



**School-Age NOTES**  
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## Developing emotional connections important

### Reinforce children's sense of belonging through planned daily activities

By Ginny Deerin

Whether you're running a before-school, after-school or summer-school program, the daily kickoff really sets the tone for everything that follows. Children benefit enormously when a program starts with planned activities that reinforce learning and a sense of belonging. They need to bond with youth leaders and each other, express themselves, listen to others, practice self-control and participate in group decision-making.

Why is this so important? Fostering these skills helps develop emotional connections. Feeling cared for and connected motivates children to participate, to learn and to grow. Research finds that children who feel valued also behave better and stay engaged in school.

Findings from the longitudinal study for the National Institute of Child Health and Development demonstrate that the closeness of staff-child and peer relationships is a key indicator of developmental outcomes in after-school programs. "The quality of children's relations with staff predicted changes in academic, social and behavioral functioning," the 2005 study concluded.

At WINGS for kids, based in Charleston, S.C., the program model teaches kids social and emotional skills by weaving them into all of the activities. But any program — in the classroom, after school or during the summer — can reap big benefits by focusing on what happens to forge emotional connections when children first walk through the doors.

The kickoff at WINGS is called "Community Unity" and it takes place the first 30 minutes of the day, with a few minutes at the close of the half-hour reserved for announcements. There's also the welcome, eat and meet and group time. Don't forget to make it fun!

#### The welcome

Children stream into the school cafeteria and stash their belongings before sitting in their assigned "Nests" of eight to 10 children grouped by age and gender. Their assigned leader greets them with smiles,

hugs and pats on the backs. Once everyone in the Nest arrives, their leader initiates a handshake that's special for their group. Sometimes the group keeps the same handshake each day — others like to change it up. Creating these Nests fosters a lot of bonding and emotional connection for the children and in turn creates a sense of belonging.

➤ **Praising children incorrectly can backfire. See story, Page 3.**

#### Eat and meet

As children eat snacks, their leaders encourage them to talk and interact. This is not a time to sit and fool around. Leaders are trained to keep an eye on cliques and make

sure everyone feels included. Some typical conversation starters:

- What are you most excited about today? Why?
- What's your favorite music?
- How do you think your parents were feeling today? What was his/her tone of voice or facial expression telling you?
- What are you going to do today to make sure you have a better day than yesterday?
- How do you think we did as a group during our teamwork activities yesterday? What could we have done better?
- What did you do over the weekend?

#### Group time

Frequently, children play games that build their social and emotional skills during this time, depending on the day of the week.

At WINGS, each week starts with Heys and Praise and ends with Good News. Both activities help children gain confidence as they learn to stand in front of a group and share feelings.

For Heys and Praise, children or staff members who have praise to offer raise their hands and wait to be recognized by the program director, who calls each of them to the microphone.

Please see **CONNECTIONS** on page 6

# Evaluate staff members' needs to find right training opportunities

By Melissa Magner and Kathy Schleyer

Through the past decade, the out-of-school time (OST) field has seen demand for services increase dramatically. Data from the America After 3PM study has shown that approximately 8.4 million children participate in an after-school program, an increase of nearly 3 million children in the past five years (Afterschool Alliance, 2009). As the demand for OST services and the complexity of the OST field continues to grow, more is expected of child and youth workers. Training and resources to support these outcomes must keep pace with demands on OST programming.

This increased attention on OST program quality has heightened the importance of appropriate training and preparation for OST staff. Professional development provides the means for individual growth, new leadership skills and, on a larger scale, field-building.

However, according to a policy brief from The After-School Corporation, "the after-school field does not have standard educational or training requirements or standard job descriptions and titles. This makes it difficult for organizations to articulate career ladders, or for workers to envision career paths."

Not only does professional development benefit the after-school professional, but also the program. Research shows that professional development can lead to quality after-school programming. Some research (Wehrell-Grabowski, n.d.) indicates that staff members at higher-quality programs typically receive more training and are more likely to participate in training that addresses after-school activity content, including training on how to implement specific curricula. There are many ways in which professional development can leave a positive impact.

There are numerous professional-development opportunities available, although determining the right quality training to meet program staff members' needs isn't always straightforward. Jane Vella, a leader in the field of adult learning theory, offers 12 principles of effective adult learning that can help guide a choice for professional development (adapted from Vella, 2002):

1. A course shaped to, and by input from, the audience;
2. A comfortable sharing environment;
3. An environment that fosters dialogue and listening;
4. A sequence that moves from simple to complex and includes reinforcement;
5. Hands-on exercises and activities;
6. Instructor respects and engages learners;
7. Relevant to mind, heart and body;
8. Useful;
9. Open dialogue between instructor and learners;
10. Teamwork, as a process and a principle;
11. Engagement;



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## Register now for NIOST Summer Seminars

For those who prefer to go in depth, the seminar approach is ideal. NIOST's Summer Seminars are modeled on the theory of adult learning. For two days per topic, participants are immersed in hands-on, engaging activities rich in dialogue.

This practice has been offered to the field for more than 20 years to build specific skills and expertise on topics such as the delivery of technical assistance, use of assessment tools, building management skill, after-school system building, and linking the school day to after-school programs.

The seminar approach provides a unique forum for participants to connect with expert out-of-school time leaders, peers, share best practices and reflect on improvement strategies linked to research.

NIOST's 2010 seminars are scheduled for July 12-15 at the John Hancock Center in Boston. Seminars offered are:

- Elevating professional development at the program and system level
- After-School Program Assessment System (APAS)
- Effective Management Training
- Quality Advisor Training

For more information on the seminars and how to register, go to [www.niost.org/content/view/1646/282/](http://www.niost.org/content/view/1646/282/). Registration closes July 6.

12. Accountability; comprising principles 1 thru 11.

Other things to consider when choosing professional development are your program needs, time available, size of staff and available resources. Explore local opportunities such as online courses, webinars, coaching, fellowships, peer-networking, technical assistance and mentoring. Consider inviting an instructor to your area, and collaborate with other programs. Less frequent, but valuable, are local or national conferences that typically are set up so participants can take part in multiple workshops over the course of the conference.

Spring is an opportune time to begin professional development planning for the summer and next school year. Whether attending a national conference, a local event or an online webinar, training can serve to renew and refuel us while helping to improve program experiences for the youth we serve. Make it a goal to include funding or writing a grant for professional development for you and your staff.

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# Being specific with praise critical for children's development

## Studies find that kids respond to knowing that effort pays off

By Darlene D'Arezzo

A child's sense of self influences his or her behavior, attitudes, emotional state and ultimate level of success. Children develop their sense of self through perseverance and diligence. Trying again and again, despite adversity and failure, children cultivate self-esteem, self-confidence and self-respect. After-school professionals can help in shaping a child's sense of self.

Adults delight in children's accomplishments and offering praise does develop self-esteem, self-discipline and self-control. But the manner in which adults praise children and youth, as well as what adults praise them for, makes a huge difference in how children perceive themselves, face challenges and overcome obstacles.

A recent article in *Time* magazine questioned whether America has become afraid to fail, when, in fact, failure is a great lesson-teacher. "America allows its citizens room to fail — and if they don't succeed, to try, try again" (McCardle, 2010).

Children who never experience failure and become accustomed to continuous praise can become praise junkies, always requiring validation from others. Praise junkies often fear failure and avoid trying new things. They are insecure and easily frustrated. They will say, "I can't," before trying a new task. Praise junkies often do things to please others and when they don't get the praise they seek, they might feel that they have failed in some way or are unworthy of admiration.

In fact, praising children incorrectly can affect how they view themselves. A study by Stanford University psychology professor Carol Dweck had a group of children take an IQ test. After the test, half of the group was praised for being smart, half for working hard. When offered to take a harder follow-up test, the children praised for their hard work scored better. The other group of children was reluctant to take the harder test.

"Contrary to popular belief, praising children's intelligence did not give them confidence and did not make them learn better," Dweck said in an interview with ABC News.

### Ineffective praise:

- focuses on the quality of the end product or result. Children often are praised for things they do or make, for their achievement rather than their process. Praise neither describes nor acknowledges the process, but the product. The process might involve repeated mistakes, yet a child's diligence, persistence and perseverance are overlooked. A child's own feelings of accomplishment go unrecognized and unvalidated.



Photo by iStock Photo

Telling a child, "What a good painter you are" is too vague for a child to process, experts say. Praise should be specific, such as, "I like how you chose to mix green and blue for the ocean in your painting."

- breeds competition. Seeking recognition, appreciation and acceptance, praise junkies often become competitive with siblings, friends and classmates.
- might be inaccurate. A child's "pretty" picture of a girl might actually be a "scary" monster.

Praising correctly, experts are saying now, makes the difference. Praise should be specific, highlighting effort, concentration or strategies, Dweck said.

Effective praise should offer children the opportunity to self-reflect, to learn about themselves, what they like or what they may be good at. Effective praise comes in the form of acknowledgment and encouragement.

### Effective praise:

- Makes an observation and uses descriptive language. It acknowledges the process ("You're drawing with red and blue crayons,") and allows for dialogue.
- Acknowledges the process, not the child. With the focus on the process, encouragement is offered for effort rather than the success of the finished product. This develops confidence, perseverance and independence. Obstacles become challenges.
- Asks an open-ended question. Begins a conversation. Lets children know that you are

Please see **PRAISE** on page 6

# June Activities

The June Activities and Ideas were written by Debra J. Riek, a program director at the YWCA in York, Penn.

Enjoy preparing for summer by getting outside, saying goodbye to friends, and writing, writing, writing.

## Remembering friends

- Celebrate the end of the year by making a scrapbook. Take a 12-by-12 inch piece of cardstock and fold in half and then half again, creating a 6-by-6-inch square. Open it up to reveal four 6-by-6 squares, separated by the folds. Cut from the edge to the middle on one of the fold lines. With the paper in front of you, cut the side closest to you, fold the right side up, then across, then down, revealing a 6-by-6 book. Children can decorate each page with memories of the fun and excitement they had in the school-age program this year.
- Provide children with magazines and have them cut out letters to spell their names or a friend's name. Mount on construction paper.
- Make an autograph book using half sheets of construction paper, stapled or hole-punched and tied together. Children can invite their friends to share messages, memories or just sign their names.
- Decorate a shoebox and collect mementos of fun activities through the summer. Each child can make one individually and you can also have a program one.



## Much to do with yarn

Yarn is really portable, so all of these crafts can be done outside on a nice day, too.

- Make a yarn buddy. Make a U shape using a 6-inch pipe cleaner. Secure 9-foot-long pieces of yarn to the pipe cleaner. Braid the yarn and use a smaller piece of yarn to tie at the bottom. Add wiggly eyes to the top and attach to a book bag or backpack.

- Learn to play Cat's Cradle with a piece of yarn or string. Go to [www.ifyoulovetoread.com/book/chten\\_cats1105.htm](http://www.ifyoulovetoread.com/book/chten_cats1105.htm) for great directions with pictures.
- Make a paperclip bookmark. Cut 12 piece of yarn, each about 5 to 6 inches. Fold yarn pieces in half and loop on to the end of the paperclip. Then style the yarn "hair." Unravel it for curly hair. Add a bow for a ponytail. Then glue on wiggly eyes.

## Writing it down

Get students writing in your school-age program this summer by providing opportunities to write with purpose, such as:

- Start a newsletter for your program written by children. Bring in a newspaper. Look at the sections and create versions for your group.

Comics? Editorials? News? The children have it covered.

- Create journals that children can use to record their thoughts. Use journal prompts, such as "The best vacation I ever went on was to . . .", "My favorite thing to do on a Saturday is . . ." or "If I had \$100, I would . . ."
- Consider setting up pen pals for the summer. With consent from families, coordinate sharing letters with another school-age program.
- Have children write to their favorite author about his or her work. Check the author's Web site or Google the publishing house to track down the right address.
- Write a letter to President Obama. Address letters to 1600 Pennsylvania Avenue N.W., Washington, D.C. 20500
- Check out children's poets such as Jack Prelutsky. Go to his Web site, [www.jackprelutsky.com](http://www.jackprelutsky.com), to read some of his poems. (Plus, it is a really fun site!) Encourage children to try to write their own poetry. To get started, give them a few of Prelutsky's first lines.
- Take clipboards, pencils and paper outside. Children can use them to track a score, make a note or doodle.
- Have children set written goals for the summer, such as "Read five new books" or "jump in the deep end of the pool." Check in with them about their goals regularly and as needed help them set short-term goals to reach their end-of-summer goals.
- Write down one fun activity you did in the after-school program each day on a program calendar. Revisit the calendar to remember fun times.
- Create stories with recurring characters.



## Chalk it up to preparedness

The calendar page features some activities that require sidewalk chalk. Be ready with this recipe. You will need:

- 4-5 eggshells
- 1 teaspoon flour
- 1 teaspoon very hot water
- food coloring

Wash and dry the eggshells. Put them in a bowl and grind into a powder. Put the flour and hot water into another bowl. Add 1 tablespoon of the eggshell powder and a few drops of food coloring. Mix well.

Shape this mixture into a chalk stick. Roll the stick up tightly in a paper towel and let it dry for three days.



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# June Calendar of Ideas

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing to Remember	Brainstorm a list of favorite activities children did in the program throughout the year.	Have children write a letter about their favorite parts of the program to a pretend child who might come to the program in the future.	Show children a recipe. Ask them to write a "recipe" for a great after-school program.	Make journals out of folded construction paper and lined paper that children can decorate and write in over the summer.	Create a postcard that children can decorate, highlighting their favorite parts of the program.
Yarn Activities	Learn to finger knit. Go to <a href="http://www.kidscanmakeit.com/AC0023.htm">www.kidscanmakeit.com/AC0023.htm</a> for directions.	Make a yarn picture. Sketch a simple picture with pencil, trace with glue and place yarn in the glue to define the shapes.	Make a fork flower. Go to <a href="http://www.crochetgarden.com/crochetblog/?p=74">www.crochetgarden.com/crochetblog/?p=74</a> to learn how.	Make a friendship pen. Using hot or tacky glue, glue a large piece of yarn at the bottom of a pen. Wrap the yarn tightly around the pen until you reach the top. Glue a decoration at the top.	Play spider web. Stand in a circle and have a child hold the end of a ball of yarn. Throw the yarn ball across the circle and have that child hold a piece. Continue until you have a tangled web. Then undo it.
Go Outside	Create a scavenger list, break into teams and race to be the first team to find all the items. Adapt the hunt for your area.	Have children create challenges for each other by laying out tricky tracks with sidewalk chalk. Try to bounce a ball while walking along a curvy path or blindfold a child and have a partner give directions to stay on course.	Spiderweb: Draw a boundary line with sidewalk chalk, dividing the play area in half. "It" is the spider and must stay on the line. The children must run from one side to the other. When tagged, they join the spider on its web.	Play blindfold dodge ball. Two pairs play at a time. One partner is blindfolded. The other player has to give the blindfolded player directions to get the ball, aim and throw across the playing space at the other pair.	Play this variation on tag. "It" calls a color and everyone needs to find that color somewhere to touch for base. If they get caught before they find that color, they are it.
Lids	Recycle lid sizes to use as templates for tracing. Overlap the various circle sizes to make cool patterns and designs.	Put a small amount of paint on a paper plate. Dip the edge of the lids in to make stamps. Use them for art or math patterns.	Use margarine or whipped cream lids as canvases for collage art. Glue bits of tissue, yarn, shapes, photos, etc., to decorate.	Use lids as pucks for finger hockey or provide various lids for children to develop their own games.	Use lids from potato chip containers to make medals. Measure paper to fit inside and decorate. Hole punch the top of the lid. String yarn through the hole to hang.
Common Sense	Take plastic eggs with the tiny hole in the top or a film canister with a hole punched in the top. Fill two with cinnamon, two with basil, two with garlic, etc. Children can try to match the scents to each other.	Try tasting something while holding your nose. What happens? Make some hypotheses and then try to find the answer.	Using index cards, put feathers on two, sand paper on two, aluminum foil on two, etc. Make a memory game but play with your eyes closed. Each card your fingers land on is your choice.	Fill two egg or film canisters with paper clips, two with coins, two with rice, two with feathers, bells, etc. Match the sounds.	Play I Spy. Have "It" choose a secret object in the room revealing only its color: "I spy something brown." Then everyone makes guesses as to what that object is.
The State You Are In	Type in your state name with .gov after it on the Internet to locate great information about your home state or any other state.	Write to your state senator about an issue that is important to your school or after-school program.	Design a pamphlet advertising your state as a tourist destination. Check out some other tourist pamphlets for inspiration. Send a copy of yours to your Tourism Department.	Look up your state motto. Discuss mottos. Is this the motto you would choose for your state? Work with a partner to generate a new state motto.	Look at a state map. Have everyone from the program mark places they have visited in the state. Then make a map for a pretend state. What would be there? You decide.

- The person with praise to offer says, “Hey, Rasheeda, can I give you some praise?”
- Rasheeda responds from her seat on the floor, “Yes.”
- The person shares praise. “I think you are really good at jump rope. It shows that you practice a lot.”
- Rasheeda responds, “Thanks.”

The children are taught that only the person giving praise may speak and that praise offerings must be positive. Anyone making fun of others is removed immediately from the activity. Children are instructed that praise should be given about character and actions rather than the clothes they're wearing or how their hair looks.

Recognition of children for Good News is handled in a similar fashion, so that they exercise self-control and develop listening skills. The program director announces a topic. For example, “Tell us about something that happened today and use an emotion word to explain how it made you feel.”

The objective behind the topic is to help children understand that there are a range of emotions within the human experience and to develop a vocabulary that demonstrates their understanding.

Before stating their Good News, children say their name and their Nest — “I’m Mike from the Hawks” — which is usually greeted with shouts and cheers from the Hawks, if not everyone else.

### A welcoming place

Sounds simple, doesn't it? But routines and activities intentionally designed to foster emotional connections can have tremendous impact. These are effective ways to generate a sense of belonging and reinforce the social and emotional skills that make any program a welcoming place where children want to be.

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## Praise continued from page 3

interested in them and are paying attention. (“Tell me about your drawing.”)

- Mirrors children's enthusiasm and uses body language. Smile, nod and show affection. (“You look so happy sketching the tree outside the window.”)
- Expresses your feelings and gratitude. (“I enjoy watching you paint.”)

Children who are praised or acknowledged for their effort and perseverance value learning opportunities and challenges and enjoy trying new things. Acknowledgement and encouragement cultivate self-interest and acceptance. Children who are acknowledged and encouraged grow to be independent and self-sufficient.

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A conversation starter such as, “What are you most excited about today,” might encourage a child to talk about a sporting event coming up. This can lead to other children talking about similar activities. Such sharing helps children foster important social connections.

[PDF Notes]

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## Sharing your knowledge

School-Age NOTES welcomes article submissions from after-school professionals.

Past submissions have included articles on the importance of play by Robin Korson (Nature's Nursey, Brewster, N.Y.); helping kids cope with stress by Ginny Deerin (WINGS for kids, Charleston, S.C.); implementing dramatic play in your program by Sarah Rinner (Theater Action Project, Austin, Texas) and Brook Harker (Los Angeles); and making math fun by Marlene Kli-man (Mixing in Math, Cambridge, Mass.).

If you are interested in submitting an article, contact Erika Konowalow at [erika@schoolagenotes.com](mailto:erika@schoolagenotes.com) or 614-855-9315 to discuss topic ideas.



# After-school field must take advantage of benefits agencies offer

## Child Care Resource & Referral centers help develop quality programs, opportunities for kids

By Tracey Ballas

One of the best-kept secrets in the after-school field may be the existence of an agency that provides a bridge among parents, providers, community leaders and policy makers. Child Care Resource & Referral (CCR&R) agencies are vital collaborators in the development of quality after-school opportunities for children; essential partners in educating parents about quality care and where to find it; and critical allies in advocating for the needs of children and families. Unfortunately, many after-school professionals are unaware of the services that these agencies provide or assume the services are for early-childhood providers exclusively.

CCR&R centers come with names such as Action for Children, Community Coordinated Child Care or Child Care Connections. Yet their missions are quite similar. Throughout the United States, CCR&R centers have helped more than 5 million families find, evaluate or pay for child care each year. Additionally, CCR&R centers have trained more than 500,000 child-care providers each year and developed more than 450,000 child-care spaces annually. They also help create child-care solutions for communities. For example:

- 70 percent of CCR&R centers conduct community child-care assessments
- 68 percent of CCR&R centers manage or are part of an organization that delivers child-care subsidy programs
- 62 percent analyze and report on child-care supply and demand

Child Care Resource & Referral centers are dedicated to supporting parents and families. They provide programs and resources designed to help parents find quality child care. They also have the latest information on child development and parenting issues. They stay informed on legislation and policies that affect children. They have access to hundreds of fun learning activities that parents and family members can do with children.

### The economic crisis and child care

More than 11 million children younger than 5 and 8 million children older than 5 spend a portion of their day, every week, in the care of someone other than a parent. The average young child of a working mom spends about 36 hours a week in such care. About a quarter of these children are in multiple child-care arrangements strung together



Photo by Marilyn McKinley

Child Care Resource & Referral agencies help families find, evaluate or pay for child care each year. Agency employees train child-care providers and develop child-care spaces.

by their parents. The quality of care varies greatly and many working families struggle with the cost.

With the current economic crisis, quality child-care settings are even more important to the healthy development of children. In too many cases involving low income families, child care is the only place that children may receive a nutritious meal and snack, given that food is often one of the first items parents sacrifice as family budgets becomes tighter.

According to a 2009 survey conducted by the National Association of Child Care Resource & Referral Agencies of their centers, more than 14.5 million Americans were out of work. An additional 9 million were working part-time because they couldn't find full-time work. About 7 million jobs have been lost since December 2007. As parents lose employment or lose hours, they are taking their children out of organized child care and using whatever arrangement they can find — hoping that it's safe, that it meets health and safety standards and that it is a short-term arrangement.

Quality child care is the linchpin between working families and safe children. Because CCR&R centers are connected to parents, providers, community leaders and policy makers, it is essential that after-school programs be a part of this mix.

After-school professionals need to keep the issues of school-age children visible and on the public policy agenda of CCR&R centers. We must lock arms with the CCR&R center advocates to fight for funding to serve all children. It can't be an "either-or" situation if we truly desire to be a support system to families and to strengthen

## Where to go

The National Association of Child Care Resource & Referral Agencies works with more than 700 state and local centers in the United States. Since 1987, NACCRRRA has been:

- Providing training, resources and best practices standards to local and state CCR&Rs that support high quality, accountable services
- Promoting national policies and partnerships to provide access to high quality child care
- Collecting, analyzing and reporting current child-care data and research
- Offering child-care and parenting information and resources to families and connecting families to local CCR&R services.

To locate a CCR&R center near you, go to [www.naccrra.org](http://www.naccrra.org).

communities.

We can encourage CCR&R centers to provide training on the array of topics needed by after-school professionals and then attend. We can use the libraries and resource centers filled with books, CDs and activities ideas that can help us run quality programs. And we can make sure that the work of CCR&R centers is not the best-kept secret in the after-school field.

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## Detailed information about summer program helps assure parents

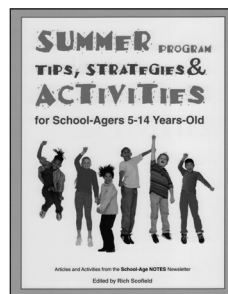
By School-Age NOTES staff

In the busy day-to-day schedule, planning for a summer program may sneak up on you. But taking a few minutes now to properly promote such a program may win you new clients.

In an article by Kate Hacker that appears in *Summer Program Tips, Strategies & Activities*, Hacker writes that giving thought to the needs of parents and families can enhance the quality of a summer program.

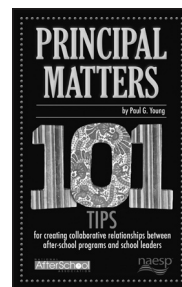
Because the first contact that many parents have with a program occurs when they make an inquiry regarding enrollment, that contact is an important time to create a positive impression. Assign a staff member who has a good rapport with parents and has been involved with planning for summer to handle the initial contact with parents. This staff member can assure parents that:

- Their child will be safe and well cared for.
- The center has planned a program of such diversity that the child will have fun.
- The parent will be aware of the schedule.
- The parent is encouraged to join in the fun.



To order *Summer Program Tips, Strategies & Activities* (\$15.95) or *Principal Matters — 101 Tips for Creating Collaborative Relationships Between After-School Programs and School Leaders* (\$19.95), go to [www.schoolagenotes.com](http://www.schoolagenotes.com).

Because some parents may have anxiety about safety issues, staff members should take steps to allay these concerns. The summer brochure should indicate all of the safety measures, policies and procedures. A "month-at-a-glance" list of field trips and special theme days on a tear-off sheet in the brochure that parents can post in their home can be helpful and reassuring. Field-trip permission



slips can be attached to the brochure with one slip for each trip. This method helps parents remember the field-trip date because there is a deadline for the permission slip.

Paul Young, author of *Principal Matters — 101 Tips for Creating Collaborative Relationships Between After-School Programs and School Leaders*, says summer programs should include:

- nutritious lunches and snacks;
- outdoor fitness activities;
- a variety of arts classes and extended experiences within the community, such as trips to museums and libraries;
- opportunities to explore areas of the curriculum not available in the school year;
- remedial activities in reading and math and/or enrichment;
- opportunities for play and social development.

These elements, Young writes, will offer continuous learning and help eliminate the summer learning gap, in which many children and youth lose academic progress that they attained during the school year.