Training Opportunities and Curricula
# TABLE OF CONTENTS

## Activities and Curriculum

### STEM Facilitation Skills for Educators

- STEM Approaches ................................................................. 1
- Developing an Active STEM Learning Environment, Level 2 ............................................. 1
- Teaming Up for Success: Encouraging Collaborative STEM Work .................................. 1
- Developing Your Own Purposeful Questions .............................................................. 1
- Including Great Art Practices in Your STEAM Program .................................................. 2
- Exploring the Engineering Design Process with School Age Youth .................................. 2
- S.INQ: Science Inquiry in Elementary Afterschool Programs ........................................ 2
- S.INQ: Science Inquiry in Afterschool-Engineering Design for 5-7 Year Olds ...................... 2
- Introduction to Invention ......................................................................................... 2
- Activities that Let Youth Take the Lead ........................................................................... 2
- Family Engagement in STEM: Facilitating a Family Engineering Event ......................... 2

### STEM Curriculum Training

- S.INQ: Science Inquiry in Afterschool Curriculum ......................................................... 3
- S.INQ UP: Science Inquiry in Middle School Afterschool Programs ................................. 4
- Smithsonian Latino Virtual Museum (LVM) Transmedia Project: Educator Toolkit to Engage Students in STEAM ................................................................. 5
- Maker’s Box: Origami Math for School Aged Youth .......................................................... 5
- Automotive Inventing for Kids .................................................................................. 5
- Science Action Club: Bugs in Your Schoolyard .............................................................. 5
- Science Action Club: Birds in Your Schoolyard .............................................................. 5
- Science Action Club: Clouds ..................................................................................... 6
- CryptoClub .............................................................................................................. 6
- Techbridge Curriculum .............................................................................................. 6
- SciGirls Curriculum ................................................................................................. 7
- Mozilla Web Literacy Club Training: Running and Badging Your Club ......................... 8
- NASA: Girl’s STEAM Ahead Coding with School Age Youth ......................................... 8
- Leap into Science ....................................................................................................... 8

### Literacy

- Comics: Stories in Pictures and Words .............................................................................. 8
- Storybook Art ............................................................................................................. 9
- Literacy Activities in Afterschool .................................................................................. 9
- Leap into Science ....................................................................................................... 9

### Art

- Including Great Art Practices in Your STEAM Program ................................................ 9
- Storybook Art ............................................................................................................. 9
- Equitable Art for School Age Youth .............................................................................. 9
- Great Art in Afterschool: Creative Art Projects and Activities for School-Age Youth ........ 10
- Clay Projects Inspired by Mesoamerican Cultures ......................................................... 10
- Maker’s Box: Origami Math for School Aged Youth ...................................................... 10
- Art To Promote Youth Voice ...................................................................................... 10
## Academic Support

- Power Hour: Making the Most of the Homework Hour in Afterschool ........................................... 10
- Lesson Planning Strategies for Afterschool ......................................................................................... 11

## Preschool

- Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math) Module 1: STEM Identity and Mindset ................................................................. 11
- Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math) Module 2: Supporting STEM Learning ................................................................. 11
- Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math) Module 3: Hands on STEM Activities ................................................................. 11
- Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math) Module 4: Family Engagement in Preschool STEM Learning ........................................ 11
- Art Projects and Activities for Preschool ......................................................................................... 12
- Leap into Science ............................................................................................................................ 12

## Families, Communities, and Schools

- Family Engagement Through Authentic Relationships ....................................................................... 13
- Forming Community Partnerships in School Age Programs .......................................................... 13
- School Day Collaboration for Afterschool Programs ........................................................................ 13
- Family Engagement in STEM: Facilitating a Family Engineering Event ........................................ 13

## Health, Safety, and Nutrition

- Emergency and Disaster Preparation for School Age Programs ..................................................... 14
- Emergency and Disaster Preparation in Child Care and Early Learning Programs: Shelter in Place ................................................................................................................... 14
- Employee Preparedness: I Love U Guys ............................................................................................ 14
- Employee Wellness for Afterschool Providers .................................................................................. 14
- Do I Do: Being a Positive Role Model .............................................................................................. 14

## Highly Skilled Personnel

- Professionalism in Afterschool .......................................................................................................... 15
- Leadership in Afterschool: Staff are People .................................................................................... 15
- Employee Wellness for Afterschool Providers ................................................................................ 15

## Program Management

- Professionalism in Afterschool .......................................................................................................... 16
- Leadership in Afterschool: Staff are People .................................................................................... 16
- Leadership in Afterschool: Planning and Goal Setting ..................................................................... 16
- Leadership in Afterschool: Delegation ............................................................................................. 16
- Leadership in Afterschool: Emotional Intelligence ......................................................................... 16
- Leadership in Afterschool: Giving and Receiving Feedback .......................................................... 17
- School Day Collaboration for Afterschool Programs ...................................................................... 17
- Forming Community Partnerships in School Age Programs .......................................................... 17
- Family Engagement Through Authentic Relationships .................................................................... 17
- Using Data for Quality Improvement in Afterschool ....................................................................... 17

## Social and Emotional Learning and Engagement

- Overview of Social and Emotional Learning Frameworks for Afterschool Providers ....................... 18
- Introduction to Brain Development, Trauma, and Behavior ............................................................. 18
- Examining and Intervening in Bullying Behavior ............................................................................ 18
Creating a Supportive Program Climate ......................................................... 18
PBIS Basics for Afterschool Providers .......................................................... 18
Growth Mindset: Supporting School-age Learners ........................................ 19
Creating Connection that Help Young People Thrive: Exploring and applying the Search Insti-
tute’s Research on Developmental Relationships ........................................ 19
Trauma Informed Practices in Afterschool Programs ...................................... 19
Never Too Old to Play - The Benefits of Play on Development in Afterschool Programs . . . 19
The Role of Play in Group Management in Afterschool Programs .................... 19

OregonASK Trainers
Rachel Kessler, Master Trainer ................................................................. 20
Susan Zundel, Master Trainer ................................................................. 20
Kassy Rousselle, Trainer ................................................................. 20
Activities and Curriculum

» Program Standard:
   A quality program provides supportive, responsive and developmentally appropriate activities and curriculum, as well as a safe indoor and outdoor learning environment that meets the needs of individual participants as well as the larger group.

» Staff Competency:
   Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

STEM FACILITATION SKILLS FOR EDUCATORS

These skills will support any informal STEM learning activities

STEM Approaches
In this interactive training, participants will explore how to engage school-aged youth in Science, Technology, Engineering, and Math (STEM) using the Scientific Inquiry Process. Participants will move through an example lesson plan, including tips on student led problem solving and group dynamics. Participants will explore ways to support student motivation, encourage reflection, and examine strategies for engaging typically underserved youth.
Set 2 | CKC: Learning Environments and Curriculum | 3 Hours
For staff serving K-12th grade students

Developing an Active STEM Learning Environment, Level 2
Afterschool staff and volunteers will be able to apply skills needed for Active STEM learning and their role in developing an active learning environment.
Set 2 | CKC: Learning Environments and Curriculum | 2 hours
For staff serving K-12th grade students

Teaming Up for Success: Encouraging Collaborative STEM Work
Afterschool staff and volunteers will explore the necessity of collaboration and interaction in science and engineering learning experiences and will be able to effectively facilitate collaborative STEM learning experiences.
Set 2 | CKC: Learning Environments and Curriculum | 2 hours
For staff serving K-12th grade students

Developing Your Own Purposeful Questions
In this session participants will explore and practice questioning strategies to increase and enhance learning in informal science, technology, engineering, and math (STEM) activities in afterschool programs.
Set 2 | CKC: Learning Environments and Curriculum | 2 hours
For staff serving K-12th grade students
Including Great Art Practices in Your STEAM Program
This hands-on workshop will give you great ideas for making the most of Art in your STEAM (Science, Technology, Engineering, Arts, and Math) program. We will explore best practices for integrating art and design projects into great STEM curriculum. Participants will leave with clear strategies for relating art and science through creative thinking.

Exploring the Engineering Design Process with School Age Youth
In this hands-on, minds-on session, participants will explore the engineering design process from activities in various STEM curricula including S.INQ, SciGirls, and Afterschool Science Plus. Participants will explore questioning strategies, develop strategies for encouraging reflection, and examine strategies for engaging typically underserved youth.

S.INQ: Science Inquiry in Elementary Afterschool Programs
In these hands-on, minds-on sessions participants will explore the engineering design process from activities in the S.INQ curriculum. Participants will explore questioning strategies, develop strategies for encouraging reflection, and examine strategies for engaging typically underserved youth.

S.INQ: Science Inquiry in Afterschool-Engineering Design for 5-7 Year Olds
Participants will explore the S.INQ: Science Inquiry in Afterschool-Engineer Design It! enrichment content. Attendees will practice hands-on lessons using the Science Inquiry process and will develop strategies for implementing successful science lessons in the afterschool setting with young elementary students.

Introduction to Invention
In this session participants will learn about a 5 stage invention process and how to support students in creating solutions to real-world challenges.

Activities that Let Youth Take the Lead
In this session participants will learn how to support students in following their own curiosity and then sharing what they learn using themed units.

Family Engagement in STEM: Facilitating a Family Engineering Event
By attending this session parent volunteers and afterschool providers will become fully prepared to co-facilitate a fun and engaging Family Engineering Event.
STEM CURRICULUM TRAINING

These trainings are focused on implementing specific STEM curricula.

S.INQ: Science Inquiry in Afterschool Curriculum
This inquiry and exploration-based curriculum was developed in partnership with teachers in the Woodburn School District and Pacific University. Each of the six units offer nine weeks of half-hour-per-week STEM lessons that guide students through STEM concepts using science inquiry. Every lesson includes time for brainstorming and reflection, and allows ample opportunity for hands-on exploration. Units include: Sound, Wind, Engineer and Design It, Mechanical Engineering, Invisible Forces, and a Design-your-Own-Project STEM Festival. The following trainings are based on the S.INQ Curriculum, including training on the full curriculum, and trainings on each individual unit. Curriculum can be found at https://oregonask.org/curricula/

S.INQ: Using Scientific Inquiry to Explore Engineering Design
Join us as we explore scientific inquiry, using a nine-week curriculum to examine the science of engineering design. Apply STEM concepts appropriate for school-age children.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-5th grade students

S.INQ: Using Scientific Inquiry to Explore Invisible Forces
Join us as we explore scientific inquiry, using a nine-week curriculum to examine the science of invisible forces. Apply STEM concepts appropriate for school-age children.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-5th grade students

S.INQ: Using Scientific Inquiry to Explore Mechanical Engineering
Join us as we explore scientific inquiry, using a nine-week curriculum to examine the science of mechanical engineering. Apply STEM concepts appropriate for school-age children.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-5th grade students

S.INQ: Using Scientific Inquiry to Explore the Science of Sound
Join us as we explore scientific inquiry, using a nine-week curriculum to examine the science of sound. Apply STEM concepts appropriate for school-age children.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-5th grade students

S.INQ: Using Scientific Inquiry to Explore Wind
Join us as we explore scientific inquiry, using a nine-week curriculum to examine the science of wind. Apply STEM concepts appropriate for school-age children.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-5th grade students
S.INQ STEM Festival
In this session participants will learn to use the Inquiry Process to help students design their own project to present at a science fair event
Set 1 | CKC: Learning Environments and Curriculum | 2 Hours

S.INQ UP: Science Inquiry in Middle School Afterschool Programs

» Earth and Space Science- This inquiry and exploration-based curriculum explores NGSS Aligned experiments and challenges that take students through nine units of Earth and Space Sciences.

» Energy Inventors- This Engineering and Design based Unit includes ten weeks, first learning about solar energy and how it works, building and racing solar vehicles, and then creating their own Energy Invention with a Design Process Challenge.

» STEM Careers- This 10 week unit has lessons exploring the science, technology, engineering, and math processes that inform our world through hands on activities. Each week explores exciting STEM career skills. These lessons also encourage 21st century skills like communication, collaboration, and innovation.

S.INQ UP: Science Inquiry for Middle School-Careers
Attendees will explore content, concepts and lessons from the S.INQ UP: Science Inquiry for Middle School-Careers curriculum. Participants will practice activities from the content while applying the Scientific Inquiry Process and principles. Participants will explore STEM Career examples and strategies for presenting them to youth.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 6th-8th grade students

S.INQ UP: Science Inquiry for Middle School- Earth and Space Sciences
Attendees will explore content, concepts and lessons from the S.INQ UP: Science Inquiry for Middle School-Earth and Space Sciences curriculum. Participants will practice activities from the content while applying the Scientific Inquiry Process and principles. Participants will explore Earth and Space Sciences activities, and strategies for presenting them to youth.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 6th-8th grade students

Exploring the S.INQ Up Energy Inventors Curriculum
Participants will explore the S.INQ Up Energy Inventors curriculum by taking part in hands on activities and exploring online video resources. Participants will apply the Scientific Inquiry Process to group activities and discussions in order to implement student-led learning in the classroom.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 6th-8th grade students
Smithsonian Latino Virtual Museum (LVM) Transmedia Project: Educator Toolkit to Engage Students in STEAM

In this interactive session educators will examine innovative teaching and learning strategies designed to motivate and engage youth in STEM and Art careers, and will provide access to culturally responsive teaching resources that combine real-world and virtual world experiences for both formal and informal programs.

Set 2 | CKC: Diversity | 3 Hours
Curriculum can be found at [http://latino.si.edu/LVM/TeacherToolkit](http://latino.si.edu/LVM/TeacherToolkit)

Maker's Box: Origami Math for School Aged Youth

Training participants will explore the use of the Math is Art: Origami curriculum through hands-on activities for youth. The curriculum is a Makers Box style curriculum that sets challenges for exploration of Common Core-aligned Math content, with the fun of creating folded paper in the traditional Japanese method.

Set 2 | CKC: Learning Environments and Curriculum | 1-2 Hours
For staff serving 6th-12th grade students

Automotive Inventing for Kids

Attendees will explore STEM activities and lessons based on curriculum created by Ed Sobey. They will use the Engineering Design Process to develop new automobile innovations, learning how to provide inventing experiences for school aged students.

Set 2 | CKC: Learning Environments and Curriculum | 3 Hours
For staff serving K-12th grade students

Science Action Club: Bugs in Your Schoolyard

Science Action Club is an afterschool program designed by the California Academy of Sciences to spark youth interest in science. In this training participants will develop skills to facilitate a Science Action Club using the Bugs in Your Schoolyard curriculum.

Set 2 | CKC: Learning Environments and Curriculum | 3 Hours
For staff serving 5th-8th grade students
Must purchase kit
Curriculum can be found at [http://www.calacademy.org/science-action-club-sac](http://www.calacademy.org/science-action-club-sac)

Science Action Club: Birds in Your Schoolyard

Science Action Club is an afterschool program designed by the California Academy of Science to spark youth interest in science. In this training participants will develop skills to facilitate a Science Action Club using the Birds in Your Schoolyard guidebook.

Set 2 | CKC: Learning Environments and Curriculum | 3 Hours
For staff serving 5th-8th grade students
Must purchase kit
Curriculum can be found at [http://www.calacademy.org/science-action-club-sac](http://www.calacademy.org/science-action-club-sac)
Science Action Club: Clouds
Science Action Club is an afterschool program designed by the California Academy of Science to spark youth interest in science. In this training participants will develop skills to facilitate a Science Action Club using the Cloud Quest guidebook.

Set 2 | CKC: Learning Environments and Curriculum | 3 Hours
For staff serving 5th-8th grade students
Must purchase kit
Curriculum can be found at http://www.calacademy.org/science-action-club-sac

CryptoClub
CryptoClub uses games, treasure hunts, and other informal activities to engage students in cryptography and mathematics. It applies topics from middle school math standards such as decimals, percents, common factors, negative numbers, and pattern recognition. Participants will explore and practice the curriculum.

Set 2 | CKC: Learning Environments and Curriculum | 8 hours
For staff serving 6th-8th grade students
Curriculum can be found at https://cryptoclubproject.uchicago.edu/

Techbridge Curriculum
The Techbridge curriculum is designed to interest students in STEM, promote inquiry, and highlight real-world applications so kids can see how STEM careers make the world a better place. It can be used with girls and boys in a variety of out-of-school time settings, including afterschool programs, summer programs, and youth groups. All units are appropriate for middle school students; many activities can be simplified for use with younger grades, while others can be made more in-depth and complex for high school students. The units can be led by afterschool line staff, teachers of all backgrounds, by troop leaders, and others. The following five trainings are based on the Techbridge curriculum. Curriculum can be found at https://techbridgegirls.org/

Techbridge Curriculum Training: Digital Media
This session will give staff the tools they need to apply teaching strategies that support scientific inquiry and the engineering design process, and build students' comfort and confidence in exploring science concepts with their peers. Participants will practice activities from the curriculum and explore teaching strategies for their program.

Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 4th-12th grade students

Techbridge Curriculum Training: Product Design Part 1
This session will give staff the tools they need to apply teaching strategies that support scientific inquiry and the engineering design process, and build students' comfort and confidence in exploring science concepts with their peers. Participants will practice activities from the curriculum and explore teaching strategies for their program.

Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 4th-12th grade students
Techbridge Curriculum Training: Environmental Engineering Part 1
This session will give staff the tools they need to apply teaching strategies that support scientific inquiry and the engineering design process, and build students’ comfort and confidence in exploring science concepts with their peers. Participants will practice activities from the curriculum and explore teaching strategies for their program.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 4th-12th grade students

Techbridge Curriculum Training: Design Challenges
This session will give staff the tools they need to apply teaching strategies that support scientific inquiry and the engineering design process, and build students’ comfort and confidence in exploring science concepts with their peers. Participants will practice activities from the curriculum and explore teaching strategies for their program.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 4th-12th grade students

Techbridge Curriculum Training: Chemical Engineering
This session will give staff the tools they need to apply teaching strategies that support scientific inquiry and the engineering design process, and build students’ comfort and confidence in exploring science concepts with their peers. Participants will practice activities from the curriculum and explore teaching strategies for their program.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 4th-12th grade students

SciGirls Curriculum
SciGirls is an American children’s animated and live-action television series that has the bold goal of changing how millions of girls think about science, technology, engineering and math – or STEM. Each half-hour episode highlights the processes of science and engineering, following a different group of middle school girls who design, with the help of scientist mentors, their own inquiry-based investigations on a variety of topics. SciGirls educational materials provide gender-equitable teaching strategies and hands-on inquiries based on the concepts modeled in SciGirls’ videos. The SciGirls approach is rooted in research on how to engage girls in STEM. A quarter of a century of studies have converged on a set of common strategies that work, and these have become SciGirls’ foundation—aka the SciGirls Seven. All SciGirls activities were created with the SciGirls Seven in mind and incorporate as many strategies as possible. Seven activity booklets are available, and each booklet pairs with a series of episodes focused on a general topic, such as Healthy Living, Physical Science, Computer Science, and Engineering and Inventing. The following two trainings are based on the SciGirls Girls curriculum. Curriculum can be found at https://www.pbslearningmedia.org/collection/scigirls/#.WyAqNDNKnWo
SciGirls Citizen Science Curriculum Training for School Age Programs
Attendees will explore content, concepts, and lessons from the SciGirls Citizen Science curriculum. Participants in the training will practice hands-on activities from the curriculum in order to explore lessons as well as approaches, strategies, and tools to promote STEM identity for their students.
Set 2 | CKC: Learning Environments and Curriculum | 3 Hours
For staff serving 4th-8th grade students

Mozilla Web Literacy Club Training: Running and Badging Your Club
In this interactive training, participants will explore engaging school-aged youth in Mozilla Web Clubs, focusing on web literacy as outlined in the Mozilla Web Literacy map. Participants will explore supporting youth voice, working in groups, and using Agile processes to support progress. The training will include strategies for badging club participants with 21st century skill digital badges using Badgr and Google Apps.
Set 2 | CKC: Learning Environments and Curriculum | 6 hours
For staff serving Middle and High School students
Curriculum can be found at https://learning.mozilla.org/en-US/clubs

NASA: Girl’s STEAM Ahead Coding with School Age Youth
Recoloring the Universe is an Educator Training using hands-on and virtual STEAM activities about color, astronomy and coding from NASA! Grades 4-12 students with no prior coding experience can learn how to use computers to create images and understand astronomical data. Participants learn basic coding starting with concepts such as shape and color to explore astronomical objects.
Set 2 | CKC: Learning Environments and Curriculum | 6-8 hours
For staff serving 4th-8th grade students

Leap into Science
This training prepares educators to host Leap into Science: Wind workshops for children 3-10 and their families. This training introduces educators to the two workshops for children, as well as strategies for facilitating science and literacy learning in family workshops. Educators will practice facilitation techniques, and explore resources to lead Leap into Science programs.
Set 2 | CKC: Learning Environments and Curriculum | 4 hours
For staff serving students ages 3-10

LITERACY
Comics: Stories in Pictures and Words
Attendees will explore content, concepts, and lessons from the curriculum Comics: Stories in Pictures and Words. Participants will explore the elements of storytelling, character development, and design through hands on activities.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-8th grade students
Storybook Art
Participants will explore strategies and tools to make works of art based on children's story books. They will practice techniques with materials for making projects and discuss how teaching style may relate to how their students relate to reading.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-8th grade students

Literacy Activities in Afterschool
Participants will explore and practice reading and writing strategies to promote literacy skills in school age students in afterschool programs.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-5th grade students

Leap into Science
This training prepares educators to host Leap into Science: Wind workshops for children 3-10 and their families. This training introduces educators to the two workshops for children, as well as strategies for facilitating science and literacy learning in family workshops. Educators will practice facilitation techniques, and explore resources to lead Leap into Science programs.
Set 2 | CKC: Learning Environments and Curriculum | 4 hours
For staff serving students ages 3-10

ART
Including Great Art Practices in Your STEAM Program
This hands-on workshop will give you great ideas for making the most of Art in your STEAM (Science, Technology, Engineering, Arts, and Math) program. We will explore best practices for integrating art and design projects into great STEM curriculum. Participants will leave with clear strategies for relating art and science through creative thinking.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-12th grade students

Storybook Art
Participants will explore strategies and tools to make works of art based on children's story books. They will practice techniques with materials for making projects and discuss how teaching style may relate to how their students relate to reading.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-8th grade students

Equitable Art for School Age Youth
This hands-on workshop introduces skills and activities for afterschool facilitators sharing art with youth. The training will discuss basic equitable practices to develop youth-voice and collaboration skills for school age youth, as well as tools for reflecting on art as a group.
Set 1 | CKC: Learning Environments & Curriculum | 2 Hours
For staff serving K-8th
Great Art in Afterschool: Creative Art Projects and Activities for School-Age Youth
This hands-on workshop will explore engaging and fun art activities for school age youth that go beyond crafts and explore learning about and creating amazing artwork!
Set 1 | CKC: Learning Environments & Curriculum | 2 Hours
For staff serving K-8th

Clay Projects Inspired by Mesoamerican Cultures
This curriculum and training use air-dry clay to learn basic hand-building techniques for youth. Each skill can be used to make simple projects based on vessels, animals, human figures, and other forms found in Mesoamerican Art. These projects can be made with elementary aged students and middle school aged students given additional time to explore detail and function.
Set 1 | CKC: Learning Environments & Curriculum | 2 Hours
For staff serving K-8th

Maker’s Box: Origami Math for School Aged Youth
Training participants will explore the use of the Math is Art: Origami curriculum through hands-on activities for youth. The curriculum is a Makers Box style curriculum that sets challenges for school-age exploration of Common Core aligned Math with the fun of creating folded paper in the traditional Japanese method.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving 4th-8th grade students

Art To Promote Youth Voice
This hands on training gives afterschool facilitators tools for sharing empowering art with school age youth. We will explore activities aligned with national art standards. We will find flexible ways to use a variety of materials, create an inclusive atmosphere for youth, explore youth voice, and offer youth skills for interacting positively in groups. Example curriculum will be provided.
Set 2 | CKC: Learning Environments and Curriculum | 1-3 Hours
For staff serving K-12th grade students

ACADEMIC SUPPORT

Power Hour: Making the Most of the Homework Hour in Afterschool
Afterschool programs can be key to a student’s achievement in school. Join us as we explore best practices for an engaging and productive Homework Hour. We’ll develop strategies for creating the right space and establishing systems and procedures. We will examine how selecting the right academic activities can link to the school day and support student achievement.
Set 2 | CKC: Learning Environments and Curriculum | 2 Hours
For staff serving K-8th grade students
Lesson Planning Strategies for Afterschool

This workshop will cover all the components of planning an afterschool activity for short (less than 1 hour) activities and multiple week courses for your afterschool program. The importance of gathering materials on limited time, efficiently setting up a space in another teacher’s classroom, building a daily schedule to create consistency, and tools for reflection time will all be covered. Participants will spend time working on a lesson plan and should leave this workshop with a ready to use template.

Set 1 | CKC: Learning Environments and Curriculum | 2 hours
For staff serving K-5th grade students

PRESCHOOL

Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math)
Module 1: STEM Identity and Mindset
In this session participation will explore and practice hands-on activities from the book Making and Tinkering with STEM: Solving Design Challenges with Young Children. Participants will explore their own STEM Identify and mindset, and examine how their identity and mindset influences their work with children.

Set 2 | CKC: Learning Environments and Curriculum | 2-3 hours

Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math)
Module 2: Supporting STEM Learning
In this session participation will explore and practice hands-on activities from the book Making and Tinkering with STEM: Solving Design Challenges with Young Children. Participants will explore preschool age development and develop strategies for engaging young children in meaningful STEM activities.

Set 2 | CKC: Learning Environments and Curriculum | 2-3 hours

Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math)
Module 3: Hands on STEM Activities
In this session participation will explore and practice hands-on activities from the book Making and Tinkering with STEM: Solving Design Challenges with Young Children. Participants will also develop strategies for creating challenge statements and linking STEM to literacy, art, and social emotional learning.

Set 2 | CKC: Learning Environments and Curriculum | 2-3 hours

Getting Ready for Preschool STEM (Science, Technology, Engineering, and Math)
Module 4: Family Engagement in Preschool STEM Learning
In this session participation will explore and practice hands-on activities from the book Making and Tinkering with STEM: Solving Design Challenges with Young Children. Participants will develop strategies for engaging families in STEM program activities and STEM family events.

Set 2 | CKC: Learning Environments and Curriculum | 2-3 hours
Art Projects and Activities for Preschool
This workshop will explore hands-on activities for preschool-aged appropriate art. We will use a variety of materials and techniques to develop motor, cognitive, and communicative skills. This fun workshop will also explore strategies for creating your own age appropriate art lessons.

Set 2 | CKC: Learning Environments and Curriculum | 2 hours

Leap into Science
This training prepares educators to host Leap into Science: Wind workshops for children 3-10 and their families. This training introduces educators to the two workshops for children, as well as strategies for facilitating science and literacy learning in family workshops. Educators will practice facilitation techniques, and explore resources to lead Leap into Science programs.

Set 2 | CKC: Learning Environments and Curriculum | 4 hours
Families, Communities, and Schools

» Program Standard:
   A quality program develops, nurtures, and maintains strong and positive relationships with families, community organizations, and schools to fully support positive outcomes for children and youth.

» Staff Competency:
   Afterschool professionals should be able to communicate effectively and build lasting partnerships with the families, communities, and school that support the children and youth in the program.

Family Engagement Through Authentic Relationships
The Search Institute’s Developmental Relationships framework points to critical opportunities youth programs can reframe the way they partner with families. In this session participants will explore the framework and apply it to family engagement strategies for their program.

Set 2 | CKC: Family and Community Systems | 2 Hours

Forming Community Partnerships in School Age Programs
Partnerships are vitally important to a successful afterschool program. Participants will use the Beyond the Bell tools to explore the value of community partnerships and to create partnership implementation strategies. Participants will practice strategies for communicating with stakeholders in order to sustain on-going and mutually beneficial relationships with community partners.

Set 2 | CKC: Family and Community Systems | 2 Hours

School Day Collaboration for Afterschool Programs
Partnerships are vitally important to a successful afterschool program. Participants will use the Beyond the Bell toolkit to explore The Five Principles of Successful School/Afterschool partnerships, and the best practices for school-day alignment. Participants will develop and practice strategies for communicating with school day staff. This training is designed for management level staff.

Set 2 | CKC: Family and Community Systems | 2 Hours

Family Engagement in STEM: Facilitating a Family Engineering Event
By attending this session parent volunteers and afterschool providers will become fully prepared to co-facilitate a fun and engaging Family Engineering Event.

Set 2 | CKC: Family and Community Systems | 2 Hours
Health, Safety, and Nutrition

» Program Standard:
   To ensure all participants are well nourished, ready to learn, and able to make lifelong healthy food choices, a quality program provides a welcoming, healthy, and safe environment for children, youth, staff, and families. Additionally the program mission, policies, and procedures are linked to promoting wellness and encouraging children and youth to independently practice good healthy, nutrition, and safety.

» Staff Competency:
   Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that participants are able to learn and develop.

Emergency and Disaster Preparation for School Age Programs
Emergency and disaster preparation for facilities/programs serving school-age children.
Set 1 | CKC Health, Safety, and Nutrition | 2 Hours

Emergency and Disaster Preparation in Child Care and Early Learning Programs: Shelter in Place
Emergency and disaster preparedness is an essential skill and risk management tool to ensure the health, safety, and well-being of children in care. Whether an emergency is caused by nature or humans, high-quality program providers must be prepared. This workshop explores emergency and disaster preparedness and provides strategies for “sheltering in place”.
Set 2 | CKC: Health, Safety, and Nutrition | 2 Hours

Employee Preparedness: I Love U Guys
Emergency Preparedness training will review the I Love U Guys Framework. Participants in this training will be introduced to different emergencies and disasters, the protocols for before, during and after those specific disasters, including reunification plans, conversation about drills and coping strategies for themselves and students.
Set 1 | CKC Health, Safety, and Nutrition | 1-2 Hours

Employee Wellness for Afterschool Providers
In this session participants will explore the importance of taking care of oneself, physically and mentally. Participants will examine the effects of what we do for ourselves on a chemical level and how it translates to how we function in the afterschool environment with additional stressors of children, parents, and overall situation.
Set 2 | CKC Health, Safety, and Nutrition | 2-3 Hours

Do I Do: Being a Positive Role Model
In this session participants will explore the idea of what being a role model for youth really means and how their actions influence those around them. Participants will learn strategies to achieving a healthier lifestyle and to how involve youth in healthier options.
Set 2 | CKC Health, Safety, and Nutrition | 2-3 Hours
Highly Skilled Personnel

» Program Standard:

A quality program employs staff that have both the academic and experiential knowledge that is needed to successfully perform their jobs. Ongoing development plans ensure that staff have the required credentials and knowledge to meet the diverse needs of the children and youth in the programs.

» Staff Competency:

Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.

Professionalism in Afterschool
Participants will gain a basic understanding of professionalism and how their behavior, dress, and interactions reflect on the credibility of their afterschool program.

Set 1 | CKC: Program Management | 2 Hours

Leadership in Afterschool: Staff are People
We can’t run programs without staff. They are an essential component of an afterschool program. In this session we will explore ways to support, acknowledge, and retain staff by following the 3 Ps of Leadership - People, Purpose, and Process.

Set 2 | CKC: Program Management | 2 Hours

Employee Wellness for Afterschool Providers
In this session participants will explore the importance of taking care of oneself, physically and mentally. Participants will examine the effects of what we do for ourselves on a chemical level and how it translates to how we function in the afterschool environment with additional stressors of children, parents, and overall situation.

Set 2 | CKC Health, Safety, and Nutrition | 2-3 Hours
For staff serving K-12th grade students
Program Management

» Program Standard:
   A quality program has an effective management structure, based on program goals and mission, with policies and procedures that ensure the successful and sustainable implementation of the program.

» Staff Competency:
   Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting, and evaluation.

Professionalism in Afterschool
Participants will gain a basic understanding of professionalism and how their behavior, dress, and interactions reflect on the credibility of their afterschool program.
Set 2 | CKC: Program Management | 2 Hours

Leadership in Afterschool: Staff are People
We can’t run programs without staff. They are an essential component of an afterschool program. In this session we will explore ways to support, acknowledge, and retain staff by following the 3 Ps of Leadership - People, Purpose, and Process.
Set 2 | CKC: Program Management | 2 Hours

Leadership in Afterschool: Planning and Goal Setting
Participants will examine the importance of planning and goal setting and apply their understanding by developing a program plan using a logic model.
Set 2 | CKC: Program Management | 1-2 Hours

Leadership in Afterschool: Delegation
Being a leader in an afterschool program doesn’t mean you have to do everything yourself. In this session we will explore ways to delegate tasks with clear expectations and accountability measures so your whole team has more ownership in the running of the program.
Set 2 | CKC: Program Management | 1-2 Hours

Leadership in Afterschool: Emotional Intelligence
Emotional Intelligence is the ability to reason with and about emotions. It is critical to the success of youth programs that the adults leading programs have solid emotional intelligence skills. In this session we will examine emotional intelligence, and explore the skills associated with it and how our skills as adults impact the students in our programs.
Set 2 | CKC: Personal, Professional & Leadership Development | 2 Hours
Leadership in Afterschool: Giving and Receiving Feedback
We can find a lot of ways to grow personally and professionally by working in an afterschool program. That growth is enhanced in a program culture that values two-way feedback. In this session we will examine the benefits of effective feedback and explore strategies for giving and receiving meaningful feedback.

Set 2 | CKC: Program Management | 2 Hours

School Day Collaboration for Afterschool Programs
Partnerships are vitally important to a successful afterschool program. Participants will use the Beyond the Bell toolkit to explore The Five Principles of Successful School/Afterschool partnerships, and the best practices for school-day alignment. Participants will develop and practice strategies for communicating with school day staff. This training is designed for management level staff.

Set 2 | CKC: Family and Community Systems | 2 Hours

Forming Community Partnerships in School Age Programs
Partnerships are vitally important to a successful afterschool program. Participants will use the Beyond the Bell tools to explore the value of community partnerships and to create partnership implementation strategies. Participants will practice strategies for communicating with stakeholders in order to sustain on-going and mutually beneficial relationships with community partners.

Set 2 | CKC: Family and Community Systems | 2-3 Hours

Family Engagement Through Authentic Relationships
The Search Institute’s Developmental Relationships framework points to critical opportunities youth programs can re-frame the way they partner with families. In this session participants will explore the framework and apply it to family engagement strategies for their program.

Set 2 | CKC: Family and Community Systems | 2 Hours

Using Data for Quality Improvement in Afterschool
In this session participants will explore various kinds of data from real afterschool programs. They will practice drawing conclusions from the data and connecting the data to program improvements.

Set 2 | CKC: Program Management | 2 Hours
Social and Emotional Learning and Engagement

» Program Standard:
   A quality program fosters social and emotional learning and encourages youth engagement in the planning, implementation, and governance of the program, resulting in positive outcomes for children and youth.

» Staff Competency:
   Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support participants in Social and Emotional Learning.

Overview of Social and Emotional Learning Frameworks for Afterschool Providers
In this session afterschool providers will review a variety of social and emotional learning frameworks and how they apply to the afterschool setting.

Set 1 | CKC: Human Growth & Development | 1-2 Hours
For staff serving K-12th grade students

Introduction to Brain Development, Trauma, and Behavior
In this session participants will be introduced to brain development in relationship to toxic stress. The training includes playing the Brain Architecture Game, which introduces brain development from the perspective of variables like trauma and social support. Participants will also review trauma informed care practices and consider possible applications.

Set 1 | CKC: Human Growth and Development | 2-3 Hours
For staff serving K-8th grade students

Examining and Intervening in Bullying Behavior
In this session participants will examine what bullying behavior is and is not and what bullying looks like in action. Participants will explore ideas and develop strategies for addressing and reporting bullying behavior when it occurs.

Set 2 | CKC: Understanding and Guiding Behavior | 2-3 Hours

Creating a Supportive Program Climate
In this session participants will examine how a supportive youth program climate can prevent bullying. Participants will explore ideas and develop strategies for developing supportive relationships and establishing a culture of respect.

Set 2 | CKC: Understanding and Guiding Behavior | 2-3 Hours

PBIS Basics for Afterschool Providers
Positive Behavior Interventions and Support (PBIS) is a research-based framework that is most successful when applied across all contexts of a student’s school and afterschool experiences. In this session, participants will learn the basic components of a PBIS system and how afterschool staff can integrate PBIS strategies into their program.

Set 1 | CKC: Understanding and Guiding Behavior | 2 Hours
Growth Mindset: Supporting School-age Learners
Participants will explore the concept of Growth Mindset, examine their own mindset as it applies to learning new things, and practice communication strategies that build confidence in problem solving and encourage students to persist through challenges.

Set 2 | CKC: Human Growth and Development | 2 Hours
For staff serving K-8th grade students

Creating Connection that Help Young People Thrive: Exploring and applying the Search Institute’s Research on Developmental Relationships
In this session participants will examine the results of the Search Institute’s research on Developmental Relationships and develop strategies for strengthening connections with youth.

Set 2 | CKC: Human Growth and Development | 2 Hours
For staff serving 4th-12th grade students

Trauma Informed Practices in Afterschool Programs
In this session participants will explore the effects of Adverse Childhood Experiences (ACEs) on development and how those effects manifest in children’s behavior. The session will also explore strategies for limiting potential trauma triggers in programs and for self-regulation of emotions.

Set 2 | CKC: Health, Safety & Nutrition | 3 Hours
For staff serving K-12th grade students

Never Too Old to Play - The Benefits of Play on Development in Afterschool Programs
Play isn’t all fun and games — it’s also an important teaching tool! Through play, kids learn how to interact with others and develop critical lifelong skills. In this session we’ll learn about the benefits of play and why play is an important component of an afterschool program.

Set 1 | CKC: Human Growth & Development | 1-3 Hours
For staff serving K-5th grade students

The Role of Play in Group Management in Afterschool Programs
In this session participants will examine how Play can be applied to managing groups of children in elementary afterschool programs. Participants will practice strategies for using Play in transitions, routines, and time fillers to keep children active and engaged, limiting negative behavior.

Set 2 | CKC: Understanding & Guiding Behavior | 1-3 Hours
For staff serving 4th-12th grade students
OregonASK Trainers

Rachel Kessler, Master Trainer
Rachel has worked as the Curriculum Development Coordinator for OregonASK since 2015. She is a certified Master Trainer within the Oregon Registry system, also working alongside students and teachers as she designs and tests afterschool and summer curriculum. Rachel has a Masters of Fine Arts, bringing her passion for art and creativity in all she does. She has designed curriculum for local programs including Airway Science for Kids, Gilbert House Children’s Museum, Woodburn Afterschool Club and Port of Portland. She conducts teacher and staff training on a wide variety of topics, including being a state trainer for national programs such as Science Action Club, CryptoClub, Techbridge and SciGirls.

Susan Zundel, Master Trainer
Susan Zundel has been working in afterschool in a variety of ways for 20 years including community children’s theater, 21st Century Community Learning Centers, drop-in childcare, and at the Oregon Afterschool Network, OregonASK. Susan is currently the Quality Improvement Coordinator and a Master Trainer for OregonASK. She holds trainer certifications for the Beyond the Bell Program Management Toolkit, Science Action Club, InventionX, Techbridge, Crypto Club, Code.org, and is a Click2Science Coach/Trainer. Susan served for several years in state PTA leadership, ultimately serving as the Oregon PTA State President from 2013-2015. She brings her dedication to parent and community engagement in education to her work in afterschool.

Kassy Rousselle, Trainer
Kassy started at OregonASK as an Americorps member in 2017 as their Health and Wellness VISTA. At the end of her VISTA year she joined the OregonASK team full time as their Health and Wellness Coordinator/Trainer. Kassy has a Bachelor’s in Food Science and Nutrition from Central Washington University, she’s hoping to re-frame the way we think of healthy eating and physical activity. She develops and conducts trainings on a variety of health topics for afterschool ranging from healthy eating, physical activity and healthy environments.