

# POWER HOUR

RECHARGED FOR THE 21ST CENTURY

PROGRAM RESOURCE GUIDE: ELEMENTARY EDITION



**PowerHour**  
:making minutes count

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- [Club Staff at Pilot Sites]

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- [BGCA Staff]

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## SECTION 1.0

# PROGRAM OVERVIEW

## About this Section

This section introduces you to the changes to the Power Hour program as well as the background influences that led to these changes.

We recommend reviewing this section at least once to understand the principles upon which the program is built, but also to improve your understanding of the youth you serve in your Club.

## 1.0 What is Power Hour?

Power Hour is Boys & Girls Clubs of America's homework help and tutoring program targeting members aged 6 to 18 years. The goal of Power Hour is to increase academic success to better prepare Club youth to enter the workforce and higher-education institutions with the skills needed to compete globally.

## 1.1 Understanding Our Club Youth as 21st Century Learners

Truly serving the 21st century learners in our Clubs requires a continuous devotion to understanding them, their evolving needs and abilities and the world in which they live.

In 2013, in collaboration with Microsoft Partners in Learning and the Pearson Foundation, Gallup created a list of skills that a 21st-century learner needs in order to succeed in increasingly complex, modern and technologically-rich life and work environments.<sup>1</sup> Their study found that these skills fall into the following categories :

- Collaboration
- Knowledge construction
- Skilled communication
- Global awareness
- Self-regulation
- Real-world problem-solving
- Technology-embedded learning

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<sup>1</sup> Levy, J., & Sidhu, P. (2013, May 30). In the U.S., 21st century skills linked to work success. Gallup. Retrieved from <http://www.gallup.com/poll/162818/21st-century-skills-linked-work-success.aspx>.

## SECTION 1: PROGRAM OVERVIEW

## 1.1 Understanding Our Club Youth as 21st Century Learners

But in order to be truly college- and career-ready in the 21st century, we believe that young people must also develop “soft” skills. In a 2013 article, educator and expert Ben Johnson advocates soft skills like<sup>2</sup>:

- Critical thinking and problem solving
- Leading by influence
- Agility and adaptability
- Initiative and entrepreneurship
- Accessing and analyzing information
- Curiosity and imagination

Johnson suggests that young people’s preparation for college and careers, including these soft skills, must begin in the classroom. Because schools have not kept abreast of industry trends, Johnson argues, traditional preparation programs are equipping young people with skills for jobs that no longer exist.

The new global economy requires young people to be prepared to enter the workforce with not only mastery of the traditional skills like reading, language arts, math, science and social studies but also the 21st century skills above. For today’s youth, information must be visually appealing, relevant and connected to the real world in which members live, so they can see value in what they are learning. Children today are adept at making cross-curricular and interdisciplinary connections among concepts and apply new knowledge. Providing a program that meets these emerging needs is critical to engaging them and positioning them for success.

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<sup>2</sup> Johnson, B. (2013, July 3). College and career ready: Soft skills are crucial. Edutopia. Retrieved from <http://www.edutopia.org/blog/college-career-ready-soft-skills-crucial-ben-johnson>.

## SECTION 1: PROGRAM OVERVIEW

## 1.2 The Reality of Higher Academic Standards

Academic standards continue to be raised in schools across the country with the hopes of better preparing children for success in high school, college, the workforce and life. In 2010, all fifty states adopted new higher academic standards in mathematics and English language, arts and literacy<sup>3</sup>. These standardized academic expectations raise the bar for children in their classrooms and ensure that wherever they live, youth will receive a consistent, rigorous academic experience that promotes future success in college, career and life.

The new standards require students to master skills across a variety of content areas by the end of each grade level. New requirements place a new focus on:

- Increased exposure to technology to facilitate learning engagement
- Collaborative learning opportunities with local and international peers
- Using external content sources (like online test prep and learning modules)

An unfortunate result of this increased learning pace is that children who are already facing skill deficits, often fall further and further behind in academic language and cognitive skills. Homework trends for elementary and secondary students reflect the problem, demonstrating an increase in the amount of time that must be dedicated to enrichment and remediation activities. Keeping up with higher standards requires additional homework, with most elementary students responsible for **between 30 and 60 minutes of homework each night**. Time spent on homework only increases with grade level, with high school students requiring up to two hours of homework every night.

Not only has the volume of homework increased, but there has been a noticeable shift in the type of homework and the tools required for completion. Young people are required to use technology to research, collaborate and perform tasks. Homework is no longer rote memorization but represents a deeply engaging learning process involving digital

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<sup>3</sup> National Governors Association (2010, March 2). Common Core State Standards Initiative Frequently Asked Questions. Found at <http://www.corestandards.org/assets/CoreFAQ.pdf>

## SECTION 1: PROGRAM OVERVIEW

## 1.2 The Reality of Higher Academic Standards

applications, websites, videos and more.

For all the complaints about homework, research shows that homework *does* have a positive effect on the overall success of a student. Cooper, Robinson and Patall (2006) found that homework can improve students' scores on class tests. The vast majority of 35 similar studies also found a positive link between homework and student achievement<sup>4</sup>.

Currently, schools are faced with the difficult task of closing individual students' achievement gaps while at the same time introducing challenging new concepts. In the course of an eight-hour school day, teachers work with 20 to 30 students and are not always able to provide young people with the individualized attention they need to remain on track for success. Teachers do not have the capacity, or sometimes the training, required to provide individual enrichment and remediation to students who may need small-group or one-on-one attention in order to keep up with their peers and meet expectations.

Homework and its demonstrated ability to help children succeed is a potential solution to the problem. However, the burden for ensuring children remain on track with increased homework cannot fall solely on the parents either, as they often lack the time, expertise and sometimes technology to assist their children. Indeed, a 2015 study by Worland suggests that students' homework completion is impacted by their parents' education level and race.<sup>5</sup>

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4 Cooper, H., Robinson, J., & Patall, E. (2006). Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research*, 1-62.

5 Worland, J. (2015, August 12). Kids receive 3 times the recommended homework load, study says. *Time*. Retrieved from <http://www.time.com>.



## SECTION 1: PROGRAM OVERVIEW

## 1.3 Technology as a Learning Tool to Close the Gap

Technology is an integral part of everyday life in the 21st century, especially for today's youth. There is an abundance of information at their fingertips designed to meet personal, social, academic and developmental needs. Instant access to this wealth of information has significantly changed the educational landscape, especially the way in which youth understand and process information.

In the past, learning happened primarily in the classroom—through the use of textbooks, instructors, calculators and chalkboards. Students today have access to their own learning pathways. Their teachers are supplemented by a variety of online resources, including YouTube, Khan Academy, topical webinars and niche learning sites. Youth are quickly becoming subject-matter experts on topics they enjoy, and are in turn teaching their peers and the adults around them. Modern learners are continuously ingesting information; most importantly, they are discovering the best methods to gather information, make sense of the world around them, and ultimately share knowledge.

We must tap the power of modern technology its ability to create customized learning experiences for individual children to meet them at their level and help them make academic gains by addressing their personal weaknesses. Adaptive learning technology can improve reading and language skills, offering children more experience directly interacting with words than afforded by traditional instruction. These enabling experiences with words and language help close the learning gaps and keep children on pace to meet higher academic standards.<sup>6</sup>

Traditional paper-and-pencil approaches that incorporated worksheets as reinforcement activities no longer engage 21st century learners. The reliance on technology, especially for homework outside the classroom, places a burden on teachers and parents who may

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<sup>6</sup> Zazulak, S. (2015). How students can use technology to improve their English. Pearson English. Retrieved from <http://www.english.com>.

## SECTION 1: PROGRAM OVERVIEW

## 1.3 Technology as a Learning Tool, cont.

be inexperienced with technology or do not have the proper tools in the classroom or home.

Boys & Girls Clubs of America has the opportunity to embrace technology, making it accessible to our members and deeply integrating it into Power Hour to help students succeed.

## SECTION 1: PROGRAM OVERVIEW

## 1.4 Recharging Power Hour to Address Needs

The recharged Power Hour is designed to address all these concerns:

- (1) the evolution of our members into 21st century learners
- (2) the shift in the skills necessary for children to succeed post-school
- (3) the increased academic standards in schools across the country
- (4) the inability of schools and parents to fully meet the needs of each individual child
- (5) the increased availability of and dependence upon technology

We have developed our recharged Power Hour curriculum and approach to enable members to develop the competencies and skills necessary to be competitive in today's global marketplace, while empowering them to be confident that they can achieve their goals.

The newly recharged Power Hour is specifically designed to meet the needs of 21st century learners, enabling Clubs to expose youth to the skills of a 21st Century Learner<sup>7</sup>:

- Mastery of information media and technology
- Critical thinking skills
- Key academic subjects in a real-world context
- Life and career skills.

The revised Power Hour program takes these skills into account with its renewed focus on homework assistance, high-yield enrichment activities, increased access to technology and more inviting learning environment - all aligned to the needs of 21st Century Learners.

The recharged Power Hour provides young people with the structure that will help them complete their homework to meet increased academic demands and standards.

Club facilitators will become rich resources that support teachers and parents, providing

7 "Framework for 21st Century Learning" P21® Partnership for 21st Century Learning. Retrieved from <http://www.p21.org>.

## SECTION 1: PROGRAM OVERVIEW

## 1.4 Recharging Power Hour, cont.

a balanced instructional approach that appeals to tactile, kinesthetic, visual and auditory learning styles.

The recharged Power Hour provides increased access to vital technology and creates a supporting learning environment with knowledgeable staff who will be adept at technology themselves. We designed the program to tap children's love of technology with engaging activities that will position them for success. The new Power Hour embraces technology not as a tool to be used occasionally for completing homework, but as the centerpiece of engaging activities in each after-school session.

## SECTION 1: PROGRAM OVERVIEW

## 1.5 The Power Hour Philosophy

Power Hour will meet these challenges head on by providing a curriculum that strives to:

- Reflect a variety of student interests
- Employ a range of technology platforms including tablets, smartphones, computers and others
- Use technology to mirror the manner in which children receive information daily, using communication methods they are comfortable with—such as YouTube, blogs and self-directed educational sites like Coursera and edX Webquests, blogs, Skype, etc.—to make the classroom a global learning environment.
- Employ extension activities such as authentic assessments, performance tasks, problem-solution activities and performance-based learning to connect with children's skills and interests
- Incorporate the belief that 21st-century learners are equipped with problem-solving and critical-thinking skills
- Enable children to complete rigorous and challenging activities that reflect the content they are learning in the classroom
- Encourage children to use online homework helper sites like Khan Academy, IDL and FreeMathHelp to master concepts in their core classes
- Enable and empower children to be confident so that they can pursue and achieve goals if they are goal-oriented

## SECTION 2.0

**ESSENTIAL ELEMENTS****About this Section**

In this section we establish the Club-level requirements that will enable a successful execution of the recharged Power Hour program.

Use this section as a guide to evaluate and prepare your Club for the Power Hour program. Refer back to this section throughout the course of the program to make adjustments that best suit the needs of the individual learners in your Club.

## 2.0 The Essential Elements for the recharged Power Hour

What does a powered-up Power Hour program need in order to be successful? Setting the stage for success requires:

- 2.1 Increasing technology access
- 2.2 Creating a 21st century learning environment
- 2.3 Training and supporting staff
- 2.4 Recruiting and enabling volunteers
- 2.5 Forging external partnerships
- 2.6 Designing incentives and rewards
- 2.7 Serving special needs members

In this section we go into detail about how you can prepare your Club for offering Power Hour in the most effective and impactful way possible.

## SECTION 2: ESSENTIAL ELEMENTS

# 2.1 Increasing Technology Access

Executing a successful recharged Power Hour requires “powering up” your Club. Access to up-to-date technology is critical for helping today’s members complete and excel at their homework and beyond. Here are our technology recommendations for super charging your Power Hour:

### **Computers**

4 - 8 working desktop PCs or Macs

Computers should be relatively modern and fast, functional accessories.

### **Software**

Microsoft Suite

An up-to-date Microsoft Suite will include Word, PowerPoint, Publisher and Excel.

### **Internet Connection**

Cable modem or DSL

Faster Internet connections allow members to access more online resources like videos and learning games.

### **Tablets**

4 - 8 working tablets, either Android or iPads

Tables should be Internet-enabled with storage for educational apps. We recommend labeling tablet devices and checking them in/out to members.

### **Wireless Router/Repeater**

Make sure all areas of the Club that will be used for Power Hour get good wireless signal and install wireless repeaters as necessary to strengthen the signal.

### **Other Technology**

Use tablets, laptops and Promethean Boards to create a cooperative learning environment.

### **BYOD (Bring Your Own Device) Policy**

Among your staff, you should decide if and how your members can use their devices in the Club to extend classroom learning. Whatever the decision, Clubs should create a policy that addresses students bringing/using their own smartphones/tablets (or the restrictions that you will be applying) so that staff can implement the policy consistently.

## SECTION 2: ESSENTIAL ELEMENTS

## 2.2 Creating a 21st Century Learning Environment

The physical setup of a 21st century learning center differs from a traditional after-school learning environment. Club members' movement should not be limited as in traditional learning environments with desks in rows. Because members will be engaged in project-based learning and other types of authentic experiences that build upon skills learned in the classroom, facilitators should allow them to complete their assignments in a variety of physical arrangements. The following are recommendations for alternate learning designs for a 21st-century learning centers/classrooms:



### LIGHTING

Use a high level of lighting (70- to 80- foot-candles). Try to use natural lighting as daylight is one of the most effective sources of warm light.



### TEMPERATURE

Aim for a temperature between 70 and 72 degrees. Spaces that are too hot or too cold can have an adverse affect on learners.



### SEATING

Make seating as comfortable as possible. Replace traditional chairs with yoga balls bean bags, futons or small couches as reading areas.



### REFRESHMENTS

Mimic a coffee shop environment—offer water, juice, or light refreshments to promote relaxation and support critical thinking.



### SPACES

Create reading nooks for individuals and collaborative spaces with grouped desks or couches to encourage all learning types.



### SOUND

Manage noise for the best learning experience - some level of noise will promote a sense of fun and activity, but offer reduced noise spaces too.



## SECTION 2: ESSENTIAL ELEMENTS

## 2.3 Training & Supporting Staff

NOTE TO BGCA: This section was listed in the introduction but there was no content...can we do a brief writeup on this? What resources does staff have available to them (online materials, hotline, contact at National, webinars, in-person trainings, etc??)

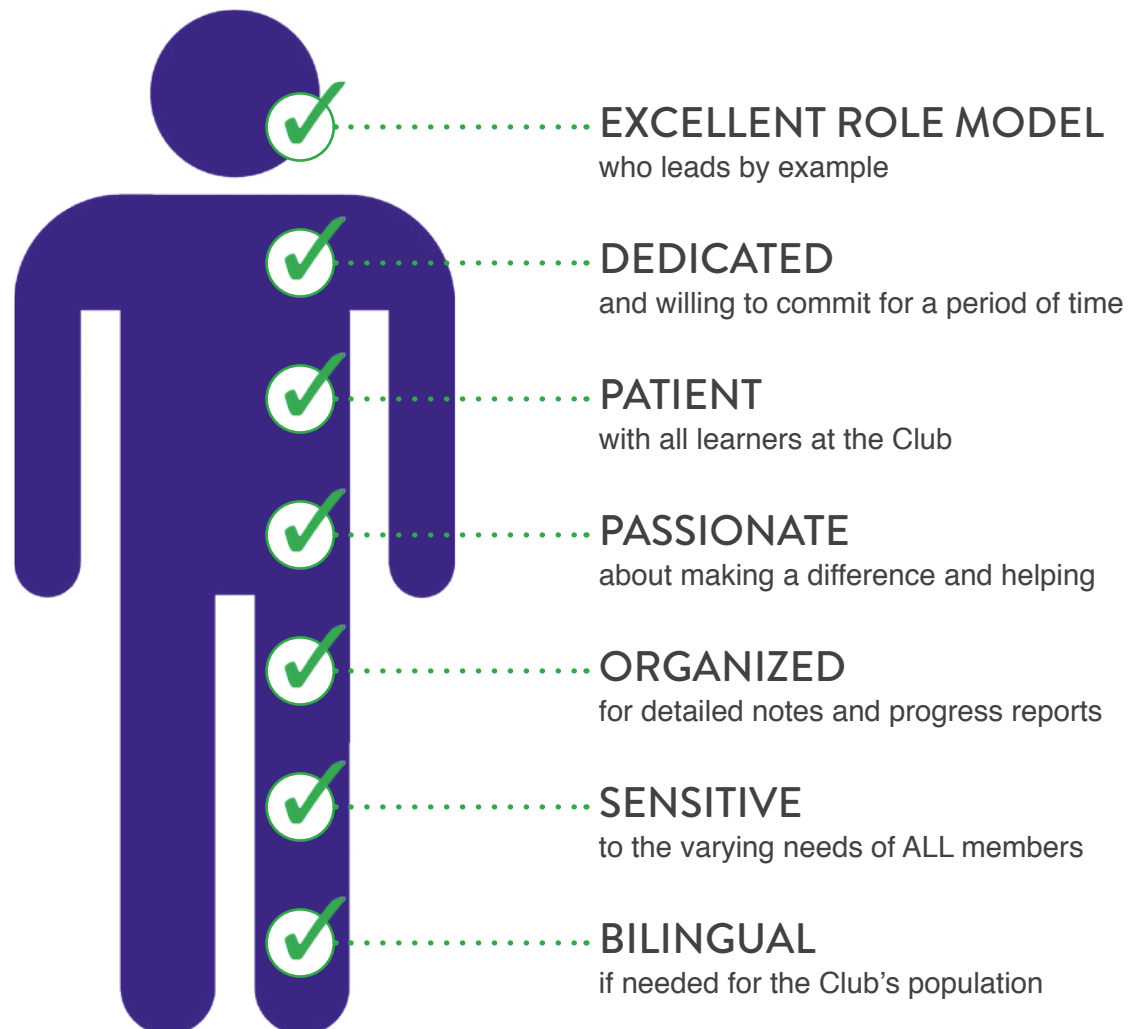
## SECTION 2: ESSENTIAL ELEMENTS

## 2.4 Recruiting & Enabling Volunteers

Volunteers who serve as mentors are like training wheels for Club members: over time, they are able to internalize the support they have received from caring adults. Some studies have found that educators and classroom teachers make the best homework helpers. But positive results also are possible with high-school students, college students, parents, grandparents and other members of the community.

### 2.4.1 WHAT TO LOOK FOR IN POTENTIAL VOLUNTEERS

The most important considerations for volunteers is that they are:



## SECTION 2: ESSENTIAL ELEMENTS

## 2.4 Recruiting & Enabling Volunteers

### 2.4.2 WHO ARE POTENTIAL VOLUNTEERS?

There are many resources for locating potential volunteers for the program:

#### HIGH SCHOOL STUDENTS

Ask principals or school counselors for responsible, high-achieving students. Contact organizations like school Key Clubs, Future Business Leaders of America, etc. for interested volunteers.

#### COMMUNITY ORGANIZATIONS

Contact local organizations like churches, synagogues, mosques, Rotary Clubs, and Elks. Attend their meetings and see if you can arrange to speak at one of their gatherings or post in their newsletter.

#### RETIREMENT COMMUNITIES

Contact the administrator at your local retirement or assisted living communities to see if any of their residents are up for volunteering at your local Club.

#### COLLEGES & UNIVERSITIES

Speak to someone in the school of education, career counseling or work-study office. Consider contacting student organizations like fraternities or sororities who have community service requirements.

#### FAMILIES

Inquire with the families of your members - parents, older siblings, grandparents and other relatives of Club members.

#### LOCAL BUSINESSES

Reach out to local businesses as many offer community service/volunteer programs. Or look for individuals with professionals that have non-traditional hours who might be available.

## SECTION 2: ESSENTIAL ELEMENTS

## 2.4 Recruiting & Enabling Volunteers

When recruiting teen volunteers and creating a schedule, be sure to consider whether the teens you are considering will provide positive support to younger Club members. In addition, be sure to provide teen volunteers with appropriate orientation and training so that they can succeed.

### 2.4.3 HOW TO INTERVIEW & ASSESS VOLUNTEERS

Interviewing volunteers is an **important** step in assessing their potential as effective helpers for the Power Hour program. Here is a list of steps to follow in considering individuals as volunteers:

- **TIME COMMITMENT** - Talk to potential volunteers about the time commitment. They must be able to commit to a minimum schedule and be willing to sign the “Homework Help Contract” with the Club, Club member and parents (a sample contract can be downloaded from the Power Hour page of the Website).
- **EXPERIENCE** - Ask about previous experience. Consider the ages of children that potential volunteers have experience serving. In scheduling, try to match volunteers with children of these age groups.
- **PROBLEM-SOLVING** - Brainstorm various hypothetical situations, such as what to do with members who are always tardy, sleepy, disruptive, hungry, apathetic, combative, etc. See how well potential volunteers are able to come up with positive solutions.
- **INTEREST** - Ask prospects their reasons for wanting to take part in the program.
- **POLICIES/GUIDELINES** - Review with prospects your organizational policies about interactions between volunteers and staff and between volunteers and youth.
- **BACKGROUND CHECK** - Remind all volunteers that they will be required to have a background check completed.

## SECTION 2: ESSENTIAL ELEMENTS

## 2.4 Recruiting & Enabling Volunteers

Use the “Volunteer Interview Questions” (a list of questions can be downloaded from the Power Hour page of the Website) to find out more about volunteers’ experience, areas of expertise and commitment. Questions to ask include the following:

- ❓ Why would you like to be a volunteer?
- ❓ Are you able to commit to the entire school year? If not, what time commitment are you able to make?
- ❓ What other time commitments do you have on weekdays in the late afternoon?
- ❓ What do you feel you can offer young people in a homework assistance program?
- ❓ What benefit do you hope to gain from being a part of Power Hour?
- ❓ What languages do you speak fluently?
- ❓ Do you have any experience working with young children?
- ❓ If so, what kind of experience, and with what age groups?
- ❓ Do you have any special areas of expertise (math, science, Spanish, etc.)?

### 2.4.4 VOLUNTEERS & SAFETY

In order to protect members, volunteers and the Club, some basic safety precautions need to be taken (consult your organization-specific safety guidelines in addition to these):

- **SCREENING** - Every volunteer must undergo the screening process in place at your unit or organization.
- **BACKGROUND CHECK** - Every volunteer must be subjected to a thorough state and federal background check before being allowed to interact with Club members.
- **MONITORING** - Volunteers may *never* be left alone, one-on-one, with a Club member. Another Club or staff member must be present at all times.

## SECTION 2: ESSENTIAL ELEMENTS

## 2.4 Recruiting & Enabling Volunteers

### 2.4.5 BILINGUAL VOLUNTEERS

Many of our Clubs serve populations with a large number of families for whom English is not the first language. By pairing these members with bilingual volunteers and tutors you can help overcome communication barriers, but also in enhance the cultural diversity of your Club membership and your community. Understand your membership base to decide if your Club would benefit from bilingual volunteers whose primary or secondary language is Spanish to meet the needs of Spanish-speaking members and to communicate with their parents.

### 2.4.6 PEER-TO-PEER TUTORING

Peer-to-peer tutoring in the Power Hour program enables Club members to learn from one another. The peer-to-peer tutoring approach operates on the premise that students learn more and can demonstrate mastery of critical concepts when they have someone on the same age level to help them close their achievement gaps. The peer tutor could be a student from the same class or school as the struggling student, someone who is familiar with the assignments (but make sure the student to be tutored is comfortable with the relationship and social dynamics). The peer tutor also could be a child of the same grade level who has been learning similar standards in class. Peer-to-peer tutoring eliminates the formality of an adult-child relationship, allowing youth to take advantage of common ground they have with one another. Some of the benefits of peer-to-peer tutoring in an after-school environment include:

- ✓ Higher academic achievement when peers of different ability levels work together.
- ✓ Increased personal and social development of Club members as they learn from one another.
- ✓ Improved motivation of all participants in the peer-to-peer network because of the successes they experience after learning together.

## SECTION 2: ESSENTIAL ELEMENTS

## 2.4 Recruiting & Enabling Volunteers

- ✔ Enhanced use of technology tools during the collaborative learning process, including word processing, Internet research and publication of projects.
- ✔ A study-buddy system in which members can help one another with homework and assignments using student-friendly language.

## SECTION 2: ESSENTIAL ELEMENTS

# 2.5 Forging External Partnerships

Just as schools cannot do it alone, neither can the Club. It's important to form strong external partnerships to best serve your Club members.

### 2.5.1 SCHOOL PARTNERSHIPS

Establishing relationships with local schools is a key element in constructing a recharged Power Hour that will support children academically in an afterschool program. In the age of high-stakes testing and accelerated curriculum pacing, students are under tremendous pressure to keep up with academic expectations, regardless of family income-level, grade level or the presence of a support system at home.

Teachers, who are struggling to fit in all curriculum standards within the regular school day, often use homework to meet academic requirements. With the addition of national curriculum standards that emphasize problem-solving, perseverance, reasoning, modeling and evidence-based responses, families are encountering homework that is beyond parents' working knowledge. Our 21st-century schools no longer look, sound or feel like they did ten years ago.

As the level of rigor in homework increases, Club staff members, volunteers, and parents will need to seek assistance from educators to learn new methods of supporting Club members' homework completion. A recent study of homework stress found that children who believe they cannot turn to a parent or guardian for help with homework are vulnerable to negative academic outcomes. As parents' confidence in their ability to help their child with homework decreases, stress in the household increases. The study also found that fights and family conflicts over homework were 200 percent more likely in households where parents did not have a college degree.

For this reason, it is vital that Club members have access to afterschool facilitators who are knowledgeable about the changing curriculum, can implement targeted interventions



## SECTION 2: ESSENTIAL ELEMENTS

## 2.5 Forging External Partnerships

with struggling students, and understand the importance of 21st-century skills such as collaboration, creativity, communication and critical thinking. It is through a strong partnership with the local schools that Clubs can offer this type of Power Hour support.

How can Clubs develop a reciprocal partnership with the local school? Teachers and principals are juggling many demands on their time and are under pressure to meet school-wide improvement goals. For a partnership with an afterschool program to develop, it must be mutually beneficial in meeting the goals of the school and the Club. The following are three key strategies for connecting with schools:

- 1) Align Club goals for Power Hour with the school's strategic plan for improvement.
- 2) Serve as a data bridge, implementing evidence-based interventions with academically struggling students based on direction from a school point of contact.
- 3) Co-host workshops with the local school for parent and Club staff, providing seminars on how to support students in the age of evolving curriculum expectations.

### **1) Align Club Goals with the School's Strategic Plan**

It is common for a school to develop a set of targeted goals for the overall school based on achievement gaps evidenced in testing data. These goals are defined in a public document, often under the title of "Strategic Plan" or "School Improvement Plan." The goals of the plan will vary according to the needs of each local school. Examples of school-wide goals at a typical Title One elementary school are:

- Increase math fluency for the lowest 25 quartile of students.
- Increase performance on reading assessments for third- and fourth-grade students.
- Increase the use of interdisciplinary performance tasks that facilitate students'

## SECTION 2: ESSENTIAL ELEMENTS

## 2.5 Forging External Partnerships

understanding of the connection between content and real world application.

- Increase teacher and student knowledge of project-based learning and instructional technology to enhance learning opportunities.
- Increase programs delivering academic support to parents.

By accessing the school's Strategic Plan, the Club can make better decisions about how and where to invest in resources, enrichment activities and training for personnel.

For example, a Club can support the goal to "Increase math fluency for the lowest 25 quartile of students" by creating a math fact station that contains math games, online apps and flash cards that support fact fluency. Incentives can be offered to Club youth as they achieve mastery of a set of math facts.

If a school targets a goal to "Increase performance on reading assessments for third- and fourth-grade students," a Club could similarly support the goal by implementing afterschool book clubs, designating independent reading time with mentor conferencing, or making online apps available to students to practice reading skills.

Many schools also are emphasizing project-based learning as a means to improve critical thinking skills, as seen in a goal such as "Increase teacher and student knowledge of project-based learning and instructional technology to enhance learning opportunities." In partnership with the school, the Club may designate a Makerspace environment, where students can independently construct do-it-yourself (DIY) projects. Based on the school's strategic plan, a Club may decide to invest enrichment resources in engineering, science or art materials that students can use freely to complete enrichment projects.

## SECTION 2: ESSENTIAL ELEMENTS

## 2.5 Forging External Partnerships

### **2) Serve as a Data Bridge, Implementing Evidence-Based Interventions with Academically Struggling Students**

Research shows that afterschool programs are effective in improving academic achievement, increasing school attendance and engagement, and providing students with 21st-century skills to be successful and healthy when data systems are shared between the schools and afterschool programs. Reviews of a collection of research showed that students in afterschool programs that implemented evidence-based practices showed significant academic gains.

What is an evidence-based practice? Evidence-based practice simply means using teaching methods that have been studied and deemed as making a significant difference in learning. Evidence-based practice uses data to align goals, assess impact, make adjustments and add intervention supports. All students may encounter this practice through classroom tasks, but academically-struggling students also encounter this practice with targeted interventions.

What role can the Club play in supporting these targeted interventions for low-performing students? These academic interventions are developed within the school, but require an “all-hands-on-deck” approach to implement with fidelity. A teacher or an Response to Intervention (RTI) Team of teachers and administrators reviews the data from recent benchmark assessments, identifying students performing below-grade level expectations. Then, a targeted plan is developed for each student, detailing the academic intervention, the number of times per week the intervention will be implemented by the teacher, the number of students allowed in the small-group intervention, and the frequency of monitoring progress through mini-assessments.

While this individualized intervention plan is vital to closing the student’s learning gap, it is also difficult for a teacher to implement with fidelity, while meeting the needs of other

## SECTION 2: ESSENTIAL ELEMENTS

## 2.5 Forging External Partnerships

students within the classroom. Paraprofessionals, administrators and other teachers often have to conduct separate sessions to meet the goals on the intervention plan. Through a Data Bridge Partnership between the school and Club, staff members can be trained to conduct a portion of these intervention sessions during Power Hour, thereby supporting the school's academic goals beyond the classroom walls.

An example of a research-based intervention is the “Click or Clunk” strategy. In this reading comprehension strategy, students periodically check their understanding of sentences, paragraphs and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties. A facilitator of this intervention might provide a reading passage for the student, or use an assigned homework passage, and monitor the use of the strategy through side-by-side support. For more examples of academic and behavioral interventions that a Club staff member may encounter, visit <http://www.interventioncentral.org/>.

How can Clubs coordinate a Data Bridge partnership with schools? According to several studies published in 2012, only 38 percent of afterschool programs regularly or frequently shared data with the local school, despite the benefits of a coordinated approach. The barrier most cited stems from the federal student data privacy law, known as the “Family Educational Rights and Privacy Act (FERPA).” This act initially was interpreted by some schools as barring data-sharing with afterschool programs due to privacy concerns. Fortunately, the act was amended in 2012. FERPA now allows education authorities to share data with:

an authorized representative, without prior parental consent, with an entity that has been authorized to conduct an audit, evaluation or other compliance activity related to a federally or state-supported education

## SECTION 2: ESSENTIAL ELEMENTS

## 2.5 Forging External Partnerships

program, such as the 21st-Century Community Learning Centers Program<sup>1</sup>.

Club directors need to be familiar with this amendment to FERPA when proposing a data-sharing partnership to school principals. Data ranging from survey feedback, attendance records, test scores and academic and behavioral-intervention plans can serve as a valuable resource for the mission and vision of the Club's Power Hour program.

Clubs that collect, share and analyze data are better able to determine if they are carrying out activities and services that best serve their members. In addition, data collection and analysis at the Club level can be used to demonstrate the effectiveness of the program to potential business partners, funders and policy makers.

### **3) Co-host Workshops with the Local School for Parents, Volunteers and Club Staff Members**

Homework is a necessary component of education, yet a stressful reality for youth and parents. Many parents, staff members and volunteer tutors are struggling to help students with homework under the requirements of the new, more rigorous national and state standards derived from Common Core, particularly in math.

In conjunction with the local school, the Club may co-sponsor quarterly interactive workshops for parents, volunteers and staff members to learn teaching methods that align with classroom instruction. These workshops can be taught by experienced classroom teachers and/or instructional coaches.

Many schools have already recognized the need to educate stakeholders on the changing

<sup>1</sup> Partnership for Children and Youth 2012

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instructional practices related to more rigorous standards. Yet, the schools face their own barrier in attracting attendance at workshops beyond the parents already actively involved within the school. The Club, though, can provide outreach to parents who are inclined towards less involvement due to work and family obligations. Because the Club naturally builds a unique relationship of trust, care and responsibility with its parents, it has the ability to market the workshops beyond a core circle of already-involved parents. By leveraging the Club's relationship with parents, it can create a gateway for parents to become more involved in their children's education, while enticing the local school to open the workshops up to Club staff and volunteers in return.

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## 2.5 Forging External Partnerships

Below are several strategies for opening the lines of communication between the Club and the local school:



### WRITE A LETTER

Write a letter to the local schools communicating the goals of the redesigned Power Hour, including how the Club plans to support the strategic goals of each school.



### MEET THE PRINCIPAL

Schedule an appointment with the principal from each of your schools to begin building a Data Bridge Partnership.



### MARKET THE CLUB

Write a letter to the local schools communicating the goals of the redesigned Power Hour, including how the Club plans to support the strategic goals of each school.



### HOST AN OPEN HOUSE

Schedule an appointment with the principal from each of your schools to begin building a Data Bridge Partnership.



### USE SCHOOL RESOURCES

Ask the principal for access to school-based resources, such as the Media Center, math manipulatives, science equipment and the computer lab.



### WORK WITH TEACHERS

Figure out the best method for communicating directly with teachers about homework assignments, intervention support and enrichment ideas.

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Parents are the other piece of the puzzle. Busy parents need you and you need to know how and what to communicate to them.

### 2.5.1 CHOOSE COMMUNICATION THAT WORK FOR PARENTS

Positive two-way communication between parents and afterschool care providers is necessary to ensure student success. However, the establishment of home-Club communication has grown more complex as society has changed. The dominance of social media has created a generation of parents and students that expect quick, brief status updates, which are easy to access and to the point. Parents are caught between needing a vast network of information to keep up with the changing demands their kids face, and the reality of being inundated with time-consuming messages. Working parents, likely exhausted at the end of the day, often cannot sort and sift through paper-based communication or digest lengthy emails and newsletters. In addition, with the increasing diversity among families, it is unlikely that the message from a single form of communication will reach all guardians.

Fortunately, there are many alternatives to the old-fashioned newsletter that provide more individualized communication, maintain the new standard of brevity, and simultaneously reach multiple recipients. Below are several resources that can be used to communicate with Club parents. Consider choosing two to three methods, and use them consistently throughout the school year.

#### TEXT MESSAGES



Text messaging, using an app such as Remind (<https://www.remind.com/>) is an easy, cost-effective way to communicate immediately and consistently with on-the-go parents. Messages are opened at a rate of 94 percent, with most being read in the first four minutes. Ninety-eight percent of parents aged 20 to 40 own a mobile phone with texting capability, and research shows texting



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is the preferred method of informational communication for parents today. Remind is a communication texting tool that helps teachers, coaches and counselors connect instantly with students and parents, while providing phone number privacy. Users can send a single text message to a distribution list, a small group or an individual on any device.

### WEEKLY EMAIL BLASTS



A brief summary outlining the week ahead or reviewing the ending week is an excellent way to keep parents up-to-date on items they need to know. The email blast can be generated from the Club director, or it can be more personalized if sent from a Club staff member assigned to a group of children.

### PHOTO COLLAGES



Create photo collages of Power Hour through apps such as Flipagram, InstaCollage and Shutterfly. Parents enjoy seeing their children engaged in activities and sharing experiences with friends. Photos snapped throughout the week can quickly be uploaded and shared in a creative format. Note: Ensure that the Club maintains a list of students who are not to be photographed based on parent requests.

### CLASS DOJO



Class Dojo (<https://www.classdojo.com/>) is a positive-behavior digital platform that connect students, teachers, and parents with real-time feedback on character and behavioral goals. It can be used at school, in after-school programs and at home. Points are awarded to students when a targeted behavior is positively displayed, or can be deducted when a student demonstrates negative behavior. Parents can receive private direct messages and follow their child's behavioral progress through the website. The platform also provides the ability

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to send group messages and share photos.

### SUNSHINE NOTES



Not all communication needs to be digital! A short, positive note home detailing an act of kindness, perseverance or problem-solving displayed by a child goes a long way in building trust and communication channels.

### SURVEY MONKEY



Survey Monkey. Parent surveys are an excellent way to respond to real needs within the parent/student community. Responses from quarterly surveys addressing parental support, engagement, self-efficacy and responsibilities – as well as student behaviors and school climate – can be used to modify and enhance Club programs such as Power Hour.

### GOOGLE CALENDAR



Share important Club events with families using a digital calendar platform. By sending invitations directly to the parents' email addresses they can add the event to their calendar easily.

### GOOGLE HANGOUTS



Send messages, make video calls, hold online parent conferences and lead virtual parent workshops through Google Hangout.

### 2.5.2 THREE TOPICS FOR COMMUNICATING WITH PARENTS

When communicating with parents, it will make it easier for them to respond if you structure the information you share in one or more of these categories:

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- 1) Program activities
- 2) Student accomplishments and behavioral progress
- 3) How parents can help at home to support the social, emotional and cognitive development of their child

Parents tend to feel more positive toward a program or school when frequent, predictable communication takes place. When parents are engaged and knowledgeable about upcoming events, academic and behavioral progress and available parenting resources, a strong partnership can develop between a Club and a parent. This connection enhances the social capital that Club members need to thrive in today's educational culture.

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### 2.6 Designing Incentives & Rewards

Designing desirable incentives and rewards is a way to keep Club members engaged and driven to achieve. Give careful consideration to which methods you will be using for your Power Hour and consistently apply them throughout the Program.

#### 2.6.1 AWARDING POWER POINTS

Power Points, one of the cornerstones of the Power Hour program, is a system for rewarding Club members as they successfully complete homework assignments. Youth accumulate points as they achieve certain milestones, and they can trade them in for prizes or special rewards. You can determine a system for earning Power Points that is right for your members and that reinforces your Club's ongoing goals. For example, members might receive one Power Point for arriving at the session on time, but they might earn five Power Points for the completion of an assignment. Especially large homework assignments – such as science fair projects, long book reports, or research projects – could merit a bonus of 10 to 25 additional points.

You also may decide to create a point system that aligns with the strategic plans of any schools your Club has partnered with. If the local school's strategic plan calls for increasing performance on reading assessments for third- and fourth-grade students, you could award Power Points to youth for attending an afterschool book club, for spending time with a reading mentor, or for using an online app for practicing reading skills.

Each Club should develop its own method, however, and make sure that all staff and volunteers fully understand the point system. It also is important for members to know how many points are earned by various activities. Because Power Points are meant to be motivational, creating excitement and increased effort as members work toward goals and prizes, members must understand the system so they can earn their points rather than receive them arbitrarily.

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# 2.6 Designing Incentives & Rewards

### 2.6.2 TRACKING CLUB MEMBERS' POWER POINTS

The Power Hour program offers several possible ways to keep records of member's attendance, progress and achievement.

- 1) **Check-in Sheet** - Each day as members arrive, their names are entered on a daily Check-in Sheet.
- 2) **Power Points** - At the end of the day, information about Power Points earned is transferred to a Master Tracker spreadsheet (using Excel or another spreadsheet program).
- 3) **Power Recorder** - At the same time, observations about members' performance are transferred to a hand-written permanent record called the Power Recorder.
- 4) **Power Poster** - Finally, on public display on a wall of the Club is a Power Poster, bulletin board, or Leaderboard displaying a record of each member's number of Power Points for all to see.

Clubs can access the "Check-in Sheet," "Master Tracker" and "Power Recorder" by visiting the BGCA Web site at [www.bgca.net](http://www.bgca.net). Go to the program page, and click on Power Hour to find the appropriate forms.

#### 1) Check-in Sheet

The Check-in Sheet is a great tool for keeping track of each member's daily accomplishments, including homework assignments and high-yield learning experiences completed and the number of Power Points earned.

How to use the Check-in Sheet:

1. Download the Check-in Sheet from the website and make photocopies of the form or print out a number of sheets. You will need at least one sheet for every day of Power Hour, but if you are running more than one session of Power Hour per day (different age groups, for example), you will need one sheet for each session.

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2. Write the date at the top of the sheet.
3. Record the names of members who arrive at the start of a session. (If consistent with your Club's policies, you may also want to record the member's Club ID number.)
4. Tally the activities completed at the end of the session. Beside each member's name, write a tally of the homework assignments that member completes. In the next column, record any high-yield learning activities the member does after his or her homework is completed.
5. Record Power Points earned. In the final column, write a tally of the total number of Power Points that member has earned for the day.
6. Write comments on the back of the Check-in Sheet. An extra column at the left has numbers corresponding to each member's name. The numbers are used to write notes on the back of the Check-in Sheet about a member's performance that day. To ensure confidentiality, it is important that the numbers be used, instead of the members' names. Any special breakthroughs by members, behavior problems or areas of special difficulty or concern are recorded in this way.

Clubs should retain all Check-in Sheets and store them in a binder or folder. If members have questions about the points they earned on a particular day, there will be a written record of points they were awarded during a session.

### 2) Master Tracker

The Master Tracker is an Excel spreadsheet that enables Clubs to keep a running tally (by day) of member's Power Points. You can download the form from the Web site, or create your own tracking spreadsheet. Whatever you use must have space for the names of members, the dates they attend Power Hour, and the number of Power Points they earn during each session. The spreadsheet also should automatically add up each member's Power Points to provide a running tally, as well as a running total of the number of Power Points earned by all members as a whole. At the end of each session, the tally of Power

## SECTION 2.0: ESSENTIAL ELEMENTS

## 2.6 Designing Incentives & Rewards

Points from the Check-in Sheet is transferred to the corresponding cells in the Master Tracker.

### 3) Power Recorder

The Power Recorder is a binder containing records for all members participating in the Power Hour program. Because it contains sensitive, private information, the binder should be stored somewhere out of the reach of members. The Power Recorder should contain contact information for the parents or guardians of all members, and also for all Club staff and volunteers. A file for each member should detail the name of his or her school, parent or guardian, teacher, tutor (if applicable) and all pertinent phone numbers and addresses. The binder is the place to keep a permanent record of each member's progress and behavior. At the end of each day, any comments or observations written on the back of the Check-in Sheet are transferred to the appropriate member's file in the Power Recorder.

### 4) Power Poster

The Power Poster is for display on the wall of your Club, and can be used to track the Power Point scores of all your members. Instead of the Power Poster, some Clubs may prefer to use a bulletin board with a colorful theme related to current Club activities. The bulletin board can be decorated with cut outs and other designs. If the selected theme is about space travel, for example, you might assign the various planets different point values, and have each member represented by a space ship that moves upward toward the planets as the member earns more and more Power Points. You might also choose to decorate the bulletin board by emphasizing the Power Rewards at different Power Point levels. For example, if 50 points earns members a toy, you could place a drawing of the toy at the 50-point level—helping members visualize this goal as they gain more Power Points. Clubs should feel free to substitute another system, if desired.

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### 2.6.3 DIGITAL LEADERSHIP/LEADERBOARDS

Leaderboards are a fun way to motivate Club members by using game dynamics/gamification to recognize and track their achievement. Because even elementary-age youth are so accustomed to receiving rewards or achieving status through online games, they respond well to game dynamics. Not only does gamification motivate each individual youth by tapping into a desire for competition and achievement, but also it inspires the group as a whole as they follow what individual members are achieving. Leaderboards also confer status, which is the strongest motivator; youth enjoy having their social value raised by being on top of a leaderboard because it is a clear visual display of their achievement. You can develop this sort of motivation for your Power Hour program by following these steps:

- **Identify milestones** - Milestones can be as basic as arriving on time for the Power Hour session, completing all homework assignments, reading for 20 minutes, helping a younger member with homework, playing an educational online game, or completing a long-term project.
- **Add Rewards** - Attach rewards to the milestones. Decide on Power Points members will earn as they reach the established milestones.
- **Track Progress** - Track progress on a leaderboard. A leaderboard can be a simple visual image illustrating Club member milestones—similar to the graphics that show completion of an online (such as LinkedIn) profile. Set up a graph manually on a bulletin board or Kraft paper. A simple leaderboard might look like this:



## SECTION 2.0: ESSENTIAL ELEMENTS

## 2.6 Designing Incentives &amp; Rewards

30							
25							
20							
15							
10							
5							
	Mike	Kentina	John	Karen	Shonda	Richard	Jamal

You also can create a digital leaderboard for Power Hour that you post on your Club's website or Facebook page. If you do this, **do not** use Club members' names; instead each member can decide on a username or Avatar to represent him or her. Create a color-coded spreadsheet similar to the graph above and, at regular intervals, update it with the number of Power Points per Club member.

You also can use simple digital badges—visual representations of a skill or achievement—that you create and use to complete the digital leaderboard. Download or draw (using Google Drawings or a similar program) badge images to represent academic areas such as reading, writing, math, science, social studies, etc., then add them to the digital leaderboard to create a visual representation of Club members' strengths and achievements. Here are a few examples of digital badges:



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Find digital badges at Classbadges.com (<http://classbadges.com/>). To create a leaderboard using Google Apps; see the instructions, “How to Create a Student Badge Leaderboard Using Google Apps” at <http://mrtrussell.blogspot.com/2014/05/how-to-create-student-badge-leaderboard.html>.

Whatever form you choose to display Club members’ achievements, at the end of each week, with all members gathered around, record the new totals of Power Points on the Power Poster, the Power Hour bulletin board or the Power Hour Leaderboard. This creates excitement and anticipation as members near their goals for winning Power Rewards. If your program meets Monday through Thursday, you might use Fridays as the day you and your staff mark the new Power Point scores on the poster or bulletin board. Some Clubs prefer to do this once a month. However often you update the points, be sure to let members take a look to see how much closer they have come to their goals (and the rewards that accompany the goals).

#### 2.6.4 TURNING POWER POINTS INTO POWER REWARDS

Members are encouraged to save their points for large rewards; each member’s Power Points are tallied in the Power Recorder and are tracked on the Power Poster or Leaderboard on display.

Power Points and Power Rewards are designed to entice members to try their best in order to win great prizes. A job well done may be its own reward, and many members will be inspired to try their best based on motivators such as personal pride, accomplishment, satisfaction, growth and excellence. Most members will be thrilled to arrive at school with all their homework done, earning better grades, more praise from teachers and parents and freedom from anxiety. Power Rewards are not intended to replace feelings of accomplishment, personal progress or other internal motivations. They are simply incentives to make the experience even more enjoyable. For this reason, rewards are

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### 2.6 Designing Incentives & Rewards

important to the success of the program and the academic success of your members.

You can offer any type of reward you deem appropriate for the program. Try to think of rewards and incentives that would most inspire your Club youth to work hard on their homework. In general, Power Points can be exchanged for several different categories of rewards:

#### 1) **Club Privileges**

Many Clubs allow members to redeem their Power Points for Club privileges or free time to enjoy the Club's resources rather than for more tangible rewards or prizes. Members can use their Power Points to go to the head of the line for a given Club activity, or they may use points for open swim time in the swimming pool or open court time on the basketball courts.

#### 2) **Individual Prizes**

You can award prizes that are education-related, such as a special pen, or something more fun like movie theater gift cards. You may want to keep small prizes on hand such as pens, pencils, small puzzles, erasers, simple toys and other similar items suitable for rewarding a day's solid effort to recognize a Club member's incremental progress. Other Clubs keep a "Power Hour Store," a place where members can "spend" their Power Points to purchase pens, rulers, markers, books or educational toys.

#### 3) **Monthly Group Activities**

Informal monthly activities such as a pizza or an ice-cream party can be a welcoming reward for youth; it gives them an opportunity for fun and networking outside of regular Club sessions.

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## 2.6 Designing Incentives & Rewards

### 4) Activity or Field Trip








A large group activity or field trip. Once or twice each year, you can plan a major activity or field trip for the entire group – such as a trip to a zoo, water park or ball game.

### 2.6.5 RECOGNIZING CLUB MEMBERS' ACHIEVEMENTS

When it is appropriate, members can claim their rewards. Any time a member does claim a Power Reward, remember to help that member set a new, higher goal. Remember that Power Points are designed to motivate members to work hard toward the goal of winning prizes. The more you can share in members' excitement and the more you encourage them to try for earning additional points, the greater their enthusiasm and efforts will be.

#### Monthly Reward Events

Special events are a fun way to reward the effort and excellence of members, volunteers and Club staff. Once a month, you may want to host a special event for all members who have reached a given number of Power Points. Here are a few ideas for reward events:

 PIZZA PARTY	 ZOO/AQUARIUM	 AMUSEMENT PARK
 SUNDAE PARTY	 SCAVENGER HUNT	 OLYMPIC FIELD DAY
 BEACH TRIP	 PICNIC	 FUN NIGHT OUT

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## 2.6 Designing Incentives & Rewards

### **Award Ceremonies**

Twice a year (before winter and summer breaks, for example), you may want to host a significant reward event for members who have reached an even greater total of Power Points. You can invite members' parents, teachers, homework helpers, tutors, staff, friends and families. Certificates of achievement can be handed out to all members, and special recognition—perhaps T-shirts or plaques—can be awarded to those who have met or exceeded their stated goals. Be sure to use the Power Hour Bulletin Board, Power Poster or Power Hour Leadership Board to demonstrate the levels that members have attained.

These “honor-roll-party” events are important. Not only do they publicly acknowledge members' hard work and praise their achievements, improvements and diligence, but also they provide opportunities for members to step back and see their extensive support network of family, friends and educators, all proud of their accomplishments. Many Clubs already have extensive Club-wide awards ceremonies once or twice a year. These ceremonies honor members for their participation and performance in the whole range of programs employed at the Club. Instead of having a separate ceremony solely for Power Hour, you might opt instead to incorporate awards, plaques or certificates for excellence in the Power Hour program as part of the Club-wide ceremony. You can distribute awards for “most improved,” “best effort,” “most Power Pages,” “best improvement in GPA” or “most Power Points.” An important benefit of including Power Hour awards in the Club-wide ceremony is that the entire Club understands the importance of academics, as they witness friends and fellow Club members being rewarded for homework completion.

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### 2.7 Serving Special Needs Members

In a recent report, approximately 13 percent of public school students – almost 6.4 million students – were identified as having a special need, with disabilities impacting learning, behavior and physical impairments. These students are a part of Club programs, and Clubs must invest the time, resources and care to support all students' needs. With an informal academic setting, Power Hour has the key components in place to construct an inclusive learning environment, where students of all abilities can take part in meaningful learning experiences together. It is vital, though, that staff members receive ongoing professional development in supporting students with special needs.

#### 2.7.1 Understanding the Range of Special Needs

Special-needs populations are diverse in ability, ethnicity, cultural-experiences, gender and age. Club staff can expect to encounter students with disabilities ranging from a mild learning disorder to a severe developmental problem. The five categories of needs are:

1. Behavioral, emotional and social development, such as Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD) and Oppositional Defiance Disorder (ODD)
2. Cognition and learning, such as Dyslexia, Dyscalculia and Dyspraxia
3. Communication and interaction, such as Autism and language processing disorders
4. Physical and sensory needs, such as visual and hearing impairments, food allergies, and physical disabilities
5. English-Language Learners (ELL)

The majority of disabilities fall under developmental concerns, but this category includes a number of different conditions. It is important for Club staff members to keep in mind that every child and case is different. There are some youth who function at a high cognitive capacity in spite of a disability, and others with low capacities who find a traditional

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### 2.7 Serving Special Needs Members

school setting challenging. In other cases, the physical handicap of a Club member may simply mean that building codes and learning spaces need to be altered or environmental allergens monitored. These young people are then able to perform their work at a level similar to typical peers.

ELLs have special needs that also must be supported by staff members. ELLs are the fastest growing student population in schools, according to the NEA (National Education Association, 2015). By 2015, ELL enrollment in U.S. schools will reach 10 million and, by 2025, nearly one out of every four public school students will be an ELL. The dramatic increase in ELLs in recent years has left many schools unable to meet the needs of students whose limited English capabilities put them further behind academically. Clubs have a unique opportunity to provide direct language instruction through tutoring or side-by-side language support to ELL students during Power Hour. Ongoing professional support for Club volunteers, staff and leaders should include a working understanding of second-language acquisition. WIDA is a trusted resource in the education of Pre-K through grade 12 language learners, providing best practice research for teachers, coaches and mentors engaged with these students. WIDA Can Do Descriptors provide an excellent tool for discerning the language capabilities of Club students.

#### **2.7.2 Constructing an Inclusive Learning Environment**

Inclusive learning environments – whether in a classroom or an afterschool setting – support positive emotional, social and academic growth. It is not just about creating a space where students with and without special needs are brought together, but rather it is a spirit of cooperation among all students that promotes a sense of belonging and acceptance. The beauty of a Club setting is that it has the flexibility to structure activities, programs, and games to incorporate all students, with special-needs students exploring their interests, friendships, social and leadership skills alongside typical students. There are three principles to consider when constructing an inclusive environment:

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### 2.7 Serving Special Needs Members

#### 2.7.3 Building Relationships

There will be a multitude of positive opportunities to cultivate relationships with students throughout the year. Bantering about student interests, asking about the highs and lows of a member's day, and side-by-side conferencing and homework support are excellent ways to build rapport daily. With special-needs youth, though, Club staff also may encounter more intense interactions. Some members with disabilities or needs that can cause frustration have trouble appropriately identifying and expressing feelings. Instead, a child may deal with feeling bad by acting out. They may throw a tantrum, scream, cry or throw themselves on the floor, or fully withdraw from all interactions. Club staff who are knowledgeable in using "I Statements" can help members replace the negative behavior with naming the feeling and the cause, consequently diffusing a negative situation.

In an "I statement," the child names their feeling and tells the person they are speaking to the cause of the feeling. For example, a child using an "I statement" with a staff member might say: "I feel angry (FEELING) when you rush me through my work (CAUSE)." For this to occur, though, the child will need either modeling from involved adults or, if the technique is used in a classroom, reinforcement of the classroom plan by Club staff. Additional information on "I statements" can be found through Boston University. <http://www.bumc.bu.edu/facdev-medicine/files/2011/08/I-messages-handout.pdf>

#### 2.7.4 Inclusiveness

Inclusiveness is best approached through incorporating proactive strategies, a culture of trust, and respectful relationships throughout the Club. According to KidsActive National Development Division, an inclusive setting is characterized by the following features:

- The **attitudes and behavior** of Club staff, children and parents demonstrate how unremarkable it is that disabled children are part of the program.
- Everyone **is welcomed** on arrival and wished well on departure in a way that suits



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## 2.7 Serving Special Needs Members

them.

- Pictures, equipment and **resources reflect disabled people's lives** as part of a wide representation of children's differing backgrounds and experience.
- Club leaders are committed to the **active participation of children**, parents, team members and others to ensure good quality provision and to ensure that each individual's needs are met.
- Club leaders make time to **build links with families**, schools and services for disabled children by becoming directly involved with them.
- All volunteers, staff and leaders are aware that **attitudes, environments, structures and policies** need attention so they do not disadvantage particular children.
- All practitioners have or are developing the **necessary skills to communicate** effectively with each child.
- All children have **opportunities to express** their opinions on activities they take part in, using whatever communication methods they choose.
- Each **parent feels welcome and valued** as an expert on his or her child, with a continuing key role in helping practitioners enable the child to take a full part in the setting.

### 2.7.5 Accountability

Special-needs students may need individualized behavior management plans that both reward positive behavior and hold a student accountable for negative behavior. It is important to remember that a one-size behavioral plan for all Club members will not be nearly as effective as individualized behavioral goals and rewards. Club staff will need to monitor and adjust expectations according to the student's disability. Support personnel may find that students with defined learning disabilities, or who are acquiring the English language, have modified homework behavior expectations that require support. With other special-needs students, behavior management may require a different goal, intervention

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### 2.7 Serving Special Needs Members

and reward to manage off-task and disruptive behavior. Club directors may want to consider these options for behavioral accountability of students.

#### **Sticker Reward Chart**

A quick, simple, individualized behavior modification tool. This is an age-old, yet effective system of targeting one to two behaviors over a period of time, often a week, tracking whether the targeted behavior was achieved daily, and rewarding the child at the end of the time period. Members need to take ownership of this plan by carrying their own reward chart on a clipboard or in a notebook and seeking feedback on behavior from monitoring adults.

#### **Ticket Reward System**

Catch all of your students making wise choices. This motivation system is used to reward individual youth, but can be used inclusively with all Club members. Children earn tickets for targeted behaviors or for completing predetermined tasks. Then, at intervals, the facilitator has a raffle drawing with the collected tickets, and those whose names are drawn may choose a reward.

#### **Class Dojo**

A kid-friendly digital platform to track behavioral goals. This online app is simple to use. A staff member sets up a list of members within the system, assigns each one an avatar, selects targeted behavioral goals, and then has the ability to award points, known as “Dojo Points,” for positive or negative behavior. While many classroom teachers use this system for all students, it does have its management drawbacks with large groups. Club directors may want to consider using this system with specific students who respond positively to the online gaming nature of this tool, and who are in need of an additional support system for improved behavior.

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## 2.7 Serving Special Needs Members

Constructing a truly inclusive environment that meets the needs of all members requires partnerships with stakeholders—parent input, teacher strategies, and social-worker support. While Club staff are not expected to know how to meet the needs of all students, recognizing appropriate times for outreach to solicit valuable stakeholder’s knowledge will help serve students more effectively. Club tutors and volunteers should understand that not all students with a learning or behavioral problem have been identified. Careful notes and observations about unusual behavior patterns by those Club mentors who work closely with students may help stakeholders further support the student beyond the bounds of the Club.

## SECTION 2.0: ESSENTIAL ELEMENTS

## 2.7 Serving Special Needs Members

### 10 PROACTIVE STRATEGIES FOR SERVING ALL YOUTH

- 1 Develop a structure and maintain a routine.
- 2 Check for understanding: Do students understand directions? Does a student have enough knowledge to work independently on an assignment or serve as a peer support for others?
- 3 Use assistive technology or other learning tools to provide a diversity of educational aids.
- 4 Provide “two-minute” transition warnings before changing from one activity to another.
- 5 Avoid confrontations and power struggles.
- 6 Provide an option for private workspace, free from visual distractions.
- 7 Allow brief, frequent breaks for students who struggle with attention.
- 8 Develop a cue or code word to respectfully let students know when a behavior is not appropriate.
- 9 Ignore attention-seeking behavior that is not disruptive to other students.
- 10 Provide peer collaborative groups that incorporate special-needs children and that value everyone’s contributions to projects, games and teams.

## SECTION 3.0

# IMPLEMENTING POWER HOUR

## About this Section

In this section we provide resources for you to implement Power Hour including links to publicly available tools, games, printables and more.

Refer back to this section throughout your implementation of Power Hour to find new and exciting tools for your members.

## 3.0 Implementing Power Hour

The resources provided here are not an exhaustive list, but rather intended to be used as the next steps in redesigning a Power Hour that supports 21st-century learning goals for all members.

- Common Core Standards
- In-Club Member Resources: Literacy
- In-Club Member Resources: STEM
- In-Club Member Resources: Tech-based
- Resource Links
- Technology Integration

## SECTION 3.0: IMPLEMENTATION

## 3.1 Common Core Standards

Trying to support students in their work during Power Hour without an understanding of the Common Core standards leads to frustration for students, staff members, and parents. In just a few short years, response methods, problem-solving strategies, and technology have dramatically altered the way students complete homework assignments. Even answers to simple math problems, such as  $3 \times 5$ , likely do not look the same as they may have five years ago.

While not every state has implemented the Common Core State Standards Initiative (CCSSI), most states have implemented a version of these standards, all of which emphasize critical thinking and analytic reasoning skills, the ability to analyze and solve complex problems, and the ability to effectively communicate orally and in writing. This increase in rigorous curriculum expectations begins as early as kindergarten.

The range of learning standards from kindergarten through fifth grade is significant, and too much for a staff member to develop an all-encompassing knowledge base. However, all staff, tutors and volunteers who work with children during Power Hour should become familiar with these seven key components and take them into account when coaching Club members:

- Reading expectations for students today have shifted to focus on reading and responding to **more complex texts** than in previous generations.
- Reading, writing and speaking are grounded in **text-based evidence** rather than in personal experience.
- Elementary schools under CCSSI are aiming for a **50-50 balance between fiction and informational texts** that include content-rich nonfiction in history/social studies, sciences, technical studies and the arts.

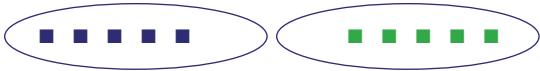
## SECTION 3.0: IMPLEMENTATION

**3.1 Common Core Standards, cont.**

- Math standards call for a **conceptual understanding of key topics**, such as place value. Students must apply number sense, such as decomposing numbers and mental math strategies, to solve problems, rather than using a routine procedure.
- Math standards call for **fast and accurate calculations** of basic facts in order to be applied to more complex problems.
- Students will encounter **multi-step, real-world math problems** that require the application of conceptual understanding, visual models, accurate calculations and a written justification of an answer.
- Common Core-type standards were constructed with **over-arching learning outcomes called Habits of Mind** for literacy, and Standards of Mathematical Practice.

## SECTION 3.0: IMPLEMENTATION

**3.1 Common Core Standards, cont.****HOW COMMON CORE STANDARDS OF MATHEMATICAL PRACTICE IMPACTS HOMEWORK SUPPORT (K-5)**

<b>Standards of Mathematical Practice</b>	<b>Homework Impact</b>
Make sense of problems and persevere in solving them	Students are asked to explain the meaning of a problem and seek entry points to a solution. <b>There will be multiple acceptable ways to solve a problem.</b>
Reason abstractly and quantitatively	Students must take into account the <b>relationships of numbers</b> related to the four operations (addition, subtraction, multiplication and division) to solve problems. <i>Ex: I may not know what <math>12 \times 3</math> equals, but I know that <math>10 \times 3 = 30</math>, and <math>2 \times 3 = 6</math>. When I add those together, I get 36. So <math>12 \times 3</math> also equals 36.</i>
Construct viable arguments and critique the reasoning of others	Students must apply assumptions, academic vocabulary and previous results to <b>critique the work of others</b> . <i>Ex: Susie says 1 kilogram of rice weighs the same as 10 bags containing 100 grams of beans. Do you agree with her? Explain why or why not.</i>
Model with mathematics	Students are asked to apply their mathematical knowledge to everyday life problems, through <b>drawing or using math manipulatives</b> to demonstrate. <i>Example: <math>2 \times 5 = 10</math></i>  



## SECTION 3.0: IMPLEMENTATION

**3.1 Common Core Standards, cont.**

Use appropriate tools strategically	Students must <b>self-assess which available tools</b> , such as counters, base-ten blocks or protractor, should be used to help solve a problem.
Attend to precision	Students should use precise math vocabulary, calculate accurately and make routine self-assessment of a response by asking “ <b>Does my answer make sense?</b> ”
Look for and make sure of structure	Students should scan all problems <b>seeking patterns</b> or a structure that can be used for problem solving.
Look for and express regularity in repeated reasoning	Students should seek <b>mental math strategies</b> and general methods in response to <b>repeated reasoning</b> . <i>Ex: I can solve 320 divided by 4 using mental math. I know that <math>4 \times 8 = 32</math>. If I use the Multiples of Ten Strategy, then I know <math>4 \times 80 = 320</math>. The answer is 80.</i>

## SECTION 3.0: IMPLEMENTATION

**3.1 Common Core Standards, cont.****HOW COMMON CORE SHIFTS WITH ELA/LITERACY/HABITS OF MIND IMPACTS HOMEWORK SUPPORT (K-5)**

Habits of Mind	Homework Impact
Demonstrate independence	When reading a complex text, students are expected to use “ <b>close reading</b> ” <b>strategies</b> , such as highlighting key vocabulary, making notes in the margins or on Post-it notes about the text, or jotting down questions to have clarified. These strategies promote independence with rigorous texts.
Build strong content knowledge	Literacy skills are now <b>integrated across all content</b> , including science and social studies. Homework in science or social studies may require the application of close reading strategies and advanced writing skills.
Respond to varying demands of audience, task, purpose, and discipline	Students are expected to <b>cultivate responses in multiple genres</b> . Students may be asked to develop an article for a class magazine, write a blog post on an opinion, create an informational brochure, or write a constructed response related to a text-dependent question. Very little time is now spent on storytelling.
Comprehend as well as critique	Students are expected to apply reading strategies to <b>understand, analyze and compare texts and viewpoints</b> , and be able to communicate observations in both verbal and written form.

## SECTION 3.0: IMPLEMENTATION

**3.1 Common Core Standards, cont.**

Value evidence	<p>While students are still expected to bring prior knowledge and personal connections to understanding a text, responses to text-based questions typically require direct evidence from the text to prove a student’s thinking. Consider having highlighters readily available during Power Hour to support the evidence-based requirements. When a student provides a response, a coach may counter with <b>“How do you know? What is the evidence in the text that supports your thinking?”</b></p>
Use technology and digital media strategically and capably	<p>Many teachers are <b>“flipping” classroom instruction</b> so that homework requires watching a video demonstration to prep for the next day, while in-class work focuses on practice. Teachers are also making more digital-based assignments, such as requiring a blog post or Edmodo response for homework. Clubs can best serve students by having a small ratio of tech devices to students.</p>
Come to understand others perspectives and cultures	<p>As early as kindergarten, students are asked to <b>understand the point of view</b> and reasoning of an author or character, and later distinguish that point of view from his or her own. Homework may ask students to write from another’s perspective and may include more culturally diverse reading assignments.</p>

## SECTION 3.0: IMPLEMENTATION

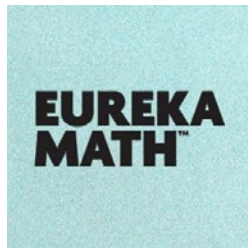
## 3.2 Staff Development Resources

To ensure that Club members are not floundering or sitting idle without a knowledgeable adult to support the content of homework, Club directors will want to consider providing staff development training on understanding the more rigorous curriculum standards, providing a binder for math strategies based on online modules, and designating technology devices available solely for accessing instructional video clips found on Khan Academy and Learn Zillion.



### [Common Core State Standards Initiative](#)

Club directors and staff can use this site to further understand Common Core standards, read about common misperceptions and find out what individual states are doing with the standards.



### [Eureka Math](#)

This is a comprehensive math website containing short instructional videos for coaches and tutors, 45,000 pages of printable student worksheets (pre-K through grade 12), parent resources and in-depth professional training, including some resources in Spanish.



### [Khan Academy](#)

This is a non-profit personalized learning resource that offers practice exercises and instructional videos in elementary math, as well as high-school math, science, history and economics. It contains professional development lessons for afterschool academic coaches and parents.

## SECTION 3.0: IMPLEMENTATION

## 3.2 Staff Development Resources, cont.



LearnZillion

### [Learn Zillion](#)

This is an open-cloud-based curriculum support system for teachers, coaches and parents. It provides a full math curriculum (K-8), a library of math videos, a close-reading video lesson library, writing lessons and text-based reading lessons. Clubs must register for access to the site, but once registered, all lessons and videos are free.



### [SEDL: National Center for Quality Afterschool Training Kit](#)

This website helps Club directors bring classroom practices into an afterschool setting. It provides research-based learning ideas for math, literacy, science, arts, technology and homework, as well as lists of support material necessary for implementation.



### [How to Smile](#)

A collection of the best high-quality math and science activities specifically for the afterschool setting, this site was launched by a group of science museums dedicated to expanding STEM beyond the typical classroom.



### [You4Youth](#)

An online professional training site for implementing STEM into an afterschool setting, this provides ideas for cost-effective materials for activities, steps for implementation, and a guide on training staff.

## SECTION 3.0: IMPLEMENTATION

## 3.3 In-Club Member Resources: Literacy

Learning spaces for literacy development have shifted away from traditional formats that had students seated at a desk and reading primarily from a textbook. Instead, literacy spaces and resources should support the 4 C's of 21st-Century learning: collaboration, creativity, communication and critical thinking. When Club directors contemplate a re-designed Power Hour, they likely will consider the space as well as the materials. Ideally, visualize a coffee shop – chairs and tables arranged in small groups that promote discussion and connection. While Clubs may not be able to replicate the furniture of a coffee shop, the feeling can certainly be simulated. Listed below is a collection of materials to consider in designing a literacy-rich environment for Power Hour:

### **Leveled Library**

A leveled library is a collection of used, donated books available for members. These books should be labeled with the reading level to encourage students to select books at the independent reading level. Use [www.arbookfind.com](http://www.arbookfind.com) for designated book levels. If Club space is shared with a school, consider creating a mobile book library on carts. If Club space allows, set up a fixed library that is a mix of bookshelves and comfortable chairs. In addition, subscriptions to children's magazines, such as Scholastic Super Science or Time for Kids, would add genre variety to the library.

### **Adapted Materials**

Adapted materials such as tactile books, manipulatives, slant boards and pencil grips offer accessibility and motivation for diverse learners.

### **Variety of Reading Materials**

Miscellaneous reading materials such as dictionaries, menus, recipes, signs, alphabet displays or student work displays can be integrated into your space.

### **Writer's Nook & Notebooks**

A writer's nook is where you maintain a collection of journaling papers, pens and colored pencils to encourage writing. Consider providing a Writer's Notebook for all youth interested in the extended learning opportunity.

## SECTION 3.0: IMPLEMENTATION

## 3.3 In-Club Member Resources: Literacy, cont.

### Whiteboard

Whiteboard space is important, because students often learn best when they can hear it, say it, see it and teach it. Whiteboards, whether using a traditional classroom whiteboard or individual 12 inch x 12 inch boards cut from a home improvement store, are an inexpensive collaboration tool.

### Literacy Stations

Literacy stations are designated, consistent learning areas that target key reading and writing skills, such as fluency, keyboarding, and close reading strategies, using lively, partner-based activities. For specific ideas, visit SEDL, or meet with teachers in your local school(s) for center activities that can be extended into the afterschool hours.

### Labeled Environment

Labels are important, because elementary students need to be part of a print-rich environment, particularly ELLs and special-needs members. Pictures and labeling anything from a computer to a book bin of science books with words helps students connect the relationship of printed and spoken words.

### Word Games

Word games and activities add vocabulary-building options. Consider games such as Pictionary, Scrabble, BINGO and Boggle; alphabet-letter cookie cutters or stamps; calendars and magnetic letters.

### Symbaloo

Symbaloo bookmarking app is a website that can be used to bookmark suggested online reading resources so that members can easily access safe and high-quality sites to support academic learning ([www.symbaloo.com](http://www.symbaloo.com)).

### Online Books & Magazines

Online books are important. Clubs may want to consider setting up an e-reader account and investing in online books using apps such as Nook or Kindle, or subscribe to online educational e-book sites such as MackinVIA. Clubs may also subscribe to digital magazines through Scholastic, Time, National Geographic and Sports Illustrated for Kids.

## SECTION 3.0: IMPLEMENTATION

## 3.4 In-Club Member Resources: STEM

According to the U.S. Department of Labor, more than half of the fastest growing occupations will require substantial mathematics or science preparation. In spite of those numbers, most parents do not feel that the classroom day puts enough emphasis on STEM activities, particularly science, or allows for deep and authentic trial and error of design and experimental processes. In addition, youth who have historically been under-represented in STEM careers are often low-income, minority students. Clubs have the opportunity to directly challenge those odds by implementing STEM-based activities and providing learning resources during Power Hour. Support for STEM activities can range from simply providing hands-on math manipulatives to supporting homework to encouraging project-based learning activities centered on STEM concepts. The following is a collection of materials and resources to consider in designing a STEM-based learning environment:

### **Math Manipulatives**

Math manipulatives include objects such as Base-10 units, dominoes, counters, cubes, geometry shapes, pretend money and coins and other objects that can be handled by a child in order to process and model mathematical thinking.

### **Math Games**

Dice and playing cards for math games are useful for playing some of the simplest, but most effective math games. Visit Granby Public Schools website for creative games that target fact fluency and math computation practice.

### **Flashcards**

Flashcards support the rapid retrieval of math facts related to addition and subtraction for K-2, and multiplication and division for K-5. Give members access to traditional facts cards, as well as fluency apps. Visit Edutopia for the top 10 recommended apps.

### **Maker Space & Materials**

Maker Space and materials closet is a designated space for materials for science experiments, engineering projects and inventions that typically require low-cost household items such as soda bottles, cardboard, string, plastic cups, straws, tape, aluminum foil and balloons. These items can be donated or money can be allocated for purchase. It is important that Club members have the freedom and choice to access the supplies.



## SECTION 3.0: IMPLEMENTATION

## 3.4 In-Club Member Resources: STEM, cont.

### **Symbaloo**

In addition to hands-on resources, Clubs may want to create a Symbaloo bookmark for online STEM resources. Listed below are 10 STEM-based websites that support extended learning for elementary students:

### **CryptoClub**

CryptoClub includes classroom and web-based material to teach cryptography and related mathematics, including mathematical patterns; decimals, fractions and percentages; division with remainder; and common factors.

### **FIRST Robotics**

Youth of all ages work in teams to design and build LEGO models and robots. Annual programs culminate in an international robotics competition.

### **Jewel of the Solar System**

Children use language and creative arts to explore the planet Saturn and make a personal connection to the excitement of scientific discovery and engineering design.

### **SciGirls**

SciGirls digital resources bring girls, families and educators evidence-based practices in STEM education through videos, online resources, hands-on activities and training workshops.

### **Techbridge**

The multi-unit Techbridge curriculum is designed to interest kids in science and engineering, promote inquiry, and highlight real-world applications to interest students – especially girls – in STEM careers.

### **Curiosity Machine**

An online database of engineering design challenges that also connects kids to an online community of mentors. Check out their Guide to Getting Started, along with suggested Curriculum Pathways. Curiosity Machine is a project of Iridescent.

## SECTION 3.0: IMPLEMENTATION

**3.4 In-Club Member Resources: STEM, cont.****Engineering is Elementary**

This site has free engineering curricula developed especially for out-of-school-time programs by the Museum of Science in Boston. The curriculum units are aimed at youth in grades 3 to 5 and middle-school students. Activities engage students in solving real-world programs through the engineering design process.

**NASA Wavelength**

This site has a regularly updated online collection of peer-reviewed Earth and space/science resources for all grade levels, along with resources specific to informal science environments. Explore the NASA Education site as well for many exciting ways to bring space science into your afterschool or summer program.

**National Partnerships for After School Science (NPASS)**

The Design It! and Explore It! curriculum series is intended for use in afterschool programs serving elementary age students. Each series has 13 projects that contain multiple activities or challenges building upon a single design challenge or investigation. The curricula allow for the development of basic engineering principles (such as troubleshooting and optimization), exemplify the design process, and promote problem solving and creativity.

## SECTION 3.0: IMPLEMENTATION

## 3.5 In-Club Member Resources: Tech-based

Computers, tablets, learning-based apps and interactive media provide tremendous learning opportunities after school that reinforce core subjects such as math, reading and science to support creativity and logical reasoning. Rapidly evolving technologies allow the elementary child to be the producer of the technology, increasing motivation and usability of technology tools for teaching and learning with young children. Yet, access to these high-tech innovations is not possible for many Club families. This digital divide will potentially fuel an income divide in the future as wealthier students acquire necessary 21st-century skills leaving those without access behind. In order to level the playing field, Clubs must embrace elements of STEM, digital learning and online collaboration for young members.

For Club members to benefit most from tech-based resources, it is vital that Club staff and volunteers understand this premise: The focus should be on the process, not the final product. Technology is a tool for expanding learning, but it is not an outcome. It is easy to get lost in the excitement of creating a Prezi, starting a blog, designing an app, mastering an online game or producing a video. But what do we really want kids to do with technology? When we focus on the process, the outcome of technology looks more like:

- Communicating on **social media** to make a difference
- Creating a **Glogster** Poster to encourage others to take action
- Producing an **iMovie** to bring about change
- Using the **Prezi** software to raise awareness about an issue
- Researching on **Wonderopolis** to find answers
- Playing an **online game** to learn a skill
- Drawing on an **EduCreations Whiteboard** to brainstorm how to solve a problem
- Designing with **Lego Robotics** to engineer a structure
- Telling a story using online graphics and text on **StoryBird**

Implementing advanced technology into Clubs means considering which technology devices, apps and equipment will deliver an effective learning outcome for the goals of your Club's unique members. There are two questions Club Directors should consider when making decisions on the type of technology to add to Power Hour:

## SECTION 3.0: IMPLEMENTATION

## 3.5 In-Club Member Resources: Tech-based, cont.

- 1 **Who** are your users?
- 2 **What** educational challenges are they facing?

Cutting-edge technology, no matter how amazing, is only effective as a learning tool when it aligns and supports the cognitive, affective and social dimensions of the user. Therefore, technology needs will differ for each Club. Listed below are practices that the National Association for the Education of Young Children suggests for the use of instructional technology at the elementary level:

- Explore a wide range of quality interactive media experiences, on a variety of platforms. These include literacy software, games and technologies that go beyond drill and practice and foster creativity.
- Use Internet tools for writing, collaboration and playful experimentation.
- Include a range of assistive technology devices to expand access for children with special needs.
- Include language-translation software and keyboard adaptations for dual language learners.
- Provide geometry software that allows children to explore the concept of shape by stretching, bending, shrinking or combining images.
- Use interactive digital games and videos as a way to explore math, reading, social studies and science concepts.
- Provide digital microscopes and other digital tools for investigation.
- Encourage children to become proficient in using digital tools such as cameras, scanners, recorders and editing software.

## SECTION 3.0: IMPLEMENTATION

**3.5 In-Club Member Resources: Tech-based, cont.**

- Use technology tools to connect with other children in their communities or globally using blogs or video conferencing.
- Integrate Science, Technology, Math and Engineering (STEM) projects into a program.
- Record children's stories about their art projects, activities and inter-actions; make digital audio or video files to document their progress.

There is a plethora of online games, apps and tech devices for Club directors to sift through to determine the best allocation of resources. This collection of resources is designed to help Club directors make informed choices about high-quality technology resources to enrich their programs. We chose these instructional materials because they represent a wide variety of resources, from STEM-based modules to online games to creative apps that allow members to show what they are learned through constructing digital learning artifacts. These technology resources support 21st-century learning experiences within the informal setting of a Club program.

## SECTION 3.0: IMPLEMENTATION

**3.6 Resource Roundup**

For easy access online to many of these sites, local Clubs may want to create a Symbaloo Bookmark.

**3.6.1 Teaching and Learning**

<b>ELA RESOURCES</b>	
Star Fall	<a href="http://www.starfall.com">www.starfall.com</a>
ABC Ya	<a href="http://www.abcya.com">www.abcya.com</a>
ABC Mouse	<a href="http://www.abcmouse.com">www.abcmouse.com</a>
Sesame Street	<a href="http://www.sesamestreet.org">www.sesamestreet.org</a>
Fun Brain	<a href="http://www.funbrain.com">www.funbrain.com</a>
Suessville	<a href="http://www.seussville.com">www.seussville.com</a>
Highlights Kids	<a href="http://www.highlightskids.com">www.highlightskids.com</a>
PBS Kids	<a href="http://www.pbskids.org">www.pbskids.org</a>
Primary Games	<a href="http://www.primarygames.com">www.primarygames.com</a>
Brain Nook	<a href="http://www.brainnook.com">www.brainnook.com</a>
Sight Words	<a href="http://www.sightwords.com">www.sightwords.com</a>
Learning Games for Kids	<a href="http://www.learninggamesforkids.com">www.learninggamesforkids.com</a>

## SECTION 3.0: IMPLEMENTATION

**3.6 Resource Roundup, cont.**

<b>MATH RESOURCES</b>	
Xtra Math	<a href="http://www.xtramath.org">www.xtramath.org</a>
Star Fall	<a href="http://more.starfall.com/">http://more.starfall.com/</a>
Brain Nook	<a href="http://www.brainnook.com">www.brainnook.com</a>
Learning Games for Kids	<a href="http://www.learninggamesforkids.com">www.learninggamesforkids.com</a>
AR Flashcards	<a href="http://www.arflashcards.com">www.arflashcards.com</a>
Math Nook	<a href="http://www.mathnook.com">www.mathnook.com</a>
Math Playground	<a href="http://www.mathplayground.com">www.mathplayground.com</a>
Turtle Diary	<a href="http://www.turtlediary.com/">http://www.turtlediary.com/</a>

<b>SCIENCE/SS RESOURCES</b>	
Kids Geo	<a href="http://www.kidsgeo.com">www.kidsgeo.com</a>
National Geographic Kids	<a href="http://www.kids.nationalgeographic.com">www.kids.nationalgeographic.com</a>
Geography 4 Kids	<a href="http://www.geography4kids.com">www.geography4kids.com</a>
Kids Biology	<a href="http://www.kidsbiology.com">www.kidsbiology.com</a>
Turtle Diary	<a href="http://www.turtlediary.com">www.turtlediary.com</a>
Kids	<a href="http://www.kids.gov">www.kids.gov</a>
Learning Games for Kids	<a href="http://www.learninggamesforkids.com">www.learninggamesforkids.com</a>
Brain Pop	<a href="http://www.brainpop.com">www.brainpop.com</a>

## SECTION 3.0: IMPLEMENTATION

**3.6 Resource Roundup, cont.****3.6.2 Writing, Reasoning, Creativity and Interactive Lesson Sites**

<b>STORYTELLING &amp; BLOGGING</b>	
Little Bird Tales	<a href="http://www.littlebirdtales.com">www.littlebirdtales.com</a>
Inkle Studios	<a href="http://www.inklestudios.com">www.inklestudios.com</a>
Myths and Legends	<a href="http://www.myths.e2bn.org">www.myths.e2bn.org</a>
Story Bird	<a href="http://storybird.com/">http://storybird.com/</a>
Story Jumper	<a href="http://www.storyjumper.com/">http://www.storyjumper.com/</a>
Kid Blog	<a href="http://kidblog.org/">http://kidblog.org/</a>
Tagxedo	<a href="http://www.tagxedo.com">www.tagxedo.com</a>
Zoo Burst	<a href="http://www.zooburst.com">www.zooburst.com</a>

<b>ONLINE NEW SITES</b>	
The Kids Should See This	<a href="http://thekidshouldseethis.com/">http://thekidshouldseethis.com/</a>
Dogo News	<a href="http://www.dogonews.com/">http://www.dogonews.com/</a>
Newsela	<a href="https://newsela.com/">https://newsela.com/</a>
Wonderopolis	<a href="http://wonderopolis.org/">http://wonderopolis.org/</a>
PBS Learning Media	<a href="http://www.pbslearningmedia.org/">http://www.pbslearningmedia.org/</a>
Paperli	<a href="http://paper.li/">http://paper.li/</a>
Ted-Ed	<a href="https://www.ted.com/topics/youth">https://www.ted.com/topics/youth</a>



## SECTION 3.0: IMPLEMENTATION

**3.6 Resource Roundup, cont.**

LOGICAL REASONING GAMES & APPS	
Minecraft	Minecraft (App) <a href="https://itunes.apple.com/us/app/minecraft-pocket-edition/id479516143?mt=8">https://itunes.apple.com/us/app/minecraft-pocket-edition/id479516143?mt=8</a>
Engel's Enigma	Engel's Enigma (App) <a href="http://enigma.redquark.com/">http://enigma.redquark.com/</a>
Tower of Hanoi	<a href="http://www.towerofhanoi.org/">http://www.towerofhanoi.org/</a>
Mastermind Code Breaker	Mastermind Code Breaker (app) <a href="https://play.google.com/store/apps/details?id=com.mastermind.appart&amp;hl=en">https://play.google.com/store/apps/details?id=com.mastermind.appart&amp;hl=en</a>

INTERACTIVE LESSONS: FREE	
Khan Academy	<a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>
Learn Zillion	<a href="https://learnzillion.com/">https://learnzillion.com/</a>
Eureka Math	<a href="https://greatminds.net/maps/math/home">https://greatminds.net/maps/math/home</a>
Zaption	<a href="http://www.zaption.com/">http://www.zaption.com/</a>
EDpuzzle	<a href="https://edpuzzle.com/">https://edpuzzle.com/</a>

INTERACTIVE LESSONS: PAID	
	Study Island
	Redbird
	Read 180
	Front Row Ed
	Kahoot.it

## SECTION 3.0: IMPLEMENTATION

**3.6 Resource Roundup, cont.**

SUPPORT CREATIVITY	
	Kidspiration
	Animoto
	Blabberize
	EduGlogster
	Build Your Wild Self
	Educreations
	Graffiti Playdo
	Incredibox
	Sketch Notes
	Pixton Comics
	Toon DooComics
	Record Mp3
	Voice Thread
	Voki
	Shadow Puppet EDU
	ChatterPix Kids
	Google Sketch-Up

## SECTION 3.0: IMPLEMENTATION

**3.6 Resource Roundup, cont.****3.6.3 In-Club Resources**

In addition, Club staff may want to consider investing in some of the following materials based on the needs of Club members:

<b>RECOMMENDED IN-CLUB RESOURCES</b>	
Tablets / Mobile Devices	1:10 per Club member
Mobile laptop cart	
Video Production Materials	Digital cameras, recorders, green screen, editing software (iMovie or Windows Movie Maker)
Project-based STEM modules	Lego Robotics, Microsoft Flight Simulator,
Coding software/materials	Raspberry pi
Assistive technology devices	For children with special needs
Language translation software	
Science materials	Digital microscopes, slides, etc.

## SECTION 3.0: IMPLEMENTATION

## 3.7 Integrating Technology During Power Hour

The primary goal of Power Hour is homework completion, followed closely with extending learning beyond the school day. Keeping in mind that the use of technology is a tool, not an outcome, members should be free to use the Internet, apps or equipment that directly relate to homework completion. Children may need to watch a video on Learn Zillion or Khan Academy to reinforce steps in a math assignment. Other youth may need to access their classroom Edmodo account online for elements of their homework. Many teachers, even at the elementary level, are beginning to “flip” portions of their lessons, which means assigning videos and online articles to be read for homework, and leaving practice for the classroom.

Often, though, elementary youth are likely to use about half of the hour for homework, with the remaining time available for extended learning. It is during this extended learning time that students should be given the option of creating a digital artifact to “show what they know,” such as making a comic strip with Pixton Comics and working with Google Sketch-up to apply geometry skills to architecture. Or, students may choose to read online articles from kid-friendly news sites and magazine. Some may turn to project-based learning, and spend time learning to code or work with robotics. Regardless of the extended learning outlet, a student-centered environment needs to be in place that allows for movement, free-choice and collaboration with peers.

### 3.7.1 Keeping Students Safe: Digital Citizenship and Online Safety

So much of the world has moved online that the Internet is now an established part of daily life for children. Whether texting, posting to Instagram, accessing YouTube videos, playing video games or reading a book, children – as young as preschool age – and technology are intertwined. The world is literally at a child’s fingertips, which means adults are in a tug-of-war between keeping their children safe and respecting their tech savviness and rights.

Club members need consistent lessons and reminders about staying safe online, and respecting the impact words have on others. While the vast majority of online interactions are safe and positive, it is important for leaders know the risks with interacting online and teach members how to handle a negative event unexpectedly encountered online. Risks include:

## SECTION 3.0: IMPLEMENTATION

## 3.7 Integrating Technology During Power Hour, cont.

### **Harassment, Bullying and Insults**

Kids are as likely to be exposed to teasing, mean and belligerent comments online as they are on the playground. While not all negative interactions online arise to the true definition of cyberbullying – repetitive, demeaning comments made with an imbalance of power – thoughtless, negative comments can still impact self-esteem and confidence. For more information on CyberBullying, visit <http://www.safekids.com/bullying-cyberbullying-resources/>.

### **Inappropriate Material**

Posting material that could harm your reputation. Most elementary children lack the foresight to fully understand the permanence of information posted online. Club leaders and parents need to have ongoing conversations with children about making wise choices of pictures and words they post online. Children also need to understand that they have a right to ask for a picture or comment to be deleted.

### **Security Risks and Privacy.**

There are a variety of security risks from downloading computer viruses to privacy scams that can jeopardize technology equipment and violate student privacy. Help children understand that many requests for personal information are a scam. The best way to keep Club equipment protected and personal information safe is to be sure that operating systems and security software are up-to-date. Make sure that members have secure passwords that are only shared with a trusted Club leader or a parent. Even best friends should not be trusted with a password. Children should also be taught not to post any type of personal information online. Avatars rather than photos, and screen names that do not include any form of a birth name should be used for gaming and social media identification.

### **Exposure to Inappropriate Information.**

While firewalls and “safe search” settings guard against most exposure to inappropriate information, it does not stop all access. An innocent search on a research topic may lead to a webpage that is sexual, violent or that encourages illegal activity. Unfortunately, some elementary students will also view afterschool technology as a less supervised arena for seeking out inappropriate material. If either scenario occurs, leaders should take a deep

## SECTION 3.0: IMPLEMENTATION

## 3.7 Integrating Technology During Power Hour, cont.

breath, investigate the material that the child encountered, and discuss the incident with a parent or guardian.

### **Online Predators**

A study from Crimes against Children Research Center suggests that one in seven children have encountered unwarranted sexual solicitations while online, typically in the form of a rude and vulgar comment. Most kids did not view the comments as serious, though, and simply bailed out of the conversation. Research shows that one of the most dangerous things a child can do online is to have a conversation with a stranger about sex. Members should be coached by Club leaders to leave an uncomfortable conversation immediately and tell an adult, and should know to never get together with someone they have met online. If a disturbing situation occurs online between a Club member and stranger, the director can report the incidence to the Cyber Tipline, part of the National Center for Missing and Exploited Children.

The Internet has revolutionized the way we communicate, equalized access to information, and created a digital generation of kids capable of changing the world through the global sharing of ideas. As long as Club leaders and members are engaged in ongoing conversations about cyber safety, children should reap the benefits of modern technology. To further reinforce the significance of staying safe online, consider having member sign a safety pledge similar to the one below.

## SECTION 3.0: IMPLEMENTATION

**3.7 Integrating Technology During Power Hour, cont.****CYBER SAFETY PLEDGE FOR ELEMENTARY STUDENTS<sup>1</sup>**

1. I will not give out personal information such as my address, telephone number, parents' work address/telephone number or the name and location of my school without my parents' permission.
2. I will tell an adult right away if I come across any information that makes me feel uncomfortable.
3. I will never agree to get together with someone I "meet" online. I will tell an adult – a parent, Club leader or teacher – if anyone asks to meet me. I will not go.
4. I will limit my online time so that it doesn't interfere with my homework or other activities.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents or an adult leader right away.
6. I will ask an adult before searching the Internet for answers to questions I have that are not directly related to homework.
7. I will not give out my Internet password to anyone (even my best friends) other than my parents or a Club leader.
8. I will check with my parents and Club leaders before downloading or installing software or apps or doing anything that could possibly hurt our devices or jeopardize our privacy.
9. I will be a good online citizen and not do or say anything that hurts other people or is against the law.
10. I will help my parents understand how to have fun and learn things online and teach them things about the Internet, computers and other technology.

I agree to the above. \_\_\_\_\_

Member Signature

I will help my child follow this agreement and will allow reasonable use of the Internet as long as these rules are followed. \_\_\_\_\_

Parent(s) signature

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<sup>1</sup> Adapted from [www.safekidsonline.com](http://www.safekidsonline.com), The Family Contract for Online Safety. Items one through six are adapted from the brochure Child Safety on the Information Highway by Lawrence J. Magid. Copyright 1994 and 1998 by the National Center for Missing and Exploited Children.

## SECTION 3.0: IMPLEMENTATION

## 3.8 Impact: Small-Group Power Planning

Each day of Power Hour should begin with students meeting with their IMPACT group – a small, collaborative group of students and leaders – for five minutes of Power Planning. This concept is adapted from the Responsive Classroom model, which is based on the idea that students' social-emotional growth impacts academic learning. During these IMPACT sessions, students greet each other, share about their day, and set, measure and reflect on their learning goal for Power Hour. Ideally, these groups should have a low student-to-leader ratio. If enough adults are not available to facilitate these sessions, consider using a middle- or high-school student to serve as a student leader. Group leaders should strive to establish consistency, routine and a positive environment, which will create a culture where Club members feel safe, supported and ready to learn.

### 3.8.1 Four Key Components to an IMPACT Group

**GREETING**

Club members and staff greet and welcome each other.

**SHARING**

Club youth share something about their lives while the rest of their peers listen. If time allows, peers may ask follow-up questions.

**ACTIVITY**

The group completes a teamwork activity that reinforces social or academic skills. *Note: When trying to keep sessions brief, this component may be saved for fun Friday or another day of the week.*

**POWER PLANNING**

Club members set an academic or behavioral goal for the week for Power Hour, track and share progress and celebrate milestones with the goal.



## SECTION 3.0: IMPLEMENTATION

**3.8 Impact: Small-Group Power Planning, cont.****3.8.1 Greeting Ideas****Simple Greetings**

One Club member starts and greets the member next to him or her by saying, "Good afternoon, \_\_\_\_." Club members make eye contact and face each other when doing this. The next Club member returns the greeting and then greets the person on the other side. You can add a handshake or high five to the simple greeting. Variations may include:

WAVE	SALUTE	PEACE SIGN
PINKY 'SHAKE'	ANKLE 'SHAKE'	ELBOW 'SHAKE'

**Different Languages Greetings**

This greeting is the same as the simple greeting, but using a greeting from a different language. Some options are:

<b>Bonjour</b> French	<b>Shalom</b> Hebrew	<b>Buenas Tardes</b> Spanish
<b>Guten Tag</b> German	<b>Jambo</b> Swahili	<b>(Salute)</b> Sign Language

## SECTION 3.0: IMPLEMENTATION

## 3.8 Impact: Small-Group Power Planning, cont.

### Introduce Your Neighbor Greeting

Each Club member interviews a partner by finding something out about them (favorite book, favorite food or favorite activity) and then sharing that with the rest of the group. “This is my friend \_\_\_\_\_, and his or her favorite book is \_\_\_\_\_.”

### Hey Ball-Bounce Greeting

Everyone stands in the circle. Holding a basketball or kickball, the first Club member says, “Hey, \_\_\_\_\_” to another member and then bounces the ball to them. After they have greeted someone and passed the ball, the Club member sits down.

### Butterfly Greeting

While saying hello, two children sitting next to each other hook their thumbs together and wave their fingers in the sign language sign for butterfly. This greeting then goes around the circle.

### Complement Greeting

Each child greets another child and gives a complement. Leaders need to model how to give a complement, and emphasize that comments should be based on positive actions, not what they wear or how they look.

### 3.8.2 Sharing Ideas

When a small group creates a safe space, children are more likely to share about their day with peers and leaders. Group leaders need to use strategies to keep the sharing brief, while affirming or empathizing with news that is shared. An excellent way to manage this time is for Club members to share news with an “elbow buddy.” A leader might start by saying “Let’s share one wow (positive news) and a pow (frustrating or disappointing news) from our day. Turn to your elbow buddy on your right and share with each other.” The leader may use this minute to monitor conversations, checking in later with youth who need an extra affirmation based on a pow or a wow they shared.

## SECTION 3.0: IMPLEMENTATION

## 3.8 Impact: Small-Group Power Planning, cont.

### 3.8.3 Activity Ideas

Activities and games quickly build group camaraderie and collaborative values. Time management will be important in implementation, as will wisely choosing which day(s) to incorporate it.

#### “The Warm Wind Blows” Game

Each Club member needs a clearly marked spot in the circle (rug square or chair). One child starts in the middle of the circle and completes the statement, “The warm wind blows for everyone who likes to \_\_\_\_\_” (play soccer, eat pizza, go skiing, etc.). Everyone who agrees with this statement has to find a new spot in the circle (including the one in the middle). Children cannot move to the space right next to where they were standing. Whoever is left without a spot in the outer circle stays in the middle of the circle and is the next one to say, “The warm wind blows for . . .”

#### Colored Dot Game

Put a colored sticker dot on the forehead of each student. The child does not get to see what color it is. Have four or five different colors of one-inch dots available. Without talking, each student needs to find other students that have the same colored dot.

#### Coseeki Activity

One student volunteers to be “it” and leaves the circle to stand in the hallway for a minute. Another student is chosen to be the leader. The leader leads other students in different movements (hand clap, foot wiggle, head nod, etc.). The students watch the leader closely and imitate his or her actions. The “it” person comes back into the room and has three chances to guess who the leader is.

#### “Would You Rather?” Game

The basic idea is to ask a “Would You Rather?” question and each person has to decide their answer. You can run the game in a few formats, depending on the time available and size of your group. You can have people go to one side of the room or the other to indicate their ‘answer’ or you can have students sit down or stand up. With a smaller group,

## SECTION 3.0: IMPLEMENTATION

## 3.8 Impact: Small-Group Power Planning, cont.

students may want to share their justification for their answer. Sample “Would You Rather?” questions include:

- Would you rather always have to say everything on your mind or never speak again?
- Would you rather always lose or never play?
- Would you rather always wear earmuffs or a nose plug?
- Would you rather be a deep sea diver or an astronaut?
- Would you rather be a giant hamster or a tiny rhino?
- Would you rather be able to hear any conversation or take back anything you say?
- Would you rather be able to read everyone’s mind all the time or always know their future?
- Would you rather be able to stop time or fly?

For more greeting and game ideas, download this pdf: [http://eflawrence.weebly.com/uploads/5/2/3/1/5231977/morning\\_meeting\\_greeting\\_book.doc.pdf](http://eflawrence.weebly.com/uploads/5/2/3/1/5231977/morning_meeting_greeting_book.doc.pdf).

### 3.8.4 Power Planning Ideas

Help Club members set an academic or behavioral goal for the week to accomplish during Power Hour. At the beginning of the year or semester, students should be introduced to the concept of SMART goals and learn how to set a realistic goal during the IMPACT time. During this introduction, the IMPACT session may last longer than the allocated five minutes.

When introducing the process of goal-setting to students, start with the components of a realistic, achievable goal. Older elementary (third to fifth grade) youth should be capable of learning and using the vocabulary connected to SMART goals. Younger elementary students (K to second grade) will need adult modeling more than an explanation of vocabulary, as well as a suggested list of goals to choose from. The goal set for Power Hour should directly relate to what the student will be working on during this Club time. Students may continue to work on the goal at home or in a classroom, but it must be one

## SECTION 3.0: IMPLEMENTATION

**3.8 Impact: Small-Group Power Planning, cont.**

that can be put into practice during Power Hour.

Review the basic concept of a SMART goal with Club members:

<b>SPECIFIC</b>	Good goals are clear and defined. If your goal is too general, it will be hard to accomplish.
<b>MEASURABLE</b>	Students should be able to measure progress toward a goal so that they know when it is reached.
<b>ACTION PLAN</b>	Set an action plan that tells what you are going to do.
<b>REALISTIC</b>	Make sure that the goal is not too hard or easy.
<b>TIME LIMIT</b>	Think about how much you can accomplish in the given time frame.

Examples of specific, measurable and realistic SMART goals:

- Learn my doubles facts
- Read with expression
- Learn all 50 states
- Learn how to solve multi-step word problems
- Remember to put periods at the end of my sentences
- Turn away from a friend when he/she is distracting me while I'm working
- Finish all of my homework every day
- Write in paragraphs
- Read for 20 minutes every day

Examples of NON-specific, NON-measurable and/or unrealistic goals:

- Read better
- Do more math problems
- Write more

## SECTION 3.0: IMPLEMENTATION

## 3.8 Impact: Small-Group Power Planning, cont.

- Read more books
- Behave better

Once students understand the concept of how to write a personal goal, Power Planning can become part of the daily routine during Power Hour. Clubs may consider following the suggested schedule:

<b>MONDAY</b> <b>GOAL-SETTING</b>	Students write a new goal for the week. At the end of each Power Hour, students self-assess their own progress on a reflection sheet.
<b>TUESDAY</b> <b>RESPONSIBILITY</b>	Students share their action plan with an elbow buddy
<b>WEDNESDAY</b> <b>FEEDBACK</b>	Students have the opportunity to ask the group for feedback on strategies to help meet a personal goal. Club leaders meet briefly with each member as Power Hour unfolds to check-in on how the student is progressing with the goal and offer additional strategies, if needed.
<b>THURSDAY</b> <b>REFLECTION</b>	Students consider and respond to reflection sentence starters, such as “The easiest part of working toward my goal has been . . .” “A question that I still have is . . .” “I would like to know more about . . .”
<b>FRIDAY</b> <b>CELEBRATION</b>	IMPACT groups should use this time to celebrate goals that have been achieved or progress made from the beginning to end of the week. The celebrations may be connected to Club incentives, or groups may develop their own way to praise each other. Either way, it’s important to make time to celebrate progress toward a goal!

These brief, yet valuable, IMPACT Meetings set a tone for respectful learning, motivates students to feel significant, creates empathy, encourages collaboration and establishes a climate of trust. Students should feel positive energy and encircled with a community of support **as they move into the work-intensive aspects of Power Hour.**

## SECTION 3.0: IMPLEMENTATION

## 3.9 Homework Huddles

### 3.9.1 What Makes Homework Meaningful and Effective?

Many Power Hour students may benefit from a study group, called a Homework Huddle, to review, revise and reflect on homework. These small groups should be coordinated based on grade level or based on achievement levels (for example, homework from an advanced class compared to an on-level class). It is important, though, that students have an opportunity to first work independently, or with a tutor, on a homework assignment prior to meeting in a Homework Huddle.

Homework practices vary widely. Some teachers make assignments that are purposeful, personalized and inviting. Others use homework as a routine to provide students with additional practice on important activities. And, unfortunately, some homework encountered during Power Hour will be an overload of repetitive, low-level drills that impact confidence and motivation.

While Club staff do not have control over homework assignments, it's important to recognize quality homework assignments and understand the benefits when making decisions about the structure and timing of a peer-support homework group. The ASCD lists a "Fundamental Five" regarding characteristics of meaningful homework assignments<sup>2</sup>:

- 1. Purpose.** The task has a clear academic purpose, such as practice, checking for understanding, or applying knowledge or skills.
- 2. Efficiency.** The task efficiently demonstrates student learning, rather than busywork.
- 3. Ownership.** The task promotes ownership by offering choices and being personally relevant.
- 4. Competence.** The task instills a sense of competence – the student can successfully complete it without help.
- 5. Aesthetic Appeal.** The task is aesthetically pleasing—it appears enjoyable and interesting.

Notice that meaningful homework enhances competence, knowledge, responsibility and

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<sup>2</sup> Vatterott, 2009

## SECTION 3.0: IMPLEMENTATION

**3.9 Homework Huddles, cont.**

diligence. Therefore, it is vital that students first have an opportunity to tackle a homework assignment independently, or with guided support in special cases.

Both the National Education Association and the Parent Teacher Association have endorsed guidelines for the maximum length of time an elementary student should work on homework. Many schools follow these guidelines as well. The guideline is called the “10 Minute Rule” – 10 minutes of homework each night multiplied by the grade level.

GRADE	MAX HOMEWORK
1ST	10min
2ND	20min
3RD	30min
4TH	40min
5TH	50min

Clubs can use the **10-Minute Rule** when making decisions as to when to call Homework Huddles for each grade level. A Homework Huddle facilitated by an adult can be used with first graders after 10 minutes of independent work. Fifth graders may work independently for 50 minutes before joining a Huddle, facilitated and led by students. Club staff should use their own judgment in determining when to call a Huddle, though, based on the personalities and work ethics of members. Students in any grade, with limited focus or that are struggling academically, may benefit from a Huddle at the halfway mark of the independent work time. The key is to make sure that all youth are joining the Huddle after



## SECTION 3.0: IMPLEMENTATION

### 3.9 Homework Huddles, cont.

attempting the homework in order to avoid a child relying on other Huddle members to complete the work.

#### 3.9.2 The Structure of a Homework Huddle

Club members should bring their completed or nearly completed homework to the huddle. Groups are likely to run smoothly and collaboratively when children volunteer for a group role. Some roles to consider are:

- **Leader.** Initiate the conversation on the homework. Call on members to ask questions and share responses. This does not have to be a student that has mastered the homework concepts.
- **Wordsmith.** Use available resources to determine the meaning of words in an assignment that are confusing to group members.
- **Tech Detective.** When the group needs clarification about problem solving or content in the homework, this member will search online resources, such as Khan Academy or Kidtopia for online support.
- **Recorder.** Write down the questions that group members need to ask a Club leader or teacher for additional support.
- **Teaching Assistant.** Model the process of solving similar problems and questions to support peers struggling with the assignment.

Clubs can also build structure by providing each group a Homework Huddle Toolkit. A small box containing resources that clarify directions for the organization of the Huddle may contain laminated cards defining the group roles, laminated cards with sentence starters and question prompts, a list of kid-friendly websites for online support, paper to record questions to ask adults and reward stickers for positive collaboration and peer support.

## SECTION 3.0: IMPLEMENTATION

### 3.9 Homework Huddles, cont.

#### 3.9.3 The Working Process of a Homework Huddle









1	Members join a group of students with similar homework.
2	Children select a role for the day, or elect to be a participating group member.
3	The leader states the goal of the group: "Today, we're going to review our homework on... Who has a question that they didn't understand?"
4	An opportunity is first given to any member who did not understand the overall assignment or certain questions to appeal to the group for help. This child should start with "What I didn't understand was..."
5	All members should seek ways to communicate their thinking related to the content that the child has brought before the group. Club staff should monitor and model the best ways to talk and listen to peers. Encourage youth to use the academic vocabulary from the assignment when communicating their thinking.
6	If additional support is needed to clarify a confusing concept, the Tech Detective should seek online support to share with the group, while the Recorder may list questions that the group needs to ask a Club leader when he/she stops to check-in with the group.
7	Closing: The leader may close out the Huddle with a reflection sentence starter, such as "I used to think..., but now I've learned..." or "I'd like to learn more about..." Each child in the group would share his or her response to the sentence prompt.

## SECTION 3.0: IMPLEMENTATION

### 3.9 Homework Huddles, cont.





#### The Do's and Don'ts of a Homework Huddle for Students

Share these do's and don'ts when introducing Homework Huddles:

DO'S OF HOMEWORK HUDDLE	
	Attempt to complete your homework independently first so that you know your own strengths and weaknesses with the assignment.
	Freely share your thinking with your group.
	Wait your turn to share your idea, answer or strategy.
	Ask questions – you are likely not the only one confused!
	Be willing to take on a Huddle Role on some days, and be a participant on other days.
	Use vocabulary from the unit you are studying in class that applies to your homework.
	Start with a star and then wonder. State something positive that a group member understands, before wondering aloud why he or she chose a different strategy or has a different answer than you.
	At the close of a Huddle, know the questions that you still need to ask your teacher the next day.

## SECTION 3.0: IMPLEMENTATION

**3.9 Homework Huddles, cont.**

DON'TS OF HOMEWORK HUDDLE	
	Cheat. Copying down an answer from a group member does not help YOU learn the information.
	Be a know-it-all. Guide other students toward understanding rather than simply showing the answer. Ask members questions that help them build their own understanding or model a different, but similar problem to help explain.
	Tease a group member who is confused on a concept. Instead, help!
	Get the group off topic. Stay on task with the homework.

Implementing a Homework Huddle during Power Hour further supports students' engagement with homework, and increases the likelihood that students will return to class the next day with completed homework. It also may boost students' self-esteem when they realize that others have similar difficulties with homework, erasing the "I'm the only one that doesn't get it" thought process that undermines long-term learning.

## SECTION 4.0

# POWER HOUR SUCCESS GUIDE

## About this Section

## 4.0 Supercharging Power Hour Success

The shift toward 21st-century learning places an emphasis on constructing student-centered environments that promote creativity, collaboration, communication and critical thinking skills. Across a wide range of afterschool settings, project based learning is being implemented as a strategy to enable children to explore interests, build positive relationships and engage in authentic problem solving. In our Clubs, these high-yield 21st-century learning activities may look like:

- A group of fifth-grade boys using a Maker Space area to collaboratively build a Hovercraft out of cardboard, trash bags and a fan
- A group of third-grade girls meeting once a week to discuss their new favorite book, *Wonder*, and then producing a Public Service Announcement video about acceptance and belonging
- A mentor teen facilitating a math enrichment session with a group of second graders using adaptive technology games
- A group of multi-age learners developing an interactive video game during an Hour of Code

The world has opened up so many high-yield learning possibilities in the past five years that extend well beyond worksheets, puzzles and “drill-for-skill” review games. Project based learning has the power to transform Power Hour into

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**POWER HOUR SUCCESS GUIDE**

an important place of a learning – a third learning space where students aren't bound with academic pressure, limitations in a home environment or a rigid schedule found in a school day. Student-driven inquiry and engagement become the hallmark of Power Hour, complementing the learning that happens at school and offering extended learning opportunities beyond the classroom.

## SECTION 4.0: SUCCESS GUIDE

## 4.1 Project-Based Learning (PBL)

While a portion of Power Hour is devoted to completing homework, members typically have time remaining for extended learning. Project based learning provides a fitting framework for meeting the goals of youth engagement and high-quality, challenging activities. It is both a structured and flexible model that connects math, science and literacy skills with speaking, listening and imagination. Most importantly, project-based learning activities are fun and inherently motivating.

- **Learning is Active.** Students are “doing” both hands-on and mind-on work.
- **Learning is Collaborative.** Members create products through teamwork.
- **Learning is Meaningful.** Children ask questions and seek answers to real-world problems.
- **Learning Supports Mastery.** Club members focus deeply on a topic to understand the content and then share a product with peers, Club staff and parents.
- **Learning Expands Perspective.** Members have a choice and a voice about learning.

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### 4.2 Power Hour Battery Pack

The Battery Pack is a collection of four thematic units that can be used with kindergarten to fifth-grade members. The units are:

1. PowerUp! Book Clubs
2. Math Meet-Up
3. Discovery STEM Challenge
4. EduGaming (Engineering and Design Gaming) Workshops

Club directors are encouraged to revisit the goals of each local school stated in the Strategic Plan or School Improvement Plan. These school-wide goals should help determine where Clubs should invest staff, time and resources in developing project based learning activities. For example, a Club with a local school that is focused on raising math achievement levels, may invest significant resources in developing Math Meet-Ups or Discovery STEM Challenge. Another Club may want to support a school's strategic plan focused on imagination and engineering design by deciding to implement a series of EduGaming workshops. Clubs are encouraged to connect local school goals with the interest of members when deciding a sequence of implementing the Battery Pack activities. While the long-term goal is to make all Battery Pack units accessible to all members, the initial start-up may require a gradual release of new learning opportunities.

In the next few sections, each Battery Pack unit is described in detail, with information on structure, resources and suggestions for implementation.



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## 4.3 PowerUp! Book Clubs

Book Clubs are a great way to get kids excited about reading, and reinforce reading skills. It brings an air of playfulness and fun to the learning environment. Students are able to practice speaking and listening skills through informal group discussions about a book, build friendships through the connectedness of experiencing a common text, and engage in critical thinking debates surrounding events in the story. The average age for beginning participation in a book club is second grade, but reading ability, self-control and on-task behaviors will be a better indicator of when a student is ready to participate.

Book clubs have defining features to keep the experience youth-centered:

- Children select their own reading material that is within range of their independent reading level.
- Groups may elect to stay together throughout the year, agreeing on each book choice, or, groups may change based on preference for various book choices.
- Different groups are likely reading different books.
- Groups meet on a regular, predictable schedule to discuss their reading.
- Club members use written or drawn notes to guide both their reading and discussion.
- The members decide on the discussion topics.
- Group meetings aim to be open, natural conversations about books, so personal connections, and open-ended questions are welcome.
- In the early stages of establishing a book club, children may each have a specific role to play in order to bring structure to the group and model conversation points.
- An adult serves as a facilitator, not a group member.
- When books are finished, readers complete a culminating project and are given a chance to share their work with peers or in an online-publishable format.

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## 4.3 PowerUp! Book Clubs, cont.

### 4.3.1 Setting up Book Clubs during Power Hour

Book selection and group formation. In many ways, the long-term goal of youth book clubs is for it to resemble adult book clubs – lively, casual, meaningful and engaging. An adult mentor is needed to establish expectations, guide the children as they select a book, and model conversation to reach this goal.

The first step in establishing a book club is for both the facilitator and participating students to understand how to establish a group and select a text that is within a member's independent reading level. Every child progresses as a reader at a different pace. Second graders may be ready for a fourth-grade level text, yet some fourth-graders may need a third-grade level text to be successful. Research shows that when youth read books within a “zone of proximal development,” significant growth with reading skills will occur. On the flip side, when a child selects a book that is too easy or too hard, limited growth occurs.

For selecting the “just-right” book, encourage Club members to use the “Five-Finger Rule.” When deciding on whether a text can be read independently, a student should read a full page from the book. If there are more than five mistakes in decoding the words, the book is too hard. If there is one (or no) mistake, the book is too easy. Between two and five mistakes, the book is just right. Children can think of it as the Goldilocks Principle for books.

As an adult facilitator, perhaps the most challenging part of developing book clubs is finding a gentle and encouraging manner to steer students away from book choices that are not in the child's best interest, yet selected by peers. Club staff should consider the child's self-confidence and self-esteem. If a book level is just out of reach, then consider including the student in the group with the understanding that this is a “stretch book” – a challenge book that will require extra focus and motivation. At some point, the student will benefit most by joining a book club aligned with his or her reading level.

## SECTION 4.0: SUCCESS GUIDE

**4.3 PowerUp! Book Clubs, cont.**

Clubs need to take into account the availability of books when providing choices to students. There are at least three avenues to acquiring books:

1. The facilitator provides members a short list of texts with plot summaries. They select a book and then visit their school or public library to check out a copy, or the book is provided from home. Be sure to provide a start date for the members so they know when to bring in the book.
2. The Club works in partnership with the local school to check out books from the school's Leveled Library. This is different from the school media center. A Leveled Library typically has five to six copies of a text, with the reading difficulty level identified.
3. If there are e-readers or tablets available to members, Clubs may consider maintaining a small budget for acquiring digital e-books. Multiple licenses for a book title may be purchased under the local Club's book account, and loaned to youth. In this case, children would be able to access the books during Power Hour or at home.

**4.3.2 Book Club Group Size**

The size of a book club can range from two members to a maximum of seven members. The ideal size is four to five members. The larger the group, the more proficient the readers should be. With young or struggling readers, the ideal size is two to three children. With a small group, these members may even be able to "buddy read" – whisper reading together with one youth reading a section of the text, then taking turns with a partner. This method provides developing readers the support of a peer reading at the same level. Together, they can apply reading strategies to the text.

## SECTION 4.0: SUCCESS GUIDE

## 4.3 PowerUp! Book Clubs, cont.

### 4.3.3 Timeline and Structure

The following are recommendations for structuring a timeline for the book club:

#### Pre-reading

- Members are provided a choice in selecting a book to read or a group to join, and they are given time to acquire the book.
- A facilitator meets with the group to provide a summary of the book, and allows youth to “walk” through the book, looking at chapter titles, illustrations and the book jacket blurb. Use this time for members to meet each other, if necessary.
- The facilitator clarifies any misconceptions that arise, without giving away details of the book.
- With new groups, book club roles are selected. Children leave knowing how much of the book should be read before the first meeting date, as well as understand the task associated with the role they have been assigned.
- NOTE: The facilitator does not need prior experience with the book, and does not need to read the book with the students.

#### Weeks 1 to 3 (or longer as needed):

- Independent reading time should be offered for 15 to 20 minutes, at least three times during the week during Power Hour so that members can complete the agreed-upon pages.
- Groups meet on a selected day that remains consistent each week. Friday may be the best choice as homework demands are typically light. The age of the children will determine the length of time the group meets. Meetings may range from 20 minutes to the full hour of Power Hour. Consider providing snacks during the book-club meeting.
- Each week there should be a discussion director, a member who will lead, but not dominate, the discussion. In this role, the director calls on other members to

## SECTION 4.0: SUCCESS GUIDE

## 4.3 PowerUp! Book Clubs, cont.

present the task for each Role. This should create conversation and keep the group on track. Eventually, the roles can be eliminated as children begin to incorporate aspects of each role naturally into a discussion.

### **Culminating Project Week:**

- Once members have finished the book, encourage them to construct a project that reflects a theme, character or significant event in the book. This is a time when members can explore creative expression and integrate technology. Be open to ideas. The group may want to work together by writing a script and acting out a scene related to the book, or creating a movie poster for the book using the digital design site, Glogster. Members may also choose an individual expression, such as writing a poem related to the book, writing a book review on a blog, or filming a newscast related to the book using a green screen and the Touchcast App. Be sure and provide a way for members to share their work with other members, parents, teachers and/or by making the work available to an online audience.

### **Post-reading: Let's Celebrate!**

- Children have worked hard, outside of the school day, to read a book, engage in discussions and design a culminating project. Celebrate! Gather members to watch a movie version of the book, have a popcorn and PJs party or play Minute-To-Win-It Games related to the theme of the book. There are plenty of fun ideas, and members can even design their own celebration. The important thing is to revel in the accomplishment of the kids.

#### **4.3.4 Maintaining Book Clubs throughout the Year**

Because the book clubs are not taking place within a classroom, facilitators have several options on the maintenance of groups. In a typical classroom setting, book-club groups are flexible in order to allow members to grow into a new reading level and to emphasize

## SECTION 4.0: SUCCESS GUIDE

**4.3 PowerUp! Book Clubs, cont.**

member choice in selecting a book. In the Power Hour format, though, facilitators may want to follow the classroom protocol in changing group assignments with each new book, but may also find that a group of members is flourishing because of the relationships being built and support that is offered. In this case, keeping a group together through several books may be worthwhile – assuming the group can agree on a new selection. Children may also ebb and flow between using their Power Hour extended learning time for book-club participation, and STEM-based projects. Ideally, structure the extended learning environment so that members can try new experiences.

Members who have participated in three to four book clubs may be ready to relinquish the task roles if other group members have the same level of experience. When this happens, a facilitator should remain a part of the discussions until the group demonstrates an ability to have meaningful conversations about a book without prompting.

**4.3.5 Book Club Resources**

The following are descriptions of various book club roles.

BOOK CLUB ROLES	
<b>DISCUSSION DIRECTOR</b>	Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion.

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**4.3 PowerUp! Book Clubs, cont.**

<b>ILLUSTRATOR</b>	Your role is to draw what you read. This might mean drawing a scene as a cartoon-like sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are.
<b>WORD WIZARD</b>	While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.
<b>SUMMARIZER</b>	You find passages your group would like to hear read aloud. These passages should be memorable, interesting, puzzling, funny or important. Your notes should include the quotations along with a why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read the selected text.
<b>CONNECTOR</b>	Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events or popular trends. Another important source of connections is books you've already read. The connections should be meaningful to you and those in your group.

## SECTION 4.0: SUCCESS GUIDE

**4.3 PowerUp! Book Clubs, cont.**

<b>TRAVEL AGENT</b>	In a book where characters move around a lot and the scenes change frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn't change much, the setting is still a very important part of the story. Your job is to track where the action takes place. Describe each setting in detail, either in words or with a picture map that you can show and discuss with your group. Be sure to give the page numbers.
<b>GAME SHOW HOST</b>	Your job is to encourage your group to use text evidence within your book that answers a text-dependent question. As you read, jot down five to six questions that have answers directly in the book. This is the time to ask "right-there questions," such as when did an event occur, where did it take place or which character said a quote. Ask the questions to the group members, requiring members to share the page number where the answer was located.

**Incorporating Notice and Note Signposts**

As facilitators begin to feel comfortable with the format of a book club, he or she may find "teachable moments" throughout discussions and questions to further support reading skills. One of the most impactful strategies published in recent years comes from Kylene Beers and Robert Probst's research, called "Notice and Note: Strategies for Close Reading," and is easily applied to book-club discussions. Beers and Probst found that six key features occur in most chapter and young adult books. These features have been labeled "Signposts," and often naturally cause a reader to pause and reflect. Skilled facilitators may find teachable moments to incorporate the signposts into book-club conversations, deepening the discussion and critical thinking.



## SECTION 4.0: SUCCESS GUIDE

**4.3 PowerUp! Book Clubs, cont.**

NOTICE AND NOTE SIGNPOSTS	
<b>CONTRASTS &amp; CONTRADICTIONS</b>	This is the point in the novel that a character's actions contradict previous decisions and behavior made earlier in the novel.
<b>'AHA' MOMENTS</b>	These are the moments when a character's sudden insight helps the reader understand the reasons for plot movement, or behaviors that a character is displaying.
<b>TOUGH QUESTIONS</b>	This is the point in a story where a child character stops to ask a trusted person or himself a tough question, such as "I wonder what I should do about. . ."
<b>WORDS OF THE WISER</b>	This is the time in the story where a wise character, typically an older adult, offers a life lesson to the main character, usually changing the characters plan of action.
<b>AGAIN AND AGAIN</b>	This is a word, image or event that is repeated throughout the story and causes the reader to wonder about the importance of the repetition.
<b>MEMORY MOMENT</b>	This is a scene that unexpectedly interrupts the story to recount an event that happened in the past that is vital to understanding something important about the character or the plot.

## SECTION 4.0: SUCCESS GUIDE

## 4.3 PowerUp! Book Clubs, cont.

### Alternative Formats

Not all book clubs have to follow the traditional format of using fiction books. Alternative formats include:

- **Informational Text.** A group of members may show a significant interest in an informational topic, and may choose to read a non-fiction text. This is an excellent way to allow a wide-range of readers to be in a group together. As long as each reader is reading a book about the selected topic, the book does not have to be the same. Before the group gathers, members should meet and discuss which sub-topic will be the focus of the group for the week. For example, a book club reading about airplanes may choose to read about the history of airplanes during the first week, the components of flights the next week, and the future of flight in the last week.
- **Digital Magazines.** Members may form a group that follows weekly articles published by an online magazine. This works well with youth who lack the motivation to read. Consider starting a Sports Illustrated for Kids group or an ESPN group, where members independently read online articles throughout the week and then gather to share and discuss sports information learned online. Similar formats could be organized for children who enjoy reading about science, fashion or arts and crafts projects.
- **Reader's Theater.** A reader's theater is a scripted play that members read, engage in discussions about character traits, feelings and motivations, and then act out. The primary purpose of a reader's theater is for members to practice speaking fluently with intonation and expression that matches the feelings of the character. Children should not memorize the script. This group may spend several weeks reading, discussing and then rehearsing before presenting the theater to a larger group. Reader's theater scripts can be easily found online through an Internet search.

## SECTION 4.0: SUCCESS GUIDE

**4.3 PowerUp! Book Clubs, cont.**

LIST OF SUGGESTED BOOKS		
BOOK	AUTHOR	GRADE
Diary of a Worm	Doreen Cronin	2nd
The Bone Series	Jeff Smith	2nd
Big Nate Series	Lincoln Pierce	2nd/3rd
Clementine	Sara Pennypacker	2nd/3rd
Because of Winn-Dixie	Kate DiCamillo	3rd
Punished!	David Lubar	3rd
Sarah Plain and Tall	Patricia Maclachlan	3rd
The Adventure of Captain Underpants	Dave Pilkey	3rd
The One and Only Ivan	Katherine Applegate	3rd
Chocolate Fever	Robert Kimmel Smith	3rd/4th
Tales of a Fourth Grade Nothing	Judy Blume	3rd/4th
The Absolutely True Diary of a Part-time Indian	Sherman Alexie	3rd/4th
Diary of a Wimpy Kid Series	Jeff Kinney	3rd-5th
The Harry Potter Series	J.K. Rowling	3rd-5th
Little House Series	Laura Ingalls Wilder	3rd-5th
The Strange Case of Origami Yoda	Tom Angleberger	4th
Fever 1793	Laurie Halse Anderson	4th
Rules	Cynthia Lord	4th

## SECTION 4.0: SUCCESS GUIDE

**4.3 PowerUp! Book Clubs, cont.**

Holes	Louis Sachar	4th
Bridge to Terabithia	Katherine Paterson	4th
From the Mixed-Up Files of Mrs. Basil E. Frankweiler	E.L. Konigsburg	4th
The House on Mango Street	Sandra Cisneros	4th
Bunnicula	James and Deborah Howe	4th
Charlotte's Web	E.B. White	4th
James and the Giant Peach	Roald Dahl	4th
Harriet the Spy	Louise Fitzhugh	4th
Wonder	R.J. Palacio	4th/5th
Maniac Magee	Jerry Spinelli	4th/5th
Bud Not Buddy	Christopher Paul Curtis	4th/5th
39 Clues Series	Rick Riordan	4th/5th
City of Ember	Jeanne DuPrau	4th/5th
Tuck Everlasting	Natalie Babbitt	4th/5th
Ralph S. Mouse	Beverly Cleary	4th/5th
Pop	Gordon Korman	5th
Chains	Laurie Halse Anderson	5th
Million Dollar Throw	Mike Lupica	5th
Percy Jackson Series	Rick Riordan	5th
Matilda	Raold Dahl	5th

## SECTION 4.0: SUCCESS GUIDE

**4.3 PowerUp! Book Clubs, cont.**

Esperanza Rising	Pam Munoz Ryan	5th
Mr. Popper's Penguins	Richard and Florence Atwater	5th
Misty of Chincoteague	Marguerite Henry	5th
Mrs. Frisby and the Rats of N.I.M.H.	Robert O'Brien	5th
Where the Red Fern Grows	Wilson Rawls	5th
The Watsons Go to Birmingham	Christopher Paul Curtis	5th
The Saturdays	Elizabeth Enright	5th
The Birchbark House	Louise Erdrich	5th/6th
The Phantom Tollbooth	Norton Juster	5th/6th
Caddie Woodlawn	Carol Ryrie Brink	5th/6th
The Witch of Blackbird Pond	Elizabeth George Speare	5th/6th
Roll of Thunder, Hear My Cry	Mildred D. Taylor	5th/6th

*For book summaries and reading levels, use [www.arbookfind.com](http://www.arbookfind.com).*

## SECTION 4.0: SUCCESS GUIDE

## 4.4 Math Meet-ups

### **Teens as Mentors – Peer Tutoring**

You can provide elementary-school Club youth additional help in developing math skills by asking teen members to work with them on foundational math concepts. Once teens in the program have finished their own homework, one of the most rewarding high-yield learning activities in which they can engage is mentoring younger members. Ideally, teens should be of appropriate maturity to be able to help the members they are working with.

Peer tutoring will come naturally to some teens, especially those with younger siblings at home, and many will thrive in this relationship in which they can assume a position of leadership and responsibility. While it is important for you to check in and make sure that the peer tutors are doing a good job, it is also a good idea to give them a bit of space and latitude to work with your Club's younger members, so they can fully enjoy this sense of helping and autonomy. At the same time, do not assume that all teens will automatically be comfortable and knowledgeable about working with younger members. Be careful to strike a balance between giving teens autonomy and making sure they have the resources they need to give younger members useful assistance.

### **Online Math Games**

Teens can help younger members focus on foundational math concepts by guiding them as they use online math games. While these games are designed for elementary-aged youth to do on their own, a teen tutor can help members stay focused, answer any questions and challenge them to go to the next level. Following are some of the most popular math games for elementary youth.

## SECTION 4.0: SUCCESS GUIDE

**4.4 Math Meet-ups, cont.**

RESOURCE	DESCRIPTION
<b>Hooda Math</b>	Check out this site for geometry, arithmetic and logic games.
<b>Math Nook</b>	This site is filled with online math games for all kinds of basic math skills such as estimation, place value and the four operations.
<b>Math-Play.com</b>	This site provides a wealth of free online math games, organized by topic and grade level.
<b>Math Games at Sheppard Software.</b>	Different games allow practice in addition, subtraction, multiplication, division, place value, coins, fractions, mixed operations and telling time.
<b>ICT Games</b>	Find games for addition, subtraction, time, shape and measures, more/less, odd/even, doubles, place value and more.
<b>Toy Theater – Math</b>	Here is a collection of online math activities, including number patterns, bingo, ordering, secret numbers, clock, simple quizzes and more.
<b>KidsCalculate</b>	Targeted especially for children in K-2nd, this site features a learning game with a treasure map, mini-games and a student tracking system that covers the topics of counting, comparing, adding, subtracting and multiplying.
<b>Funbrain®.</b>	In the math arcade section of this site, you will find a variety of simple and fun math games.
<b>Primary Games</b>	This site has an assortment of fun, engaging games sorted by grade level.
<b>Math Playground</b>	This is a large collection of interactive word problems, math games and puzzles for elementary school students.
<b>Math Doodles</b>	This collection of fun well-designed games also makes children think and learn.

## SECTION 4.0: SUCCESS GUIDE

**4.4 Math Meet-ups, cont.**

<b>Cool Math 4 Kids</b>	This site offers math games students can do on their own or with the help of parents or tutors.
<b>Math Game Time</b>	This site offers a varied collection of simple math games organized by grade level.
<b>Math Apprentice</b>	This multimedia site provides students the chance to try various professions that use math. Students can be scientists, engineers, computer animators, video game programmers and more. Math Apprentice provides areas of free exploration as well as specific problems to solve. It is meant for upper elementary and middle school students.
<b>CyberKidzGames</b>	This site has educational math games for elementary students aged 6 to 12 years.
<b>Math Galaxy</b>	On this site, students can play a variety of games, choosing the specific operation they want to practice, such as fractions or decimals.
<b>Apples4Teacher.com</b>	Students can practice geometry, measurement, money, time, operations or number sense games.
<b>AplusMath.com</b>	Youth can practice the basic operations with math, hidden picture, concentration and planet-blaster games.
<b>Primary Games</b>	This is a collection of math-related games that youth can download and play offline at home.
<b>Numbers and Counting Adventures</b>	There are a variety of counting skills, including counting a number of objects, recognizing numerals, sequencing numbers and matching a numeral to a pictorial representation.



## SECTION 4.0: SUCCESS GUIDE

**4.4 Math Meet-ups, cont.**

<b>Bugs and Numbers</b>	The variety of skills covered here is unusual for math apps; students can practice their numbers, count money, tell time and develop an understanding of fractions all in one place.
<b>Curiosityville</b>	Curiosityville has an easy-to-use, straightforward design aimed at the preschool to early elementary age level, providing a safe online play space.
<b>Cyberchase</b>	Cyberchase is an educational website and companion to the award-winning PBS Kids show of the same name. The games are engaging and appealing, and they provide solid practice with a variety of math skills.
<b>Mangahigh.com</b>	Mangahigh.com is a Flash-based website that boasts a dozen math games and hundreds of tutorials and quizzes – all aligned with Common Core standards. It provides a good way of acquainting elementary youth with a wide variety of math fundamentals, from addition and subtraction to beginning algebra concepts.
<b>DragonBox+Algebra</b>	Unlike many math games, DragonBox+ integrates entertainment and instruction so seamlessly that learning gameplay is essentially learning algebra.

**Adaptive Learning**

Adaptive practice is a type of learning system that adapts the presentation of material in response to the user's performance, tailoring learning sessions to meet the students' specific area of skill and need. This kind of learning tool is designed to work like a personalized tutor who works one-on-one with students, adjusting the teaching to the content they most need to learn. Adaptive learning works particularly well for struggling students, those who may be working below grade level or who have fallen behind.

Adaptive learning can help students in several important ways:

**They act as a personal tutor.** Studies show that adaptive learning programs achieve

## SECTION 4.0: SUCCESS GUIDE

## 4.4 Math Meet-ups, cont.

results similar to those of a personal tutor.

**Students set the pace.** Adaptive learning allows students to work at their own pace, significantly increasing their achievement, because they are given feedback as they learn.

**The path of learning shifts.** Adaptive learning determines the path of instruction that the student needs based on their level of understanding and tailors it for him or her.

**Youth make steady progress.** Adaptive learning continually monitors students' learning and builds on prior knowledge to make sure they are making steady academic progress.

**Students are engaged.** Adaptive learning engages youth by masking instruction in the form of games. As they complete sequenced challenges, they must demonstrate competence before moving on – just like in the video games they love.

**The student is reevaluated on an ongoing basis.** Like teachers, adapted learning asks important questions after each math problem: What support does this student need to keep from getting stuck? Does the student understand this concept well enough to move on? Where should the student go next?

**Students take control.** Rather than passively listening to teachers introducing new math concepts, adapted learning lets students take charge and explore on their own.<sup>1</sup>

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<sup>1</sup> Long, G. (2013, July 22). 10 ways adaptive learning can help students succeed. Adaptive Learning. Retrieved from <http://www.dreambox.com/blog/10-ways-adaptive-learning-students-succeed>.

## SECTION 4.0: SUCCESS GUIDE

**4.4 Math Meet-ups, cont.**

The following list of adaptive learning systems include those that run on a variety of platforms: Android, Browser-based, iOS Devices, iPads and other tablets.

RESOURCE	DESCRIPTION
<b>ALEKS®</b>	ALEKS® is an adaptive mathematics program that offers individualized practice and learning for grades 3 to 12, providing a tailored learning path for the topics and skills each student is most ready to learn.
<b>Brightspace LeaPTM</b>	Brightspace LeaPTM customizes content and instruction so that the most important skills practice appears when students need it.
<b>CK-12</b>	CK-12 Platform offers materials in many different forms, such as videos, quizzes, flashcards and simulations that allow students to visualize abstract concepts.
<b>CogBooks</b>	CogBooks allows youth to progress at their own pace to complete out-of-class assignments, such as watching a video or posting a comment on a discussion board.
<b>DreamBox Learning Math</b>	DreamBox Learning Math is an interactive, adaptive, self-paced program that provides engaging activities for students to learn and practice skills and concepts in mathematics.
<b>i-Ready</b>	i-Ready is an adaptive math instruction and assessment program aligned with Common Core standards and targeted to youth in K-8th.
<b>IXL® Learning</b>	IXL® Learning offers dynamic adaptive practice – “practice that feels like play” – to help elementary-age youth build math understanding and skills. Youth can select practice sessions by grade level and specific skills.
<b>KnowRe</b>	KnowRe is an adaptive learning mathematics tool that combines interactive gaming with assessment and personalized curriculum.

## SECTION 4.0: SUCCESS GUIDE

**4.4 Math Meet-ups, cont.**

<b>LearnBop</b>	LearnBop is an automated tutoring and assessment tool for K-12 students that is aligned to the Common Core Math State Standards.
<b>LTSTM Education Systems</b>	LTSTM Education Systems provides online supplemental skills practice and instruction aligned with Common Core standards and targeted specifically for use in afterschool programs.
<b>Mathspace</b>	Mathspace allows students to receive automated feedback on every step of a math problem. The tool identifies whether students have taken the correct steps to solve the problem and provides feedback when they have not.
<b>ScootPad</b>	With ScootPad, the facilitator assigns a group of math lessons for an individual student to complete.
<b>ST Math®</b>	ST Math consists of a series of online math programs that focus on spatial-temporal reasoning, which means that all lessons are first taught visually, without the use of language, numbers or symbols. Games gradually increase in difficulty and provide immediate feedback.
<b>SuccessMaker</b>	SuccessMaker is an adaptive learning system that provides individualized learning paths for students in K-8th.
<b>Think Through Math</b>	Think through Math is a web-based program designed to cover math content on the 3rd grad level through Algebra 1. It provides math instruction, practice and help from live teachers.
<b>Waggle</b>	You can use Waggle to assign goals to individual members, who can then work through assignments to learn and practice individual skills.

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### 4.5 Discovery STEM Challenge

A fun and engaging way to develop Club members' interest, knowledge and skills related to science, technology, engineering and math (STEM) is to conduct a Discovery STEM Challenge. A challenge is a program-wide competition in which youth work in small groups to apply a design process or use key science and math concept to solve a problem.

Through this kind of challenge, youth gain hands-on experience in STEM subjects and they develop essential 21st-century skills such as collaboration, creativity, communication and critical thinking. They exercise their creativity while collaborating as a team, thinking critically about possible solutions, and communicating their ideas. By participating in a challenge, Club members learn about how exploration, creativity and curiosity are the foundation of STEM thinking. In addition, a STEM challenge can motivate Club members to study STEM subjects in the future and consider entering STEM careers.

#### 4.5.1 Ideas for Challenges

You can get started easily by using BGCA's program, DIY STEM 2.0: The Science of Every Day, which is designed to help Club members make connections between scientific principles and real-world applications.

You can choose a project-based activity that youth can work on after their homework is completed. There are five topic areas in the program – Energy and Electricity, Engineering Design, Food Chemistry, Aeronautics and Robotics. The short-term project-based activities are fun and inherently motivating, giving Club members a structure for exploring and learning on their own.

You also may want to identify a longer-term project as a challenge for Club members to work on over an extended period of time. Here are sampling of the kinds of discoveries your STEM Challenge can encourage:

## SECTION 4.0: SUCCESS GUIDE

## 4.5 Discovery STEM Challenge, cont.

- Create a system to hold together one complete meal in space.
- Find ways to keep fruits and vegetables fresh longer.
- Invent a package that never ends up in a landfill.
- Come up with an idea for a new type of skateboard.
- Design a hot-air balloon that will rise into the air slowly.

### 4.5.2 Designing a Challenge

In order to help youth make the most of the STEM Challenge, introduce them to a process that they can use to address any problem or question. The PBS Design Squad® suggests the following process for addressing a STEM challenge:

- 1. Identify the Problem.** The first step introduces the challenge and raises important questions, as students attempt to understand the problem and what needs to happen. They begin to address questions such as: What is the specific outcome we are trying to achieve? How much time will this take? What materials do we need? How will we know if we have been successful? What has and has not worked in the past?
- 2. Brainstorm Responses.** At this stage, Club members jump-start their thinking about how to tackle the challenge by coming up with as many approaches and possibilities as they can. This is the most creative step, where all ideas are welcome and criticism is not allowed.
- 3. Design a Solution.** Club members talk through their brainstorming ideas and consider what is really possible, given the time, tools and materials they have. They narrow their choices to one idea they think will work most effectively and create or detail their solution.

## SECTION 4.0: SUCCESS GUIDE

## 4.5 Discovery STEM Challenge, cont.

- 4. Test and Evaluate the Solution.** At this point, Club members list the positive and negatives of their proposed solution, comparing the attributes to the criteria for success they identified at the beginning. This process may reveal that the best way is to combine features of several solutions together into one ideal solution. Or this part of the process may suggest that the best solution involves building on or fine-tuning an earlier solution that did not work.
  
- 5. Redesign the Solution.** As youth try out their solutions or designs, they identify the common issues that surface. This list will help them fine-tune or redesign their solution. As they do, they begin to see the importance of exploration and experimentation, the fact that most often scientists and engineers do something many times before it works the way they want.
  
- 6. Share the Solution.** Club members share their solutions with other small groups, describing the best features, what they had to do to get the project to work the way they wanted, and what they might do differently if they had more time. Groups can compare the common features of their designs and then vote on the best solution.

You may want to host a special recognition event to showcase Club members' designs and to award a Discovery STEM Challenge award to the team with the best solution.

### 4.5.3 Additional Resources for STEM Challenges

There are dozens of Internet resources with ideas for STEM challenges; the following are some of the best:

## SECTION 4.0: SUCCESS GUIDE

**4.5 Discovery STEM Challenge, cont.**

RESOURCE	DESCRIPTION
<b>Design Squad® Global</b>	A popular PBS Kids show site includes hands-on challenges, concept animations and videos across multiple topics, teaching 9-12-year-olds about engineering design. Step-by-step instructions for challenges are available in both English and Spanish. This site also features online educator training in the design process, along with resources on training others in leading engineering activities.
<b>Kids Science Challenge</b>	Funded by the National Science Foundation, this organization hosts an elementary school science competition for students in 3rd-6th grade, allowing youth to compete nationwide in one of three challenges.
<b>The Tech Museum of Innovation</b>	This site offers a choice of science and engineering challenges, both single-session projects that can be completed in one or two sessions and multiple-session projects that students complete over several weeks or month.
<b>Kids STEM Activities</b>	This site offers a wealth of STEM activities for students of different ages.
<b>20 STEM Activities Inspired by Kid's Movies</b>	On this site, there are 20 different STEM projects related to popular children's movies.
<b>22 Customizable STEM Project-Based Learning Activities</b>	The Global Digital Citizen Foundation offers project ideas for even the youngest students.
<b>STEMworks</b>	This site offers project-based activities for elementary and middle-school youth on robotics, space, the animal kingdom and the sea.



## SECTION 4.0: SUCCESS GUIDE

## 4.5 Discovery STEM Challenge, cont.

### **EduGaming (Engineering and Design Gaming) Workshops**

Virtual design games are riding a wave of popularity in the educational community. From Minecraft to Backyard Engineers to Scratch, young children have discovered a world of engineering and coding that was once only available to ivy-league college students. Imagine a scenario afterschool where a student is re-constructing the Roman Coliseum or creating a virtual sketch of a new playground or coding a new video game. Knowledge that was once out of reach for many children is now available through online gaming and design software. These games stimulate interest, motivation, collaboration and critical thinking in students, while reinforcing math, science and reading skills. As Clubs seek ways to align their program with 21st-century educational goals, engineering and design e-games should be considered.

One of the benefits of adding gaming as a choice during Power Hour is that it promotes a growth mindset in kids. While youth generally play games to win, the bigger point is to simply play. Along the way, they practice problem-solving, build resiliency, and face failure not as a negative experience but with resolve to rise to the challenge. These processes matter more than the product of winning, and can be transferred directly to educational concepts. Games give children the chance to say, "I'm going to figure this out," to persevere in ways similar to what's being asked of them in an academic setting but without pressure.

However, all video games are not created equal. As technology has evolved, there has been a shift away from using simple drill and kill learning games with students and toward using technology tools to construct, create and share learning. Most parents and educators wince over the prospect of more screen time where students are repeatedly tapping the up arrow key on keyboards trying to get a virtual monkey through a maze or trying to make a frog leap across lily pads on a pond. There are, however, multi-disciplinary gaming systems available for elementary youth that do extend learning and promote critical thinking. When considering gaming software to invest in, look for four key components:

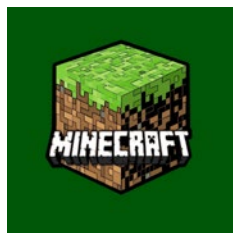
## SECTION 4.0: SUCCESS GUIDE

## 4.5 Discovery STEM Challenge, cont.

1. The program inspires and rewards creativity.
2. The program encourages deep focus.
3. The program promotes collaboration.
4. The program boosts learning.

A few virtual gaming and design programs to consider are:

### Minecraft



Minecraft has more than 100 million users in the United States, and is considered one of the most popular games among kids. Upon first encountering it, the game seems simple – in Creative mode, build a 3-D structure in an open environment. The graphics are low-fi and not as flashy as typical video games. However, behind this element of simplicity is a world of decision-making, visual-spatial reasoning and collaborating to problem solve. There are no rules in this game world, which brings about creativity in users. In a reality where children face structure, rigid rules and deadlines, Minecraft offers an environment where children can feel like they have a sense of self-regulation.

Clubs can use Minecraft in several ways. In Creative Mode, users can freely design structures, while taking into account math concepts such as ratios, proportions, fractions and geometry concepts. Not all structures have to be created from scratch. Real-life buildings, such as the White House or Eiffel Tower can be imported into the program, combining history and design. Users can also play in Survival Mode, which demands players take into account resources, hunger, tools and more as they build and expand their world. These concepts tie directly with economics and ecosystems. Students can also use Minecraft to create a product of their learning connected with reading. Students may take a setting from a novel and construct a scene or events from the text. Finally, with any of

## SECTION 4.0: SUCCESS GUIDE

## 4.5 Discovery STEM Challenge, cont.

these options, students can collaborate with peers to design and problem solve their way through this virtual world.

### Filament Games



Filament Games is an educational design company that creates high-interest games that teach academic concepts. These online games tie directly with many science standards, such as planets, fossils, force and motion, engineering, plant structure, cells and viruses and the human body.

### Scratch



Scratch is a free programming language and online community for youth aged 8 to 16, operated as a project from MIT. Children can create their own interactive media such as stories, video games and animation through the Scratch programming language. As children create with Scratch, they learn to think creatively, work collaboratively and reason systematically. There are step-by-step guides available for facilitators to help guide students.

There is also a version for younger children called Scratch Jr. With Scratch Jr, children ages 5 to 7 can program their own interactive stories and games. In the process, they learn to solve problems, design projects and use the computer for creative expression.

### Try Engineering



### TryEngineering

This website is a compilation of interactive, engaging and science-based games that teach engineering concepts. Students can build a solar race car, design a bionic arm or create a roller coaster design. There are many more game choices as well, spanning an introduction of nano-

## SECTION 4.0: SUCCESS GUIDE

## 4.5 Discovery STEM Challenge, cont.

technology to simple machines.

### **How to Implement Game-Based Workshops**

Virtual gaming systems are likely best introduced through monthly or quarterly themes. One of the many benefits of these educational video games is the collaboration that occurs among users. In order to promote collaboration, Clubs may want to focus on one theme at a time. For example, the fall quarter of the school year may have a coding theme, where all gamers are exploring and constructing interactive stories, games and animation through Scratch. The winter quarter may turn to an architecture and design focus through Minecraft, while the spring quarter may target software that teaches engineering principles. By highlighting one gaming theme at a time, facilitators can learn the programs well enough to offer needed support, and create an air of excitement over the gains and achievements within a common learning arena.

## SECTION 5.0

**POWER HOUR TOOL KIT****About this Section**

This section contains templates and examples of resources that will help you prepare for and execute the Power Hour program at your Club. Customize the following materials so that they're suited to your specific needs.

**5.0 Power Hour Resources**

This section contains resources to be used for your Power Hour. More templates and resources can be found online at [www.bgca.net/powerhour](http://www.bgca.net/powerhour).

PARENT NEWSLETTER TEMPLATE

# POWER HOUR NEWS

Here's how Power Hour helps your child complete homework:

Here's what's new in Power Hour this school year:

Here's how you can support your child's academic success and homework completion:

Here's a little about Power Points:

Here are details about our Power Hour recognition event and celebration:

SAMPLE POWER HOUR LETTER

# SCHOOL PRINCIPALS

[Club contact information]

[Date]

[Principal name]

[School name]

[School address]

Dear Principal/Mr./Mrs./Dr. [Principal name]:

Our local Boys & Girls Club of America program is excited to share our Recharged Power Hour for elementary-age children with you. This is a comprehensive homework and tutoring program with extended learning opportunities for all BGCA Club members ages 6 to 18 years. Power Hour aligns the learning goals of our afterschool program with the 21st-century skills of connection, collaboration, creativity and critical thinking. In light of the increasing rigor of educational standards and the evolving skills needed for BGCA Club youth to be college- and career-ready, we have recognized the need to offer extended learning opportunities to support achievement and to encourage project-based learning. Establishing a strong relationship with our local schools is a key element in constructing a recharged program.

In the new format, Power Hour's instructional support tasks are connected directly to the overall school goals, as well as to the personalized academic needs of Club members. Our staff and volunteers provide members with the support, resources and guidance needed to complete daily homework, ensuring that our members arrive at school the next day confidently prepared. In addition, high-yield projects are our newest focus. In our Clubs, these high-yield, 21st-century learning activities may look like:

- A group of fifth-grade boys using a Maker Space area to collaboratively build a Hovercraft out of cardboard, trash bags and a fan.
- A group of third-grade girls meeting once a week to discuss their new favorite book, *Wonder*, and then producing a Public Service Announcement video about acceptance and belonging.
- A mentor teen facilitating a math enrichment session with a group of second graders using adaptive technology games.

- A group of multi-age learners developing an interactive video game during an Hour of Code.
- Student-driven inquiry and engagement are the hallmark of Power Hour, complementing the learning that happens at school and offering extended learning opportunities beyond the classroom.

As Club director, I work with BGCA and know firsthand how it improves children's grades, keeps kids safe, benefits working families and has a positive effect on the entire community. Successful afterschool programs like ours offer an academic environment that is critical during the 3 p.m. to 6 p.m. time period before most working parents can get home. Students in our afterschool program do better in math, reading and other subjects; have fewer behavioral problems; and have better attendance records.

I would like to meet with you to establish a deeper partnership that will support the students we both support. Our program has identified three goals I would like to discuss further:

- Aligning Club Goals for Power Hour with the school's Strategic Plan for Improvement.
- Serving as a Data Bridge, implementing evidence-based interventions with academically struggling students based on directions from a school point of contact.
- Co-hosting parent and Club staff workshops with the school, providing seminars on supporting students in the age of evolving curriculum expectations.

Your support for our afterschool program is greatly appreciated. Our partnership will directly benefit the students we share, providing the BGCA program direction about where to invest time and resources to enhance learning. Please let me know a time that is convenient for you to meet.

Sincerely,

[Your name]

[Phone number]

[E-mail address]

[Street address]



SAMPLE POWER HOUR LETTER

# PROGRAM FUNDERS

[Club contact information]

[Date]

[Contact name]

[Name of potential funding organization]

[Address]

Dear [Contact name]:

Our local Boys & Girls Club of America program is excited to share our Recharged Power Hour for elementary-age children with you. This is a comprehensive homework and tutoring program with extended learning opportunities for all BGCA Club members ages 6 to 18 years. In light of the increasing rigor of educational standards and the evolving skills needed for BGCA Club youth to be college- and career-ready, we have recognized the need to offer extended learning opportunities to support achievement and to encourage project-based learning. Our local BCGA program is seeking a diverse blend of funding streams to grow and sustain our re-charged afterschool program.

Power Hour aligns the learning goals of our afterschool program with the 21st-century skills of connection, collaboration, creativity and critical thinking. In the new format, Power Hour's instructional support tasks are connected directly to the overall school goals, as well as to the personalized academic needs of Club members. Our staff and volunteers provide members with the support, resources and guidance needed to complete daily homework, ensuring that our members arrive at school the next day confidently prepared.

Student-driven inquiry and engagement are the hallmark of Power Hour, complementing the learning that happens at school and offering extended learning opportunities beyond the classroom.

As Club director, I work with BGCA and know firsthand how it improves children's grades, keeps kids safe, benefits working families and has a positive effect on the entire

community. Successful afterschool programs like ours offer an academic environment that is critical during the 3 p.m. to 6 p.m. time period before most working parents can get home. Youth in our afterschool program do better in math, reading and other subjects; have fewer behavioral problems; and have better attendance records.

Based on the vision of your organization, it is clear that your active support of [insert a phrase that summarizes the mission of the potential grant or donor] aligns with our BGCA's interest in expanding our [insert targeted donation area, such as technology resources and hardware, MakerSpace materials, Club library, adaptive math games, etc.].

On behalf of [Club name], we request [amount] from the [Name of potential funding organization] in order to [insert intention of use of funds]. Our Club has a proven track record of raising academic achievement, amplifying motivation and building social capital for our members through our network of community partnerships. Several factors, however, including rapidly evolving technology and the growing income gap, potentially place our members at a significant disadvantage. Wealthier students acquire necessary 21st-century skills leaving those without access behind. In order to level the playing field, our Clubs are embracing STEM, digital learning and collaborative projects that offer our members the same long-term college and career opportunities as their higher-income peers.

Your support for our Recharged Power Hour is greatly appreciated. Your gift will expand BGCA's ability to offer our members access to tasks that emphasize critical thinking and analytic reasoning skills, the ability to analyze and solve complex problems, and the ability to effectively communicate orally and in writing – all skills vital to developing successful life-long learners.

Thank you for your consideration. If you have further questions, please feel free to call [Club contact name and number].

Respectfully Submitted,

[Your name]

[Phone number]

[E-mail address]

[Street address]

SAMPLE POWER HOUR LETTER

# PROGRAM FUNDERS

[Club contact information]

[Date]

[Volunteer name]

[Address]

Dear [Volunteer name]:

Thank you for volunteering your time and talents with the [Club name].

We are excited to share our Recharged Power Hour for elementary-age children with you.

This is a comprehensive homework and tutoring program with extended learning opportunities for all BGCA Club members ages 6 to 18 years. In light of the increasing rigor of educational standards and the evolving skills needed for BGCA Club youth to be college- and career-ready, we have recognized the need to offer extended learning opportunities to support achievement and to encourage project-based learning. Supporting our volunteers with up-to-date resources and training is a key element in constructing a recharged program.

Power Hour aligns the learning goals of our afterschool program with the 21st-century skills of connection, collaboration, creativity and critical thinking. In our new elementary format, our homework help and high-yield activities are connected directly to the overall goals of the local school(s), as well as to the personalized academic needs of Club members. These high-yield projects are our newest focus. In our Clubs, these high-yield, 21st-century learning activities may look like:

- A group of fifth-grade boys using a Maker Space area to collaboratively build a Hovercraft out of cardboard, trash bags and a fan.
- A group of third-grade girls meeting once a week to discuss their new favorite book, Wonder, and then producing a Public Service Announcement video about acceptance and belonging.
- A mentor teen facilitating a math enrichment session with a group of second graders using adaptive technology games.

- A group of multi-age learners developing an interactive video game during an Hour of Code.

As Club director, I know that homework help has been challenging in recent years. The traditional computational methods we grew up with in math are a thing of the past, both the amount and rigor of homework has increased, and the test-taking climate of education seems to have decreased a love of learning in our children. So, how can a Recharged Power Hour combat these challenges?

- A school-based partnership with educators can provide workshops for volunteers to outline the best teaching and support practices with Common Core-type educational standards.
- In partnership with the local schools, improved two-way communication between the classroom and tutors, outlining specific interventions for academically struggling students.
- A significant increase in technology hardware and software for our program.
- A large collection of online websites and apps to support student learning and engagement.
- The development of student-support groups, such as a Homework Huddles, Book Clubs and Math Meet-Up groups.
- STEM-based challenges that offer flexible, creative and low-stress DIY exploration for members and volunteers.
- Quarterly EduGaming workshops that introduce Club members to coding and engineering.
- New ideas on simple ways to communicate consistently with parents.

Your support for our afterschool program is greatly appreciated. The time, talent and expertise you offer makes a significant difference in the lives of Club members. I look forward to working together to implement our Recharged Power Hour. Thank you for all that you do!

Sincerely,

[Your name]

[Phone number]

[E-mail address]

[Street address]

POWER HOUR CREATING A SPACE  
**ENVIRONMENT CHECKLIST**

<b>TECHNOLOGY</b>		
QUESTION	YES	NO
Are there working desktop PC or Mac computers (four to eight)?		
Is there up-to-date software loaded on the computers (such as Microsoft Office – with Word, PowerPoint, Publisher, and Excel)?		
Is there a cable modem or DSL connection?		
Are there Android or iPad tablets (four to eight)?		
Are there Promethean boards attached to a laptop computer with digital response devices?		
Are Android or iPad tablets networked to a laptop computer?		

<b>ATMOSPHERE</b>		
QUESTION	YES	NO
Is there a high level of lighting (approximately 70- to 80-foot candles)?		
Is the learning center lit with more natural light rather than fluorescent bulbs?		
Are there carpeting, room dividers and heavy curtains to limit and manage the noise level?		
Is the temperature in the learning center between 70 and 72 degrees Fahrenheit?		
Is there a refreshment station to give Club members access to water, juice or light refreshments?		

<b>FURNITURE</b>		
QUESTION	YES	NO
Are there tables with yoga balls as options for seats?		
Are there reading nooks and small study areas to allow members to be comfortable as they read or complete activities?		
Are there beanbags, futons or small couches as reading areas?		
Are desks grouped together in stations for collaboration on homework assignments?		

POWER HOUR SAMPLE

# JOB DESCRIPTION

**JOB TITLE:** Club Staff Member

**DEPARTMENT:** Club

**REPORTS TO:** Program Director

**FLSA STATUS:** Part-Time

## Summary

Directly responsible for assisting in the daily operation of the Club activities with the primary concerns for coordinating/implementing 21st-century Power Hour program curriculum; assist members with 21st-century technology including tablets, computers and other digital learning tools; general supervision of members; promote/market the program; and facility management.

## Essential Duties and Responsibilities

- Implement the Power Hour program and other academic and mentoring initiatives that align with the expectations set forth by the charter of the organization.
- Model for members how to use 21st-century technology to help them extend classroom learning during Power Hour.
- Facilitate activities that encourage community and shared purpose.
- Collaborate with Program, Unit Directors and staff on program and curriculum ideas.
- Submit requests for the purchase of supplies and equipment to Unit Director as needed.
- Develop partnerships for internships, tutoring opportunities and professional development.
- Maintain and submit all record keeping, which includes but is not limited to member enrollment, attendance reports and activity calendars.
- Assist Program and Unit Directors with:
  - Evaluation of program curriculum and implementation.
  - Recruitment and training of other Club volunteers and staff members.
  - Ensuring all requirements of associated letters of agreements are met, including but not limited to, enrollment percentages, community partnerships and evaluation.
- Complete other duties as assigned.

### **Additional Responsibilities**

- Knowledge and use of BGCA.NET.
- Familiarity with operating academic programs, publication software, and word processing programs.
- Knowledge of operating tablets, smartphones, desktop and laptop computers.
- Experience with educational applications for smartphone or tablets.
- Assist in the planning of Club special events.
- Complete impact assessment.
- Assist in planning of day camp.
- First aid/CPR certified.
- Background check clearance.

### **Qualifications**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required.

#### Prerequisites:

1. A minimum of a high school diploma or GED.
2. Experience developing or following lesson plans, activities and/or curriculum.
3. Experience working with youth in a leadership position is preferred.

#### Basic Leadership Qualities:

1. Maturity, self-control and sound judgment.
2. A sincere interest in helping youth.
3. The energy, initiative and ability to achieve results within time frames.
4. A capacity for loyalty and support of the organization's mission and goals and policies.

#### Specific Skills and Aptitudes:

1. Technologically savvy to work with educational applications, websites, and software on smartphone, tablets and computers.
2. Exceptional organizational and planning skills.
3. Well-developed written and verbal communication skills to support interaction with diverse

academic and non-academic audiences.

4. Ability and skills necessary to conceptualize and translate ideas into results.
5. Ability to function objectively and fairly.

**Disclaimer**

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, qualification or objective required of employees assigned to this job.

Signed

By: \_\_\_\_\_

Date: \_\_\_\_\_

Approved

By: \_\_\_\_\_

Date: \_\_\_\_\_



# POWER HOUR QUICK START GUIDE

## SPACE

Prepare your space.

- Incorporate the most up-to-date technology
- Use the “Space Requirements Checklist” to make sure your technology, lighting, noise, furniture, temperature and refreshments are conducive to Power Hour learning.

## PARTNERS

Partnerships will help your Power Hour succeed.

- Align school and Club goals
- Identify strategies to support low-performing youth
- Share data between school and Club
- Plan to co-host workshops with schools
- Put strategy in place for parent communication

## RESOURCES

Make sure you have all the resources that will enable you to succeed:

- Put resources in place for special-needs members
- Identify resources to support staff
- Identify resources to support Club members’ literacy, STEM exploration and technology proficiency

## STAFF

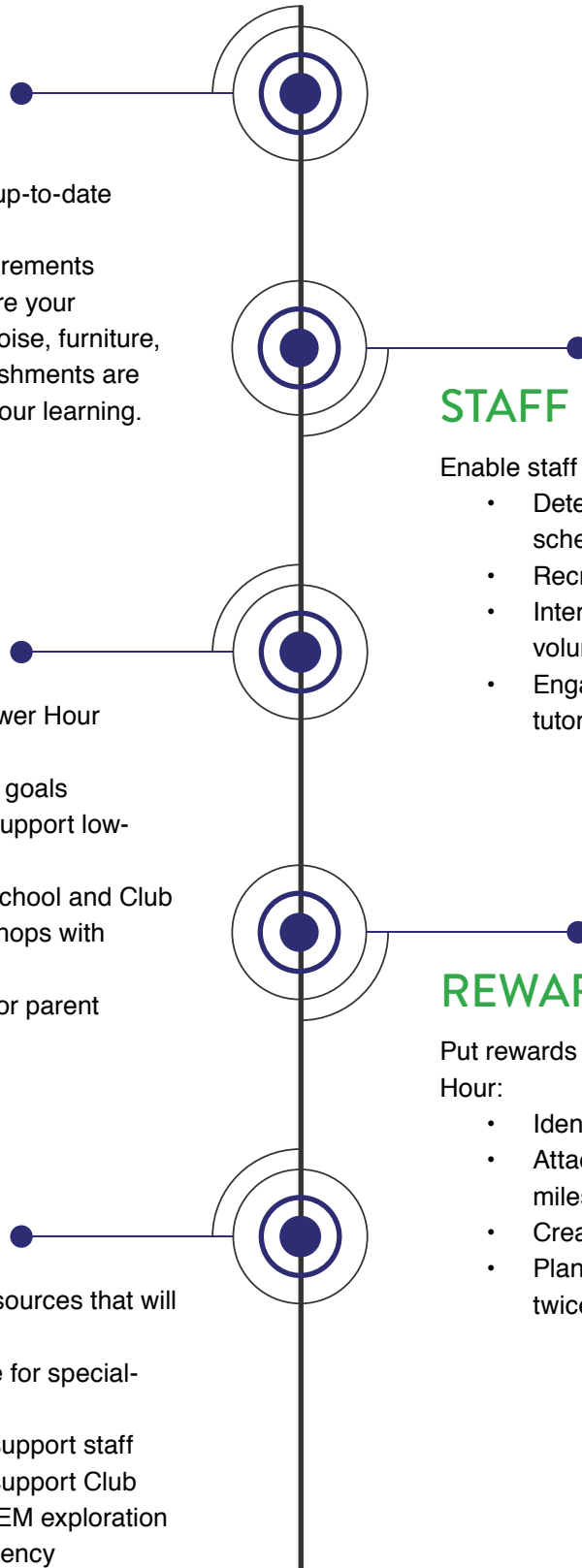
Enable staff to run Power Hour successfully.

- Determine staffing needs and make a schedule
- Recruit potential volunteers
- Interview, assess, and select volunteers
- Engage Club youth for peer-to-peer tutoring

## REWARDS

Put rewards in place before starting Power Hour:

- Identify key achievement milestones
- Attach Power Point values to milestones
- Create Power Points tracking system
- Plan monthly reward events and twice-yearly award ceremonies



POWER HOUR  
**PLANNING WORKSHEET**

	Activity	Person Responsible	Start-End Dates	Resources Needed
<b>SPACE</b>	Incorporate the most up-to-date technology			
	Create a comfortable learning space			
<b>STAFFING</b>	Determine staffing needs and make a schedule			
	Recruit potential volunteers			
	Interview, assess and select volunteers			
	Engage Club youth for peer-to-peer tutoring			
<b>PARTNERSHIPS</b>	Align school and Club goals			
	Identify strategies to support low-performing youth			
	Share data between school and Club			
	Plan to co-host workshops with schools			
	Put strategy in place for parent communication			
<b>REWARDS</b>	Identify key achievement milestones			
	Attach Power Points values to milestones			
	Create Power Points tracking system			
	Plan monthly/twice-yearly reward/celebration events			
<b>RESOURCES</b>	Put resources in place for special-needs members			
	Identify resource to support staff			
	Identify resources to support members' literacy			
	Identify resources to support members' STEM exploration			
	Identify resources to support members' tech proficiency			

POWER HOUR  
**SAMPLE SCHEDULE**

Activity	Time	MON	TUES	WED	THURS	FRI
IMPACT Group	10min					
Homework Assignments	10-30min					
Homework Huddle	15min					
Continuation of Homework Assignments for Youth in	20min					
High-Yield Learning Activities	15min					
Book Clubs	15min					
Math Meet-Up	15min					
Discovery STEM Challenge	15min					
EduGaming	15min					

## POWER HOUR GUIDE

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