

Placement

- Separate noisy and quiet centers so activities from one center do not disrupt children in another.
- Outlets, sink(s), tables, shelves, etc. are conveniently located to meet the needs of activities (e.g., computer(s) near an outlet or sink close to art area).

Boundaries

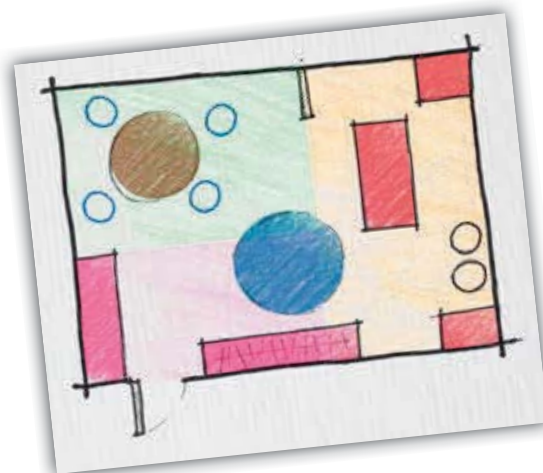
- Children can easily recognize the different interest areas because shelves, rugs, and other such items are used to define them.
- Children can enter or exit each area without jostling one another.
- The areas that are off-limits to children are clearly communicated (with stop signs, a common color, or a barrier).

Space

- Children need enough room to move around in each area, yet not too much open space. This helps to minimize bumping into one another and running inside the classroom.
- Many teachers limit the number of children per center to ensure optimal occupancy.
- Some areas can be used flexibly in order to meet space needs (e.g., Circle Area becomes the Block Area).

No classroom space is going to be perfect. Look at the room:

- Assess the space for its limitations and strengths.
- Then make plans for how to minimize the challenges and make the best use of its assets.
- Finally, move the furniture and other items into place. Modify as needed; be ready to shift things around as you see what works and what does not.



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