Maintaining a Safe and Caring Community

Read the following scenarios and reflect on what you have learned about how to maintain a safe, caring community in your school-age program. Apply this knowledge to each situation.

Scenario:
Carol is a new school-age staff member. She is having difficulty learning the children’s names and connecting with them. She is usually getting activities ready when the children arrive and cleaning up the program space when they depart. How could Carol become a part of her program’s community?

Scenario:
Shawna is working in a school-age program and has noticed that “tattling,” running, and pushing takes place when the children are lining up. How might Shawna create a safer, more caring community?

Scenario:
Darrius works with several children whose parents are getting ready to deploy. How can Darrius support these families and strengthen his school-age program’s sense of community?