

Supporting School-Aged Children

Schoolwork

Schoolwork Space: Consider using cardboard boxes to create individual study carrels. Check out this site for an idea: <http://momdelights.com/index.php/2016/08/22/make-study-carrel-free/>

Schoolwork Schedule: Have a set time for children to do their schoolwork. Follow up with a super fun activity as a reward.

Book Time : Encourage kids to read each day. Set a timer and let them read a book or listen to an audiobook. Audible has free kids' books during the pandemic.

A Key strategy for school-age students:

Empowerment

As children grow older, their world becomes more complicated and their decision-making skills become more and more important. This is a great time to give them opportunities to practice making choices. Look for parts of the day where you can empower your school-aged children to have control of their surroundings. This can include:

- Asking them to propose their own virtual learning schedule.
- Giving them additional responsibilities during daily routines with younger children, such as wiping the table or carrying the outside toys.
- Encouraging them to safely interact and share their skills and knowledge with younger children, ie. reading a book or describing the life cycle of frogs.
- Letting them pick from a variety of acceptable activity choices for routines such as circle or outdoor time.

A Key strategy for school-age students -

Connection

It's equally important to connect and create a trusted relationship with school-aged children, even though they may be new to your program, or may spend limited hours with you. This connection builds from increased conversation and inquiry. School-aged children's vocabularies are increasing rapidly and their stories and activities become more complex. You can build rich connections by:

- Giving children a longer window for sharing. Dedicate time in your schedule to check-in with them and let them tell you a story. Build a one-on-one moment into your schedule. Naptime might be a great opportunity.
- Asking open-ended questions to prompt engagement. Say things such as, "Tell me about what you drew." "What do you think you could do with those blocks?" and "How did you feel when you accomplished that?"
- Building their esteem. Point out the things that you find interesting, awesome, and unique about each child. Children's actions reflect how they view themselves and your feedback is helping them create that viewpoint.

Project ACT Recommended Resources

Lego Fun:

25 Awesome Lego Activities
<http://www.playideas.com/25-awesome-lego-activities-for-kids/>

Maryland Out of School Time Network (MOST):

Covid 19 Online Resources
<https://docs.google.com/document/d/1uP96mDepHWlETwKJuX085Z3XTsiMyXFNGkqBVBgfc/edit>

Care.com:

25 after-school activities and games for every type of kid
<https://www.care.com/stories/3176/25-after-school-activities-and-games-for-kids/>

National Afterschool Association:

Stem Gems
<https://naaweb.org/resources/stem-gems>



Typical Social/Emotional Development

Ages 5-6:

- Enjoys playing with others; more conversational and independent
- Tests boundaries but still eager to please

Ages 7-8:

- May complain about friendships
- Uses emotions words, but may resort to aggression

Ages 9-10:

- Shares jokes and secrets
- Affectionate, silly, rude, selfish