

# Harms Elementary School After School Programs



2004-2005 School Year  
Staff Training Manual  
&  
Volunteer Orientation Packet

# Welcome

We are very glad that you have chosen to participate in the Harms After School Program.



## ABOUT THE AFTER SCHOOL PROGRAM

All of our After School Program activities reinforce student achievement in these areas:

- Literacy
- Science
- Math
- Arts
- Community Building
- Conflict Resolution

All of the academically-based programs are designed around State of Michigan grade-level exit skills.

The classes are usually divided by grade; some arts and community building classes are split up by skill level and/or maturity level of the students, rather than grade. Every attempt will be made to place children with compatible skills and/or temperaments in a group. Each day, the students have different options available; throughout the school year each grade level has a different set of goals to accomplish.

There will be times throughout the school year when all of the groups will come together to share their experiences; two Family Days, when we invite parents and other family members to the school; and times when we will visit - or be visited by - students from our partner schools in Southwest Detroit.

Your individual class binders will contain the manual that lists all activities for your group for each day throughout the school year. These manuals are set up like cookbooks, with a list of 'ingredients', what you should teach the children, and step-by-step instructions for each project. All after school staff and volunteers MUST read these manuals and be ready to go before each day starts.

After School Program staff members are expected to take a team approach to solving problems and to focus on finding solutions, rather than placing blame or shutting down. This philosophy permits us to get the strongest possible response from our students.

## Contact Information

Here's how you can reach Harms School and the After School Program leaders:

<u>NAME:</u>	<u>TITLE:</u>	<u>PHONE:</u>
Patricia Diaz	Principal, Harms E.S.	313 849-3492
Dora Badger	Program Coordinator	313 849-4680
Sarah Silva	CIS Project Director	313 554-8269

You can also reach the Program Coordinator at [redalice734@hotmail.com](mailto:redalice734@hotmail.com)

The school's fax number is (313) 849-4690.



## MISSION STATEMENT

The mission of the Harms After School Program is to:

- ⇒ Provide a safe and enjoyable place for children;
- ⇒ Be child-focused in all decision making and activities;
- ⇒ Reinforce academic skills through hands-on activities;
- ⇒ Build leadership skills and confidence levels of children in the program; and:
- ⇒ Build the skills of local residents and parents.

## STARTING GUIDELINES

- Always arrive on time! If it possible, come early so that you will be prepared.
- If you are going to be late or cannot come, call 313-849-4680 ASAP and let Dora know.
- Sign in at the main office. **People who do not sign in cannot be paid.**
- Be respectful to one another and to students. Do not raise your voice.
- No foul language.
- No running, jumping, or horseplay, especially in the hallways.
- Report all accidents or anything out of the ordinary to your supervisor immediately.
- ALWAYS supervise students! NEVER leave them alone – do not leave your classroom unattended!
- HAVE FUN 😊😊😊

### *Before the session:*

- Be prepared mentally: know thyself.
- Use the locked CIS cabinet for personal effects.
- Make sure you are in the classroom before the children.
- Remember to collect all materials you may need BEFORE going in to the classroom.

### *During the session:*

- Start the session on time: non-organized time leads to discipline problems.
- Take the entire classroom to the bathroom in an orderly fashion (boys' and girls' lines).
- Do not let them run or yell in the hallway.
- Take attendance during the first 5 minutes of class!
- If a child is not on your class list, be sure their name is added to the attendance sheet. Tell the Program Coordinator about the new child before beginning any class sessions.
- Be prepared to use one of the games you learned in training if the activity ends early.
- Make sure that your directions are as clear as possible.
- Make note of discipline problems so you can let the Program Coordinator know about them later.
- Start getting ready for dismissal 15 minutes *before* leaving the classroom.
- DO NOT use any of the classroom supplies.
- DO NOT use the classroom computers unless you have been trained on their use and were specifically asked to use them.
- Clean the entire room after use. Dampen and scrape up any paint or glue.
- ALWAYS LEAVE THE ROOM CLEANER THAN YOU FOUND IT!

### *Classroom clean up:*

- Always begin cleaning the room 15 minutes before you are scheduled to leave the room or to start the next session. Start earlier if the project was especially messy.
- Take trash to the dumpster at the back of the school.
- Sweep the floor.
- Wash desks and blackboards as appropriate.
- Close and lock windows.
- Put desks back in original order.
- Return all supplies to their proper place.

*After the session:*

- End each session on time!
- Make sure students gather all of their personal belongings at the end of the day.
- Make sure children that are supposed to leave the school grounds do so.
- Children that attend Kid Care must go directly to the assigned area.
- Give attendance sheet and daily checklist to Program Coordinator.
- Make sure your supplies have been returned to the appropriate location.
- Give any rolls of film or digital camera disks to the Program Coordinator.
- Inform Program Coordinator of any problems encountered during the day.



## HOW TO HAVE A GOOD CLASS EXPERIENCE/COUNSELOR TIPS

- This program is for children that need love and attention. Be glad if you have a difficult child – this child needs us the most!
- Explain group rules on the first day.
- Always follow safety procedures.
- Always acknowledge parents and other staff.
- A child acting out is a child who wants attention; try giving them a task. Something that helps you is best.
- Incentives can work miracles. Remember to reward your kids.
- Communication is 90% listening and only 10% talking. Do not be shy in communicating with other staff and parents – but please remember to be polite.
- When approaching problems, focus on strengths and solutions.
- If you need to ask a child to take a break from the classroom, send your adult helper to find the Program Coordinator.
- Put your role as a counselor above your role as a friend to the students. You should have them refer to you as Mr., Miss, Ms., or some other term of respect.
- Make learning fun! Our projects are very interactive. While you should make sure the kids learn what they are supposed to, please avoid lecturing.
- Use redirection techniques – show a child who is acting out what they could be doing or need to do in a positive way – and positive reinforcement, like letting kids know when they are doing well, to guide and control behavior.
- Remember that in the classroom you must not babysit the children, talk on your cell phone, hang out with your own kids, or complain about your co-workers. It is your responsibility to see that the session runs smoothly and that each child has an opportunity to learn and have fun!



## TAKING CONTROL OF THE CLASSROOM and GETTING TO KNOW YOUR STUDENTS

### THE FIRST AFTER SCHOOL SESSION

For most of you, this will be the first day that you meet your students. More importantly, it is the first day that the students meet you. How you approach your students on the first day will have a huge impact on their experience in the ASP. You must work hard on this first day to begin building rapport with the students. This will help create a solid, fun atmosphere in which the children will flourish.

#### *Rules & what the ASP will be about:*

You should spend some time establishing classroom and ASP rules with the children. You must also tell them that they will be doing cool experiments, group activities, art projects, and science games (depending on the session) all year long. Develop a set of working rules that will last for the duration of the ASP.

- ✚ The rules should be a set of academic and behavioral guidelines which all students and staff must follow.
- ✚ The leaders will each encourage their classes to develop an outline of rules and expectations that are unique to this ASP.
- ✚ Allow the students to add rules and guidelines that they think are important. Give them time to voice their expectations of the ASP.
- ✚ The basic rules that must be followed at all times are listed later in this manual. Go over these rules yourself before the first day and guide children toward including these rules in their 'class list'.

Remember, children are more likely to abide by the rules and guidelines if they have had a hand in creating them. The directors can develop an outline, but let the kids fill in the details. Participating, instead of just hearing or being lectured, helps the children internalize the rules rather than reject them.

Play a game like the ones we did in training to learn the students' names. Keep playing the same game or two over the next few days until you know each child's name. You should know each student's name by the end of the week.

There will be a general assembly in the gymnasium on the first day. We will use the time to introduce all of the adult and youth staff to the children and to teach the children some of our attention-getting chants and songs. This will help establish each of our team members as authority figures.

On the first day, parents will receive an information packet. The packet will have lots of information about the ASP, including any known field trip schedules and the Family Day schedules. Family Days will include recognition ceremonies and special incentives for the children – the first day is the perfect time to get them excited about the Family Days. For example, let them know that they will be building displays for their parents to come see (refer to your program materials to see what they will be building) and there will be prizes for outstanding participation.

During the course of the ASP, you will find that some of the older children may have encountered some of the crafts and/or experiments before. Let them discuss their past experience with similar projects, but don't let the conversation disrupt what the class is trying to do.

#### FIRST AID

First Aid training is part of the ASP training. You will receive First Aid and CPR certification or basic training, depending upon which session you attend. Three After School Program staff and volunteers and the Program Coordinator will be designated the emergency contact personnel. Please see these individuals if there is an injury requiring more than a small Band-Aid. There is a First Aid Kit in the ASP office, the Main Office, and the CIS room, 312-A. There will also be First Aid Kits in designated areas on the first and second floors. You must know where they are. For anything larger than a minor scrape, an accident form must be filled out and the Program Coordinator must be informed. The Program Coordinator will immediately contact the emergency numbers on the child's registration form.

# Rules For All Staff

These rules apply to all vendors, staff members and volunteers in any After School program held at Harms School. Please read these rules and make sure you follow them every day that you are here.

- ⇒ Always arrive on time! Call the Program Coordinator at 849-4680 by 10:00 a.m. if you are going to be late.
- ⇒ Sign in at the Main Office. It is the law in Detroit that all non-DPS staff MUST check in at the school office before starting work at a public school.
- ⇒ Children must never be alone in the school building after hours for any reason whatsoever. Never allow children to go to the bathroom, get a drink of water, or go anywhere else alone.
- ⇒ NEVER go anywhere alone with a child. Always take at least one other child and one adult or youth volunteer with you.
- ⇒ Children are not allowed to answer the front or back doors.
- ⇒ Set an example for the children with your behavior: group leaders may not use foul language or indulge in horseplay while in the building.
- ⇒ Do not eat in front of the children. If you must have a snack, go into another room first.
- ⇒ Do not belittle children who are misbehaving. Ask your co-workers for help if you are facing a particularly difficult situation.
- ⇒ If you are about to lose your temper with a child, you must excuse yourself from the group.
- ⇒ If you need to leave the room or group, you MUST inform your co-workers where you are going and when you will be back.
- ⇒ Never leave the class for more than five minutes for any reason.
- ⇒ Supplies that are in the classroom must never be used for the After School Program or Kid Care. Only use supplies from Room 109. Use the walkie-talkies to request additional supplies if needed.
- ⇒ All classrooms that your group uses must be cleaned before anyone leaves. If you use the whiteboard, wash it before leaving.
- ⇒ Groups may not go outside or change rooms without getting permission from the Program Coordinator.
- ⇒ Some portions of the After School Program or Kid Care require payment of fees. These fees must be paid to the Program Coordinator or to Ms. Luther. Volunteers must NEVER accept cash, money orders, or checks from parents or families of participating students.

*Ask for help when you need it! We are here to support one another.*

# Program Policies

These policies MUST be followed at all times.  
Ask the Program Coordinator for help *right away*  
if you don't understand one of these policies or  
if you have trouble following them.

## ⇒ DOOR POLICY:

- Children may not answer any outside door.
- Never prop open any outside door unless you will be within 25 feet of the door and able to monitor it at all times.

## ⇒ TOUCH POLICY:

- Students are not allowed to touch one another for any reason.
- Adults must not touch students except briefly on the shoulder or arm to get their attention.
- Adults must never grab the students or touch them in any other aggressive fashion.
- If a student wants a hug from someone, they must ask permission and receive a 'yes' answer before giving or receiving a hug.
- Adults may congratulate students by shaking hands.
- No one may ever put their mouth on any other person in the After School Program for any reason other than emergency CPR.
- Any adult who hits a child or who sexually abuses a child will be terminated. Child abuse charges will be filed immediately and prosecuted to the fullest possible extent.

## ⇒ CHILD SUPERVISION POLICY:

- Never leave the children unsupervised.
- Never leave one adult alone in a room with more than 15 children between the ages of 6-14.
- Never leave one adult alone in a room with more than 12 children under the age of 6.
- Never leave one youth volunteer under 16 years old alone in a room for any reason whatsoever.
- Use your walkie-talkie to call for assistance if an emergency arises.

# Program Policies

These policies MUST be followed at all times.  
Ask the Program Coordinator for help *right away*  
if you don't understand one of these policies or  
if you have trouble following them.

⇒ CHILD ABUSE REPORTING POLICY:

- Child abuse, sexual abuse, neglect, or suspected cases of any of these must be reported within 48 hours of any incident.
- If you see any adult or teenager treating one of the children under our care in a way that makes you feel uncomfortable, report what you saw to the Program Coordinator *right away*.
- If the Program Coordinator is not available, write down *in detail* what you saw, when you saw it, and the names of anyone else (especially adults) who witnessed the incident, then:
  - Give this information to Sarah Silva (the CIS student advocate) or Mrs. Diaz on the same day. They will advise you on the proper reporting procedures.
  - Call the Program Coordinator at home to inform her of the incident if Sarah Silva or Mrs. Diaz are not available. Her phone number is (313) 551-0211.

⇒ Remember to acknowledge the parents and to let them know when their children are doing well.

⇒ It is the Program Coordinator's responsibility to bring discipline problems to a parent's attention. Never confront a parent yourself, especially if you are very upset.

# Checklist

Use this checklist EVERY DAY in before the sessions start and in the afternoon before the student goes home. You should have several copies in your blue binder. If you do not have enough copies, contact the Program Coordinator right away.

## ARRIVING:

- Always arrive on time! On time means at least 15 minutes before your session starts.
- Sign in at the main office and in Room 109 before going to your classroom. **People who do not sign in cannot be paid.**
- Gather all supplies for the day. Supplies will be located in your grade's cabinet and will be boxed up in advance if at all possible.
- Put any personal effects in the locked Room 109 cabinet.
- Go to the cafeteria to assist with snack time, if applicable.
- Know where to pick up your children. Be there and ready to start at least 5 minutes before your session is scheduled to begin. Take the students to your assigned classroom.
- Take attendance at once. If a child is not on your class list, be sure their name is added to the attendance sheet. Notify the Program Coordinator right away.

## During the session:

- Begin the session on time. Be sure to explain the steps clearly to your students.
- Make note of discipline problems so you can tell the Program Coordinator about them later.
- Start getting ready for dismissal 15 minutes before the session is scheduled to end.

## After the session:

- Begin cleaning the room 15 minutes before the session is scheduled to end. The students should help you clean up.
- Sweep the entire room.
- Put all desks and other furniture back in its original position.
- Throw all trash in the trash bags and take the trash bags outside to the dumpster.
- Dampen and scrape up any paint or glue.
- Projects that were set aside to dry should be taken to Room 109, set into student 'stuff' boxes at the end of the day, or given to the students to take home. **DO NOT** leave student projects or experiments sitting around the room under any circumstances.
- Return all unused supplies to the central supply area.
- ALWAYS LEAVE THE ROOM CLEANER THAN YOU FOUND IT!**
- Deliver this checklist and the attendance sheets to the Program Coordinator.

Checklist completed by: \_\_\_\_\_  
Name Grade/Group Date

These students were especially helpful today:


\_\_\_\_\_

These students chose not to be helpful today:

\_\_\_\_\_

# Exit Skills

The Detroit Public School's grade promotion policy requires that students have certain skills to pass to the next grade. The list below shows the required Science skills by grade level. All After School Program science activities are designed to reinforce at least one of the listed skills.

Grade 3	Grade 4	Grade 5
Describe characteristics of living things	Describe seasonal changes in weather	Describe cells as living systems
Explain how physical and behavioral characteristics of organisms help them to survive in their environment	Describe light from a light source in terms of properties; explain how light illuminates objects and how shadows are made	Prepare mixtures and separate into component parts; recognize solutions as a special kind of mixture
Describe the life cycle of familiar organisms	Describe types and uses of the earth's materials	Observe and compare different stages of plant development
Design systems that encourage the growth of certain plants and animals	Explain the flow of water after it rains and identify sources of drinking water	Interpret data to infer that characteristics are passed from parent to offspring
Describe the interaction of magnetic and non-magnetic materials	Describe the interaction of electrically charged and uncharged materials	Measure weight, dimensions, and temperatures of appropriate objects and materials
Describe how water exists on Earth in 3 states	Describe common patterns of interdependence	Demonstrate how simple machines help make work easier
Describe the atmosphere as a blanket of air around a spherical Earth	Describe positive and negative effects of humans on the environment	Construct simple circuits and trace the path of electricity
Demonstrate means to recycle manufactured materials	Describe sounds in terms of their properties and explain how sounds are made	Describe how forces speed up, slow down, or change the direction of moving objects
	Describe vertebrates in terms of body parts and characteristics	Describe and compare motion of common objects in terms of speed and motion
	Explain how rocks and fossils are used to understand the history of the earth	Construct a model of the water cycle
	Explain how the earth differs from the sun and moon	List various weather conditions and describe appropriate safety methods
	Describe the major features of the earth's surface and natural changes in those features	Explain the apparent motion of the sun and moon across the sky and give an explanation for day and night

# DAILY CHECKLIST

*ALL staff and volunteers are expected to participate in completing the items on this checklist.*

- Arrive on time.
- Sign in at the Main Office and in Room 109.
- Collect all materials from Room 109.
- Make sure at least one person from your group has a walkie-talkie.
- Put any personal effects in the locked cabinet in Room 109.
- Read over your lesson plans and discuss them with your other team members.
- Help set up the tables in the gym.
- Help keep order in the gym and/or distribute snacks.
- Take your students to their assigned room in an orderly fashion.
- Take attendance during the first five minutes of class time.
- Make a note of any recurring discipline problems. Tell the Program Coordinator about them at the end of the day.
- Make a note of any children that are especially helpful. Tell the Program Coordinator about them at the end of the day.
- Begin cleaning the room ten minutes before the end of the session.
- Put all trash in the trash cans and set the bags outside the classroom door before your class leaves.
- Dampen and scrape up any paint or glue.
- Wash any whiteboards or chalkboards that were used.
- Projects that have been set aside to dry must be collected and brought to Room 109 by 4:30. DO NOT leave student projects or experiments sitting around the room.
- ALWAYS LEAVE THE ROOM CLEANER THAN YOU FOUND IT!
- Before your class leaves, remember to thank any children who were especially well-behaved or helpful.
- Put away all materials in Room 109. Please put supplies away in the same place from which you got them.

*All of the above must be completed each day. If you are having difficulty meeting these requirements, see the Program Coordinator right away.*

# Family Days

Family Days are frequently held on days off or during vacation weeks. Harms After School Program participants come from families that fall into 2 categories: parents who stay at home during the day and have the daytime hours (8a-5p) free, and often have other activities scheduled in the evenings; and parents who work during the day and only have evening hours free. To accommodate both groups, Family Days will be divided into 2 parts. There will be a midmorning/early afternoon session that will showcase student work and offer crafts or experiments in which the parents may participate; and an evening session that will also showcase student work, but with an emphasis on community building and safety issues, as well as individual student achievement. All family members and students will be invited to participate in all Family Day activities.

The Family Day themes are based partly on the After School Program theme weeks for each grade level. Family Day activities that are specific to each theme will be discussed in your Counselor workbooks. The general schedule for the Family Days is as follows:

*Midmorning session:* 12:00 p.m. – 3:00 p.m.

12:00 p.m.	Introductions; Lunch; speaker
1:00 p.m.	Tour of student exhibits
	Family project # 1
2:00 p.m.	Family project # 2

*Evening session:* 5:00-8:00 p.m.

5:00 p.m.	Greetings; Introductions
	Parent information packets
	Tour student exhibits
5:30 p.m.	Art in the Alley
6:30 p.m.	Dinner; family safety speaker – TBA
	Student Awards ceremony
8:00 p.m.	Clean up; dismissal

ASP after school staff and volunteers will be requested to work evening Family Day sessions on an individual basis. These sessions are paid at your regular hourly rate. Salaried after school staff and volunteers (after school staff and volunteers who earn a flat rate rather than an hourly wage) will receive comp time in lieu of additional pay; this will be discussed on an individual basis. After school staff and volunteers who work evening Family Day sessions will be expected to participate enthusiastically in all activities, to stay for an extra hour to assist in clean up, and to be at work on time the next day. If you are interested in working Family Day evening sessions and have not already been asked to do so, please contact the Program Coordinator.

On June 4<sup>th</sup> (the last Family Day), there will be an end-of-school year potluck dinner here at Harms. Participants will be asked to work with Art in the Alley and to participate in an awards ceremony for school year ASP children. All After School Program staff are encouraged to attend this party. If you would like to work during the party, contact the Program Coordinator. Work assignments for this party will be offered on an as-needed, first-come first-served basis. Staff members who work during the party will be asked to work from 4:00 p.m. – 8:00 p.m. Please keep your personal energy level in mind when asking to work on this special program.

# *An introduction to Child Development*

When working with children it is important to consider their developmental stages. For example: 6-year-olds have a short attention span so you cannot give a first grader three instructions at the same time, like: sit down, find a pencil for your art book and turn to page 12. It is much more likely that an 11-year-old would be able to follow such instructions.

All children also have individual needs. If you have a group of children with one child who consistently 'acts out', you can try giving this child a task such as passing out materials or assign them a leadership role. This may enable the child to receive the desired attention in a more positive manner.

Between the ages of 5 and 12, children are undergoing great emotional, physical, and mental changes. They need a constant in their lives during this time of things changing so fast. This is why it is so important that they stay connected to caring and understanding adults.

Size is the first thing we notice about children, even more than their behavior. Remember that a child's size often has nothing to do with his/her emotional development, intelligence, or attention span.

Between 5 and 8 years old, children want to be liked. Praise can work wonders with them. They need adults near at hand more often than older children and are often clingy. They have no concept of time. Every five minutes they ask, "Are we there yet?"

To a 7-year-old, a promise is a promise. S/he is very literal. S/he gets very upset if you don't keep your promise. A 7-year-old can't grasp the concept of consequences – so s/he needs supervision. For example, they understand not to play with fire, but may not understand that that includes other things that are hot, such as coffeepots, hot coals, etc. A 7-year-old typically feels like every situation requires a rule. This is why parents often tell children at this age, "Just *don't*."

At 9 years old, verbal violence becomes commonplace. Children at this age soak up bad words and hurtful names like a sponge. A 9-year-old understands consequences such as: fire is dangerous; but also understands that fire can be used for good (like cooking). 9-year-olds have a better concept of time. They are very adept at making plans, even if they forget the plans they have made. They still need adult approval and can be good at checking in with parents.

At 11 and 12, children are constantly banging into each other; they have an abundance of nervous energy that can explode physically at any moment. They are often undergoing growth spurts that make them look older than they really are. It is easy for adults to make mistakes with children, especially in thinking that bigger children are older and wiser. This can have the effect of rubbing in that another boy of the same age is small for his age – something about which he may already be sensitive – and setting up the bigger and younger child for failure by expecting too much of him.

Adults often forget to give good, clear instructions.  
Children can get a lot of heat from adults without truly knowing why.

If you remember not to expect your students to listen and respond like adults,  
you will all have a much better experience!

## THE EFFECTIVE COUNSELOR:

1. Establishes good control during the first week of ASP.
2. Does things right, consistently.
3. Affects and touches lives.

The effective counselor establishes good control of the class as quickly as possible – ideally, in the very first week of ASP. Control does not involve threats, intimidation, or dictatorship. Control means that you know what you are doing, your classroom procedures, and your professional responsibilities. It is urgent that your students know that you know what you are doing. You must have everything ready and under control when ASP begins. Your success during the school year will be determined what you do on the first day of class.

### AN EFFECTIVE COUNSELOR

<ul style="list-style-type: none"><li>Establishes good control right away.</li><li>Does things right, consistently.</li><li>Affects and touches lives.</li><li>Chooses rather than decides.</li><li>Is cooperative rather than domineering.</li><li>Shows positive expectations for all students.</li><li>Works cooperatively and learns from colleagues.</li><li>Listens, listens, listens!</li><li>Strives for excellence.</li><li>Is flexible and adaptable.</li><li>Plans a student welcome for the first day.</li><li>Creates an environment for all students to succeed.</li><li>Ensures the mental and physical safety of all students.</li><li>Comes to work appropriately dressed.</li><li>Is a role model for students.</li><li>Has an inviting classroom environment.</li><li>Keeps the students actively engaged in learning.</li><li>Has well-thought-out and structured procedures for each activity.</li><li>Is ready to admit when s/he doesn't know, but always adds, "I'll find out" – and does.</li><li>Always considers the safety of the students.</li><li>Shows enthusiasm because s/he knows that this can generate student enthusiasm.</li></ul>	<ul style="list-style-type: none"><li>Addresses people by their name.</li><li>Says 'Please' and 'Thank you'.</li><li>Smiles!</li><li>Is lovable and capable.</li><li>Works to have a well-managed classroom.</li><li>Makes certain students know what they are to do.</li><li>Prepares the classroom for effective work.</li><li>Has the discipline plan posted.</li><li>Explains the posted rules and is willing to make changes as the class situation requires.</li><li>Has high expectations and confidence in his or her capacity to teach young people self-discipline.</li><li>Communicates with parents and students before school starts.</li><li>Greets the students with a positive attitude.</li><li>Arranges the seats to expedite the task.</li><li>Knows what results should be posted.</li><li>Is encouraging and supportive of student input and involvement.</li><li>Avoids sarcasm and ridicule.</li><li>Is punctual and reliable.</li><li>Explains terms that will be used.</li><li>Makes certain that class sessions start and end on time.</li><li>Uses praise and incentives.</li><li>Uses appropriate language.</li></ul>
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Don't forget that you there are several other after school staff and volunteers in the ASP and that we are all here to support each other as we work with the students.  
If you need any help or just want to talk, all you have to do is ask!

## INFORMATION TO HELP DEVELOP TEACHING SKILLS

*"How did I do?" –The fastest and best way to answer this question: Look in their eyes.*

There can be barriers to learning for any student. If the student is not ready to learn or is too young, no extensive degree of learning can take place. Sometimes fear prevents the learning process from taking place. The instructor can help develop an atmosphere for learning by: discovering the students' interests; finding out what the student already knows; and maintaining an attitude of helpfulness, empathy, and interest. Be sure that you are keeping the students' age and educational backgrounds in mind and are teaching accordingly. Students will learn much better if you are not teaching down to them or going over their heads.

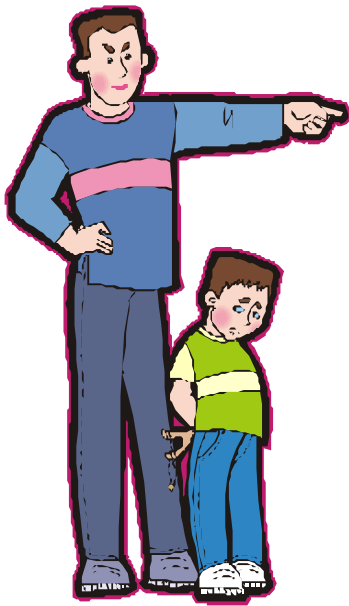
Students must experience a feeling of accomplishment to be responsive to learning. They must feel that they are making progress. Class sessions should be presented in such a way that the students can perform the required skills with a feeling of success.

Children learn best by hearing, seeing, saying, and doing. To be effective, learning must engage the maximum number of senses. For greater retention, encourage students to practice what they have learned.

### Class Control

Proper class control facilitates learning. The counselor must always maintain eye and voice contact with all students. Here are some suggestions:

- ✚ Start and end classes on time. You should always be in the room before any of the children are.
- ✚ Minimize student-to-student discussion. During classroom discussions, the counselor should always lead the conversation.
- ✚ Position students in relation to yourself so that they can all see and hear.
- ✚ Once a skill is explained, the counselor must give a definite command for an individual or the group to begin action.
- ✚ Do not talk for more than 5 minutes without involving the children in some way.
- ✚ Use examples and experiences in teaching, but make sure the class does not become all about your life.
- ✚ The safety of the students must be assured in all classes.



Occasionally, behavior problems arise that require discipline. The best types of discipline result in some growth for the student.

Remember, only very rarely is one behavior isolated from another. The person who is throwing a vase may have several reasons to be angry, or several feelings may be contributing to the anger. People have very complex reasons for the things that they do.

We all have a lot of choice in our behavior. We really can choose how we respond to different situations. It is important to remember that with this power of choice, we must be held responsible for our actions. Don't be easily fooled into believing that so-and-so "couldn't help it." People tend to choose behaviors that fulfill their needs. This is true for adults and children.

Everyone needs to feel power. The power a teacher has in class is obvious. The power a student has when being destructive is also obvious. Education is about empowerment. Bad discipline situations often come down to power struggles. The ideal is to learn to teach in such a way that you will rarely need to discipline the students, or not at all.

The secret of teaching while requiring little discipline is to provide students with their needs. Children should be comfortable and feel like their safety is not threatened.

Make things seem loving. Avoid power struggles. A teacher should set up situations which give students power. Allow group work, which yields power from the teacher to the students. Permit students to help steer the course of a class session. Honestly listen and know students, and they will feel like you respect them and do not want to overpower them.

All people expect to know the rules, and to have them stated clearly to them. A teacher should set up the boundaries, but be certain to allow children to play up to the edges. Remind students of the boundaries and when they are near. This empowers them to know what is safe and fair.

Another important tip in discipline is to be honest and patient. Sometimes you need to remind people of the larger perspective: "When you hit me, it hurts" or, "When you yell in class, the other children can't participate." Remind the children of other people's feelings: "You scared him so much that he actually shook" or, "Sometimes I get angry when you are so disruptive."

SO: avoid the need for discipline problems; seek to meet the need of your students; and REMEMBER that your students are human, too.

## BEHAVIOR MANAGEMENT IDEAS

- Ignore negative behavior that you know is strictly intended to get your attention; find a positive behavior to praise instead.
- Frequently point out positive behavior as role models for the group.
- When a child misbehaves, tell her or him what behavior you expect.
- If general statements directed toward the entire group are not effective, make it more specific: move from "Everyone should sit quietly" to "Someone is still talking" to "I want you to stop talking."
- Use polite requests (not orders) directed at individuals that are causing problems: "Maria, will you please sit down?" "Jason, please be quiet."
- Offer choices, but limit the choice: "Maria, you may either sit down with the group or you may wait to the side until the rest of us are done."
- If necessary, have a conference with the child in private; don't lecture. Ask questions to try to solve problems together.
- Hold a conference with the child and his or her parents – outline what the problem is, what you have done to try to solve it, and how you expect the behavior will change. If it gets to this step, you should involve the Program Coordinator and together you should document all steps taken and any conversations that were held regarding the issues.
- If the problem continues, notify the Program Coordinator. It may be decided that the child should not attend one or more days of Camp. Continuing problems may require that everyone involved must work together to establish alternative solutions to the problem.

Discipline Tips

## *POSITIVE REINFORCEMENT*

Communication skills are very important in helping children deal with their feelings. Children need to have their feelings accepted and respected.

- Listen quietly and attentively.
- Acknowledge students' feelings.
- Name their feelings. Sometimes they don't know the words.
- All feelings can be accepted, but certain actions must be limited: "I can see how angry you are with Rhea. Tell her what you want with words, not fists."

## CORPORAL PUNISHMENT

Under Michigan law, "corporal punishment" means the deliberate infliction of physical pain by any means upon the whole or any part of a pupil's body as a penalty or punishment for a pupil's offense. A person employed by or engaged as a volunteer or contractor by the Detroit Board of Education shall not threaten to inflict, directly inflict, or cause to be inflicted corporal punishment upon any pupil. However, the person, within the scope of his or her responsibilities, may use reasonable physical force as may be necessary to:

1. Protect himself, herself, the pupil or others from immediate physical injury.
2. Obtain possession of a weapon or other dangerous object upon or within the control of a pupil.
3. Protect property from physical damage.

A person who violates these provisions may be appropriately disciplined by the Detroit Board of Education. All prior policies or provisions permitting corporal punishment are void.

*LEGAL REF.: MCL 380.1312, as amended by 1988 PA 521 8/31/92 File: JGA*

### **Examples of Alternatives to Corporal Punishment:**

The following alternatives to the use of corporal punishment are suggested in recognition of the fact that corporal punishment was formerly used as a last resort; these alternatives to the use of corporal punishment should also be viewed as last resort options, which follow good school management policies and procedures:

- A. Deny participation in special school activities.
- B. Assign before or after school detention and provide 24-hour notice to parents.
- C. Establish communication and require conferences with parents.
- D. Assign in-school suspension that is supervised by a responsible adult with curricula-related activities to be performed by the student.
- E. Assign out-of-school suspension.
- F. Establish contractual agreements with disruptive students and their parents to commit students to self-controlling behavior.
- G. Refer the recidivistic student to a counselor, social worker, and/or psychologist on the local or intermediate level and coordinate services with other units of state government, i.e., Public Health, Social Services, Mental Health, etc. Also seek assistance from private institutions or agencies with appropriate services.
- H. Evaluate and arrange proper placement of students who need academic acceleration, special education, alternative education and services for achieving English proficiency.
- I. Consider and take appropriate action, in accordance with due process of law, when disruptive behavior warrants the suspension or expulsion of a student.

## **INSTEAD OF PUNISHMENT:**

- Express your feelings strongly – but don't attack the child's character: "I'm angry because the supplies are a mess!"
- State your expectations: "I expect the supplies to be put away neatly."
- Show the child how to make amends: "Please put the crayons back in the box; and the scissors need to be rubber-banded together."
- Give the child a choice: "You may put the supplies away neatly, or you can lose the privilege of using them."

## CHILD ABUSE OR NEGLECT – WHAT TO DO

This section will help you identify a child who may currently be being abused or at risk of abuse. Never talk to a child alone if you think a child is being abused. Ask for assistance from the after school coordinator or the school principal. Never report abuse to police or address the issue with parents without clear direction from Mrs. Diaz, the school principal.

### CHILD ABUSE: Basic Information

An abused or neglected child is a child who is harmed, or threatened with physical or mental harm, by the acts or lack of action of a person responsible for the child's care. There are several forms of abuse: physical, emotional, and sexual. Child neglect is a form of abuse that occurs when the person responsible for the care of a child is able, but fails, to provide necessary food, clothing, shelter, or care. Each state has its own definitions and laws concerning child abuse and child neglect. Child abuse and neglect are serious problems. The number of cases reported has increased each year since 1976, when statistics were first kept.

### NEGLECT

A child is neglected if the adults he depends on do not provide food, clothing, shelter, medical care, education, and supervision. When these basic needs are *deliberately withheld*, not because the parents or caregivers are poor, it is considered neglect. Often, parents or caregivers of neglected children are so overwhelmed by their own needs that they cannot recognize the needs of their children.

### PHYSICAL ABUSE

Physical abuse is the deliberate injury of a child by a person responsible for the child's care. Physical abuse often stems from unreasonable punishment, or of punishment that is too harsh for the child. Sometimes, physical abuse occurs when caregivers react to stress. Drinking and drug abuse by caretakers have become more common contributing in physical abuse cases.

Physical abuse injuries can include bruises, broken bones, burns, and abrasions. Children experience minor injuries as a normal part of childhood, usually in places such as the shins, knees, and elbows. If injuries are found in soft-tissue areas on the abdomen or back, or don't seem to be typical childhood injuries, it is possible that the child has been physically abused.

### EMOTIONAL ABUSE

Emotional abuse is harder to recognize, but is just as harmful to the child as other forms of abuse. Emotional abuse damages the child's self-esteem and, in extreme cases, can cause developmental problems and speech disorders. A child suffers from emotional abuse when constantly ridiculed, rejected, blamed, or compared unfavorably with brothers, sisters, or other children.

Expecting too much from the child in academics, athletics, or other achievements is a common cause of emotional abuse by parents or other adults. When a child can't meet these expectations, he feels that he is never quite good enough.

### SEXUAL ABUSE

When an adult or an older child uses his or her authority over a child to involve the child in sexual activity, it is child sexual abuse, and that person is a child molester. The molester might use tricks, bribes, pressure, threats, or force to persuade the child to join in sexual activity. Sexual abuse includes any activity performed for the sexual satisfaction of the molester, including acts ranging from exposing one's sex organs (exhibitionism), observing another's sex organs or sexual activity (voyeurism) to fondling and rape.

Here are some facts you should know about sexual abuse:

- Child sexual abuse occurs to as many as 25% of girls and 14% of boys before they reach 18 years of age.
- Boys and girls can be sexually abused at any age; however, most sexual abuse occurs between the ages of 7 and 13.
- 80-90% of sexually abused boys are molested by acquaintances that are not family members.
- Females perform 20% of the sexual abuse of boys under age 14 (prepubescents).
- Children are most likely to be molested by someone they know and trust.
- Few sexually abused children tell anyone that they have been abused. Children are usually told to keep the abuse secret – this can involve threats, bribes, or physical force.
- Children might feel (or be made to feel) responsible for their abuse and fear an angry reaction from their parents.



## SEXUAL MOLESTATION BY PEERS

Other children commit approximately 1/3 of sexual molestation. If a child tells you about club initiations in which sexual activity is included, or if a child tells you about inappropriate or tricked, pressured, or forced sexual activity by other children, this is a form of sexual abuse and you need to take steps to stop the activity. This kind of sexual misconduct is serious and should not be ignored.

Children who molest other children need professional help. They are much more likely to respond to treatment when young than are adults who began in adolescence to molest children and received no treatment, and continued to do so into adulthood.

Parents and others who work with children need to distinguish between normal sexual behavior of children and abusive behavior. All children are curious about sexual behavior as part of growing up. This behavior is not appropriate when it is forced, when the person who provokes the activity has power over the child, or when the sexual behavior lacks consent. When adults are concerned about a child's sexual behavior, they should try to talk with him or her and discuss what worries them specifically about the child's behavior.

## SIGNS OF SEXUAL ABUSE

The clearest sign that a child has been sexually abused is her or his statement saying that s/he was. Children often do not tell about their abuse, however, so adults should be alert for other signs. Here are some signs to watch for:

- *Hints and indirect messages:* Refusing to go to a friend's or relative's home for no apparent reason; for example: "I just don't like him anymore."
- *Seductive or provocative behavior:* Acting out adult sexual behavior or using sexual language that a young child is unlikely to know.
- *Physical symptoms:* Irritation of genital or anal areas.

The following are signs that children are upset and need support. They might also be signs that a child is being sexually abused:

- *Self-destructive behavior:* Using alcohol or drugs, deliberately harming himself, running away, attempting suicide, or sexual recklessness or promiscuity.
- *Unhappiness:* Undue anxiety and crying, sleep disturbances, or loss of appetite.
- *Regression:* Behaving like a younger child, thumb sucking or bed-wetting.
- *Difficulty at school:* Sudden drop in grades, behavioral problems, or truancy.

The presence of any of these signs should not be taken as an absolute sign of sexual abuse - but if any of these is present for longer than several days, it should be a sign that the child needs help for whatever is bothering him.

## Talking with a child about sexual abuse

It is very difficult for most adults to talk to children about sexual abuse. The information in this section and the exercises in the youth section are intended to make that task easier. The following points should help you talk about sexual abuse prevention:

*If you feel uncomfortable discussing sexual abuse with the child, let him/her know.* When you feel uncomfortable discussing sexual abuse and try to hide your uneasiness, the child might misinterpret the anxiety and be less likely to approach you when they need help.

*Select words the child understands.* One major concern of adults is trying to find words to explain sexual abuse. Most experts on child abuse prevention believe that children should learn the proper names for their genitalia; however, if you are uncomfortable using the names of body parts, use whatever terms the child understands.

Many adults feel that teaching children about sexual abuse will take away the child's innocence. Many children are at risk of sexual abuse because they do not have the maturity to understand why a child molester would want to look at, touch, or otherwise violate them. This, in part, explains why children who are sexually abused at a young age do not realize that they were abused until they are older. It also explains a child's confusion if the parents or other adults overreact when the child tells about sexual abuse.

## PROFILES OF TYPES OF CHILD ABUSERS

### SEXUAL ABUSERS

#### Men 18-38

- Low self esteem
- Poor family relationships
- Difficulty with impulse control
- May be a leader of youth activities
- Difficulty in interpersonal relationships
- May be married or single
- Doesn't admit to/can't recognize stress
- Moves frequently or unexpectedly
- May have been insecure in childhood
- Difficulty asking for help with problems
- Seeks opportunities to be alone with children
- Need for power and control
- Primary interests are in children
- Less of a team player
- History of past victimization
- Relates to others immaturely
- May be of any sexual orientation
- Use children to fulfill their needs
- Idealizes or objectifies children
- Use children to validate themselves
- Skilled at gaining children's trust

#### Adolescents

- Few or no extracurricular activities
- Generally feels powerless and inadequate
- May lack a close relationship with a father figure
- May feel more comfortable with children younger than themselves
- Males, in particular, may be chosen to babysit because they make themselves available and relate well to young children
- May come from a family where there has been physical or sexual abuse
- Lack of contact with peers
- May seem socially immature for age

#### Women

- Married young
- Husband is frequently gone/unsupportive
- Very dependent upon a father figure
- Her family is/has been very religious
- Does not have much tenderness in her life
- Frequently has been the victim of physical abuse
- Husband exaggerates masculinity in dress, work, and with peers
- Husband may have drug or alcohol problems that affect his sexual performance
- Reared in a very strict home
- Has low self-esteem
- Sexually naive and immature
- Is lonely

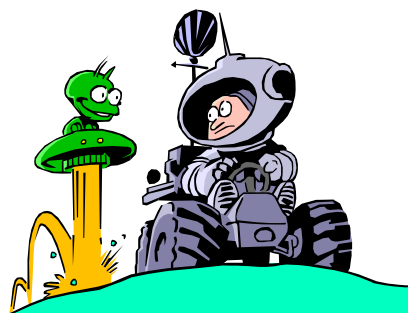
### PHYSICAL ABUSERS

- Negative attitude about life and people
- Use harsh, age inappropriate discipline
- Labeled as having a hot temper
- Offer illogical or unconvincing excuses for what occurred
- History of abuse as a child
- Exhibit out of control behavior
- Blame others

### EMOTIONAL ABUSERS

- Blame and belittle children
- Cold and rejecting
- Withhold love

**CAUTION:** A profile list like this one can be misleading because many of the characteristics here can describe men/women who do not molest. Having more than one or even all of these traits does not necessarily increase the odds of that person being a molester. Although this profile has some value in pointing out particular needs of people and risks associated with them, *great caution MUST be used when assigning this profile to any one individual.* Few molesters ever self-report the characteristics listed here, and most interviewers are not trained to properly elicit this information. Individuals with abusive personalities are often more subtle and skillfully manipulative in their approach to their employers, as well as their approach to children. This makes it essential for those responsible for hiring to gain information from collateral resources such as past employers, friends, families, and criminal background checks.



## ATTENTION GETTERS!!!

Sometimes you will have a little bit of 'down time' or need to do something special to keep the students' attention focused on you. The chants on this page are great for getting the attention of a group.

We discourage counselors from yelling or use other loud techniques to get the children's attention. The following Attention Getters and songs are fun and the children will respond.

### FOCUS

*To the beat of 'Shave-and-a-haircut'*

Clap Clap Clap Clap Clap

Snap Snap (on the first snap say, "Fo-" and on the second snap say, "-cus")

### IF YOU HEAR ME

If you hear me clap once (wait for the children to clap one time)

If you hear me clap twice (the group will clap two times)

If you hear me clap three times (the group will clap three times)

-Do this up to four times, or until you have everyone's attention. The last time, you may give a direction, such as: "If you hear me, sit down."

### RUM SUM SUM (this chant can also be done as a round)

A rum sum sum, a rum sum sum (*hit one fist on top of the other to the beat*)

Gu-li, gu-li, gu-li, gu-li, gu-li, rum sum sum (*make your fingers wiggle as if you were playing the piano on the gu-li's and repeat the previous motions for 'rum sum sum'*)

A rah-fi, a rah-fi (*arch your hands from your chest outwards*)

Gu-li, gu-li, gu-li, gu-li, gu-li, rum sum sum

### BOOM CHICK A BOOM

I said a boom chick a boom. I said a boom chick a boom!

I said a boom chick a rock a chick a rock a chick a boom.

All right - Okay - One more time: underwater style

motorcycle style

quiet as a mouse

loud as you can!

Etc...

### THE WISHY WASHY WASHER WOMAN

Way down in the jungle where nobody goes

There's a wishy washer woman washing her clothes

She goes ooh - ah, ooh - ah --- that's how the washer woman washes her clothes

Wah de lee eye cha! A-goochie goochie goo

Wah de lee eye cha! A-goochie goochie goo

Wah de lee eye cha! A-goochie goochie goo

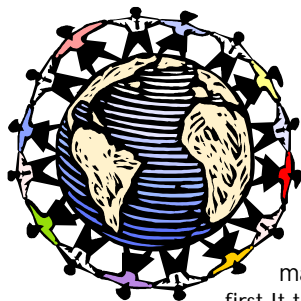
That's how the washer woman washes her clothes. *Repeat, getting faster each time.*

A  
t  
t  
e  
n  
t  
i  
o  
n  
G  
e  
t  
t  
e  
r  
s

# Games

Teach these games to the children in the first week and use them between activities.

## GAMES THAT DON'T NEED EQUIPMENT



### ANIMAL

This is a good game for hot weather when you don't want to get too active. Have everyone sit in a circle with a foot or two between each person. Try to keep groups of ten or fewer people, because more makes being It a dreaded task. Each person in the group chooses different animals to represent themselves, and everyone goes around the circle and announces their new identity. Then someone volunteers to be It and goes to the center of the group. Someone who is sitting down starts the game by calling out their animal name and then someone else's, for example: "Rabbit calls Pig." The person in the center then runs to tag Pig, before Pig can make the same sort of call about someone else. This continues until someone gets tagged. Then the first It takes his or her place in the circle and the game begins again.

### ANIMAL FARM

This works best with larger groups. Participants must find the other participants that are the same animal. The children will crawl on the ground with their eyes closed and making the noise that their animal makes (i.e. – pig-oink; sheep-baa; and so on). There should be a limited amount of animals used, so that the participants do not have terrible trouble finding their animal partners. Arrange the children in a circle. The leader of the activity walks around and whispers an animal in each child's ear. Make sure to alternate them so that similar animals are not close to each other. Then, instruct them to get on all fours, close their eyes, and begin making their noises while walking around to find their companions.

### BODY PARTS

This usually becomes a favorite. One counselor is the caller. Everyone stands in a loose group, and the caller calls out two body parts, for example: "Nose to elbow!" Everyone runs to find a partner and achieve the body arrangement. No triples; people who don't buddy up are out. If everyone finds a partner, then the last couple to get together is out. Each time the caller calls a combination, everyone has to find a different partner. The caller is the judge of speed and accuracy (the kids have to do whatever is called) and is the ultimate settler of disputes. Watch out for foursomes, four kids who just trade partners each time. The 'winner' is the last couple left in.

### CONCENTRATION

The children should sit or stand in a circle. Have them join you in this rhythm:

Slap, slap (*slap thighs*)  
Snap, snap (*snap fingers*)  
Slap, slap (*slap thighs*)  
Snap, snap (*snap fingers*)

... continue as you do the following:

Say each line of the chant below on the finger snaps. You should be silent as you slap your thighs.

*Concentration (slap, slap) – concentration (slap, slap) –  
are you ready? (slap, slap) – get set (slap, slap) –  
let's go (slap, slap) – colors...*

As you go around the circle, each child must name a color. No repeating! If someone can't think of anything to say, that child is out and the game starts again with the next child and a new category. You can use any category you like – you can even combine it with the Camp sessions by using categories such as plants, plant parts, mammals, dinosaurs, etc.

### COUNTING TO TEN

This works best in a group of 8-12 children. You should break them into smaller groups if you have more. Have the children stand in a circle and close their eyes. Explain that without looking at each other they must count to ten. A child (any child) calls out, 'One.' Then another child (at random) calls out 'Two,' and so on. Only one child may speak at a time. They should *not* go around the circle. If two children speak at the same time, the entire group has to start over. It's harder than it sounds, and a lot of fun!

## ENERGY PASS

The children get into a circle. The counselor chooses one child to go first. This child makes a noise and a movement (anything within reason) to the child on his or her right. The second child 'passes' the same noise and motion to the child on his right, and so on. This continues until the noise and motion come back to the second child, who chooses a new sound and movement to pass. Keep speeding up the action.

## OBSTACLE COURSE

This game is like Quiet Touch. They both teach sequences; you might want to get the students used to Quiet Touch before trying the more difficult Obstacle Course. It is best when played with older children or small groups (5 or less) of younger ones. Line the children up against a wall and identify a starting point. The first child runs as fast as s/he can to the starting point and pretends to do an activity that you would find on an obstacle course. This can be anything – jumping hurdles, running through tires, crawling through tubes, climbing ropes, etc. When finished, the child runs to the end of the line. The next child runs to the starting point and does the first activity, adds a new activity (no copying!) and then goes to the end of the line. The game continues until the child who was first is up again. This child has to go through the entire routine. If a child misses one of the activities, that's okay. The team can coach a child after they skip an activity, but not before. When a student skips an activity, they have to try that action again (for the younger children) or start over from the beginning of the obstacle course (for the older ones).

## QUIET IT

One child is selected to be It and s/he hides her or his face so s/he cannot see what the rest of the group is doing. Then someone is selected to be the Leader. During the game, the campers follow the Leader's action without letting it know who the Leader is. It tries to discover who the Leader is.

## QUIET TOUCH

This game is similar to Obstacle Course. Have the children sit in a circle or along the wall. The first child gets up and quietly touches something in the room, then sits back down. The next child gets up, touches what the first child touched, touches another object and then sits back down. The third child gets up, touches what the first and second child touched (in order), and sits down. The game continues with each child touching what previous children have touched in order and adding a new object at the end. The game is over when someone is unable to do this – you can just begin again.

## SHOE STORE

This works best with larger groups and should be played indoors, or on a soft surface outdoors. The object of this game is to build communication skills between participants. Have the participants put both of their shoes in a pile in the middle of the room, or area that you are playing. Then, each person should get a partner whom they are not familiar with. Each person describes their shoes to their partner, and then the partner must go find the other's shoes. Discussion about good and bad communication can follow this game.

## TENNIS-ELBOW-FOOT GAME

This game is best played with older children. Someone says a random word and turns pass around the circle. Each person must come up with a word that is related to the one before his or hers. Best when played FAST.

## 20 QUESTIONS

One person thinks of an object and the group has 20 Yes or No questions to guess what it is.

### WINK DETECTIVE

This works well in small groups of 6-10 children. The group sits in a circle. One person is chosen to be the detective and leaves the circle while the bandit is chosen. The bandit gains eye contact with others in the circle and winks at them, thus freezing them. The detective must try to find out who the bandit is, without being frozen.

### VAMPIRE

Everyone closes their eyes and keeps them closed throughout the game (you may want to give the children blindfolds). The counselor calls the game; s/he has the students stand still and walks through the group tapping 2 or 3 children on the shoulder. These children become vampires. When the counselor says 'Go!' the children start walking around at random. When they bump into one another they remain silent – except for the vampires, who say: 'I want to suck your blood!' - this phrase turns the other person into a vampire. The game continues until all students are vampires.

## GAMES THAT NEED SOME EQUIPMENT



### COLOR SQUARES

You will need 8 sheets of construction paper in different colors, each labeled with the appropriate color. You can find construction paper in the Kid Care cabinet on the Art Supplies shelf. Place the sheets of construction paper in a circle on the ground. One child is It and stands in the middle of the circle. The other players march around the colors. It calls out a color and all of the players scramble to line up behind that color. The last child to get there is the new It.

### GROUP JUGGLE

For group sizes 5-15 (5 hacky-sack sized balls are needed). This game is excellent for learning names and possibly other information about the participants. Position the children in a circle, with the leader of the group included. The leader, an adult, starts the juggle by tossing a ball *underhand* to a member of the group who is positioned across the circle. Then that person does the same by picking someone across the circle from them. This continues until everyone in the circle receives and throws the ball ONCE – the leader is the last one to receive the ball. Once this is done, the pattern is established. Have the group do the same thing three or four times until everyone memorizes the pattern. The leader adds balls until the group is juggling 5 at a time. Do not start all of the balls at once; rather, wait until the previous ball is tossed two or three times. The pattern can continue for as long as you like. Remember to have the children toss the balls gently and underhand. Also, remember to have them say the names loudly and clearly.

### MIDNIGHT

Identify two lines about 40 ft. apart. You can use masking tape, pylons, or lines already marked on the playing field (like on a basketball court). Behind one line is the fold; behind the opposite line is the fox's den; and in between is the meadow. The children pretend to be sheep and stand in their fold behind one line. One child is chosen to be the fox. The fox stands in its den behind the opposite line. The fox and the sheep come out and start wandering around in the meadow between the two lines. The sheep ask the fox, 'What time is it?' and the fox answers at random: 'Five o'clock,' 'Nine o'clock,' and so on. When the fox answers: 'Midnight,' all of the sheep scramble for their fold while the fox tries to tag them. Any sheep tagged become foxes and the game continues until there is one sheep left, who becomes the new fox.

### SPIDERS & FLIES

Kindergarteners and 1<sup>st</sup> graders really love this one. It is best played in the gym or on a court with two well-defined boundaries at opposite ends (like a basketball court). If all you have is an empty lot, you may use pylons or tape to mark two 'home bases' on either end of the lot. Two people are chosen as spiders. The spiders stay in their Web – in between the two home bases. The flies all gather at one end of the court, in one home base. The children then yell – as loudly as possible – the following chant:

<i>Spiders:</i>	WE ARE THE SPIDERS!
<i>Flies:</i>	WE ARE THE FLIES!
<i>Spiders:</i>	WE'RE GONNA GET YOU!
<i>Flies:</i>	YOU JUST TRY!

When the chant is complete, the flies run like crazy toward the other home base. Any flies that are tagged become spiders and try to tag others. The number of spiders will slowly accumulate. The game is repeated until there are only two flies left – these become the starting spiders for the next round.

### STEAL THE BACON

You will need an eraser, a beanbag, or another small soft object. Divide the class into two teams. Have them stand behind two lines about 40 ft. apart. Have the children count off on each team (1, 2, 3, etc). Place the 'bacon' (the eraser or beanbag) on the ground between the two teams, and call out a number. The two children with that number try to 'steal the bacon' and run with it back to their line without being tagged by the other player. The child who successfully does this gets a point for their team, but if they are tagged, the other player earns a point instead. The team with the most points after all the numbers have been called wins the game.