Program Name:	Classroom/Group Name:	Date:
Leader(s):	Number of Children Enrolled: T	īme:
Observer Name:		REV. 10/10/2024

Developmentally Appropriate Environment: School Age Classroom Checklist

5 Interest Areas In Room	3 Materials/experiences in 3 areas	SACF Content Areas	
1	that offer varied levels of	(Required: evidence of 5/9 in room)	
±	difficulty and/or address different	Arts & Culture Environmental Learning	
2.	learning styles:	Global Learning Health and Wellness	
3	1	Language, Literacy & Numeracy Service Learning Social-Emotional Learning Media and Technology STEM (science-technology-engineering-math)	
4 5	3	Others not seen in room can be shown as evidence from last year	

Required:

- 50 consecutive minutes of uninterrupted free play/prorated for < 4 hours (See YoungStar School-Age Evaluation Criteria pages 16 17 for clarification)
- D Materials must be easily accessible, allowing children to independently reach furniture equipment, and materials
- □ **Books**: one for each child (at all times) #_____

Blocks Two sets 10-20 blocks per set	Imaginative/ Dramatic Play 5 different Types	Fine Motor Materials 6 Different Types	Art Materials 6 Different Types	Math/Number Materials 6 Different Types	Science/Nature Materials 5 Different Types

Interactions – All of the following must be observed:

- All staff/staff and staff/child interactions must be positive or at least neutral.
- Staff and children demonstrate enjoyment in being with each other.
- Staff respond to children's needs promptly and appropriately.
- Staff have developmentally appropriate expectations for children's behavior.

At least 2 of 5 must be observed:

- Staff are near children when promoting positive interactions and learning opportunities.
- Staff initiate language and literacy activities to support language.
- Staff have turn-taking conversations with most children and ask follow-up questions with a pleasant tone of voice.
- Staff intentionally create opportunities for all children to engage in peer interaction in ways that are appropriate for each child.

Staff provide children with descriptive feedback for their efforts or accomplishments.

Strengths Identified:	
Needs/Suggestions Identified:	
Next Steps:	

Typical Interest Areas in Afterschool Spaces Include:

Dramatic/Imaginative play	Science/Nature
Reading area	Large motor/active area
Arts and crafts	Music and Movement area
Blocks and construction (building area)	Outdoor Area with various activity zones
Games, puzzles, small manipulatives	

Brief list of examples of School-Age Materials for Use in an Afterschool Program

Books/Reading Materials

- Must be age appropriate for the range of developmental levels and interests of your group
- Can include fiction and non-fiction, magazines, child/group made books
- Staff should consider including books that depict diversity (ages, races, ethnicities, abilities)
- Books are another way to support SACF content area, such as non-fiction **science** (about weather, animals and nature, astronomy), **global learning** (diverse countries, cultures, people), **health and wellness**, human diversity and acceptance.

Art materials -

- Drawing and sketching: pencils, pens, markers, oil pastels, chalk, colored pencils, crayons
- Painting: watercolor, tempera, bingo markers
- Collage/constructive art using "loose parts", such as pom poms, tiles, cardboard, yarn, cloth pieces, ribbon, items from nature (leaves, shells, stones, bark, seeds, wood), recyclables (cardboard tubes, caps, etc...)
- Crafts, such as origami, sewing, beading, weaving/gemp,
- Sculpting: play doh, clay, silly putty, goop

Fine motor -

- Includes art materials (see above for examples), puzzles of varying levels of complexity, math manipulatives (see below for examples), fine motor manipulatives for building (e.g. K-nex, mobilos, Legos), games with small parts
- Tools: cooking utensils used in cooking and pretending, art, writing and homework supplies, tools for science exploration (magnifier, tweezers)

Blocks -

- Unit blocks of differing shapes and sizes (squares, rectangles, cylinders, arches, boards, etc....), large wooden hollow blocks, specialized wooden blocks (architecture blocks, castle blocks, small counting/sorting blocks)
- Accessories to augment/support block play: people figures, hard animals, small vehicles, small trees
- Note: Legos are considered a type of "block" by YoungStar, in afterschool programs.

Dramatic/Imaginative play -

• dress-up clothes, costumes, props (food, dishes, menus, etc.), puppets, materials for both boys and girls to support roles and situations (work, adventure, fantasy, theatrical productions, materials to create costumes).

Math/number development -

- Math Manipulatives: unifix cubes, parquetry blocks, patten blocks, geo boards, tangrams, small objects or "loose parts" used for counting, sorting, seriating, weighing, etc...
- Board or card games that include counting or other math concepts (E.g. dominos, mancala, number lotto, math fact cards, playing cards)
- Math tools or equipment: calculators, magnetic numbers, balance or other scales, timers, rulers, tape measures

Science/nature -

• Equipment: aquarium, terrarium, measuring tools, magnifying glass, magnets, scales, microscope, slides, x-rays,

STEM application – marble runs, Jenga, gears, K'NEX, fossil digs, light cubes,

- Materials: natural objects leaves, pinecones, acorns, insect specimens, shells; living things plants; pets; realistic books, posters, pictures and games about science/nature, nature puzzles,
- Other conservation programs, sprouting seeds to plant, display of caterpillars turning into butterflies, caring for a garden, recycling program, field trips planetarium, science museum