

# School-Age Environment Checklist

## Organizing Space

Yes	No	
		1. The room is divided into well-defined interest/activity areas: art, dramatic play, blocks and construction, quiet areas (board games, puzzles, reading), manipulatives, physical games and sports. Others may include music and movement, woodworking, computer, science and nature.
		2. Boundaries are well defined by low shelves, sturdy room dividers, or furniture, so that children and adults can see into and out of all areas.
		3. Soft space is provided that is comfortable and relaxing.
		4. Varied spaces are provided for a range of groupings: space to be alone, space to be with a few friends, and space to be in a social grouping (“hang out space”).
		5. Each area has an adequate amount of space for children and their use of materials.
		6. Work areas are not cluttered with unnecessary furniture or materials.
		7. Traffic flow allows children to work without interruption.
		8. Areas for messy activities (art, eating, cooking, science) are located on tile and near a sink.
		9. Areas where floor activities occur are carpeted: blocks, dramatic play, quiet, large group.
		10. Quiet areas are located away from vigorous play areas.
		11. Space is provided for children to store their belongings.

## Storing Materials

		1. Materials are stored in the area where they are used.
		2. Children can see into and handle containers.
		3. Shelves, drawers, and containers are labeled with pictures and words.
		4. Identical and similar items are stored together.
		5. Materials within each area are easily accessible to children.
		6. Children are permitted to use all materials within their sight and reach.
		7. Display space is provided for children’s work that is at children’s eye level.

## Selection of Materials

		1. There is an adequate amount and variety of materials in each area.
		2. There are enough materials in each area for several children to work simultaneously.
		3. There are materials that can be manipulated and actively explored in each area.
		4. Each area has unstructured materials that can be used in many ways. Example: poker chips can be used for counting, stacking, matching, sorting, representing food or money.
		5. There are many real things (e.g. plants, tools, utensils, and instruments) that children can explore in each area.
		6. There is a wide enough selection of materials for children to do things in a variety of ways. Example: children can fasten with glue, paste, tape, stapler, paper clips, string, or rubber bands: children can build a house with blocks, paper, play doh, paint, or wood.
		7. There are materials that can be used for pretending or making representations in each area.
		8. There are culturally relevant materials in each area.