

Name \_\_\_\_\_

Date \_\_\_\_\_

Instructor \_\_\_\_\_

Class time \_\_\_\_\_

## Chapter 2: Revitalizing the Environment

### Practice What You've Learned

#### Assess Your Environment, Rules, and Routines

Use the list below to assess your environment, rules, and routines.

##### *Arrangement of Environment*

1. Materials are visible, accessible, aesthetically organized, and inviting.

Already present:

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Goal:

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2. Loose parts (open-ended materials) are readily available inside and outside.

Already present:

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Goal:

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3. Diverse elements of texture, shape, and the natural world invite exploration and discovery.

Already present:

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Goal:

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4. Opportunities exist for transporting, combining, and transforming materials.

Already present:

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Goal:

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5. Visual images representing a range of roles and cultural expressions cultivate comfort with differences.

Already present:

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Goal:

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6. Representations of children's lives and interests appear around the room (photos, sketches, objects with stories).

Already present:

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Goal:

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7. Flexibility of space allows for expansion when many children are working in the same area.

Already present:

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Goal:

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8. Minimal restrictions exist to moving in and out of areas.

Already present:

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Goal:

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9. Places exist for physical activity and power.

Already present:

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Goal:

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10. Opportunities are available for adventure and risk taking.

Already present:

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Goal:

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*Daily Routines*

11. A large amount of time is available each day for continuous self-initiated play.

Already present:

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Goal:

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12. A minimal number of adult agendas interrupt children's play.

Already present:

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Goal:

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13. Flexibility in space and routine allows responding to children's interests.

Already present:

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Goal:

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14. Cleanup is not always required before a child moves to another area.

Already present:

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Goal:

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15. Play themes are incorporated into cleanup and group-time routines.

Already present:

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Goal:

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16. Little distinction exists between transitions and play.

Already present:

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Goal:

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17. Children negotiate taking turns with coaching from teachers (rather than teachers setting rigid time limits).

Already present:

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Goal:

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## Notes about Your Current Environment

Look over the goals you identified, and begin to make plans to achieve them. You may do this on your own or with a coworker who has also identified goals.

1. What are your priorities? List them as next steps for yourself.

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2. Where can you get the resources and support you need (e.g., coworkers, parents, community)?

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