



Washington State Training & Registry System (STARS)

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Study guide and Workbook for:
**STARS 20 Hour
School-Age Basic**

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Information

- 3 Read this workbook and use it as a class resource. All work in this book is kept for your future reference. Do not submit these pages.
- 3 The course assignments can be found at the class website: **www.starstab.com** Once you are at this site go to “Enter your Classroom”.
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School-Age Module 1

Child Growth & Development: Ages and Stages

STARS Training HANDOUT #2
(page 1)

Growth and Development Chart

SCHOOL AGE DEVELOPMENT 5-7 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Loses baby roundness	Begins to sort and sort information into categories	Beginning to see others' point of view	Uses more and more words to talk about people, things or feelings	Needs outdoor play
Good eye-hand small-muscle coordination	Learning that words and pictures represent real objects	Beginning to share and take turns	Speech is 100% intelligible	High energy level
Head size is approximately that of an adult	Learning to read	Has two or three best friends	Vocabulary has grown to 2000 - 2500 words	Able to handle simple tools and materials
May begin to lose baby teeth	Eager to learn and be successful in school.	Developing conscience	Repeats nursery rhymes, poems and songs	Needs activities to encourage development
Body is adult-like in proportion	Shows a definite purpose in using materials and objects	More independent of parents but still need rules	Recalls events in order	Seeks opportunities for large and small groups, cooperative play and playing alone
Skips, climbs, marches, gallops, hops	Classifies objects	Learning to share and take turns	Uses more words to express needs, fears, feelings and ideas	Likes to make choices about activities
Tries jumping rope	Is learning to solve problems	Want approval from teacher for achievement	Is a great talker	Needs help understanding feelings and actions
Catches a small ball, elbow at sides	Is interested in why	Takes responsibility for own actions	Answers questions and asks for information	Needs time for music and movement activities
Throws Well	Knows the difference between fantasy and reality	Respects others' belongings		
Girls develop faster than boys		Greater awareness of rules		
Jumps rope, roller skates, rides a bike	Can remember better	Plans surprises and jokes		
		Enjoys dramatic play		
		May exaggerate or brag about self or family to other children		

School-Age Module 1

Child Growth & Development: Ages and Stages

STARS Training HANDOUT #2
(page 2)

Growth and Development Chart

SCHOOL AGE DEVELOPMENT 8-10 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCI	LANGUAGE	ACTIVITIES
Practices self-care habits such as brushing teeth, combing hair, dressing independently	More capable of organized learning and understanding more fully concepts of time, distance, money, past and future	Develops a strong sense of fair play with peers Develops an active imagination and interest in creative, dramatic play	Is fascinated by rhymes, anagrams, codes and foreign words Makes puns and comical sayings with words and phrases	Needs space and opportunities for games and group activities is ready for group play
Likes tag, running games	Understands charts, graphs and diagrams	Strong conformation to gender roles		Needs opportunities for taking responsibility
Has increasing interest in athletics	Growing capability for thought, reasoning and problem solving	Overly concerned about conforming to peer-imposed rules		May enjoy craft materials and activities
Performs household chores				Likes lists, charts and graphs on which to record jobs or activities
May appear reckless because he uses his skills to the fullest	Develops an interest in learning special skills (music, sports, art, school work)			Take responsibility for their own hygiene
Has better control of own speed	Capable of prolonged attention.			
Is long-legged and gains strength	Understands abstract concepts such as time and money			
Develops a coordinated sense of balance	Still needs teacher approval and attention			
Girls are taller, stronger and more skillful	Develops an interest in historical events Refines skills in reading, numbers			

School-Age Module 1

Child Growth & Development: Ages and Stages

Growth and Development Chart

PRE-ADOLESCENT DEVELOPMENT 11-13 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Increase in height and weight	Can now move from dependence from concrete thinking to abstract concepts	Searches for identity	Peer influence	Enjoys friends
Growth spurt		Self-conscious	Slang	Enjoys reading
Eyes grow faster resulting in nearsightedness	Begins to question adult authority particularly in school	Interested in opposite gender, girls more than boys	Criticizes and complains in very clear terms	Loves to talk on phone
Body is out of proportion	Develops competitive feelings and the need to belong to a group	Strong bonding with peers	Can be verbally aggressive when interacting with others	Explores new hair styles, make-up, new clothes, 2 new look
Physical changes that denote the onset of puberty can cause stress		Need to belong		Dislikes cleaning room
Females to age 13 are taller, heavier and stronger		Gangs, cliques, groups	Has good command of spoken and written language	Music is important
Primary sex characteristics begin to develop		Sports	Shares secrets, handshakes and intimacy with friends and club members	Enjoys sports-- both as a spectator and participant
Major health issues: nutrition, eating disorders, drug abuse, physical and sexual abuse, neglect, sexually transmitted disease, suicide and teenage pregnancy		May be moody		Needs increasing freedom
		Generally prefers own activities and pleasures to anything else		Is ready for organized sports
		Spends increasing amounts of time with others of own age and sex		Master physical skills that are necessary to play games
		Ready to make own decisions outside of the family		
		Faced with decisions regarding sex, drugs and alcohol		
		Worry about what others think, especially peers		
		Begins to question adult authority particularly in school		

School-Age Module 1

Child Growth & Development: Ages and Stages

STARS Training HANDOUT #4

From School-Age Supplement to Guidebook

Teaching Children and Youth to Resist Bias

Children and youth's learning experiences can help them form a strong, positive self-concept and grow up to respect and interact comfortably with people different from themselves. Without such learning experiences, children and youth are likely to succumb to the biases that pervade our society and result in unfair treatment of many people.

Bias based on gender, race, disability, or social class creates serious obstacles to all children and youth's healthy development. When areas of experience are gender stereotyped and closed to children and youth simply because of their sex, neither boys nor girls are fully prepared to deal intellectually or emotionally with the realities and demands of everyday life.

Children and youth with disabilities are severely harmed if their access to the educational and community experiences necessary for well-rounded development is limited. Children and youth without disabilities also lose out when they are prevented from knowing and comfortably interacting with different types of people.

Racism attacks the very sense of self for children and youth of color. It creates serious obstacles to their obtaining the best education, health care, and employment. Racism also teaches White children and youth a false identity of superiority and distorts their perceptions of reality. Thus they are not equipped to fairly and productively interact with more than half the world's humanity.

School-Age Module 2

Child Growth & Development: Learning through Play

STARS Training HANDOUT #5
(page 1)

A Different Way to View Children and Youth adapted from Gardner's *Multiple Intelligences: The Theory into Practice*

Many people judge children and youth by how successful they are in their schoolwork. Howard Gardner's book, *Multiple Intelligences: The Theory into Practice*, suggests that there are eight different intelligences. These are musical, bodily/kinesthetic, naturalist, logical/mathematical, visual/spatial, interpersonal, intrapersonal and linguistic. Children and youth can be smart in many ways. The caregiver's job is to find methods to nurture developing intelligences in ways that respect children and youth's various strengths.

Musical/Rhythmic

These children love to create or listen to music. They hum, sing, and keep time to the music from an early age.

How You Can Nurture:

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School-Age Module 2

Child Growth & Development: Learning through Play

STARS Training HANDOUT #5
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Bodily/Kinesthetic

Children strong in this area not only enjoy movement but show advanced physical skills. They run, jump, and throw better than their peers. They may demonstrate strength in fine motor activities. They may excel at ball games, dancing, or doing things with their hands.

How You Can Nurture:

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Logical/Mathematical

Children with this strength enjoy solving problems. They are quick to find patterns. They enjoy numbers and counting. They are curious and often ask why and how.

How You Can Nurture:

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Child Growth & Development: Learning through Play

STARS Training HANDOUT #5
(page 3)

Naturalist

These children have a gift for understanding and appreciating nature. They enjoy learning about and recognizing species of plants or animals in their environment.

How You Can Nurture:

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Verbal/Linguistic

Children strong in this area are good at expressing themselves with words. They love to hear and to make up stories. They enjoy jokes, riddles, and tongue twisters.

How You Can Nurture:

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Child Growth & Development: Learning through Play

STARS Training HANDOUT #5
(page 4)

Interpersonal

Children with this strength are outgoing and empathetic towards others. They are natural leaders and attract other children to them. They have the ability to understand other people and work effectively with them.

How You Can Nurture

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Intrapersonal

These children may be quiet or inner directed, but are still self confident. They may prefer to play alone. They have the ability to know and appreciate themselves.

How Your Can Nurture:

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Child Growth & Development: Learning through Play

STARS Training HANDOUT #5
(page 5)

Visual/Spatial

These children enjoy putting together puzzles, draw and paint well, or are good at building with blocks and legos. They like maps and designing layouts of buildings.

How You Can Nurture:

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School-Age Module 2

Child Growth & Development: Learning through Play

STARS Training HANDOUT #6
(page 1)

SCHOOL-AGED ENVIRONMENT PLANNED FOR LEARNING

A school-aged environment is planned with many well-defined interest areas that encourage children and youth to develop. Using these interest areas, children are free to move about and make choices regarding their learning. One child may choose a quiet spot to be alone, while another might choose a more active area to work with other children. When children change interest areas, they encounter new problems to solve, new children to talk to and work with, and new materials to master in their own way.

School-Aged Care environments should include the following interest areas:

- Lego/blocks/construction
- creative arts/crafts
- dramatic play
- science/discovery
- library
- board games/puzzles
- outdoor/large muscle area
- quiet area
- long term project/hobby area
- sensory exploration

Choosing both *age and individual appropriate* activities will enhance children's learning. *Age appropriate* means that programs and activities correspond to the reliable stages of growth and change that occur in Children and youth. *Individual appropriate* means that providers need to be sensitive and responsive to the pattern of growth for each individual child. Individual appropriateness is an important consideration, since children and youth can be at the same age, yet be at different levels of development in terms of mastery and skill.

Providing appropriate activities for children and youth is important because:

- Children are more likely to want to participate in age appropriate activities.
- Children are more likely to enjoy those activities
- Children are more likely to feel a sense of accomplishment and self-esteem if activities are related to their developmental stage.

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Child Growth & Development: Learning through Play

STARS Training HANDOUT #6
(page 2)

Environment Interest Areas (Centers)

Lego/Block Area

Children and youth learn:

- shapes and sizes.
- problem solving.
- cooperation.
- imaginative play.
- basic number concepts.
- creativity.

Materials that should be available:

- Legos
- wooden unit blocks stored in open low shelves by size and shapes
- play props such as play figures representing diverse populations
- farm, forest, and jungle animals
- cars, trucks, and boats
- raw building materials such as branches, canvas, corn husks, etc.

Creative Art/Crafts

Children and youth:

- learn to express their ideas and feelings.
- develop fine motor skills.
- learn creativity.
- learn exploration.
- discover that we all have different ideas and different ways of working.

Materials that should be available:

- easels
- paint containers
- a wide variety of different sized and shaped brushes
- people color and regular color crayons
- scissors
- markers
- glue
- modeling clay

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Child Growth & Development: Learning through Play

STARS Training HANDOUT #6
(page 3)

- hand mirrors
- collage materials
- a wide variety of sizes and types of paper, all stored in separate containers on low, easily accessible shelves
- a paint drying rack or area
- fabric, ribbon, sewing supplies
- rubber stamps, ink pads
- beads and beading supplies

Dramatic Play

Children and youth:

- learn to conquer fears such as dying, disasters, or war
- learn to express their ideas and feelings
- learn to use their imagination
- learn to share, cooperate, compromise, and negotiate

Materials that should be available:

Props to stimulate imagination and play, such as materials to play:

- doctor office
- camping trip
- car repair
- fire fighter
- theater
- castle
- beauty shop
- pizza parlor
- restaurant
- cave

Science/Discovery

Children and youth learn:

- characteristics and needs of living things.
- about weather, air, water, rocks, etc.
- about the properties of magnets, wheels, pulleys, etc.
- about the growing world around them.
- concepts such as size, weight, senses, animal habitat, attract/repel.
- classifying/categorizing, matching.
- problem solving.

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STARS Training HANDOUT #6
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Materials that should be available:

- magnets
- pulleys
- magnifying glass
- weights and scales
- objects from nature
- ant farm
- aquarium
- books
- terrarium
- bug house
- chemistry set
- mirrors

Library

Children and youth:

- develop reading skills.
- enjoy books and literature with others.
- develop an awareness of a variety of subjects and literature available.
- spend quiet time alone.
- listen to books on tape.
- develop fine motor skills.
- tell stories using puppets or flannel board.

Materials that should be available:

- book display rack
- rug
- soft pillows
- books reflecting Children and youth's diversity, ethnicity, and different lifestyles
- tape recorder
- homemade books featuring the Children and youth and families in your program
- variety of reading materials including a large span of reading abilities from picture books to adult levels on topics such as:
 - fantasy books
 - science/nature books
 - how-to books

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STARS Training HANDOUT #6
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- magazines
- action/adventure books
- poetry
- chapter books
- mystery stories

Board Games/Puzzles

Children and youth learn:

- problem solving.
- cooperation.
- sharing, taking turns.
- reading and math concepts.

Materials that should be available:

Board and card games for a variety of ages such as:

- Old Maid
- Candy Land
- Monopoly
- Memory
- Shoots and Ladders
- UNO
- Boggle
- Battleship
- Scrabble
- Jenga
- Pick-up Sticks
- Puzzles and jig saw puzzles of varying degrees of difficulty
- Chess
- Backgammon
- Dominos
- Chinese Checkers

Outdoor/Large Muscle Area

Children and youth:

- develop large and small motor skills and eye-hand coordination.
- learn balancing skills.
- develop confidence.

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Child Growth & Development: Learning through Play

STARS Training HANDOUT #6
(page 6)

- learn sharing, taking turns, and cooperative play.
- enjoy sensory experiences.

Materials that should be available:

- a safe climbing toy or jungle gym
- an area for digging (either a sand box or dirt)
- shovels
- pails
- trucks
- balls
- hoops
- jump ropes
- parachute
- garden area
- large blocks; boards; cartons; cable spools; saw horses
- squares for four square
- hopscotch
- basket ball area
- skating and biking area

Sensory Exploration

Children and youth learn:

- size, shape, and volume
- creativity
- releasing tension
- control
- discovery
- to experiment without fear of mistakes

Materials that should be available:

- low-to-the-floor dry sensory table to use with various materials such as sand, rice, beans, grains, cornmeal, etc., and tools such as spoons and shovels, trucks, cars, containers, funnels, measuring cups, etc.
- a waist-high wet sensory table to use with plain or colored water, bubbles, cornstarch and water, ice or snow, shaving cream, shipped soap flakes, etc., and tools such as those used for the dry sensory tub and objects to sink and float, boats, hose pieces, pitchers, cups, egg beaters, etc.

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Child Growth & Development: Learning through Play

STARS Training HANDOUT #6
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(Taken from the School-Age Care Supplement)

Quiet Area

This area should be an inviting, comfortable, restful place where children and youth can read, relax, do homework, play paper-and-pencil and blackboard games, use a computer, listen quietly to music or recorded stories! or talk with a friend.

Materials that should be available:

- paper
- pens
- pencils
- erasers
- index cards
- rulers
- computer programs
- wide variety of books and magazines

Long-Term Project and Hobby Area

This area is located in a protected place with shelves and tables for storing and displaying children's ongoing project. This area is a must if older children and youth are enrolled in your program. They have the skills and attention spans to carry out projects over a long period of time.

School Age Module 3

Child Growth & Development: Planning Activities Based on Children's Needs

STARS Training HANDOUT #7
(page 1)

WHAT MAKES A GOOD LEARNING ENVIRONMENT?

Part I: Adult-Centered Learning

Recall your favorite class or training. Answer the question by yourself or with a person sitting near you.

1. What qualities did the trainer have?
2. Was the subject matter challenging to you?
3. Did you get any ideas you could use?
4. How was the class or training organized or planned?
5. Did the teaching style meet your needs?
6. What was the room environment like?

Part II: School-Age Child-Centered Learning

An Adult-Sized Guide to Child-Sized Environments, page 21, says:

“A school-age child-centered environment consists of:

- 1) Staff working closely with children and youth and observing them carefully, following their lead when possible.
- 2) Stimulating, challenging activities available.
- 3) Children and youth choosing activities
- 4) Program scheduling, layout, and procedures that are best for the school-age child.”

School Age Module 3

Child Growth & Development: Planning Activities Based on Children's Needs

STARS Training HANDOUT #7
(page 2)

In addition, the NSACA Standards for Quality School-Age Care state that within quality programs:

1. Activities are in line with the styles, abilities, and interests of the individuals in the program.
 - Children and youth are permitted to work at their own pace. Special tools are available to children and youth who need help with fine motor skills (e.g. special scissors, thick pencils, and brushes).
2. Activities are well suited to the age range of children and youth in the program.
 - Projects for younger children and youth can be completed within a week.
 - Projects for older children and youth may last eight to ten weeks.
 - Staff encourage expert children and youth to help beginners learn a new skills.
3. Activities reflect the language and cultures of the families served.
 - Staff involve children and youth, families, and community members in planning activities.
 - Games from different cultures are played inside and outside.
4. There are regular opportunities for active, physical play.
 - Children and youth have time indoors and outdoors for physical activity (e.g. a chance to dance, run, jump, climb, play active games and sports, and explore the environment.)
5. There are regular opportunities for creative arts and dramatic play.
 - The program has a wide variety of arts and crafts materials.
 - There are costumes, puppets, and props on hand for dramatic play.
 - Children and youth have access to musical instruments and audio tapes.
6. There are regular opportunities for quiet activities and socializing.
 - Children and youth can choose to sit and talk with friends or staff.
 - They can choose to play quiet board games or help on a cooking project.
 - They may decide to study alone, or just sit back and daydream.

School Age Module 3

Child Growth & Development: Planning Activities Based on Children's Needs

STARS Training HANDOUT #7
(page 3)

The School-Age Care Supplement states successful programs for children and youth should:

1. support **long term projects**, relevant to children and youth's interests.
2. incorporate opportunities for **personal expression** through theater, dance, and fine arts.
3. ensure that children and youth find some **challenge** in sports, games and intellectual activities.
4. Encourage **community** service such as neighborhood clean-up and mentoring.
5. sponsor frequent **trips** outside the center to places like a skating rink or hiking.
6. link with **other programs** for intramural sports, social opportunities and resources;
7. **avoid activities involving television, gender stereotypes, and games of destruction.**

School Age Module 3

Child Growth & Development: Planning Activities Based on Children's Needs

STARS Training HANDOUT #8

Activity 3: Planning Activities Based on Observation

- You observe that Eva, age eight, plays by herself all the time. She enjoys watching the other children, but never tries to join in their play. The other children in the center approach Eva and try to talk with her, but she does not respond to them. She does, however, chat happily with her regular caregiver. What activities should you plan for her?

- In the free choice creative art area, you observe six-year-old Alonzo trying to cut a heart shape out of construction paper. He is holding the scissors incorrectly and winds up ripping the paper rather than cutting it. Out of frustration, Alonzo throws his construction paper and scissors on the floor. What activities should you plan for him.

- You observe that Taghi, age seven with Downs Syndrome, hugs the other children constantly, even though they push her away and ask her to stop hugging them. What activities should you plan for Taghi?

- Ten-year-old Marisa has to write a story for class tomorrow. Her parents have requested that she completes all her homework by the time they pick her up at 6:00 pm. She is having trouble with her spelling and repeatedly asks her caregiver how to spell a word. Her caregiver ignores Marisa's requests for spelling help. Marisa gets frustrated and moves on to another activity. How can Marisa be helped?

- You have observed that a new child, Paul, age nine is unable to complete any activity and is continually in motion. What activities should you plan to help him?

- Six-year-old Elisabeth arrives every day at the center just before the school bus comes to take her to first grade. You observe that she is often pale, tired, her hair is uncombed and she complains that she is hungry. What should you do for her?

School Age Module 3

Child Growth & Development: Planning Activities Based on Children's Needs

STARS Training HANDOUT #9

HELP OR HURT SCENARIO

The school-aged child care room has twenty children and youth, a lead teacher and a teacher assistant. Some children and youth are playing quietly, while others race around playing superheroes using the brooms from the housekeeping areas as guns. A demolished block building is in the middle of the floor. Some children and youth are enthusiastically looking at the bird nest that one child brought in this morning, and finding books about birds from the book corner. A snack of vanilla pudding with bananas was delivered an hour ago from the kitchen and is sitting on the counter waiting to be served. Pictures are hung at the children and youth's eye level. A brightly decorated bulletin board displays their art work and craft projects they completed last week.