows that these traits of youth development program culture and activities have a positive effect on youth behavior. They are also basic traits of high-quality afterschool programs, and they are central to the NJ Quality Standards.

## Using Games to Improve Youth Behavior:

- The Good Behavior Game

  - This is an evidence-based tool for improving youth behavior

  - It can be played during other program activities

  - Youth work in teams and get rewards for positive team behavior

  - You can implement this game in your program using free resources:

    - about the Good Behavior Game: www.sbbh.pitt.edu/files/other/Good%20Behavior%20Game%20JP%20Newsletter%20final%20revision-1.pdf
    - other resources: www.sbbh.pitt.edu/Good-Behavior-Game/37/Default.aspx
    - free manual: www.evidencebasedprograms.org/static/pdfs/GBG%20Manual.pdf

- Research shows that all kinds of games improve youth behavior when they involve:

  - turn-taking

  - helpfulness

  - rule-following

  - emotional self-control

You can plan games that are fun and improve youth behavior at the same time!

## Teaching Personal, Social, and Emotional Skills in Afterschool:
## A closer look at a research milestone:

A major study recently came out looking at the teaching of "personal and social skills" in afterschool.  This section looks at what the study means for program staff who want to apply this research in practice.

Key points about the study:

- It shed more light on how to improve afterschool program quality.
- It showed that afterschool programs can impact many youth development outcomes.
- It was a large-scale review of 75 reports on 68 different afterschool programs, and it used rigorous research methods.

Study:
Durlak JA, Weissberg RP, Pachan M.  A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents.  American Journal of Community Psychology.  June, 2010.
(Contact NJSACC for a full copy of the study.)


**What did the authors mean by "personal and social skills?"**

The authors of the study base their understanding of "personal and social skills" heavily on the work of CASEL, the Collaborative for Academic, Social and Emotional Learning (casel.org).  CASEL is a leader in the field of "social and emotional learning."  A review of the authors' articles and of CASEL materials suggests the authors were focusing on afterschool programs that teach these types of skills:

- self-awareness skills: identifying and cultivating one's strengths and positive qualities, recognizing one's emotions
- self-management skills: self-control, goal-setting, perseverance, emotional regulation (coping effectively with stress, anxiety, distress, anger, and other difficult emotions)
- social awareness skills: understanding social and conflict dynamics, understanding the viewpoints and perceptions of others, recognizing others' emotions, appreciating the value of others and of differences
- relationship skills: cooperation, communication skills, leadership skills, conflict resolution skills, refusal skills (an ability to resist inappropriate peer pressure), social responsibility (acting in a way that takes into account the well-being and expectations of others)
- decision-making skills: skills that help youth through the process of making decisions, including considering options, considering consequences, weighing options, and choosing a course of action.  In the context of a challenge or problem, these can be called problem-solving skills.

**What are "SAFE" teaching methods?**

The authors recommend that programs use "SAFE" methods to teach personal and social skills. This means teaching and learning that is "<u>s</u>equenced, <u>a</u>ctive, <u>f</u>ocused, and <u>e</u>xplicit." The authors explain what they mean by each:

**<u>S</u>equenced** -- complex skills are broken down into developmental steps and mastered step by step over time; the authors say that this usually happens through lesson plans or program manuals, particularly if programs use or adapt established curricula
**<u>A</u>ctive** -- youth "learn by doing" and practice new skills
**<u>F</u>ocused** -- there is program time that is primarily devoted to learning these skills
**<u>E</u>xplicit** -- the program is clear about which specific skills it's addressing with which activity

According to this study, the afterschool programs that used these methods to teach personal and social skills had many positive impacts on youth, and the ones that did not use these methods did not have any of these positive impacts.


**What did the research show?**

According to this rigorous scientific review, afterschool programs teaching personal and social skills using SAFE methods had a positive impact on youth development in all of these areas:

- how youth feel about themselves
    - self-confidence
    - self-efficacy, or the feeling that they have mastered specific skills
- how youth interact with others
    - ability to express their feelings
    - cooperation
    - leadership
    - ability to respond well to peer pressure (refusal skills)
    - conflict resolution skills
    - reduced aggression and "acting out"
- how youth feel about school
    - liking school
    - feeling the school environment or teachers are supportive
- how youth do in school
    - achievement test scores
    - grades
    - attendance
- youth choices about substance use
    - reduced drinking, drug-use, and smoking

**How do I apply this to my program?**

- Look for how your programming and activities connect to the "personal and social skills" listed above and for ways to make this connection stronger.

- CASEL provides access to numerous free activities designed to foster social and emotional learning:
  casel.org/in-schools/selecting-programs/sample-sel-activities

- Look for evidence-based programs/curricula that teach personal, social, and emotional skills and are suited to afterschool.

- In some cases, evidence-based school-based programs are adapted into activity packs specifically for teaching these personal, social, and emotional skills in afterschool.

  Examples:

  - All Stars "Character Education" program (gr 4-5; $40 plus $4/youth; outcomes: feelings about school, substance use)
    www.allstarsprevention.com/programs/All_Stars_Order_Form.pdf

  - Lions Quest Skills for Adolescence for Out-of-School Time (gr 6-8; $90; outcomes: school achievement, behavior problems, substance use, conflict resolution skills)
    www.lions-quest.org/pdfs/skillsadol_ost_flyer.pdf

  - Too Good For Violence/Too Good For Drugs (TGFV/TGFD) Afterschool Activities Kit (K-5; $425; outcomes: skills to resist drugs and violence, behavior problems, social skills)
    www.mendezfoundation.org/toogood-drugs-violence-asa-2.html

- Some evidence-based programs/curricula are used in both school settings and afterschool settings.

  Examples:

  - Aban Aya Youth Project (gr 5-8 African American boys; $150-$375 depending on kit; outcomes: school attendance, behavior problems, violence, substance use, sexual activity)
    www.socio.com/passt24.php

  - I Can Problem Solve (ICPS) (K-6; $42; outcomes: feelings about school, problem-solving skills, social skills, aggression)
    www.thinkingpreteen.com

  - Peace Works (K-12; about $100-$200 depending on kit; outcomes: aggression, behavior problems)
    peaceeducation.org/catalog.pdf

  - Positive Action (K-12; $360-$500 depending on kit; outcomes: school achievement, school attendance, behavior problems, violence, substance use, sexual health)
    www.positiveaction.net


- See the "health promotion" section for more evidence-based programs/curricula that teach personal, social, and emotional skills.

  Free sample lessons:
  www.lifeskillstraining.com/uploads/media/MS%20sampler.pdf
  www.positiveaction.net/programs/index.asp?ID1=1&ID2=22&ID3=290
  www.mendezfoundation.org/toogood-drugs-violence-asa-2.html

**Programming and Activities Toolkit:**

**Service-Learning:**

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.  This definition is from the National Service-Learning Clearinghouse (www.servicelearning.org/what-service-learning).

There are many ways to do service-learning in afterschool:

- It can be short-term or long-term.
- It can be undertaken by an individual youth or the whole group.
- It can be great for youth in elementary school all the way through high school.

**Overview:**

- Resources for community-based organizations: www.servicelearning.org/topic/demographics-setting/community-based-organizations

- Service Learning in Community-Based Organizations: A Practical Guide to Starting and Maintaining High-Quality Programs www.servicelearning.org/filemanager/download/8543_CBO_Toolkit_2009.pdf

**6 Key Elements of High-Quality Service-Learning:**
- Investigation
- Planning
- Action
- Reflection
- Demonstration/celebration
- Sustainability

For more on service-learning quality components and standards: www.servicelearning.org/topic/quality-components-standards

**Find Service-Learning Activities:**

www.servicelearning.org/slice

www.servicelearning.org/topic/area-service

www.gotoservicelearning.org/search-plans

www.waterplanetchallenge.org/wpc/index.cfm/service-learning/action-guides

www.hrea.org/pubs/AIUSA-HREA-ServiceLearning.pdf


**Activities to Develop Future Service-Learning Projects:**

- Exploring Your Community's Strengths and Hopes: A Step-by-Step Guide for Youth-Led Community Listening Projects www.inspiredtoserve.org/sites/default/files/CommunityListening-InspiredToServe.pdf
"The community listening project involves interfaith teams of youth and adults interviewing community leaders (key informants) about their sense of the community's strengths, the opportunities for partnership, and their hopes for the future. It is designed to provide a foundation for building relationships in the community and for planning future service-learning projects."

- Map Your Community www.servicelearning.org/sites/default/files/download/slice/Map%20Your%20Community.pdf
"You will identify your community's assets and needs and define a project to work on to meet a need."


**Service-Learning Reflection Activities:**
Connecting Thinking and Action: Ideas for Service-Learning Reflection
www.servicelearning.org/filemanager/download/132/Reflection%20Guide%20Internet1.pdf

## STEM (Science, Technology, Engineering, and Math):

More and more, STEM is an important part of the afterschool world.  You don't have to be an expert to bring great STEM programming to your youth!

Check out these high-quality, free resources and lesson plans:

- SEDL National Center for Quality Afterschool: Afterschool Training Toolkit
  www.sedl.org/afterschool/toolkits
  Look for sections on math, science, and technology for guidance and sample high-quality lessons (lessons available for all ages within K-12)

- New Jersey 21st Century Community Learning Centers Afterschool Science Project (CASP)
  www.state.nj.us/education/21cclc/casp

  - Free resource developed by the NJ Department of Education, Liberty Science Center, and NJSACC
  - 21 lessons designed for afterschool youth in grades 4-8
  - Organized into two units: Properties of Water and The World of Water Aquatic Ecosystems
  - Student journals modeled after a scientist's field journal, providing space to record observations, questions, predictions, diagrams, etc.
  - 16 "Science at Home" activities for youth to do with their families and 13 "Family Science Night" activity ideas
  - Facilitators' Guide to Incorporating Science in Afterschool: provides information about the CASP curriculum and guidance for using it

- Evidence-based chemistry curriculum that's free and adaptable to afterschool:
  www.gwu.edu/~scale-up/documents/CTA.pdf
  - Developed by the Michigan Department of Education for 8-10th grade
  - Uses principles of experiential learning, interdisciplinary learning, and learning that's useful outside of school
  - The Institute of Education Sciences "What Works Clearinghouse" (ies.ed.gov/ncee/wwc) identified a rigorous research study showing this curriculum leading to increased general science achievement among middle school youth

- A Guide to STEM Funding for Afterschool
  www.afterschoolalliance.org/STEM-Funding-Brief-10182012.pdf

**See the "Nature Programming" section for more!**

**<u>Nature Programming:</u>**

Nature-related activities provide a great opportunity for interdisciplinary learning.  The activities in the resources below incorporate science, math, art, literacy, physical activity, nutrition, and community service.

**Original NJSACC resources:**

- Celebrate Afterschool!  Outdoors in the Garden State: Activities and Resource Guide
  www.njsacc.org/pdfs/activities-color.pdf

    o Dozens of activity ideas organized around the topics of animals, trees and leaves, outside play adventures, gardening, weather exploration, nature art, and being green
    o Ideas for field trips and for community/family events

- Schoolyard Ecology: Creating a Butterfly Garden for NJ Schools and Afterschool Programs
  www.njsacc.org/celebrateafterschool/butterflyGarden.pdf

    o A comprehensive guide to a project-based learning activity: creating a garden that will attract and help sustain your local butterfly population
    o Lesson plans and ideas

**Other resources to check out:**

<u>Find Activities:</u>

- National Wildlife Federation: dozens of free lesson plans for K-12:
  www.nwf.org/Get-Outside/Be-Out-There/Educators/Lesson-Plans.aspx

- Kids Gardening: free lesson, activity, and project ideas around gardening with kids:
  www.kidsgardening.org

- Children and Nature Network:

  Find field trip ideas, resources, and activities

  Some links:

  - www.childrenandnature.org/naturestory
    Outdoor activity ideas and suggestions for related reading material (gr K-7)

  - www.childrenandnature.org/pdfs/NSN_ToolKit.pdf
    Ideas for nature-related service learning

  - www.childrenandnature.org/downloads/GG2011/NaturePlay_byMaryHardcastle.pdf
    Ideas for creating nature-based play spaces


- Schoolyard Ecology Explorations (SEE) Curriculum Guide
  www.monarchlab.org/store/p-58-schoolyard-ecology-explorations-see-curriculum-guide.aspx
  "The lessons in this science inquiry-based curriculum are designed to increase the student's connection to nature through observation and experimentation. Many of the lessons can be implemented on any school grounds, including urban schoolyards where access to nature may be limited. Furthermore, many lessons can be adapted to suit grades K-12 because of their experimental nature." ($18)


- NJ Audubon's Bridges to the Natural World
  www.njaudubon.org/SectionEducation/BridgestotheNaturalWorld.aspx

  - A natural history guide for educators (K-6; $40)
  - Free sample lessons available

- University of California Botanical Garden curricula: botanicalgarden.berkeley.edu/education/k12.shtml

    - "Math in the Garden" ($30; developed with input from afterschool programs)
    - "Botany on your plate" ($22; K-4; activities are based in experiential, interdisciplinary learning and highly adaptable to afterschool)
    - Free sample activities: botanicalgarden.berkeley.edu/education/images/k12/boyp/BOYP%20Sample.pdf

- Project Learning Tree: www.plt.org/get-project-learning-tree-teacher-training
  Free activity kits and sample activities, activity kits for purchase, and professional development around environmental education

Professional Development:

- DEP Enrichment and Training Opportunities www.state.nj.us/dep/seeds/sect5.htm
  Includes Project Learning Tree, Project WILD and Aquatic WILD, and Project WET trainings with matching curricula

Nature Activity Family Tool-Kits:

These are free guides with nature activity ideas and tips for families.  You can adapt them for your program or share them with program families:

- A Parent's Guide to Nature Play www.greenheartsinc.org/uploads/A_Parents__Guide_to_Nature_Play.pdf

- Inspiring Children's Spirit of Stewardship worldforumfoundation.org/wf/wp/initiatives/nature-action-collaborative-for-children/environmental-action-kit/materials/families/

## The Arts:

The arts can include a wide variety of visual arts, as well as music, dance, theater, and writing.  If you want to take your arts programming to the next level, check out these resources for ideas:

### Resources and Ideas:

- Contact local museums to see what programming they might provide.

- Contact your local arts council to see if they have any programming or grant opportunities you could take advantage of.  You can do an internet search for "arts council" and your city or county.

- Contact Premiere Stages at Kean University to see what programming you could take advantage of.  Part of this organization's mission is to provide arts education around playwriting and performance.
  www.kean.edu/premierestages

- Contact the NJ Council on the Arts to find out about grant opportunities.

- Young Audiences: Arts for Learning: professional development workshops
  www.yanj-yaep.org/program-type/professional-development

    o Trainings for your staff on developing high-quality arts programming
    o Generally offered as 1-day workshops for $725 or 2-day for $790

**Activities and Curricula:**

- SEDL National Center for Quality Afterschool: Afterschool Training Toolkit
  www.sedl.org/afterschool/toolkits
  Look for section on the arts for guidance and sample high-quality lessons
  (free lessons available for all ages within K-12)

- Creative Minds: An afterschool arts curriculum:
  davisart.com/Portal/K-12-Curriculum/Creative-Minds%E2%80%94Out-of-School/Educator%E2%80%99s-Edition-132634.aspx
  "*Creative Minds* Out of School is an exciting, new arts education program designed by the Massachusetts Afterschool Partnership (MAP) in partnership with the Massachusetts Cultural Council (MCC), the state's art and culture agency, and Davis Publications, the nation's leading publisher of arts education materials. The goal of the *Creative Minds* curriculum is to engage children grades K-5 in high-quality art exploration and art-making in afterschool and out-of-school time settings."
  ($50 for the Educator's Edition)

- Center for Educational Pathways: interdisciplinary, project-based arts programs:

  o The Comic Book Project:
    comicbookproject.org
    Youth develop their own comic books: "The Comic Book Project engages children in a creative process leading to literacy reinforcement, social awareness, and character development, then publishes and distributes their work for other children in the community to use as learning and motivational tools." ("Classroom Kit" for 25 youth: $199)

  o Youth Music Exchange:
    www.youthmusicexchange.org
    "The Youth Music Exchange transforms schools, after-school programs, and community-based organizations into record labels owned and managed by youths. The children write and record the music, develop marketing strategies, design the artwork, and sustain their company by bringing a youth-generated product to the community."
    ("Start-up package" for 25 youth: $425)

- Young Audiences: Arts for Learning: workshops for youth
  www.yanj-yaep.org/program-type/workshops-residencies

  o Includes music, dance, theater, writing, and a variety of visual arts
  o For youth K-12
  o Workshops are generally 1 day and run around $400-$600

## Global Learning:

The end goal of global learning is to develop "globally competent" youth.
Globally competent youth are those who:

- investigate their world, including their immediate environment and beyond
- recognize their own and others' perspectives
- communicate and collaborate with diverse audiences
- and translate their ideas and findings into appropriate actions to improve conditions.

This definition is from the Asia Society (www.asiasociety.org).

### Useful Resources:

- General resources for global learning in afterschool:
  asiasociety.org/education/afterschool/term

- Comprehensive guide/toolkit for including global learning in afterschool:
  sites.asiasociety.org/expandedlearning/userguide

- Guide to funding global learning in afterschool:
  asiasociety.org/files/fundingbriefs-afterschool.pdf

### Activities:

- Afterschool global learning activity types and ideas:
  asiasociety.org/education/afterschool/connecting-global-content-curriculum-and-approaches

- Global Youth Media and Arts Program: Immigration and Identity Collaborator's Guide
  asiasociety.org/files/worldsavvymap.pdf
  "The guide contains both comprehensive lesson plans as well as a wide variety of art and media-based resources designed to spark interest and new ideas for educators and youth" around the issues of immigration and identity.

- Center for Afterschool and Expanded Learning at Foundations Inc: "Global GrafittiWall" kit for afterschool
  www.foundationsinc.org/online-store/products/364
  Fast and easy games, puzzles, activities, and projects related to global learning (gr 4-9; $35)

## Health Promotion Programming: Exercise and Nutrition

The afterschool world has become a leader in the field of youth health -- especially youth nutrition and physical activity habits.  The resources below offer many programming ideas to help boost your impact and youth engagement in this area.

**Physical Activity and Nutrition:**

- Get Active/Be Healthy Afterschool ToolKit
  afterschoolalliance.org/documents/QuakerGetActiveToolKit.pdf
  Free activity ideas and additional resources

- CANFit (Communities, Adolescents, Nutrition, Fitness)
  canfit.org/downloads

  o Focus on low-income youth and youth of color; strong afterschool focus
  o Numerous free guides for incorporating physical activity and nutrition into your afterschool programming and environment

- USDA's Team Nutrition free resources:

  o The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions:
    teamnutrition.usda.gov/Resources/power_of_choice.html

    ▪ Activity guide for afterschool programs serving youth age 11-13
    ▪ Activities focus on helping youth to think about their eating and physical activity choices

  o Empowering Youth with Nutrition and Physical Activity:
    (For afterschool programs serving youth age 11-18)

    ▪ teamnutrition.usda.gov/Resources/EmpYouth_ch6.pdf
      activity guide/lesson plans
    ▪ teamnutrition.usda.gov/Resources/EmpYouth_ch4.pdf
      tips and brief activities
    ▪ teamnutrition.usda.gov/Resources/EmpYouth_ch5.pdf
      guide for a youth-led project around nutrition/physical activity issues in the community

- CATCH (Coordinated Approach to Child Health)
  catchinfo.org/catch-after-school-info

  - An evidence-based program/curriculum
  - K-8; $275 Activity Box K-5 and $300 Activity box gr 5-8; $95 lesson plan manual K-5 and $80 lesson plan manual gr 5-8

**Physical Activity:**

- "Hurry Up and Wait" Activity Guide:

  - An NJSACC original resource
  - Quick activities to do during group transitions or on the bus
  - $10 for the guide includes activity materials

- SPARK (Sports, Play, and Active Recreation for Kids)
  www.sparkpe.org/after-school

  - An evidence-based program/curriculum
  - K-12; contact for pricing information

- CANFit's P.H.A.T Package (Promoting Healthy Activities Together)
  www.canfit.org/phat
  - "Multi-media package to encourage community-based organizations to use hip-hop to keep youth active and to educate them about the importance of healthy eating and physical activity"
  - Designed for youth ages 10-14
  - $100 or $55 for "organizations that work directly with low-income ethnic youth"

- Go Far Club
  www.gofarclub.org

  - Do-sponsored by the National Afterschool Association (NAA)
  - 8-10 week program/curriculum that afterschool programs can use
  - End-goal is to safely complete a 5k run or walk-run
  - Teaches character education, goal-setting, and healthy eating
  - $275 plus training and gear

**Nutrition:**

- USDA's Serving Up MyPlate: A Yummy Curriculum:
  www.fns.usda.gov/tn/Resources/servingupmyplate.htm#guides
  Free lesson plans around the USDA MyPlate nutrition guidelines (gr 1-6)

**See the "Cooking Programming" and "Nature Programming" sections for more resources related to nutrition and physical activity.**

**Health Promotion Programming: Beyond Exercise and Nutrition**

Afterschool programs can have a major impact on youth health beyond the areas of exercise and nutrition.  For example, programs can have an effect on youth in the areas of mental health, violence and injury prevention, substance abuse, and sexual health.

**A few notes about this section:**

- In the area of health promotion, there is a lot of high-quality research on program and curriculum outcomes.  For this reason, this section focuses on evidence-based curricula/programs by health topic.  Many programs/curricula are developed for a school setting but are highly adaptable to an afterschool setting.

- Funders often are interested in evidence-based programming.  Consider applying for a grant to cover the cost of one of these programs/curricula.  Also, many of these companies offer help with the grant application.

- Also see the section in this resources guide on "Teaching Personal, Social, and Emotional Skills in Afterschool" for more programs/curricula with research-supported outcomes in violence, substance use, or sexual health.
   Programs/curricula listed below generally include personal/social/emotional learning and relate to that section as well.

**Violence and bullying prevention:**

- Olweus Bullying Prevention Program (gr 3-12; focus is on culture and not curriculum; about $190 to start)

www.violencepreventionworks.org/public/olweus_bullying_prevention_program.page

- PeaceBuilders (K-12; focus is on culture and not curriculum; contact for more info)
  www.peacebuilders.com

- Peacemakers Program (gr 4-8; $169 leader's guide)
  www.solution-tree.com/products/peacemakers-a-violence-prevention-program-leader-s-guide.html

- Responding in Peaceful and Positive Ways (RiPP) (gr 6-8; $400 for 6-8 grade kit plus a training DVD or $100 for one grade; contact for more info)
  www.Preventionopportunities.Com/programs.html

**Injury prevention:**

- Think First for Kids (gr 1-3; $249 curriculum package or $85 for each grade level)
  www.thinkfirst.org/About/Kids.asp

**Smoking and substance abuse prevention:**

- Life Skills Training (LST) (gr 3-12; $175-$265 for 2-grade kits; focus: smoking, substance use, violence; support for applying in afterschool settings)
  www.lifeskillstraining.com

- Project Northland/Class Action (gr 6-12; $259 for each grade 6-8 and community component and $595 for HS kit; focus: alcohol/substance use)
  catalog.ncyi.org/products/substance_abuse/1125409720
  Grades 6-8 programs use comic books, problem-solving projects, and a look at community influence.  HS program divides youth into legal teams to prepare and present hypothetical civil cases in which someone has been harmed because of underage drinking.  Community component has activities for parent involvement and community campaigns.

- Protecting You/Protecting Me (gr 1-5; about $140/grade level curriculum; focus: alcohol)
  www.madd.org/underage-drinking/pypm

**Pregnancy/STI prevention** (all are for gr 9-12)**:**

- Becoming a Responsible Teen (BART)
  ($145 basic set; focus on African American youth)
  www.etr.org/tppi/products/bart.html

- Reducing the Risk ($247 basic set)
  www.etr.org/tppi/products/reducingTheRisk.html

- Cuidate! (Take Care of Yourself) ($265 implementation kit; focus on Latino youth)
  www.selectmedia.org/programs/cuidate.html

## Cooking Programming:

Cooking activities provide a great opportunity for interdisciplinary learning.  The activities in the resources below incorporate science, math, nutrition, multicultural learning, social justice and change, collaborative problem-solving, and financial management.

All of these activities are great for an afterschool environment with a basic kitchen. Some of these activities work even if you don't have access to a kitchen.

Check them out:

- Cooking Matters (part of Share Our Strength/No Kid Hungry)
  Free activity kits (English and Spanish):
  cookingmatters.org/what-we-do/educational-outreach/

- Cooking with Kids

  - Curricula for purchase: cookingwithkids.net/store/curriculum
    ($55 for gr K-1, 2-3, or 4-6; English and Spanish)

  - Free sample lesson for gr 2-3:
    cookingwithkids.net/wp-content/uploads/2011/06/2-3-FriedRice.pdf

  - Free fruit/veggie "tasting" lesson plans (K-6; English and Spanish):
    cookingwithkids.net/store/free-lessons

- Kids Cooking Activities

    - Free lessons and resources:
      www.kids-cooking-activities.com/kids-cooking-lessons.html

    - Themed cooking activity and recipe books ($6-8 each):
      www.kids-cooking-activities.com/kids-cooking-camp.html

- Family Cook Productions
  www.familycookproductions.com/

    - K-12 curricula for purchase; staff training required; contact for more info

    - Jr/Teen Battle Chef program/curriculum includes a group cooking competition and was shown by one study to improve the diet choices of youth who took part

    - Free sample lesson for K-6:
      www.familycookproductions.com/LWC%20sample-%20Lesson%202.pdf

- What's Cooking with Kids

    Two afterschool cooking curricula for purchase; contact for more info:

    whatscookingwithkids.com/consulting/staff-development/

**National Afterschool Association (NAA) Resources:**

There are many useful resources on the NAA website: www.naaweb.org

Here are a few:

- NAA Platform: a statement of beliefs about afterschool and quality
  www.naaweb.org/default.asp?contentID=628
  Sections include the afterschool context, needs of youth and families, workforce, quality, relationships, and funding

- NAA Code of Ethics
  www.naaweb.org/default.asp?contentID=604
  "Sets standards of conduct for the afterschool professional and outlines personal and professional excellence"

- Leadership Lessons
  www.naaweb.org/default.asp?contentID=605
  "AfterSchool Leadership Lessons are designed to be quick, easy, practical professional development for individual program leaders. Many of them might be useful as staff meeting discussion topics. The lessons are a series of practical, job-embedded studies that are relevant for school-based, community-based, full-time, or part-time, new or experienced program leaders."

**Hotlines/Warmlines:**

- Child abuse/neglect hotline:
  1-877-NJ ABUSE (652-2873)
  Many other NJ Department of Children and Families hotlines:
  www.nj.gov/dcf/families/hotlines

- For TA related to the Americans with Disabilities Act (ADA) and compliance:
  800-514-0301
  www.ada.gov/taprog.htm

- For information about childcare subsidies, as well as county-based trainings and other resources:
  NJ Association of Childcare Resource and Referral Agencies (NJACCRRA)
  Find your county contact here: www.njaccrra.org/parentsAgencyListings.shtml

- To find various social services for families in your community:
  Dial 2-1-1 or check out www.nj211.org

**<u>Other Useful Resources/Links:</u>**

- NJSACC publications:
  www.njsacc.org/providers/publications.php

- The Verizon Foundation's Thinkfinity website:
  www.thinkfinity.org/welcome

  Look for "Thinkfinity Resources" on the right, select "State Standards," select NJ and a grade and subject area, and find free activities and lessons that are cross-referenced by the Common Core State Standards.

- To test the "readability" of your program materials and make sure they're good for lower-literacy parents/guardians or staff:
  www.online-utility.org/english/readability_test_and_improve.jsp

- The Quality Imperative: A State Guide to Achieving the Promise of Extended Learning Opportunities
  www.ccsso.org/Resources/Publications/The_Quality_Imperative_A_State_Guide_to_Achieving_the_Promise_of_Extended_Learning_Opportunities_.html

  Background on the state's role in supporting high quality afterschool