

Blocks

Pre-K Spaces

DESIGN FOR A QUALITY CLASSROOM



A collaborative effort
made possible with the advice
and support of child care
experts across the country.

Reading
Corner

F613 Fixed Shelf | 1 6

J718

C110 Bed

C354 Cupboard C353 Refridge

C361 Stove

B57 table Shelf

F755 Post

IB 15 Fixed

A724 We



Mary was inside the wonderful garden and she could come through the door under the ivy any time and she felt as if she had found a world all her own.

■ Frances Hodgson Burnett
from *The Secret Garden*.

Pre-K Spaces

DESIGN FOR A QUALITY CLASSROOM

“Our designs shape children’s beliefs about themselves and life. In a well designed area, children are engaged and feel secure. A well designed area can facilitate predictable, consistent and intimate care for each child.”

– Anita Olds

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The Importance of Space

“Do you still have that loft?” a former student stops to ask Madeline Mulligan on the street.

In Madeline’s child care center, a homemade loft occupies a cozy corner. A science area is tucked underneath, and from upstairs you can see out the classroom window. Twenty years later, young adults still remember climbing the wide ladder to catch a few moments of peace, to watch the robin build her nest outside, and to gain a fresh perspective on the room’s activities below.

Through the centuries, those who care for children have understood the significance of a child’s surroundings. In the 1800s, the child care expert Friedrich Froebel stressed the importance of environmental design in terms of a garden: natural, organic, and ever changing. He maintained that when care is applied to a child’s surroundings, behavior can be guided and inspired. The simplest of spaces can become a haven of play and learning.

Too often, childcare takes place in society’s cast-off spaces: church basements, converted warehouses. Even centers “purpose-built” for childcare are often designed with more of an eye to adult priorities than children’s needs. Ideally, architect and child care professionals work together as peers to create the best possible environment for young children. Whether laying out rooms you helped design or making do with the space you’ve been given, your decisions about room layout are crucial.

Are the children in your care deeply engrossed in their activities, or are many at loose ends? The difference may well stem from room layout. This booklet is designed to help you create spaces your children will remember, even decades later, with love.

*Your friends at
Community Playthings*

When children feel

comfortable in their physical surroundings, they will venture to explore materials or events around them. — Anita Olds

What Makes a Good Space?

- Predictability
- Clear paths to activities
- Well-defined boundaries
- Enough opportunity for movement
- Freedom for exploration
- Privacy
- Variety
- Enough complexity (versatile open-ended units)
- Flexibility
- Varied levels of stimulation
- A supportive environment
- The right amount of empty space
- Inviting, welcoming, home-like feel
- Memorability



Activity Areas

As a parent of a child attending a facility filled with your products, and as an architect, I think your furniture is wonderful. The Teacher Low Chairs and Woodcrest Chairs are classics—clean simple lines, one piece maple-ply construction, comfortable and strong. The attention to detail is clear throughout all the products I've seen.

– Marc Alan Parsons, Architect & Dad



The best child care practitioners know that learning is a matter of discovery. Reasoning with a kindergarten child about fulcrums and centers of gravity may be fruitless, but a three-year-old who builds a lopsided tower soon discovers how to balance the blocks and distribute weight evenly!

“Open structure” rooms let children choose from a variety of activity stations. There may be an area for reading, a block area, an area for projects, an area for active play. This room design uses the natural interests and impulses of children to their best advantage—children learn to make smooth transitions by themselves and in their own time, much as they would do if they were playing in their own home. It helps them develop their own routines and discipline and supports happy, motivated play.

Many factors contribute to a truly great room layout that encourages children to learn through play. Child care professional Anita Olds lists five attributes to consider for each

activity station you plan. The next sections of this booklet will discuss these points in detail, for they are the central units from which a room grows.

- **Location:** Where is it in relation to other physical features and other activity areas?
- **Boundaries:** How well is the area defined?
- **Play and Sitting Surfaces:** Are they appropriate to the activities they support?
- **Storage:** The materials children need in each activity area should be stored conveniently at hand, and displayed attractively for effective use.
- **Mood:** Is the mood of the area appropriate to the function? Is it home-like?

The child's play with sand or mud is the earliest stage of experience in shaping matter. Children who are gifted in this way will soon do work of real merit. The transition from play to work is hardly noticeable.

– Eberhard Arnold



Location

When considering your room layout and the location of each activity area, there are a few concepts to keep in mind:

Predictability

Institutional settings are inherently unpredictable: one is never sure what will happen next, who will arrive, and for what purpose. Unpredictability increases children's lack of ease and control. — Anita Olds

Children love to explore and discover, but they also rely on a certain level of predictability; they like to be in control of their environment. They like to know what's going on and what will happen next. Entries and exits need to be clearly defined, and pathways direct. Activity areas need to be inviting islands, with room to detour around them. Even the layout of the building itself matters. Children find clusters of rooms more predictable than long corridors.

- Doorways should be obvious
- Traffic flow should be intuitive
- Rooms or areas should be arranged in a cluster rather than along a corridor

Room Regions and Zones

The most successful child care rooms are divided into two regions, wet and dry. This simply means that the entry area and messy zones like sand and water centers are planned into the layout in a practical fashion. Consider these “zones,” suggested by Anita Olds as a sensible way to organize a classroom.

Wet Region

1. The **Entry Zone** (Wet Region) is where children's personal effects are stored. There should be a place where children can sit to dress/undress. Sometimes a door in the entry zone opens onto the playground.

2. The **Messy Zone** (Wet Region) can contain tables, chairs, easels, woodworking benches, sand and water centers, nature study, and a kitchen area. It needs to have access to sinks, and ideally, access to the outside play area. This is also the most natural zone to gather the entire group for mealtimes, etc. Floor surface is an important consideration here.

Dry Region

3. The **Active Zone** (Dry Region) supports large motor play, wheeled vehicles, music and movement, climbing and dramatic play.

4. The **Quiet Zone** (Dry Region) contains blocks, manipulatives,

construction toys, puzzles, books, games or just places to be cozy. Many of these activities happen on the floor. These activities do best in a protected or somewhat secluded corner.

In addition...

5. The **Outdoor Zone**. The playground is the most important zone. With rapid urbanization and shrinking wilderness, a child's last opportunity to enjoy nature may lie in the outdoor play space of a child care center. We recommend a natural environment that will encourage rich educational opportunities such as:

- Climbing trees
- Rolling down hills
- Mud pies
- Building forts
- Hide and seek
- Playing in bushes
- Exploring woods
- Gardening
- Sand box play

Don't forget to offer challenging and vigorous activities with trikes, bikes, scooters and wheeled vehicles. Hollow blocks (indoors and out) provide the ideal combination of large muscle and cognitive development. A swing is a good place for a child to gain respite from the demands of group care. If you don't have an outdoor space, you can always bring nature in.



Boundaries

Boundaries protect children's activities from traffic, lunch and other distractions, encouraging sustained play. Even in a small room, you can create well-defined activity areas, and children will exhibit a higher degree of exploratory behavior and social interaction. Efficient boundaries double as display and shelving space. These boundaries need not be permanent and must not interfere with supervision. Often a carpet or similar visual boundary defines space. But physical dividers can be used as well, solid or clear, high or low. They can be made of fabric, wicker or lattice, or of shelving. Some caregivers even create a small corral or "sunken theater" to prevent toys from getting scattered.

Often, children want to save their projects so they can continue them the next day. Edgington (1998) reports that if children are allowed to follow an interest over a period of time, motivation and concentration improve. Clear boundaries protect the work and play of children. Many concepts interplay to create this sense of defined area:

- Paths
- Movement
- Freedom to Explore
- Privacy

Paths

When [pathways are] well designed, entries, exits, and movement between spaces are physically and emotionally smooth, even during emergencies. — Jim Greenman

When paths are well defined, children move quickly and easily from one activity to another. Ideally, paths detour around activity spaces. They go to a destination that is clearly visible from a child's point of view. Most of all, they don't lead into dead space. Dead space often occurs when activity areas are placed around the wall, leaving open floor in the center of a room. Instead of moving through dead space, children tend to get stuck and distracted in counterproductive activities. Teachers can avoid dead space by placing a low activity area in the center of the room, causing a natural path to form around it and into other activities.

Jim Greenman (1988) observes that different paths encourage different types of behavior. "A meandering pathway with forks and T's encourages shopping for an appropriate activity and

perhaps observing the activities of others. A straight pathway with one beginning and one ending emphasizes reaching the destination. Unbroken paths encourage, perhaps even insist upon, running."

Movement

...Movement is considered to be the bedrock of all intellectual development... often it is merely limited opportunities for movement that create many so-called behavioral and learning difficulties. — Anita Olds

Children need scope for movement. Caregivers can direct movement so that it is safe and doesn't disrupt other activities. Climb-and-slide equipment, like a Nursery Gym, can provide this movement. These units are designed to suggest appropriate activity to a child.

Annemarie Arnold, a Froebel-educated teacher, recommends that childcare professionals "let children follow their own interests. If the whole interest of the child is captured, he will be creative."



Boundaries (continued)

Freedom to Explore

Richness of experience, not tidy perfection, is the point of the whole thing.

– Katherine Whitehorn

Children need to explore using all their senses. It is important to allow children to move freely between activity centers to explore and experiment, mix and match. Hutt et al (1989) observed a center where staff would not allow the activity areas to “cross-pollinate,” unwittingly preventing the children from

making connections in the life-learning process. Dramatic play costumes want to find their way into the kitchen corner. It’s a natural result of role-play. Allow children to take the art materials to the block area to make traffic signs for the city, or use the toy animals on the farm.

The most inspiring rooms are organized from a perspective that encourages children to move, explore and experiment, not a housekeeping perspective that encourages children to sit still, be quiet and not disturb the order of the center.

Children need the freedom to:

- explore using all their senses.
- move between activity areas.
- mix or connect different activities.

If you want to do something good for a child...give him an environment where he can touch things as much as he wants.

– Buckminster Fuller

Privacy

In an ideal setting, the children have access to rooms where they can withdraw from the main group if they wish, to play without interruption, to relax and daydream.

– Mark Dudek

Variety and complexity can entertain children for a long time, but it is important that opportunities and places are created where children can simply be. It is wonderful to have a few simple units where a child can play alone.

Children instinctively recognize the most protected, secure space in a room. It is often the corner directly opposite the entry. This is probably the ideal place for a quiet zone, a place where children can go for a bit of privacy.

Cubbies and comfortable corners are a child’s favorite. They find it reassuring to put their backs against something solid. Even adults feel this way. This is why many people find a hospital waiting room unnerving—it is often a large, open space crisscrossed with chairs. Activity happens behind and around the chairs, making security and quiet waiting an impossibility.



Play and Sitting Surfaces

Anita Olds asks if playing and sitting surfaces are appropriate to the activities they support. Consider each area: what do children do in this area? What props do they need to support this activity?

Variety

Children's play areas can offer a variety of occupations, and a variety of places in which to do them. A bookshelf, for example, offers picture books and reading books, fiction and fact, songbooks and reference books. Some children will read the text.

Others will look at the pictures or make believe they are reading, or perhaps sing from them. Still others will copy text or pictures. They may do these things alone or in groups of two or three. So it makes sense to have different props to support the different activities that books suggest.

Paper and crayons in the book corner encourage children to copy pictures or letters. To encourage make-believe, you might have costumes, to encourage singing, some musical instruments. Have a listening center for enjoying Audio-books. If you want to encourage

collaboration, perhaps you will have a couch instead of individual chairs.

This variety can reach all areas, indoors and outdoors. A wide variety of activities stretches children's imaginations and keeps them interested.

Encourage variety:

- Small motor activities and large muscle play
- Solitary play and cooperative group play
- Open-ended play and pre-scribed activities
- Sensory stimulation and islands of quiet



Storage

When it comes to storage, there never seems to be enough. As one of the five most important attributes of activity areas, storage must be considered early in the room layout process.

According to Jim Greenman's (1988) helpful list, good storage is:

- located close to the point of use.
- able to comfortably hold and distinctively display contents when open.
- the right size and shape for the space.
- aesthetically pleasing.
- clear and understandable to its user, whether 20 months or 20 years old.
- safe.

The mention of *display* above deserves special attention. If they are deep enough and at the right height, the tops of shelving can hold children's sculptures, objects, or nature exhibits. This practice conveys without words that this is the children's space, and it demonstrates the respect the teacher has for their work.

Some centers support the display of relevant books in each activity area—bringing literacy beyond the book corner.

Well-designed storage shelves provide display areas on their backs. This supports the logical practice of using shelving to define the boundaries of activity areas and saves precious wall space.

Don't neglect the need for personal storage. Children have their cubbies, but teachers also need space they can call their own.

Finally each area—whether it accommodates books, manipulatives, sand and water, blocks, or large muscle play—has characteristics that must be reflected in the storage methods employed there.

Flexibility

The ideal room is an empty shell filled with movable furniture. Built-in features severely restrict flexible room arrangements and the opportunity for future changes and improvements. Avoid built-ins, and instead consider movable

storage shelves. This allows manipulation of the environment by teachers and children.

Flexibility in room layout is valuable for:

- changes in enrollment.
- accommodating new staff with different preferences.
- adjusting to different groups with different needs.
- seasonal changes.
- changes in children's interests, educational objectives, etc.
- adapting the environment to meet behavioral needs.
- letting children change their environment to suit their play.
- accommodating adaptive equipment for ADA compliance.

With portable screens and dividers, you can create versatile, changeable interest areas that hold children's attention. For example, expand an area for a group gathering or create a small cozy space for individual work. Supply children with large hollow blocks, boxes, and pillows so they can create spaces to suit their play.



Mood

Empty Space

The amount of space in a room and how it is organized affects children's behavior. A tight space may encourage working together but can also lead to aggression and frustration. Reducing clutter and installing flexible furnishings can maximize the use of each area. On the other hand, too much space in a room can cause children to be restless and unfocused and reduce interaction with peers. Using dividers to create activity areas or pockets reduces distraction and can help teachers facilitate absorbed play.

Rooms should have a balance of well-defined spaces for a variety of activities, suggesting a mood that reflects the task in each of these mini-environments. For example, the reading area should be quiet and soft; the art area, colorful and creative; and the dramatic play area, imaginative and fun. Children take cues from the environment to regulate their behavior.

Research and experience show that too many hours spent in an institutional setting are stressful for children and can have a negative effect on their development. It is therefore important to provide homelike surroundings so that children can be relaxed, comfortable and free to learn. Attention to detail such as plants, area rugs, wall hangings etc., creates a beautiful and caring atmosphere. Keeping

children and staff relaxed and happy is a key factor for reducing stress. A well-organized, homelike environment encourages good behavior and positive interaction.

Ann Epstein (The Intentional Teacher) points out “When children are in a large space, they feel small in comparison to their surroundings, and time seems to pass more slowly for them. When children are in a playhouse, in a play yard tent, or under a table feel large in comparison to their surroundings, and attentions seems to be sustained. Perception of the size of the space in which children play affects the quality of the play and thus the potential for learning.

Altering space to make children feel large in relation to their environment may enable children to enter complex play more quickly and to continue complex play for longer periods of time.”

Inviting Play

Play has long been recognized as the key way in which children come to make their own sense of their often-confusing world. Play provides a rich method for children to express what they know and, most significantly, how they feel about the world and their relationships. — Marjorie Ouvry

Good design can clearly create a sense of welcome. In general, curves are perceived as warm and feminine, while straight lines are hard and masculine. Obtuse angles are inviting and acute angles are rejecting. To be really welcoming, the reception area should be concave in shape. The whole area should be intimately scaled and child-oriented. A fish tank can work wonders. So can natural light.

In addition, Chizea et al say, “All children—and all adults—should be able to find positive images of the group of people with whom they feel themselves to be identified. This includes issues of culture, ethnicity, age and gender, and also people's abilities/disabilities.”

Well designed spaces should reflect the style, cultural values and architectural heritage of the surrounding community. Each classroom should also reflect the personality of both the children and adults who work there.

— Vicki Stoecklin

Some parents will want to drop off their children and go, but a well designed space will encourage them to stay and interact, creating a bridge between home and the big impersonal world. It says: we understand children; you can be a child here.



Mood (continued)

Is the mood of the area appropriate to the function?

Is it home-like? — Anita Olds

To make an area welcoming it should include:

- opportunities for play.
- creative use of light, both natural and artificial.
- curves vs. straight lines.
- obtuse vs. acute angles.
- concave vs. convex shape.
- opportunities to explore.
- counters and interest areas at child height.
- opportunities to work on the floor.

Memorable

A spirited place satisfies children’s souls. It possesses a wholeness that makes the heart sing, the soul rejoice, the body feel safe and at rest. It is the spirit of a place that makes it memorable, that expands our sense of possibility and puts us in touch with what is most loving, creative, and human about ourselves. — Anita Olds

Jim Greenman (1988) notes, “Objects lay claim to our feelings because of associations and qualities of the objects. Wood, leather, and some natural stone and brick objects beckon to be touched. Objects made of these materials tend to wear with grace. The smoothings and cracks and weathering and nicks often add character.”

Memorable centers are places of wonder and enchantment. They do not feel completely civilized and repressed. The challenge for child care practitioners is to foster places of freedom and delight where the enchantments and mysteries of childhood can be given full expression.

It is a beautiful thing

to see a child thoroughly absorbed in his play.... Play brings joy, contentment, and detachment from the troubles of the day. And especially nowadays, in our hectic, time- and money-driven culture, the importance of those things for every child cannot be emphasized enough.

— Johann Christoph Arnold



Equipment and Materials

Thus far this book has considered the layout of individual activity areas in a room. But what about the actual equipment and materials within those spaces? Here are a few ideas to help you make good choices.

Amount-to-do

Are there enough units in your room to keep children happily occupied? The right balance helps to avoid conflicts over one unit and lets children move quickly from one play place to the next. Conversely, if there is only one play place per child, a child who finishes his activity will have very little choice over what he does next.

This amount-to-do formula can help avoid conflicts (Kritchevsky 1977): Start by comparing your layout to a game of musical chairs. When “the music stops” there should be plenty of play places to choose from, more than 1.5 per child. Divide the number of play places by the number of children expected to play there to help you establish successful layouts.

Play places are linked to the complexity of each unit. (See sidebar and chart.)

Stimulation

Nature provides the perfect example of an environment that stimulates all the senses in a variety of different ways. Large areas like the earth, the sky, and the grass are green, blue or various shades of brown. The smaller points of color are mainly primary colors. Blue, green, and brown are calm colors, while red and yellow are exciting.

Light and reflection help bring this level of interest indoors. For opportunities for interplay between light and shadow, like a rattan screen hanging in a window and blowing in the breeze. Mirrors, too, stimulate beautiful play.

Transitions, however, should be gradual and predictable so as not to intimidate. A transition area helps alert the children that they are entering a new space with different limits and possibilities. This link may be as simple as a doormat, a doorstep, or a porch or entryway with lockers.

Complexity

Children need equipment with enough complexity to hold their interest for an extended time. Kritchevsky (1977) suggests that equipment can be categorized into four types:

- A **Potential Unit** is a clearly defined space with no play materials, for example, an empty table. It is important to identify these areas and predict the kind of activities that may develop. (0 play places.)
- A **Simple Play Unit** has only one obvious use, and no sub-parts or additional materials. Consider a tricycle or a swing. Usually only one child can play with a simple play unit, and sometimes that is just what is needed. (1 play place.)
- A **Complex Play Unit** has sub-parts or several materials that allow you to improvise. A nursery gym is considered a complex play unit. Children may also discover that by combining two simpler units they can create a more exciting system. When road signs are added to the tricycle area, it becomes a city street. Unit blocks are inherently open-ended. When cars, trucks, farm animals, and toy figures are added to a block set, the level of interest is raised, but the way in which the blocks are used becomes more specific. (4 play places.)
- A **Super Play Unit** has three or more play materials, for example: a home corner with dolls, dishes and dramatic play costumes. (8 play places.)

	Example	Number of Obvious Uses	Number of Different Subparts or Materials	Number of Play Places per Unit
Potential Unit	Empty Table	0	0	0
Simple Play Unit	Tricycle	1	0	1
Complex Play Unit	Sand & Water Table	Multiple	1 or 2	4
Super Play Unit	Home Corner with dolls, dishes, and costumes	Multiple	3 or more	8

Equipment and Materials (continued)

About contrasts...

Anita Olds (2000) suggests that variety in the following six contrasts simulate the choices nature gives a child.

- **In/Out:** the contrast between indoors and outdoors (accented by windows, porches, fences, transition areas)
- **Up/Down:** varying heights of floor and ceiling (steps, ramps, lofts)
- **Light/Dark:** bright areas and dimmer corners (lattices, screens, curtains, awnings, shadows)
- **Exposed/Tempered:** wet and dry, hot and cold, windblown and still (porch, garden wall, shrubs, shade)
- **Something/Nothing:** the contrast between a wall and a window, empty or cluttered space (window seat, arches, alcoves, corners)
- **Order/Mystery:** the contrast between order and chaos, predictability and surprise (partially concealed entrances, winding paths, possibilities for discovery)

Consider:

- Equipment
- Floor surface: carpet, tile, wood
- Outside surface: pavement, grass, bare earth, etc.
- Walls, fences, windows, dividers, screens, shelving
- Ceiling, roofs, trees, canopies hung from ceilings

Guiding Environments

Areas in a room can be designed to convey their possibilities and limits. This helps children understand what activity is appropriate in that area. They can move from place to place without a lot of instruction. Choice of activity is empowering!

Studies show that the arrangement of materials and equipment has an effect on how they are used. Nash (1981) observed that materials and equipment stored close to each other are often used together. Teets (1995) found that when materials are displayed systematically, children can see how the materials are categorized and make much better use of them. The arrangement of equipment supports learning and self-reliance without continuous teacher intervention.

Indoor Air Quality

The indoor air children breathe affects their health and development. To quote Anita Rui Olds' *Child Care Design Guide*: "Unlike in the past, when wind was relied upon to bring fresh air into buildings, and leaky building envelopes allowed indoor pollutants to move out doors, today's buildings have become more tightly sealed, and mechanical cooling and heating systems are common in all climate zones. At the same time, thousands of new materials and products used as goods, finishes and furnishings have increased sources of interior pollution. Indoor air quality depends upon the absence of pollutant, the power of ventilation systems to pump fresh air indoors, and the power of filters to remove polluting substances. The choice of ventilation system will affect children's current and future respiratory health and their environmental and chemical sensitivity. ...Avoid using materials that off-gas volatile organic compounds into the air, particularly formaldehyde-based finishes, adhesives, carpeting and particleboard."

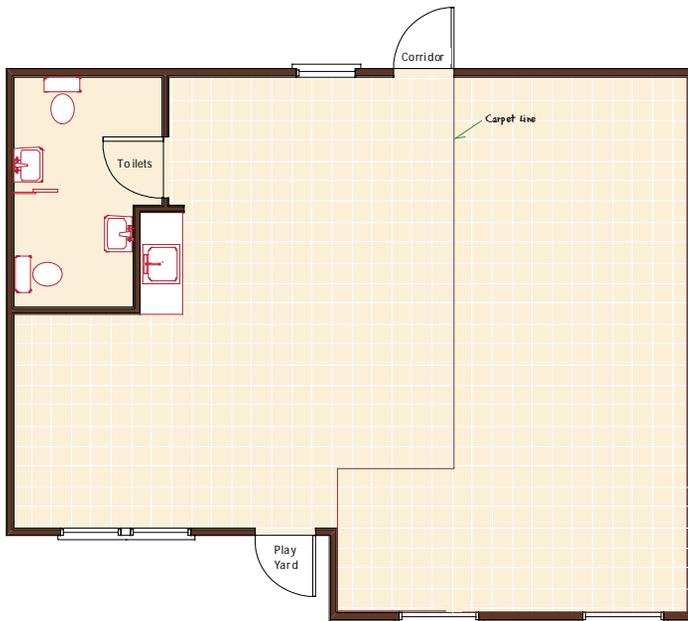
To provide the best protection for children, Community Playthings furniture is now certified to the Indoor Advantage Gold standard; one of the toughest certifications for indoor emissions and so far, the only human health-based standard for indoor air quality.



Guide to Space Planning

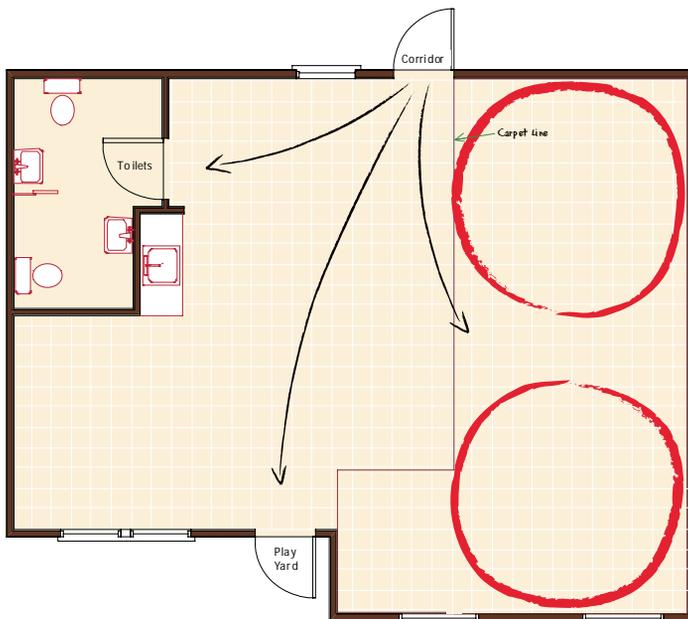
The **fixed features** of a building can constrain its interior design. Where possible, the fixed features should be kept to a minimum to allow for greater flexibility. For example, try to keep to the minimum of two doors per room and avoid built-in partitions

and shelving. Consider, too, features like electrical outlets, plumbing, floor surfacing, and lighting, including all-important natural light from windows. Once the room is created, here is a step-by-step guide on how to lay it out.



1. Make an overall room plan.

- Draw the basic shape of the room, to scale, on graph paper.
- Mark in all the fixed features: windows, doors, sinks, and floor surfacing.

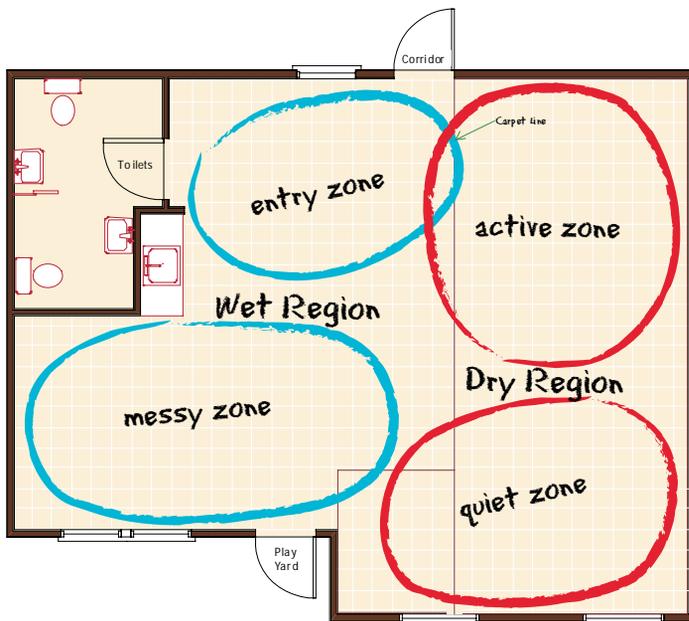


2. Mark in the flow.

- Paths must have direct access to all areas and doors.
- Main flow goes from the entry door to all other doors, exits, bathrooms, and storage closets, with one path going into the center of the room.

3. Locate and circle the Protected Corners.

- This will help you reserve prime space for quiet activities such as reading.
- Farthest from the entry door.
- No doors or flow-paths going through.



4. Divide into Wet and Dry Regions.

- Wet Region: Apply the “3F” rule to determine the wet region: flow, flooring, and fixed plumbing (sinks and toilets).
- Dry Region: Should contain at least one protected corner and can be carpeted.

5. Divide into Zones.

Wet Region:

- Entry Zone
- Messy Zone

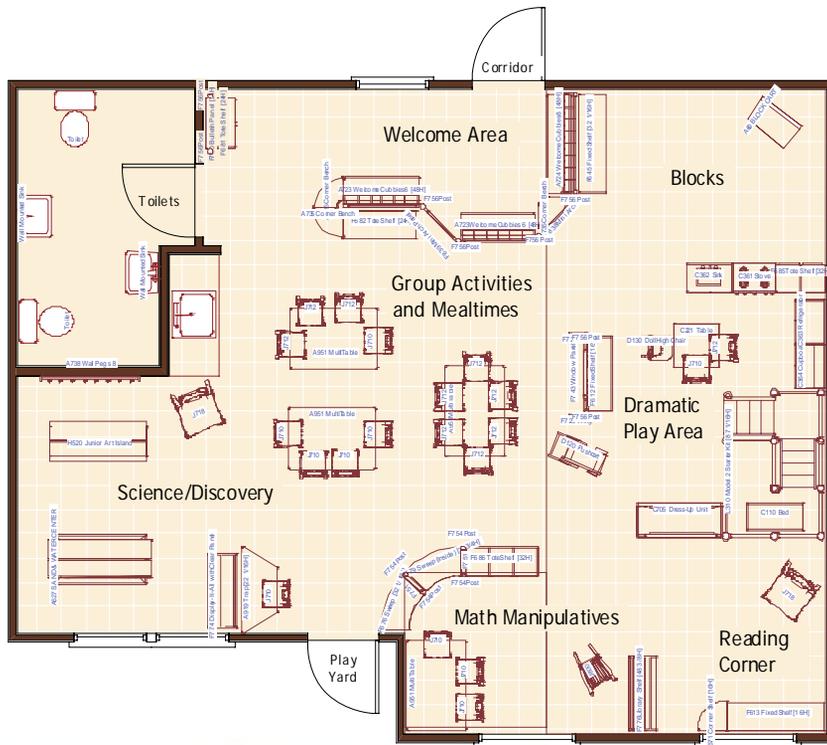
Dry Region:

- Active Zone
- Quiet Zone
- Don't forget the Outdoor Zone

Entry/ Transition Zone	Quiet Zone	Messy Zone	Active Zone	Outdoor Zone	Additional Spaces
Children's personal storage	Sleeping/resting	Toileting or changing	Large blocks	Imaginative play	Large group meeting
Staff personal storage	Reading	Eating/snack	Dramatic play	Building & construction	Private & semi-private
Parent sign-in & communication	Listening	Water	Housekeeping	Physical activity & movement	Staff work area & telephone
	Manipulatives	Sand	Doll play	Small motor activity	Staff project storage
	Writing	Clay	Miniatures	Horticultural work	
	Small blocks	Painting	Puppet play & store front	Scientific and environmental discovery	
	Maths	Art/Woodworking	Music & movement	Quiet play	
		Cooking, science, nature, & pets	Gross motor play		

6. Decide what activity areas are needed and locate them in the appropriate zone.

Guide to Space Planning (continued)



7. Create a space for each area.

This space includes storage for items used in that area. It communicates possibilities and limitations. For example, a space with little cozy nooks communicates, “Here is a place for quiet play.” An arch across the entry tells you, “Leave your tricycle outside, you are entering a protected space.”



Nature Corner

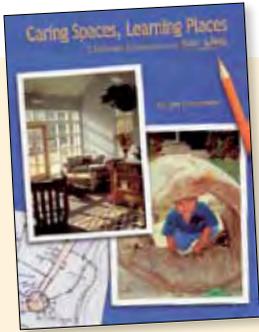


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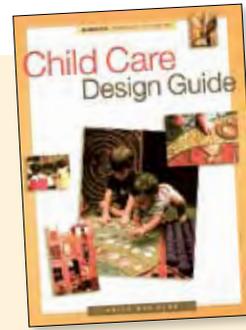


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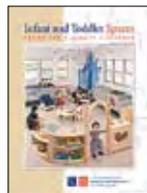


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