



**Interactions – All of the following must be observed:**

- All staff/staff and staff/child interactions must be positive or at least neutral. \_\_\_\_\_
- Staff and children demonstrate enjoyment in being with each other. \_\_\_\_\_
- Staff respond to children’s needs promptly and appropriately. \_\_\_\_\_
- Staff have developmentally appropriate expectations for children’s behavior. \_\_\_\_\_

**At least 2 of 5 must be observed:**

- Staff are near children when promoting positive interactions and learning opportunities. \_\_\_\_\_
- Staff initiate language and literacy activities to support language. \_\_\_\_\_
- Staff have turn-taking conversations with most children and ask follow-up questions with a pleasant tone of voice. \_\_\_\_\_
- Staff intentionally create opportunities for all children to engage in peer interaction in ways that are appropriate for each child. \_\_\_\_\_
- Staff provide children with descriptive feedback for their efforts or accomplishments. \_\_\_\_\_

Strengths Identified:

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Needs/Suggestions Identified:

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Next Steps:

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## Typical Interest Areas in Afterschool Spaces Include:

<ul style="list-style-type: none"><li>➤ Dramatic/Imaginative play</li><li>➤ Reading area</li><li>➤ Arts and crafts</li><li>➤ Blocks and construction (building area)</li><li>➤ Games, puzzles, small manipulatives</li></ul>	<ul style="list-style-type: none"><li>➤ Science/Nature</li><li>➤ Large motor/active area</li><li>➤ Music and Movement area</li><li>➤ Outdoor Area with various activity zones</li></ul>
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## **Brief list of examples of School-Age Materials for Use in an Afterschool Program**

### **Books/Reading Materials**

- Must be age appropriate for the range of developmental levels and interests of your group
- Can include fiction and non-fiction, magazines, child/group made books
- Staff should consider including books that depict diversity (ages, races, ethnicities, abilities)
- Books are another way to support SACF content area, such as non-fiction **science** (about weather, animals and nature, astronomy), **global learning** (diverse countries, cultures, people), **health and wellness**, human diversity and acceptance.

### **Art materials –**

- Drawing and sketching: pencils, pens, markers, oil pastels, chalk, colored pencils, crayons
- Painting: watercolor, tempera, bingo markers
- Collage/constructive art using “loose parts”, such as pom poms, tiles, cardboard, yarn, cloth pieces, ribbon, items from nature (leaves, shells, stones, bark, seeds, wood), recyclables (cardboard tubes, caps, etc...)
- Crafts, such as origami, sewing, beading, weaving/gemp,
- Sculpting: play doh, clay, silly putty, goop

### **Fine motor –**

- Includes art materials (see above for examples), puzzles of varying levels of complexity, math manipulatives (see below for examples), fine motor manipulatives for building (e.g. K-nex, mobilos, Legos), games with small parts
- Tools: cooking utensils used in cooking and pretending, art, writing and homework supplies, tools for science exploration (magnifier, tweezers)

### **Blocks -**

- Unit blocks of differing shapes and sizes (squares, rectangles, cylinders, arches, boards, etc....), large wooden hollow blocks, specialized wooden blocks (architecture blocks, castle blocks, small counting/sorting blocks)
- Accessories to augment/support block play: people figures, hard animals, small vehicles, small trees
- Note: Legos are considered a type of “block” by YoungStar, in afterschool programs.

### **Dramatic/Imaginative play –**

- dress-up clothes, costumes, props (food, dishes, menus, etc.), puppets, materials for both boys and girls to support roles and situations (work, adventure, fantasy, theatrical productions, materials to create costumes).

### **Math/number development –**

- Math Manipulatives: unifix cubes, parquetry blocks, patten blocks, geo boards, tangrams, small objects or “loose parts” used for counting, sorting, seriating, weighing, etc...
- Board or card games that include counting or other math concepts (E.g. dominos, mancala, number lotto, math fact cards, playing cards)
- Math tools or equipment: calculators, magnetic numbers, balance or other scales, timers, rulers, tape measures

### **Science/nature –**

- Equipment: aquarium, terrarium, measuring tools, magnifying glass, magnets, scales, microscope, slides, x-rays, STEM application – marble runs, Jenga, gears, K’NEX, fossil digs, light cubes,
- Materials: natural objects – leaves, pinecones, acorns, insect specimens, shells; living things – plants; pets; realistic books, posters, pictures and games about science/nature, nature puzzles,
- Other – conservation programs, sprouting seeds to plant, display of caterpillars turning into butterflies, caring for a garden, recycling program, field trips – planetarium, science museum