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Videos for Wisconsin Child Care Providers to Borrow:

SCHOOL-AGE CARE

This list is divided into the following sections: general topics; child development; guidance and discipline.

Go to <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

AFTER-SCHOOL PROGRAMMING, PLAN IT! (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1999. 2 VHS videocassettes, 56 min. total.

Explains the need for school-age child care and outlines the major steps in program design.

AFTER SCHOOL PROGRAMS. Barrington, IL: Magna Systems, 2005. 4 VHS, 29-min. videocassettes + workbook.

Tape 1. SETTING THE STAGE FOR SCHOOL AGE CARE

Explains the history of out of school time for children ages six through twelve, and describes how centers have evolved from settlement houses into full service agencies and from drop-in recreational settings to more structured clubs and school age programs. Covers three models of school age care, with emphasis on standards and training.

Tape 2. PROGRAM PLANNING: FINDING THE BALANCE

Covers the NSACA accreditation standards as a framework for developing appropriate activities for each developmental level. Group workers demonstrate how they plan and develop schedules, activities, and trips for children. Also discusses homework, high quality programming, partnering, and involving parents in school age programs.

Tape 3. HUMAN RELATIONSHIPS: THE KEY TO SOCIAL AND EMOTIONAL DEVELOPMENT

Supervisors discuss the characteristics of an effective group worker for school age children. This video demonstrates the conflict resolutions skills utilized by experienced group workers and the techniques they use in working with nine- to twelve-year-old youth. Includes boy/girl relationships as well as the importance of health and hygiene in developing self esteem.

Tape 4. PROGRAM ACTIVITIES: FOSTERING THE DEVELOPMENT OF THE SCHOOL-AGE CHILD

Offers a large variety of activities that address the whole child: activities that respect and reflect the culture of the children and encourage the development of self esteem and respect for others; the visual and performing arts, collaboration, journal writing, studies, projects, exploration of materials, documentation and reading, which all contribute to the literacy development of school age children; special interests clubs, dance, swimming, and competitive and non-competitive sports.

BEFORE AND AFTER SCHOOL...CREATIVE EXPERIENCES. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1993. VHS, 28 min.

Describes programs in which school-age children experience the responsibilities of independence within safe environments and with the support of caring and helpful adults.

THE BEST COOPERATIVE TEAM BUILDING ACTIVITIES: FOR ALL AGES AND ORGANIZATIONS. California: Bill Michaelis/Children Together, 2003. VHS or **DVD**, 58 min. + instruction sheets.

Over 20 proven, accessible favorites, plus variations, written rules, leadership and processing hints, follow-up resources, and a modeled sequence of cooperative, group-building behaviors linked with applications for school, work, play and life.

THE BEST FRISBEE AND BALLOON GAMES: FOR OLDER SCHOOL AGE KIDS, TEENS, ADULTS AND FAMILIES. Bill Michaelis. Pacifica, CA: Children Together, 2001. VHS or **DVD**, 38 min. + game guide.

20 plus great games and variations for groups of 2 to 200 using inexpensive, free or recycled equipment. Includes written rules, creative leadership hints, safety tips and follow-up resources.

BEYOND THE BELL: LINKAGES; IDEAS FOR AFTER-SCHOOL PROGRAMS. Boston, MA: WGBH Educational Foundation, 2000. VHS, 49 min. + training guide.

Explores the ways four diverse after-school programs (two in elementary and two in middle schools) bring about successful linkages between after-school programs and the regular school day. The video is complemented by a supporting web site at <http://www.ncrel.org/after/beyond/linkage/>

BY DESIGN: A NEW APPROACH TO PROGRAMS FOR 10-15 YEAR-OLDS. Family Directions, Inc. Nashville, TN: School-Age Notes, 1998. 1 videocassette + 2 books in container. **Leading by Design: A Video Guide to Quality Programs for 10-15 Year-Olds** (VHS, 30 min.) + *Building by Design: Creating Democratic Communities in Programs for 10-15 Year-Olds* (145 p.) + *Caring by Design: Establishing Care Structures in Programs for 10-15 Year-Olds* (147 p.)

In this excellent video on structuring school-age care, staff from a variety of programs for older school-agers show us how to do six very important things in our work with youth: be intentional, create a sense of belonging, establish a social contract, transfer leadership to the group, encourage positive behavior, and focus on process.

CARING FOR SCHOOL-AGERS IN CHILD CARE HOMES AND CENTERS. (Caring for Children, Tape 5.) Produced by Walter (Chip) Donohue and Jim Shaw, UW-Extension. Madison, WI: University of Wisconsin Board of Regents, 1991. VHS, 30 min.

Providers explore the unique challenges and rewards of providing school-age child care and look at what children this age want and need from a child care program.

EDUCATION IN MOTION. By Carla Hannaford. Tucson, AZ: Zephyr Press, 1993. VHS, 27 min.

The author of the book *Smart Moves: Why Learning Is Not All in Your Head* introduces the Brain Gym program, an educational kinesiology system that uses movement to integrate left and right brain functions for better learning.

ESSENTIALS OF PLAY LEADERSHIP. By Jim Therrell. Austin, TX: Professional Play Leaders Assn.-USA, 1991. VHS, 24 min.

Jim Therrell, executive director of the Professional Play Leaders Association and author of the book *How to Play with Kids*, explains and demonstrates the "creative play leadership process" with school age children.

FUN, SAFE FIELD TRIPS WITH SCHOOL AGE CHILDREN. Pullman, WA: Washington State University Cooperative Extension, 1998. VHS, 14 min.

Covers the developmental appropriateness of field trips for children 5-12 years old and gives specific steps for planning a safe, fun field trip.

HOW TO LEAD GAMES. By Dr. Bill Michaelis. Fremont, CA: Radworks, 1997. VHS, 39 min.

Includes a step by step approach to teaching games, with suggestions for promoting physical and emotional safety, getting attention, dividing teams and modifying activities.

INCLUDING ALL KIDS! : INCLUDING YOUTH WITH SPECIAL NEEDS IN SCHOOL-AGE CARE. Eugene, OR: Northwest Media, 1997. VHS, 25 min. + 1 leader's guide.

Demonstrates five practical strategies for successful inclusion of children and teens with special needs in regular child care programs: offer a wide range of activities, maintain a consistent routine, give children the right kinds of help, encourage social interaction, and encourage full participation.

THE JOURNEY WITHIN. New York: Renaissance Films, 1990. VHS, 25 min.

Shows how teacher-poet Richard Lewis unlocks a child's capacity for imaginative thinking. Working with a class of multiracial and multiethnic sixth graders, Mr. Lewis creates an exciting atmosphere as he moves the children to use their imagination and to express their feelings through poetry and art.

KEYS TO QUALITY IN SCHOOL-AGE CHILD CARE. Rockville, MD: Montgomery County Public Schools Television Foundation, Inc., 1993. VHS, 25 min. + viewer's guide + trainer's guide.

Summarizes four key considerations in planning, selecting, and implementing quality school-age child care programs: plan with children in mind; organize for diversity and choice; view parents as partners with the program provider; collaborate with others who can help. Shows us how quality is reflected in the faces of safe, secure, loved, and valued children.

KIDS' TIME: PLANNING SCHOOL-AGE CARE ACTIVITIES. Sacramento, CA: California Dept. of Education, 1996. VHS, 27 min. + booklet.

Designed to train extended day care staff about how to plan program activities that are enriching, motivating, and fun. The video is based on the book *Kids' Time: A School-Age Care Program Guide*.

LATCHKEY KIDS. Chatworth, CA: AIMS Media, 1994. VHS, 30 min.

Discusses day care programs, parents' legal responsibilities, and safety education for latchkey children.

LINKS TO LEARNING. Wellesley, MA: National Institute on Out-of-School Time, 2002. VHS, 13 min.

Shows how after-school programs can help develop the skills explained in the book *Teaching the New Basic Skills* by Richard Murnane and Frank Levy. The programs include literacy and numeracy; written and oral communication skills; problem-solving and critical thinking skills; knowledge of and comfort with technology; ability to work with diverse groups of people.

MAKING AND PLAYING HOMEMADE INSTRUMENTS. By Cathy Fink and Marcy Marxer. Woodstock, NY: Homespun Video, 1989. VHS, 60 min.

Cathy and Marcy demonstrate how to make and play a mouthbow, oatmeal box banjo, bleach bottle banjo, oatmeal box congas, spoons, bottle cap castinets, tin can maracas, washtub bass, and washboard. Ideas to use with children ages 5-12.

A PLACE OF THEIR OWN: DESIGNING QUALITY SPACE FOR OUT-OF-SCHOOL TIME. Wellesley, MA: National Institute on Out-of-School Time, 2000. VHS, 15 min. + guide.

How to design quality spaces indoors and out to improve programs and meet the safety, comfort and creative needs of all children and staff in existing or new facilities.

SCHOOL-AGE CHILD CARE: ACTIVITY PLANNING. Urbana-Champaign, IL: University of Illinois, 1990. VHS, 39 min.

How to plan developmentally appropriate activities for school-age children in group settings, plus prerequisites to successful activity planning, how to develop a daily schedule, the role of adults in school-age child care programs, and methods for involving parents and the community.

SCHOOL-AGE CHILD CARE: CARING ENOUGH. Urbana-Champaign, IL: University of Illinois, 1988. VHS, 22 min. + guide.

Factors to consider when deciding if self-care is appropriate for your child or if he needs school-age child care. Parents, children, child care providers, business and community leaders comment on the variety of arrangements communities set up to provide care for children before and after school. Leader's guide outlines a one-hour awareness meeting or a two-hour program to help prepare participants to conduct a local needs assessment.

CHILD DEVELOPMENT

ADOLESCENCE: COGNITIVE AND MORAL DEVELOPMENT. (The Developing Child, Module 29.) Barrington, IL: Magna Systems, Inc., 1995. VHS, 30 min. + workbook.

Changes in adolescent thinking, changes in moral reasoning, limitations of adolescent egocentrism, effects of schooling, influences affecting sexual behavior decisions.

ADOLESCENCE: PHYSICAL GROWTH AND DEVELOPMENT. (The Developing Child, Module 28.) Barrington, IL: Magna Systems, Inc., 1995. VHS, 26 min. + workbook.

Changes during puberty, impact of early or late maturation, nutritional disorders, teen pregnancy, sexually transmitted diseases, drug and alcohol use.

ADOLESCENCE: SOCIAL AND EMOTIONAL DEVELOPMENT. (The Developing Child, Module 30.) Barrington, IL: Magna Systems, Inc., 1995. VHS, 38 min. + workbook.

The search for identity, teens' relationships with parents, parenting styles and values, peer support of growing independence.

FIVE & SIX YEAR-OLDS. Lake Zurich, IL: Learning Seed, 2002. VHS, 21 min. + discussion guide.

Explores child development at ages five and six. We see five and six year-olds learn about fair play, cooperation, following rules, and taking turns. The children also arrange articles by color, assemble jigsaw puzzles, draw, and deal with basic mathematical concepts.

MIDDLE CHILDHOOD: COGNITIVE AND LANGUAGE DEVELOPMENT. (The Developing Child, Module 26.) Barrington, IL: Magna Systems, Inc., 1997. VHS, 29 min. + workbook.

Piaget's theory of concrete operational development; characteristics of the concrete operational child; the theory of information processing; the strategies which contribute to cognitive advances in children 5 to 12; the characteristics of the language of the school age child; the function of the school in cognitive development including the role of parents, the ideal classroom, mainstreaming, bilingual education, and assessment using IQ and achievement tests.

MIDDLE CHILDHOOD: PHYSICAL GROWTH AND DEVELOPMENT. (The Developing Child, Module 25.) Barrington, IL: Magna Systems, Inc., 1997. VHS, 29 min. + workbook.

Physical changes which take place between the ages of 5 and 12 years; development of large and small motor skills; conditions such as obesity, disabilities and stress which disrupt growth and development; the effects of poverty on physical growth and development; the role of school in the physical health of the middle years child.

MIDDLE CHILDHOOD: SOCIAL AND EMOTIONAL DEVELOPMENT. (The Developing Child, Module 27.) Barrington, IL: Magna Systems, Inc., 1997. VHS, 28 min. + workbook.

Development of the sense of self in 5 to 12 year olds; growth in social cognition; family relationships; recent changes in family structure and the need for before and after school child care; formation and function of peer groups; social and emotional strengths, problems; the role of school in the social and emotional development of the middle years child.

GUIDANCE AND DISCIPLINE

ABC'S OF SUPERVISION. Cedar Fall, IA: University of Northern Iowa, [199-?]. VHS, 16 min.

How to supervise playground activities using strategies that prevent injuries to children.

DISCIPLINE WITH LOVE AND LOGIC: TEACHER TRAINING COURSE: TAKING CONTROL OF THE CLASSROOM. By Jim Fay. Golden, CO: The Love and Logic Press, 1997. 6 VHS videocassettes, approx 4 ½ hrs. total + resource guide.

Jim Fay presents the concepts of the non-punitive, consequential school environment that he and Foster Cline have developed, using anecdotes to further explain and illustrate concepts. Covers positive discipline, enhancing students' self-concept, strategies for dealing with classroom disruptions, and tips for communicating effectively with children.

EMOTIONAL INTELLIGENCE. Princeton, NJ: Films for the Humanities & Sciences, 1997. VHS, 29 min.

Children in previous generations were taught basic social skills such as sharing and kindness in the home. That job has now been turned over to the schools. Psychologists Daniel Goleman and Maurice Elias examine the various methods of teaching emotional intelligence and related social skills.

HOPE FOR UNDERACHIEVING KIDS: OPENING THE DOOR TO SUCCESS WITH LOVE AND LOGIC. Jim Fay and Charles Fay. Golden, CO: Love and Logic Press, 2001. 2 **compact discs**, 2 hrs 30 min. total.

Why traditional techniques such as reminders, rewards, and punishments make an unmotivated child's problem worse, how the brain rewards learning, and a step-by-step plan teachers and parents can use to help a child rebuild a child's internal drive to achieve.

HOW TO TEACH WITHOUT GETTING PUNCHED: PREVENTING BATTLES AND BLOW-UPS WITH ANGRY STUDENTS. By Charles Fay. Golden, CO: Love and Logic Press, 2003. VHS, 90 min.

Verbal and nonverbal ways to respond to angry, potentially violent students. How teachers can keep disruptions to a minimum, discipline without losing teaching time, control outbursts with empathy, and respond to dangerous situations such as fighting, guns, and drugs.

"NO THANKS, I JUST HAD A BANANA!": SALLY OGDEN'S RESPONSES TO PUT DOWNS, BUTTON PUSHERS AND POWER STRUGGLES. Arvada, CO: Joyco, 1998. VHS, 48 min. + teaching guide.

Sally Ogden, a veteran classroom teacher and educational consultant, teaches how to respond to bullies, criticism, cruelty, and other classroom situations, and how to avoid being manipulated and maintain one's self-esteem. For teachers, counselors, administrators, parents, and students.

QUICK AND EASY CLASSROOM INTERVENTIONS: 23 PROVEN TOOLS FOR INCREASING STUDENT COOPERATION. By Jim Fay. Golden, CO: Love and Logic Press, 1998. 2 **compact discs**, 2 hrs total.

Studio lecture and discussion of classroom management techniques that allow teachers to manage disruptive students without taking time away from teaching. Jim Fay describes an escalating series of interventions that reduce power struggles while satisfying children's basic needs for affection, control, and inclusion.

RESPONSIBLE KIDS IN SCHOOL AND AT HOME. By Linda Albert. Circle Pines, MN: American Guidance Service, 1994. 6 VHS videocassettes + leader's guide.

Practical answers to problems teachers and parents face with irresponsible, disruptive, and sometimes violent behavior. And realistic, effective, positive discipline strategies to affirm students' self-worth while insisting that kids share responsibility for their behavior. Tapes 2 through 5 each illustrate one kind of behavior, examine clues for identifying such behavior, explore strategies for preventing that behavior rather than unwittingly reinforcing it, and present ideas for intervening effectively at the moment of misbehavior.

Tape 1. I HAVE A REASON: THE BASICS OF BEHAVIOR (15 min.)

Why kids do what they do, why they choose irresponsible and disruptive behavior, and where you start when you want to help turn kids around. Introduces the Cooperative Discipline philosophy based on the ideas of Adler, Dreikurs, and Glasser.

Tape 2. LOOK AT ME: ATTENTION SEEKING BEHAVIOR (19 min.)

Tape 3. LET'S FIGHT: POWER STRUGGLES (19 min.)

- Tape 4. I'LL GET EVEN: REVENGE BEHAVIOR** (18 min.)
- Tape 5. LEAVE ME ALONE: AVOIDANCE OF FAILURE BEHAVIOR** (22 min.)
- Tape 6. YOU'RE THE GREATEST: BUILDING SELF-ESTEEM THROUGH ENCOURAGEMENT** (17 min.)

Encouragement is the most powerful tool adults have for teaching youngsters to choose responsible behavior. Encouragement helps kids feel capable, connected and contributing, and it helps them learn that they can satisfy their need to belong through appropriate behavior rather than misbehavior.

SCHOOL-AGE CHILD CARE: GUIDANCE AND DISCIPLINE. Urbana-Champaign, IL: University of Illinois, 1989. VHS, 44 min.

How to organize a school-age child care program that encourages positive behaviors, how to deal with discipline problems when they occur, and how to discuss problems with both parents and children. Goal is to help children develop self-control, self-direction, self-esteem.

SCHOOL-AGE CHILD CARE: MEETING DEVELOPMENTAL NEEDS. Urbana-Champaign, IL: University of Illinois, 1988. VHS, 33 min. + guide.

Detailed information on the developmental needs of school-age children, how those needs can be met in the child care environment, and how common behavior problems are tied to the developmental characteristics of older children and the demands of a group setting. Leader's guide is designed for a one-, two- or three-hour workshop for child care providers.

THE SCHOOL-AGE CONNECTION. By Billie N. Duncan. Lubbock, TX: Creative Educational Video, 1990. VHS, 19 min. + study guide.

Many specific activities to enhance school-agers' "self-esteem building skills" in the areas of self-awareness, appreciation of others, focusing on abilities, and setting goals.

SHAPING SELF-CONCEPT: ENCOURAGING KIDS TO TAKE RISKS AND LEARN. By Jim Fay. Golden, CO: Love and Logic Press, 1999. 3 **compact discs**, 3 hrs. total.

The key to helping a child develop a high self-concept is to nurture and encourage him/her in areas of natural talent, interest, and strength rather than to focus on his/her weaknesses. Jim Fay shows teachers and parents how to reach underachieving students by giving them hope and the willingness to keep going when the going gets tough.

YOU HAVE TO LIVE IT: HOW ASSET-BUILDING SCHOOLS HELP KIDS SUCCEED. Minneapolis, MN: Search Institute, 1999. VHS, 27 min. + discussion guide.

Developmental assets are positive things--relationships, skills, self-perceptions, values, and opportunities--that all young people need for success. This video is full of great examples showing how adults have built caring, strong relationships with young people; how they have created school environments that fosters students' being responsible and competent; and how they give students opportunities to build assets themselves.