

**CHAPTER 12**

# Environments, Equipment, and Supplies

## Study Guide

**Directions** Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

### Appropriate Indoor Environments and Equipment

Early childhood staff must be able to \_\_\_\_\_

\_\_\_\_\_

Some details to consider when designing early childhood classrooms include:

- \_\_\_\_\_
- \_\_\_\_\_

### Program Services and Goals

Program services, including hours of operation, determine \_\_\_\_\_

\_\_\_\_\_

The environmental design, and well-chosen equipment and supplies,

\_\_\_\_\_

Items and activities that fit children's abilities and ages are \_\_\_\_\_

### Developmental Needs

The first step in meeting these needs is \_\_\_\_\_

\_\_\_\_\_

### General and Preschool Program Needs

Basic care needs include \_\_\_\_\_

\_\_\_\_\_

## Chapter 12 Environments, Equipment, and Supplies (continued)

Early childhood classrooms should have the following:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Infant and Toddler Program Needs

Infant diaper changing areas require \_\_\_\_\_

\_\_\_\_\_

Changing tables must be \_\_\_\_\_

Hand-washing sinks should be \_\_\_\_\_

Low windows allow toddlers to \_\_\_\_\_

Separate areas with cribs for napping must \_\_\_\_\_

Infants and young toddlers eat in \_\_\_\_\_

\_\_\_\_\_

### School-Age Program Needs

School-age children's environment needs \_\_\_\_\_

School-age children also need \_\_\_\_\_

\_\_\_\_\_ is especially important to this group.

\_\_\_\_\_ is also important.

Space should be planned for activities that interest school-age children, such as:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 12 Environments, Equipment, and Supplies (continued)

### Adapting for Children with Special Needs

Features that allow easy access to children with special needs should include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Storage Needs for Children

Cubby: \_\_\_\_\_

Each child needs \_\_\_\_\_

Placing cubbies near an entrance makes them \_\_\_\_\_

\_\_\_\_\_

### Family-Friendly Environments

For personal safety, programs increasingly provide \_\_\_\_\_

\_\_\_\_\_

After entering a facility, a space is needed for parents to \_\_\_\_\_

\_\_\_\_\_

Centers should include some \_\_\_\_\_

\_\_\_\_\_

Many programs have \_\_\_\_\_

\_\_\_\_\_

### Staff Space Needs

A good working environment helps \_\_\_\_\_

In turn, their attitudes toward the children are more likely to be \_\_\_\_\_

## Chapter 12 Environments, Equipment, and Supplies (continued)

Designated spaces for staff needs include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Indoor Equipment and Supplies

Use \_\_\_\_\_ when selecting equipment.

When selecting toys and equipment, use the following guidelines:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Quality Equipment and Supplies

Programs are required to have \_\_\_\_\_

Potentially hazardous equipment and supplies should be \_\_\_\_\_

\_\_\_\_\_

Inventory record: \_\_\_\_\_

\_\_\_\_\_

Inventory records have many uses:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 12 Environments, Equipment, and Supplies (continued)

### Evaluating Quality

Ask questions like these before choosing equipment and educational toys:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### The Classroom Climate

Early childhood classrooms must meet children's needs for \_\_\_\_\_

\_\_\_\_\_

Keeping sensory environments interesting requires \_\_\_\_\_

\_\_\_\_\_

### Creating Atmosphere

Elements, such as \_\_\_\_\_ have a large impact on the behavior of children.

Classroom organization and decoration should be \_\_\_\_\_

\_\_\_\_\_

Calm but engaging sensory surroundings can be achieved by \_\_\_\_\_

\_\_\_\_\_

## Chapter 12 Environments, Equipment, and Supplies (continued)

### Sound

Rooms with a consistently high noise level can \_\_\_\_\_

This limits their ability \_\_\_\_\_

To soften the noise level, \_\_\_\_\_

### Color

The colors red and orange \_\_\_\_\_

Cool shades of blue and green \_\_\_\_\_

Natural colors such as the tans of wood furnishings \_\_\_\_\_

### Lighting

Harsh fluorescent lighting can cause \_\_\_\_\_

All classrooms should have \_\_\_\_\_

### Pattern and Texture

The use of soft textures and muted patterns helps \_\_\_\_\_

A variety of textures may be featured in \_\_\_\_\_

## Learning Centers

Learning centers: \_\_\_\_\_

Each learning center is organized around \_\_\_\_\_

\_\_\_\_\_

Traffic pattern: \_\_\_\_\_

Learning centers provide a way to arrange space and manage activity by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 12 Environments, Equipment, and Supplies (continued)

Core learning centers include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Other learning centers include \_\_\_\_\_

A learning center should:

- \_\_\_\_\_
- \_\_\_\_\_

### Supplying Learning Centers

Suggestions for supplying typical learning centers include:

- Art center:

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- Sensory play area:

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- Woodworking area:

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## **Chapter 12 Environments, Equipment, and Supplies** (continued)

- Block center:

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- Cooking center:

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- Dramatic play and puppetry center:

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- Language and relaxation area:

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- Music center:

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- Media stations:

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## Chapter 12 Environments, Equipment, and Supplies (continued)

- Manipulatives center:

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- Large-movement area:

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### Sensory-Appropriate Outdoor Environments

Outdoor play areas today are rich in \_\_\_\_\_

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Color, texture, and aroma are introduced into outdoor play areas by including \_\_\_\_\_

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As well as providing sensory experiences, outdoor areas should be \_\_\_\_\_

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### Outdoor Play Areas

Good outdoor play environments \_\_\_\_\_

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Good design also responds to varying \_\_\_\_\_

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Separate outdoor play yards are \_\_\_\_\_

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## Chapter 12 Environments, Equipment, and Supplies (continued)

Play yards need a variety of areas and surfaces to allow for different types of play:

- Climbing and sliding areas:

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- Hard surface areas:

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- Grassy areas:

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- Sensory-rich areas:

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- Art areas:

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- Dramatic play areas:

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## Chapter 12 Environments, Equipment, and Supplies (continued)

### Equipping Play Areas

Outdoor play areas generally allow \_\_\_\_\_

Suggested items for outdoor play areas include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Outdoor Storage

Storage areas should have \_\_\_\_\_

Wall shelving for items should be \_\_\_\_\_

Outdoor storage can be placed near \_\_\_\_\_

### Outdoor Safety

Shaded areas with drinking fountains \_\_\_\_\_

Constant staff supervision is required when \_\_\_\_\_

\_\_\_\_\_

Equipment and surface materials should be \_\_\_\_\_

\_\_\_\_\_

Solid buildings such as playhouses and decks should be \_\_\_\_\_

\_\_\_\_\_

### ADA Playground Requirements

The ADA describes requirements for \_\_\_\_\_

\_\_\_\_\_

## **Chapter 12 Environments, Equipment, and Supplies** (continued)

### **Accessible Routes**

Accessible routes: \_\_\_\_\_

\_\_\_\_\_

These routes must connect \_\_\_\_\_

\_\_\_\_\_

### **Ramps, Landings, and Transfer Systems**

Hand-rails are required on \_\_\_\_\_

\_\_\_\_\_

Landings must be \_\_\_\_\_

\_\_\_\_\_

Transfer systems consist of transfer platforms, transfer steps, and transfer supports:

- Transfer platform: \_\_\_\_\_

\_\_\_\_\_

- Transfer supports: \_\_\_\_\_

\_\_\_\_\_

### **Accessible Play Opportunities**

Additional play considerations include \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_