Designing Quality Environments for School-Age Programs Outline

Developer(s) Name(s): Rosa Andrews

Delivery Mode (online, in-person, hybrid): online

Descriptor (maximum 4 sentences, include overview of session, level of knowledge of audience session is designed for, the delivery mode and what the learner will experience): The physical environment of a school-age program sets the tone for all that happens there and tells the children and their families how much the staff plan and care about the quality of the program. This online session, designed for new and seasoned staff, will educate and refresh on the general guidelines for planning indoor and outdoor space and will remind the learner how much the physical environment enhances development and controls behavior.

Overall learning outcome(s) for CEU Session:
At the completion of this session the participant will be able to:
- Describe the characteristics of a quality school-age environment.
- Describe how a quality environment enhances child development and manages behavior.
- Design an effective physical environment for school-age children.
- Implement an action plan to make changes in their own program environment.

Pre-assessment strategy(ies) (if known): Introductory discussion asking learner to list his/her top 5 elements for a quality physical environment for school-age programs and why they are important.

DCD Topic Area(s) to be covered : 1, 2, 3, 5

DCD Topic Areas: (1) Planning a safe, healthy learning environment, (2) Children's physical & intellectual development, (3) Children's social & emotional development, (4) Productive relationships with families, (5) Program management, (6) Professionalism, (7) Observing & recording children's behavior, (8) Child growth development, (9) Inclusion of children with special needs

Supplemental Materials/References (what you anticipate will be used):
- Online resources
- Reading assignments with learners responding in an assignment or discussion
- Energizer Activity Template
- School-Age Program Observation Form
- Action Plan Template
- Discussion and Written Assignment Rubrics

Standards/Guidelines addressed:
- NC Division of Child Development Rules (Section .2500 – Care for School-Age Children)
- Council on Accreditation Afterschool Program standards (in collaboration with National Afterschool Association)
- NC Afterschool Professional Core Competencies (Levels 1-3)
- Move More North Carolina Recommend Standards for After-School Physical Activity

Designing Quality Environments for School-Age Programs Outline
CEU Session Outline

Modules	Learning Outcomes (Across modules or within each module…What will change?)	Instructional Methods (Learning experiences/activities/assignments (What will they do?)	Engagement Strategies (How will learners participate/self-direct own learning?)	Assessment Strategies (How will you know change occurred?)
A Review of the Basics (1 hour)	Increased knowledge about basic and quality requirements for the physical design of school-age program environments	• Reading Material on regulations and quality standards (DCD, NAA, and others)	• Reading material • Discussion questions	• Online class discussion quality
School-Age Environments and Behavior (2 hours)	• Increased awareness of a school-age program's affect on child behavior • Increased knowledge that developmentally appropriate activities and accessible materials create a positive behavior	• Reading assignments on effective environments • Discussion on ways to promote misbehavior with environments • Activity creation assignment using activity template	• Review of printed and online resources • Making a list of 5 things that adults do to with room arrangement to promote misbehavior in school-age programs (submitted through discussion format) • Energizer Activity Development	• Activity submission • Online class discussion quality
Observation of a School-Age Program and Action Plan (2 hours)	• Strengthen observation skills to recognize characteristics of a quality environment • Reflection on the learning from the previous 2 modules to determine where action is needed in learner's own program environment	• Observation of a Program • Discussion on Observation • Action Plan Assignment	• Using the written tool provided, observe a school-age program or class for 30 minutes and write a brief summary of the quality you observed and how you feel behavior was affected. • Creation of an action plan of 1 or more items that the learner will change in the environment they currently work	• Written observation submitted • Online class discussion of observations • Within 2 weeks of the end of class, the learner will send an email to the instructor with the result of this action plan.

Total Time: 5 hours