

OBJECTIVE

- Determine which materials are available in the learning environment to encourage active play.

INSTRUCTIONS

- Make a list of the materials in your classroom (small toys, mats, furniture, etc.) and in the yard.
- Write down its function and location, and include an image if possible.

Materials	Function	Location	Image

OBJECTIVE

- Determine the quality, quantity, availability and location of the materials to make them accessible and encourage their use during active play.

INSTRUCTION

- Answer the following questions after completing your inventory.

1. Are there enough materials to promote motor skill development for each child?

Yes No

2. Are the materials of good quality?

Yes No

3. Are the materials stimulating and age-appropriate?

Yes No

4. Can the educators and children easily access the materials?

Yes No

5. Do all educators know where the materials are located and what they can be used for?

Yes No

6. Is the storage system set up in a way that allows the children to find, use and put away the materials on their own?

Yes No

7. Is there a system in place for rotating the materials among the groups?

Yes No

8. Does each classroom have an area with no furniture and carpets so the children can use small materials and initiate active play?

Yes No

THE FOLLOWING LIST IS BASED ON FUNDAMENTAL MOTOR SKILLS:

Walk, run and move from place to place in different ways

Balls (several different sizes and textures), objects to push or pull, cones, rhythmic music, rope, blocks, inclined planes, floor balance beam, carpets of different thicknesses, chalk for drawing lines on the ground, jumping balls, skateboards, balance boards

Crawl or roll

Tunnel, table, chair, blanket, cylinder, soft carpet, bench, inclined plane (wedge-shaped cushion), outdoor play module

Jump

Carpet to absorb the impact, wall bars, step, hoop, bench, rope, small obstacles, trampoline, stickers for marking the ground

Climb

Chair, stairs, inclined plane (wedge-shaped cushion), ladder, wall bars, suspended rope, climbing wall, outdoor play module

Catch, throw, kick, strike

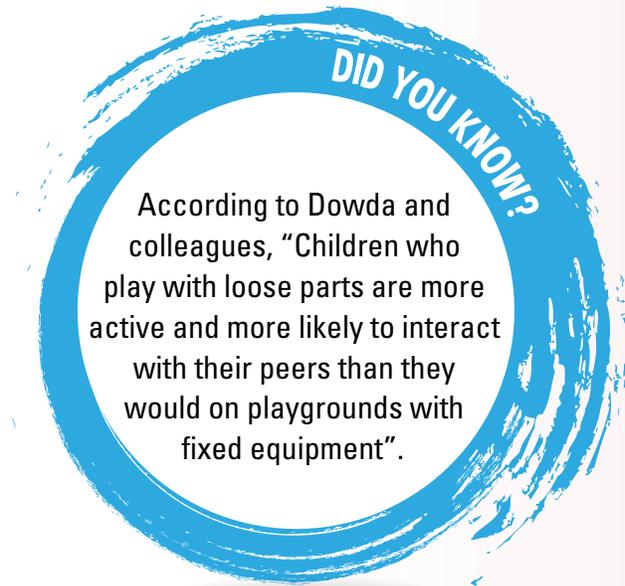
Ball, ring, scarf, hoop, target, basket, sandbag, sponge

This list is not exhaustive, and the materials listed can be used in many different ways.

FIXED VERSUS PORTABLE EQUIPMENT

Children and educators enjoy fixed play structures but tend to lose interest in them over time.

To increase the children's active time, a better investment would be to purchase small, portable materials, which the educator could offer to the children when needed. In this way, the children can be creative with the equipment, and it will hold their interest.



The simpler, the better!

Children don't need special equipment. It has to be attractive, available, safe and age-appropriate, and there must be enough for everyone.