



## Suggested Materials List School-Age Care Environment 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 or almost daily (30-minute daily minimum).**

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.

Materials/Items Recommended	Teacher's Notes/Observations
<p><b>Furnishings for Routine Care, Learning and Recreation</b></p> <ul style="list-style-type: none"> <li>Individualized storage for each child's belongings (Ex. hooks, cubbies, baskets, etc.)</li> <li>Low, open shelves for storage of toys and materials</li> <li>Furnishings for children's routine care and play activities (Ex. child sized table and chairs, soft chairs for reading, child sized play furniture, etc.)</li> <li>Additional recreational furnishings (Ex. art easel, computer, sand/water table, air hockey table, etc.)</li> </ul>	<p>Does each child have a labeled place to store their personal belongings? Yes    No</p> <p>Are the toys and materials stored on low, open shelves where children can easily reach them? Yes    No</p> <p>List the child sized furniture available for routine care and play activities: _____, _____, _____, _____</p> <p><b>Plan for improvement:</b></p>





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



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- A Variety of portable materials is accessible daily (Ex. balls, parachutes, jump ropes, riding toys, ring toss games, hula-hoops, bean bag toss, Frisbees, age-appropriate golf set or softball set, etc.)
- A Variety of stationary gross motor equipment is accessible.
- There should be at least 3 different pieces of equipment that stimulate at least 3 different skills available.
- Flexible and imaginative gross motor equipment is available.

Does some of the equipment have flexible parts that can be frequently rearranged by staff and children to extend interest at least monthly? If so, what would that be?

What are the skills that gross motor equipment helps stimulate?

1) \_\_\_\_\_, 2) \_\_\_\_\_, 3) \_\_\_\_\_

**Plan for improvement:**



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<p><b>Art</b></p> <ul style="list-style-type: none"> <li>At least one useable activity from three of the five categories. The categories include: <b>drawing materials</b> (markers w/ dry erase boards, crayons w/ paper, chalk w/ chalkboard, etc.), <b>paints</b> (tempera paint w/ brushes &amp; paper, watercolor paint w/brushes &amp; paper, etc.), <b>collage</b> (ribbons, magazines, felt pieces, cotton balls, etc. w/ paper, glue and scissors), <b>sculpture</b> (modeling clay, playdoh, wire sculptures, papier-mâché, etc.), <b>crafts</b> (jewelry making, origami, embroidery, knitting, etc.)</li> </ul>	<p>List the school age art activities accessible to the children in three of the five categories.</p> <p>Drawing: _____</p> <p>Paints: _____</p> <p>Collage: _____</p> <p>Sculpture: _____</p> <p>Crafts: _____</p> <p>Do school age children have access to art materials daily? Yes    No</p> <p>Do most of the art experiences encourage creativity? Yes    No</p> <p><b>Plan for improvement:</b></p>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Provision for musical activities accessible daily for free choice.</li> <li>Music and movement activities are accessible to children.</li> <li>A variety of types of musical experiences are accessible including two of the three categories: recorded music, dance props and music/instruments (Ex. Classical and popular music, songs in different languages, or music/instruments from diverse cultures).</li> <li>Staff provide music or movement instruction weekly.</li> <li>Special musical activities (such as guest performer, classmates prepare performance) provided monthly.</li> </ul>	<p>Are musical provisions accessible during free choice? Yes    No</p> <p>Are music and movement activities accessible daily? Yes    No</p> <p>Are at least two types of music experiences accessible daily? Yes    No</p> <p>Is music or movement instruction provided weekly either as an individual or group activity? Yes    No</p> <p>Are special musical activities included in programming at least monthly? Yes    No</p> <p><b>Plans for improvement:</b></p>
<p><b>Blocks and Construction</b></p>	<p>List the types of blocks accessible. _____ &amp; _____</p>



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<ul style="list-style-type: none"> <li>Types of blocks include plastic, cardboard, wooden, foam, etc.</li> <li>Types of interlocking construction materials include Legos, K'Nex, Lincoln Logs, Meccano, etc.</li> <li>Accessories such as transportation, people, and animals available with the blocks</li> <li>Enough space for block play to take place without interfering with other play.</li> <li>Age-appropriate tools and soft wood (children's safety must be protected when using carpentry tools- close supervision is required)</li> </ul>	<p>List the type of interlocking construction material accessible. _____</p> <p>Is there enough space for children to play without the structures being knocked over? Yes    No</p> <p>List the block accessories accessible. _____, _____, _____, _____, _____</p> <p>Are the accessories stored with the blocks? Yes    No</p> <p><b>Plan for improvement:</b></p>
<p><b>Drama play/Theatre</b></p> <ul style="list-style-type: none"> <li>A variety of dramatic play materials including two themes that support many roles for both boys and girls.</li> <li>Stories, trips, and/or videos are used to enhance dramatic play.</li> <li>Opportunities for developing drama or theatre productions occur during the year.</li> </ul>	<p>Are there two themes with plentiful props, excluding home living, accessible?</p> <p>1) _____</p> <p>2) _____</p> <p>Are stories, trips, and/or videos used to extend children's dramatic play?</p> <p>Are there opportunities for developing drama/theatre productions? Please describe.</p> <p><b>Plan for improvement:</b></p>
<p><b>Language/reading activities</b></p>	<p>How many school age books are accessible to the children? _____</p>



- 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
- Are children taken to the public library/school library weekly to borrow books? Yes   No
- Are children encouraged to bring books from home to share? Yes   No
- Do staff assist children in creating their own written materials? Yes   No
- Language games that are accessible include: 1) \_\_\_\_\_, 2) \_\_\_\_\_, and 3) \_\_\_\_\_
- List language/reading activities or games accessible: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Plan for improvement:**



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<p><b>Math/reasoning</b></p> <ul style="list-style-type: none"> <li>At least 3-5 different math materials (rulers with things to measure, tape measures with things to measure, board games, abacus, dominoes, calculators, unit cubes, etc.)</li> <li>Staff encourage children to practice math/reasoning in daily activities.</li> <li>Math materials are coded for difficulty to show appropriateness for certain ages (e.g. can be the original box/container for the materials showing age appropriateness of materials).</li> <li>More experienced children teach younger children new games or help with math homework.</li> </ul>	<p>List math/reasoning games or materials accessible: _____, _____, _____, _____, _____</p> <p>Do you encourage children to practice math skills in daily activities? Yes    No</p> <p>Are math materials coded for age appropriateness? Yes    No</p> <p>Do older children help younger children learn new math games or help with math homework? Yes    No</p> <p><b>Plan for improvement:</b></p>				
<p><b>Science/nature</b></p> <ul style="list-style-type: none"> <li>At least one science/nature equipment/activities/materials (Ex. aquarium, terrarium, measuring tools w/ things to measure, magnifying glasses w/ things to examine, magnets w/ things to test, etc.)</li> <li>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)</li> <li>At least three different science/nature games</li> <li>Children have daily experience with plants and animals indoors (Ex. help care for plants, care for classroom pet etc.).</li> </ul>	<p>List science/nature equipment/activities/materials _____, _____</p> <p>List science/nature games _____, _____, _____</p> <p>Science/nature book _____ with extended activity _____</p> <p>Do you use science/nature books to extend children's information daily? Yes    No</p> <p>Do the children have daily experiences caring for animals or plants indoors? Yes    No</p> <p><b>Plan for improvement:</b></p>				
<p><b>Cultural Awareness</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; text-align: center;"><b>Books</b></td> <td style="width: 25%; text-align: center;"><b>Pictures</b></td> <td style="width: 25%; text-align: center;"><b>Other Materials</b></td> </tr> </table>		<b>Books</b>	<b>Pictures</b>	<b>Other Materials</b>
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- At least three materials are easily visible from the categories from the chart on the right.
- At least four easily visible examples that reflect the diversity of peoples (other than gender which is listed below).
- Two examples of non-sexist materials visible.
- Materials actively promote equal opportunities for men and women to participate in similar activities.

<b>Ethnic</b>			
<b>Linguistic</b>			
<b>Gender Role</b>			
<b>Culture</b>			
<b>Racial Variety</b>			

Diversity of people are visible in Materials, Books, and Pictures: Yes    No

Non-sexist materials \_\_\_\_\_, \_\_\_\_\_

Do staff allow children to choose activities in which they want to participate? Yes    No

Do staff plan activities to broaden children's cultural awareness? Yes    No

Do staff encourage acceptance and understanding of differences? Yes    No

Do staff encourage empathy, or hurt feelings are talked about? Yes    No

**Plan for improvement:**