Suggested Materials List
School-Age Care Environmental Rating Scale-Updated
(SACERS-U)

Classroom:	Teacher:
Ages served:	Completed
by: Number of children enrolled:	Date:

Children learn best through play. Ensuring your classroom is well-stocked with the recommended toys and materials will help keep the children engaged in play, increase appropriate behaviors and promote success in school. For school-aged children, if materials are stored in closed spaces, they can be considered accessible only if it is observed that children can freely access and use these materials daily.

The recommended materials need to be in good repair, organized and easily accessible to the children anytime they are not involved in routine care. Please note the examples are not all inclusive. Review the left-hand column and then complete the right-hand column based on your classroom. Write specific plans to improve your classroom. **Each teacher should complete this form for their classroom.**

Materials/Items Recommended	Teacher's Notes/Observations
Furnishings for Routine Care, Learning and Recreation • Individualized and labeled storage for each child's belongings (Ex. hooks, cubbies, baskets, etc.) • Low, open shelves for storage of toys and materials • Furnishings for children's routine care and play activities (Ex. child sized table and chairs, soft chairs for reading, child sized play furniture, etc.) • Additional recreational furnishings (Ex. art easel, computer, sand/water table, air hockey table, etc.)	Does each child have a labeled place to store their personal belongings? Yes No Are the toys and materials stored on low, open shelves where children can easily reach them? Yes No List the child sized furniture available for routine care and play activities: _____, _____, _____, _____, _____ **Plan for improvement:**
Spaces for Privacy, Relaxation and Comfort • Soft furnishings in several areas of the room (Ex. rugs, carpet, pillows, soft chairs, etc.) • Soft furnishings protected from active play	List soft furnishings available: _____, _____, _____, Is your soft area protected from active play? Yes No What areas are limited to one or two children? _____ & _____ **Plan for Improvement:**

Display for children • Creative art work done by children is displayed in the classroom • Pictures and posters of things relevant to children (Ex. nature, animals, people, family pictures, etc.)	How many pieces of children's creative artwork do you have displayed in the area used most by the children? _____ Do you have child themed pictures and posters displayed at the children's eye level? Yes No **Plan for improvement:**
Gross Motor Play • Variety of materials available on a daily basis (Ex. balls, parachutes, jump ropes, riding toys, ring toss games, hula-hoops, bean bag toss, Frisbees, etc.)	What types of gross motor materials do the children use daily? **Plan for improvement:**
Language/reading activities • At least 20 books, but no less than 2 books for each child enrolled • Variety of topics accessible including: cultures/races, gender, ages (people of varying ages) abilities, (people with disabilities – wheel chairs, glasses, crutches, etc.) animals and familiar experiences - both fictional and factual • All print material, audio materials and games should be age appropriate and not be culturally offensive, violent or have frightening content (remove all materials that contain inappropriate language, fighting, villains, vicious animals, etc.)	Number of school age children enrolled? _____ How many school age books are accessible to the children? _____ Circle the topics that are represented in the books. cultures/races gender ages abilities animals fictional experiences factual experiences Do any materials contain violence or a suggestion of violence? Yes No Do you read or tell stories to the children at least weekly? Yes No Do you encourage children to use reading and writing in practical situations? Yes No **Plan for improvement:**

Art	
• At least one useable activity from 3 of the 5 categories. The categories include: **drawing materials** (markers w/ dry erase boards, crayons w/ paper, chalk w/ chalkboard, etc.), **paints** (tempera paint w/ brushes & paper, watercolor paint w/brushes & paper, etc.), **collage** (ribbons, magazines, felt pieces, cotton balls, etc. w/ paper, glue and scissors), **sculpture** (modeling clay, playdoh, wire sculptures, papier-mâché, etc.), **crafts** (jewelry making, origami, embroidery, knitting, etc.) • Variety of projects give children the opportunity to learn new/more complex skills (embroidery, pottery, weaving, sewing, etc.) • Projects requiring several days to complete are provided at least monthly	List the school age art activities accessible to the children in 3 of the 5 categories. Drawing: _____ Paints: _____ Collage: _____ Sculpture: _____ Crafts: _____ Do the school age children have access to the art materials daily? Yes No Do the majority of the art experiences encourage creativity and individual expression ? Yes No List projects that take multiple days to complete: List projects that introduce new/more complex skills: **Plan for improvement:**
Music and Movement • A variety of musical instruments • A variety of musical props • Various types of musical experiences are accessible • Music or movement instruction is provided weekly • Special musical activities are provided monthly	List the musical instruments accessible to the children. _____, _____, _____ List the musical props accessible to the children. _____, _____, _____ List the types of musical experiences the school age children have accessible. (e.g. recorded music, songs in different languages, music/instruments from different cultures) _____, _____, _____ **Plan for improvement:**

Blocks and Construction	
• Types of blocks include plastic, cardboard, wooden, foam, etc.	List the types of blocks accessible. _____ & _____
	List the type of interlocking construction material accessible. _____
• Types of interlocking construction materials include Legos, K'Nex, Lincoln Logs, Meccano, etc.	Is there enough space for children to play without the structures being knocked over? Yes No
• Accessories such as transportation, people and animals available with the blocks	List the block accessories accessible. _____, _____,
• Enough space for block play to take place without interfering with other play	_____, _____, _____
	Are the accessories stored with the blocks? Yes No
• Age-appropriate tools and soft wood (children's safety must be protected when using carpentry tools- very close supervision is required)	**Plan for improvement**:
Drama play/Theatre	
• There should be enough materials to allow children to carryout meaningful play	List dress up clothing for both boys and girls: Boys: Girls:
• Props for at least 3 different roles to support dramatic play including, but not limited to work, adventure, fantasy, theatrical productions	List roles/themes present and props to enhance play: Work: Adventure: Fantasy: Theatrical productions: Other:
• Stories and videos should be included to enrich dramatic play experiences	Staff extend dramatic play by their interactions: (example)
• Opportunities for children to develop drama/theatre productions	**Plan for improvement:**

Language/Reading Activities • At least 3-5 different language/reading materials (Ex. Junior Scrabble, Clue, Pictionary, etc.)	List language/reading activities or games accessible: _____, _____, _____, _____, _____ Do you encourage the children to practice in daily activities? Yes　　No **Plan for improvement:**
Math/reasoning • At least 3-5 different math games/activities (number games, math games) • Math games are coded to identify skill levels	List math/reasoning games or activities accessible: _____, _____, _____, _____, _____ Do you encourage the children to practice math skills in daily activities? Yes　　No **Plan for improvement:**
Science/nature • At least 1 science/nature equipment/activities/materials (Ex. aquarium, terrarium, living things, magnifying glasses w/ things to examine (shells, bark, stones), magnets w/ things to test, realistic books, pictures, and science/nature games) • A science a nature book used with an extending learning activity or material (Ex. book about insects near collection of insect specimens, staff use a book to answer children's questions) • At least 3 different science/nature games • Children have daily experience with plants and animals indoors (Ex. help care for plants, care for classroom pet etc.).	List science/nature equipment/activities/materials_____, _____ Science/nature book _____ with extended activity_____ _____ Do you use science/nature books to extend children's information daily? Yes　　No List science/nature games_____, _____, _____ Do the children have daily experiences to care for animals or plants indoors? Yes　　No **Plan for improvement:**

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Harms, T., Jacobs. E. & White, D. (2014). *School-age environment rating scale updated*. New York, NY: Teacher's College Press.

Cultural Awareness

- At least 3 materials easily visible from the categories from the chart on the left.

- At least 4 easily visible examples that reflect diversity of peoples. (other than gender which is listed below)

- Two non-sexist materials visible

	Books	Pictures	Other Materials
Ethnic			
Linguistic (Language)			
Gender Role			
Culture			
Racial Variety			

Diversity of peoples_____, _____, _____,

Non-sexist materials _____, _____

Plan for improvement: