Planning to Program Plan

**Engagement**
To have effective engagement from your program participants and lower behavioral issues, consider differences in physical, emotional and social skills before choosing your activities.

**Environment**
Available safe space and equipment must be considered before selecting your program activities.

**Structure**
Children have excess energy at the end of the school day. Consider using a more active free play activity to start the program off. This allows participants to release some much-needed energy.

**SMART Goals**
Set a SMART goal for the day. Perhaps your SMART goal is that one activity will be led by a couple of participants. This should be very specific to your program and participants.

**Feedback**
Plan to include time for feedback after an active or participatory activity. What did the participants enjoy? What did they like or dislike about it?

**A Daily Program Plan is...**
A daily program plan is tailored to individual after school programs. This is a general overview of the entire after school program for that specific date.
Planning to Program Plan

Before the bell...-What are lessons that participants can have if they
aren't in sports?
-Can participants lead the activity?
-Can these transition games that can be used at times of need?

Strategies:
Children have energy at the end of the school day.
A more active final activity to
start the program for participants to build
needed energy.

Engagement from participants and lower

Environment
A Daily Program Plan is...
A Daily Program Plan is...

A daily program plan is tailored to individual after school programs. The is a general overview of the entire after school program for that specific date.
SMART Goals

Set a SMART goal for the day. Perhaps your SMART goal is that one activity will be led by a couple of participants. This should be very specific to your program and participants.

The key is to make your goal SMART.

S - specific
M - measurable
A - achievable
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S - specific
M - measurable
A - achievable
R - realistic
T - time bound
Engagement

To have effective engagement from your program participants and lower behavioural issues, consider differences in physical, emotional and social skills before choosing your activities.
Think outside the box. Examples can include:

- Are there roles that participants can have if they don't wish to play?
- Can participants lead the activity?
- Are there transition games that can be used at times of rest?
Enviroment

Available safe space and equipment must be considered before selecting your program activities.
Take a weekly inventory of equipment and upkeep damaged items.
Structure

Children have excessive energy at the end of the school day. Consider using a more active free play activity to start the program off. This allows participants to release some much needed energy.
Tip: Winter days are shorter therefore taking participants outside at the start of program is ideal for safety and warmth.
Feedback

Plan to include time for feedback. After an active ask participants if they enjoyed it. What did they like or dislike about it?
Make notes on your daily program plan sheet to remind you to include this activity again or to never use it again.