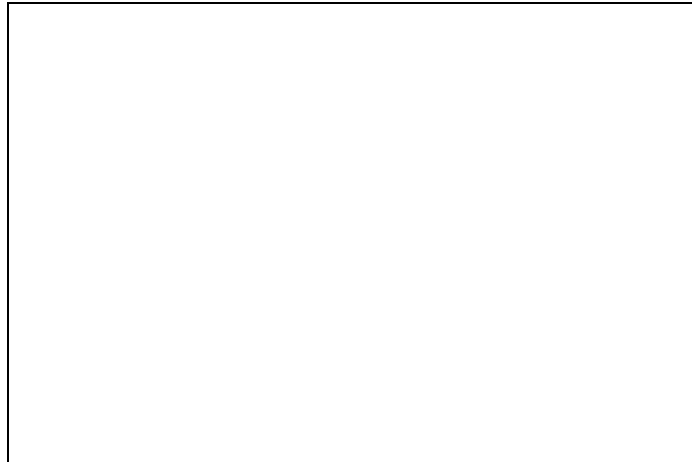


# Environment Rating Scales Resource Information Sheet

**Topic: Child-Related Display**

**Scale and Item Number:** \_\_\_\_\_

Common Issues:	Suggested Solutions:
<p>Inappropriate materials for predominant age group (Ex: materials in preschool classroom designed for older school-aged children or adults; pictures showing violence).</p> <p>“Inappropriate materials” – materials are not meaningful for the children in the group. For example, in a group of older 2’s and young 3’s, if all the displayed materials consist of letter and number cards placed around the room, the alphabet posted up high near the ceiling, and one poster of a teddy bear. Most of the children would not know that the number and letter symbols meant. However, 4- and 5-year-olds would find such materials meaningful because they often know something about letter and numbers.</p>	<ul style="list-style-type: none"> <li>★ Display appropriate materials for the predominant age group (Ex: photos of the children, nursery rhymes, beginning reading and math for older preschoolers and kindergartners, seasonal displays).</li> </ul>
<p>Much of the display relates closely to current activities and children in group (Ex: artwork or photos about recent activities).</p>	<ul style="list-style-type: none"> <li>★ Sometimes, fire prevention rules will limit the location and amount of display allowed in classrooms. For example, to slow the progress of fire, no objects can be hanging from the ceiling, or only a percentage of the wall space can be used for display. Under these conditions, it is especially important that those items selected for display are carefully chosen to be meaningful to the children.</li> <li>★ Examples would be displays that obviously is related to some major theme or interest the group has been focusing on during the past month, photos of the children engaged in various activities, their family and pets, self-portraits recently drawn by them, a height chart with their names on it, stories dictated by the children, or charts resulting from a group discussion with input from the children.</li> </ul>
<p>Most of the display is work done by the children.</p> <p>“Most of the display” – means 50% or more of the display is work done by the children.</p>	<ul style="list-style-type: none"> <li>★ Limit the need to overwhelm the classroom display with commercially produced posters.</li> <li>★ Display recent artwork done by the children.</li> <li>★ Display photos of children and their creations in the block area or art area.</li> <li>★ Display children’s 3-D work (block structures, stables, sculptures, etc)</li> </ul>
<p>Many items displayed on child’s eye level.</p> <p>“child’s eye level” – level where the children can easily see them. The height of the children will make a difference.</p>	<ul style="list-style-type: none"> <li>★ Display items on the backs of low shelves or on the lower portion of the walls.</li> <li>★ You can use cork tack strips in preschool classrooms to save the paint and the wall from holes and sticky tape.</li> </ul>



- ★ Use plexi-glass to protect display items in younger classrooms.
- ★ Purchase large sheets of clear plastic at your local fabric store. Use the plastic as a table cloth and place displayed items under it so that children can easily see them when they are seated at the table. The plastic can also be easily be sanitized for meals.
- ★ Try hanging the large sheets of clear plastic over displays that are hung on the wall.
- ★ Use clear contact paper to protect wall displays or to display items on a clean floor where toddlers or crawling infants can easily see them.

\*This information is adapted from the Early Childhood Environment Rating Scale-Revised Edition (Harms, Clifford, & Cryer, 2005) and All About the ECERS-R (Cryer, Harms, & Riley, 2003).

## Child Related Display Examples:



Compare these two photo examples of classroom display. Notice the display in the photo on the left. Most of the display is commercially produced and not at the child's eye level. There is also no children's artwork displayed. However, the photo below shows many piece of children's artwork displayed. Much of the display is also down at the child's eye level.

“The main purposes for displaying materials in a classroom are to extend the children’s learning experiences and to nurture their pride in achievement. Materials that are displayed where children can easily see them can reinforce and recall past experiences and also stimulate interest in upcoming events. When children see their own work displayed they realize that their work is valued and respected by others.”



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