



# Program Resources

## Fall-2020



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# BACK TO SCHOOL



**Welcome back** to a world with a whole new “normal”. It may seem a bit challenging to navigate through PLASP policies, Ministry, and COVID-19 protocols but we want you to know that we are in this together! To help with the start of the new school year, our Resource Team has put together this package with ideas and activities that you can safely implement in your programs.

Every program is slightly different. The physical layout of your program space and the materials available will vary from school to school. If you do not have enough resources to create individual kits for each child, create enough for safe rotation in your program. For example, consider a sufficient supply of program materials on Monday and then rotating in a different set of materials on Tuesday. We will not be sharing bins of Lego or other learning materials. To help prevent the spread of COVID-19 you may consider creating individual kits or portioning out materials for individual use. For example, if the art center is open to two children who are socially distancing, create three kits. This will allow you to rotate and sanitize the one that has just been used.

This process can also be used for program toys for example; *mini LEGO, geometric shapes, dominos, straws and connectors, K’Nex, etc.*

## **Creating Essential Kits**

An essential kit is a kit with a variety of materials that the children can use. We will no longer be sharing markers or art supplies from bins and will be avoiding children using their own school supplies that you will have to sanitize before use.

Using a Ziploc bag, portion materials for children’s personal use. For example; you might create an art supply kit for each child which includes paper, pencil, markers, colored pencils, scissors, glue stick etc. for their own use exclusively. When the child is finished you can sanitize the bag and put it back in bin until its needed again.



You may also consider creating individual craft kits containing individually portioned materials for a planned activity. For example, you might have planned an activity for children to make bracelets. Use a Ziploc bag or tray and place enough materials for a child to successfully complete the activity individually.

### **Batching**

**Batching** is the process of separating materials that cannot be readily disinfected and putting them aside in a sealed container for seven days before reusing.

**Hard to Clean Materials** should be removed from your space, for example; plush toys. Carpet can be rolled-up and set aside.

### **Books**

Books can be used in programs if you can sanitize them, laminated books can be easily wiped down with sanitizer. Other books that you cannot sanitize will be put aside (batched) for seven days.

### **Sensory Materials**

If sensory materials such as sand, water, and playdough are offered in your programs, they should be provided as single use and labelled with the child's name. These are discarded daily.

### **Board Games**

Board games can be used if you can sanitize them and maintain social distancing measures, two meters apart with masks on. Players touch only their own pieces, if dice is involved, everyone has their own or one person rolls for all players.



### **Art Activities and Material Set-up**

For art activities set-up, consider using materials that each child can use individually. The following is an example of how you could offer and implement **Yarn Art** for children:

- Create a mini-Ziploc bag with all the required materials the child will need to create their artwork individually.

Tip: Paintbrushes can also be substituted for popsicle sticks or cotton swabs and discarded after each use.

### **Yarn Art**

*Materials needed:* Piece of cardboard or construction paper, pencil, white glue, manageable lengths of yarn (all colours), and paint brush.

*Directions:* Draw a picture, design or shapes on construction paper. Spread glue with a paint brush over your picture. Work yarn right to left or left to right filling in as you go. Be sure to flatten the yarn as you work. Let dry overnight. You can mix your own sealer by using a glue and water mixture (80% glue,20% water) Brush sealer lightly over picture.



### **Social Distancing Games**

\*LO stands for Learning Opportunity and can be found in the Continuum of Development.

\*LE stands for Learning Expectations and are found in the Kindergarten Curriculum.

1. Mini Golf	LO SAC 1.3 LE SAK <u>7.3</u>
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Instead of noodle or club, player would kick the ball to each hole and keep count of how many kicks to reach each hole. Easy to keep 2 meters apart.

<b>2. No Touch Soccer</b>	<b>LO SAC <u>5.1</u></b> <b>LE SAK <u>8.1</u></b>
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All players including goalie do not touch ball with hands at any time. Players kick the ball back and forth to score. We recommend playing this game outdoors where children are able to socially distance, without having to wear a mask.

<b>3. Musical Chairs</b>	<b>LO SAC <u>4.1</u></b> <b>LE SAK <u>7.1</u></b>
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Instead of chairs, we can use flags made with craft sticks and paper that each player could make to place in field.

<b>4. Crazy 6's</b>	<b>LO SAC <u>4.8</u></b> <b>LE SAK <u>15.1</u></b>
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Each player has their own dice, pencil and scrap of paper. Sitting two meters apart, the first player rolls their dice, if they do not roll a six then it is the next players turn. When a player rolls a six, they will start counting on their paper 1 right on up to 100 or until the next player rolls a six and said freeze. Everyone stops and the player who got six starts counting 1 to 100 or until the next player gets a six and so on. First person to reach 100 wins

<b>5. Charades</b>	<b>LO SAC <u>3.1</u></b> <b>LE SAK <u>1.2</u></b>
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Players act out clues for their teammates to guess.

*You will need:*

- Words to act out
- Stopwatch or timer
- Paper and pencil to keep score

*Instructions:*

Two meters apart or wear mask, leader or staff picks word or phrase from a prepared bin.

Players or teams take turns acting out words or phrases with no talking or sound effects. Other players try to guess the word. The team or player who guesses the most wins.

<b>6. Guess What's Missing?</b>	<b>LO SAC <u>4.4</u></b> <b>LE SAK <u>13.2</u></b>
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*You will need:*

- Objects from around the classroom

Set out a group of items on the table and give the players 30 seconds to look and memorize what they are. Then ask them to close their eyes while you remove one or two objects from the group. Once you are done removing the object(s) ask the players to open their eyes. They then need to figure out which objects are missing.

<b>7. Category Chaos</b>	<b>LO SAC <u>4.6</u></b> <b>LE SAK <u>1.5</u></b>
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*You will need:*

Each player will need a sheet of paper and pencil.

*Directions:*

1. Each player divides their paper into 6 columns.
2. At the top of each column they will need to write the six categories that have been chosen by the leader in advance.
3. To start the game, a random letter from the alphabet is chosen and a one-minute timer is started.
4. All players must fill out their pages as quickly as possible by coming up with a word that starts with the designated letter for each category. Once one player has a word for all six categories or the time runs out, all players must stop writing.
5. Each player reads out the word they came up with for each particular category. Progress through each category, one at a time
6. If a player comes up with a word that no one else has written down, they get a point. If another player has written down the same word, then no points are given.
7. Other players may challenge a word if they believe it does not fit the category or is made-up. A majority vote may be cast to decide after evidence is given.

Category examples: Boys name, girls name, job title, colour ,fruit, vegetable, animal, movie, country etc.

<b>8. Find the Colour</b>	<b>LO SAC <u>4.6</u></b> <b>LE SAK <u>20.5</u></b>
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Pick a colour and ask the players to spot objects and items around you in the same colour. See how many items you can find and name in that colour, then move onto the next.

<b>9. Birds Can Fly</b>	<b>LO SAC <u>5.1</u></b> <b>LE SAK <u>7.1</u></b>
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Players face the leader who calls things that are true about animals. For example: birds can fly, rabbits can hop, horses can trot. Players follow these directions by doing the action. When the leader says something that is not true, for example: “cats can bark”, then any player who does this has to do 10 jumping jacks or you can have them take over as being the caller.

<b>10. In the River, On the Bank</b>	<b>LO SAC <u>5.1</u></b> <b>LE SAK <u>8.3</u></b>
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Using chalk or skipping ropes mark two lines to make a river; wide at one end narrow at the other. The players then jump inside the lines when you say, “*In the river*” and they jump out when you say, “*On the bank*”. You can repeat the command to make the game challenging for example; *in the river, in the river, on the bank, in the river*.

*You will need:*

- Chalk or Skipping Rope

<b>11. What Animal Would I Be?</b>	<b>LO SAC <u>1.1</u></b> <b>LE SAK <u>22.1</u></b>
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Players all gather around in a circle. You then ask each player what animal they would be and why. Write down on a piece of paper what animals are suggested. Players spread out at one end. Explain that as you call out an animal, they all imitate how that animal would get from one side to the other. Then in turn, name each animal. It doesn't matter if there are duplicates.

*You will need:*

- Paper
- Pencil

<b>12. Zoom</b>	<b>LO SAC <u>1.3</u></b> <b>LE SAK <u>1.2</u></b>
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*You will need:*

- Stopwatch or timer

Players are in a circle or a line safely distanced. The purpose is to see how fast you can say the word Zoom around the circle. Each person needs to wait until the person next to them on the left has said "Zoom". You can also try this game with other words.

<b>13. Oliver and the Beautiful Pony</b>	<b>LO SAC <u>3.4</u></b> <b>LE SAK <u>11.9</u></b>
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*Have children spread out in the room and ask them to do the actions of the story that you read.*

Oliver Crumpet got up out of his chair one morning and looked out the window while shading his eyes with his hands. He looked to the left and he looked to the right. Then he looked right across the river. There he saw a beautiful pony. With his left hand he waved to the pony; waved to the pony with his right hand. He even jumped up and down. The pony did not stop eating or look up. Oliver tapped his chin with his finger. "What will I do?" he wondered. He sat back down in his chair. Suddenly, he clapped his hands. "I know what I'll do, he said". He got up out of his chair, stepped into his bathing suit and ran (in place) down to the river. Then Oliver swam across the river (move arms in swimming motions). He climbed out on the riverbank, shook off the water and hugged himself to get warm. Then he saw the beautiful pony watching



him. "Hello pony", Oliver said. The pony walked over to Oliver and stood patiently while Oliver climbed on his back. They had a wonderful time together, riding about the meadow all that day. Oliver was so tired when he got home, he sat in his chair and fell asleep. The End.

Applaud yourselves for such a great job!

<b>14. Design a Game</b>	<b>LO SAC <u>4.3</u></b> <b>LE SAK <u>2.2</u></b>
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Another idea to try, encourage children to design their own game. Give clear instructions about social distancing and encourage children to be creative. Have fun trying out the new games.

## Program Planning

Even though program set-up might look a bit different, we are still required to plan based off observations of children's interests.

*Use the planners below as reference on how to complete your Weekly Program Planner.*



## Before and After School Weekly Program Planner

School Name: Eden Valley P.S.

Program: **SAK** / SAC (circle one) Staff Name: Tom, Jerry

Week of: 05 / 21 / 20 Team Planning Date: 05 / 18 / 20

		MONDAY 20	TUESDAY 21	WEDNESDAY 22	THURSDAY 23	FRIDAY 24
<b>Children's Plans</b> (this section is for children to plan learning experiences that they will lead and implement in the program)  <b>Origami Boats-R.F.</b>	<b>Active Physical Play</b> (to promote health and well-being)  <b>Outdoor</b>	Animal Yoga -holding a pose and practicing deep breathing. LO# 7.1	Slithering Snake -jumping over a skipping rope wiggling on the ground. LO# 7.3	Octopus -run to get to the other side of the gym without getting tagged. LO# 7.3	Roll the Dice Workout -picking an exercise and rolling the dice to see how many to do. LO# 7.1	In the River, on the Bank -children jump in and out two lines on cue. LO# 8.3
		Pylon Stop -listening for the cue and running to different colored pylons. LO# 1.2	Obstacle Course -navigating around the gym by running, hopping, and balancing. LO# 8.3	Musical Squares -dancing around squares and freezing when the music stops. LO# 7.1	Ball in the Bucket -playing in teams and trying to roll the ball into the bucket. LO# 7.3	Parachute: Healthy or Not -working together to see which food going in the parachute is healthy. LO# 6.2
	<b>Planned Learning Experiences</b> (to engage children in fun, educational activities throughout the program)  <b>1</b>	Paper Bag Story -interactive story using visual clippings. LO# 11.9	Traveling Water Experiment -observing the reaction of water overtime. LO# 24.3	Braiding Boards -practicing braiding techniques using strings. LO# 8.4	Beaded Bracelets -creating bracelets using various beads. LO# 18.2	Origami Boats -learning folding techniques to create a paper boat. LO# 3.3
		<b>2</b> The Tallest Tower -building a structure with great height using items from around the room. LO# 20.4  <b>3</b> Guess What's Missing? -children will guess what's missing from a group of objects. LO# 13.2	<b>SA</b> Caterpillars -creating and designing caterpillars using popsicle sticks. LO# 30.2  <b>SA</b> Spring Mural -painting with water colors and glitter. LO# 31.3	<b>SA</b> Building a City -constructing a foundation using recycled boxes. LO# 20.4  <b>SA</b> Concentration -following a topic through rhythmic clapping. LO# 31.1	<b>SA</b> What Am I? -children will work together to guess the object being described. LO# 1.2  <b>SA</b> Sand Sorting -searching for items in the sand and sorting them by color. LO# 17.1	<b>SA</b> Mystery Bag -children will investigate and guess the contents in the bag. LO# 4.1  <b>SA</b> Marble Painting -creating art by shaking marbles in a box with paint. LO# 31.2
<b>Observations of Children's Interests</b> (document children's learning and interests and inform future learning experiences based on observations)	Children painted and conversed about the colors of the rainbow.	Children used wooden blocks and lego to create an airport.	Children twisted pipe cleaners at the art center to make bracelets.	Children jumped from one line to another because the floor was lava.	Children folded paper into mini envelopes and drew messages for their friends.	
<b>Highlights &amp; Events</b> (specialized children interest groups and community/cultural celebrations) Parent Appreciation- Breakfast on the Go: May 20 <sup>th</sup> 2020  <b>Extended Projects</b> (list/describe any ongoing learning experiences that are taking place in the program) Dance Club- Thursday 4:10-4:30pm				<b>Planner Review</b>  <b>Daily, a minimum of:</b> <input checked="" type="checkbox"/> 30 minutes of Outdoor Activity <input checked="" type="checkbox"/> 30 minutes of Physical Activity <input checked="" type="checkbox"/> 2 Physical Activity Experiences <input checked="" type="checkbox"/> 3 Learning Experiences <input checked="" type="checkbox"/> Observations of Children's interests	<b>At least once per week:</b> <input checked="" type="checkbox"/> Sensory/Art <input checked="" type="checkbox"/> Language/Listening <input checked="" type="checkbox"/> Construction/Block <input checked="" type="checkbox"/> Science & Cognitive/Manipulative <input checked="" type="checkbox"/> Quiet Activities	

**Legend:** B- Before School A- After School SA- Sensory/Art LL- Language/Listening CB- Construction/Block SCM- Science & Cognitive/Manipulative QA- Quiet Activities  
 LO#- Learning Opportunity (skill/goal/outcome) \*\*SAK programs select from Kindergarten Curriculum, and SAC programs select from the Continuum of Development

Planner reviewed by: Robin R  
 Reviewed on: 05 / 24 / 20

## Before and After School Weekly Program Planner

School Name: Eden Valley P.S.

Program: SAK / SAC (circle one) Staff Name: Tom, Mary

Week of: 09 / 05 / 20 Team Planning Date: 09 / 05 / 20

		MONDAY 5	TUESDAY 6	WEDNESDAY 7	THURSDAY 8	FRIDAY 9
<b>Children's Plans</b> (this section is for children to plan learning experiences that they will lead and implement in the program)  Make a marble run-MG  Putting on a magic show-SP	<b>Active Physical Play</b> (to promote health and well-being)  <b>Planned Learning Experiences</b> (to engage children in fun, educational activities throughout the program)	<b>Outdoor</b> Pool Noodle Relay Races B A -on grass LO#5.1	Badminton Doubles. B A -playing in teams of two. LO#5.1	Soccer Baseball B A -kicking a soccer ball and running bases. LO#5.1	Pump21 Basketball B A -shoot ball into the net wherever the ball lands. LO#5.1	Four Squares B A -throwing and bouncing ball in one of the four squares. LO#5.1
		<b>In/Outdoor</b> Odd and Even Tag B A -odd number's tag even. -even number's tag odd. LO#5.1	Cone Guard B A -knocking opponents ball off pylon-cone. LO#5.1	Beachball Bop B A -players work cooperatively to keep beachball in air. LO#5.1	Traffic Lights B A -players run on green, sit on yellow, stop on red when called. LO#5.1	Blast Off Relay B A -passing ball over and under teammates. LO#5.1
	1	Foil Paper Stain Glass B A -designs using permanent markers. LO# 4.3	Creating 3-D Structures B A -using tin foil and pipe cleaners. LO# 4.3	Wet Chalk Art B A -dipping chalk into water and creating art on outside ground. LO# 4.3	Constructing Marble Run B A -using recycled materials. LO# 4.2	Magicians Performing B A -card tricks and other magic to peers. LO# 1.1
	2	Creating Summer Scrapbooks B A -recalling, writing, and drawing about summer. LO# 3.3	Rebus Puzzles B A -decipher the hidden meaning in the word puzzles. LO# 3.5	Threading and Stringing B A -using beads of various sizes to create accessories. LO# 1.1	Fireworks in a Jar B A -exploring chemistry by mixing oil, water, and food coloring in a jar. LO# 4.5	Manipulating Playdough B A -create mini structures with popsicle sticks. LO# 4.3
	3	Breakfast Scramble B A -assemble a 10 piece box puzzle in one minute. LO# 2.6	Photographic Memory B A -look at picture for 30-seconds and list what you can remember. LO# 4.4	Table Top Shuffle Board B A -slide coins to the edge of the table without falling. LO# 4.2	Roll to Hundred B A -roll two dice, add up sum of each roll to reach to a hundred. LO# 4.8	Switch B A -players guess what was switched on another player. LO# 4.4
<b>Observations of Children's Interests</b> (document children's learning and interests and inform future learning experiences based on observations)		Children experimented with foil. Some used markers and some used pencils to create their designs.	Children asked to bring chalk outdoors to create art on the ground (pavement).	Children created their own game by using marbles and tapping paper cups to the edge of the table.	Children preformed card tricks on one another and conversed about putting on a magic show.	Children created animals with playdough.

**Highlights & Events** (specialized children interest groups and community/cultural celebrations)

"Welcome Back" celebration for PLASP families

"How to Draw Art Club" every Friday for the month of September

**Extended Projects** (list/describe any ongoing learning experiences that are taking place in the program)

Summer Scrapbooks-using foil for different types of art

Constructing a Marble Run



Planner Review

Daily, a minimum of:

- ☒ 30 minutes of Outdoor Activity
- ☒ 30 minutes of Physical Activity
- ☒ 2 Physical Activity Experiences
- ☒ 3 Learning Experiences
- ☒ Observations of Children's Interests

At least once per week:

- ☒ Sensory/Art
- ☒ Language/Listening
- ☒ Construction/Block
- ☒ Science & Cognitive/Manipulation
- ☒ Quiet Activities

**Legend:** B- Before School A- After School SA- Sensory/Art LL- Language/Listening CB- Construction/Block SCM- Science & Cognitive/Manipulative QA- Quiet Activities  
 LO#- Learning Opportunity (skill/goal/outcome) \*\*SAK programs select from Kindergarten Curriculum, and SAC programs select from the Continuum of Development

Planner reviewed by: Sammy T  
 Reviewed on: 09 / 09 / 20

