



## Shop 'Til You Drop

**Module:** II  
**Topic:** Environments  
**Type:** Games/Puzzles  
**Group Size:** Small Groups, Individuals or Pairs  
**Time:** Approximately 15 - 30 minutes

**Purpose:**

To identify specific early childhood equipment and materials that support the Key Environmental Concepts.

**What you will need:**

Participant Materials	Trainer Materials	Equipment
<p><b>The following handouts:</b>                      :: Key Environmental Concepts</p> <p><b>The following materials:</b>                      :: Early Childhood Catalogs.</p> <p>Ask participants to bring catalogs to the training, collect old catalogs from colleagues, or contact companies and ask for the necessary quantity of catalogs.</p>		

**Directions:**

1. After presenting and reviewing the PITC Key Environmental Concepts, ask participants either as a small group, dyad, or individually to look through early childhood catalogs and find specific examples of equipment and materials that support the Key Environmental Concepts. For example, pictures of chairs with four-inch legs are a specific example of child-sized furniture. The attached handout is a brief summary of Key Environment Concepts with examples of equipment and material characteristics.
2. Alternatively, participants could also look for specific examples of equipment and materials that do not support the Key Environmental Concepts. For example, a 40" high kidney shaped table with bucket seats does not provide comfort and is not child sized.
3. After participants select several examples, have them present their ideas to the large group.

## PITC ACTIVITIES

### Variations:

- :: Participants can look for examples of all eight Key Concepts or you could assign each individual/dyad/small group to find several examples of one specific Key Concept.
- :: Participants could mark pages in catalogs to show to the larger group if they don't want to damage their catalog or they could cut out the pictures and make a collage illustrating the Key Concepts.
- :: Participants can cut out pictures of equipment/materials that relate to children with disabilities as well.

### Links to Head Start Program Performance Standards:

- :: 1304.53(a)(1)-(5), (7)-(10) Facilities, Equipment, and Materials
- :: 1304.53(a)(10)(i)-(iv), (viii)-(xvii) Facilities, Equipment, and Materials
- :: 1304.53(b)(1)(i)-(vii) Facilities, Equipment, and Materials

### Activity Developed by:

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### Source Material:

WestEd. (2000). The Program for Infant/Toddler Caregivers' Trainer's manual, *Module II: Group Care* (2<sup>nd</sup> ed.) Sacramento, CA: California Department of Education.



# Key Environment Concepts

## **1. Ensure Safety**

Electrical outlet covers, non-breakable items, padded carpet, low-pile carpet, nontoxic materials, material to prevent injury from falls, rounded corners, etc.

## **2. Promote Health**

Washable soft items, easily cleaned or sanitized equipment and materials, etc.

## **3. Provide Comfort**

Aesthetically pleasing (colors, lighting, sounds, etc.), softness, alone space, equipment that promotes caregivers being on the child's level, etc.

## **4. Be Convenient**

Accessible storage for caregiver's and children's materials, equipment that promotes caregivers being on the child's level, etc.

## **5. Be Child-Sized**

Routine furniture, play furniture, outdoor equipment, etc.

## **6. Maximize Flexibility**

Equipment that is easily moved, materials with multiple uses, etc.

## **7. Encourage Movement**

Equipment that promotes climbing, crawling, creeping, walking, running, sliding, etc.

## **8. Allow for Choice**

Materials with multiple uses, furniture that can display several materials, etc.