



SACERS-U Materials List



This list includes items and indicators in the SACERS-U that require specific materials or furnishings. Please keep in mind that simply having the materials in a classroom does not fulfill all the requirements for any item. Other considerations related to amount of time children can use the items, the organization and arrangement, and specific types of interactions impact not only an item's score, but also the benefit the materials offer to the children.

Within each item and category of materials there are a wide variety of options to meet the requirements. Individualizing the materials based on children's interests and abilities is key when creating a stimulating environment for children. Below are some common considerations programs use to meet material requirements and other key points to keep in mind when reviewing specific items:

Teacher-made materials: Purchasing all materials may not be necessary. We often see teacher-made, repurposed, or donated materials that meet the requirements for many items and indicators.

Materials count in multiple items: Notice that some types of materials can meet the requirements for different items. For example, if the same furnishings are used for routine care and play, they are considered in items 5 and 6. Likewise, books or other materials that represent diversity, science, or math impact all relevant items.

Rotating materials: Swapping materials out regularly helps sustain interest, and can allow for rotation between different classrooms, so materials add value beyond a single classroom in some cases.

Planned activities: Many items require planned activities related to the topic of the item at the 7 level. It is likely that offering planned activities will require at least some additional materials, but since there are so many possibilities it is not possible to list materials for these indicators. Determining what materials are needed will vary for each program and change over the course of the year.

While there are many items that require specific materials, classrooms typically include more than the numbers required, so programs should use this list only for minimum guidance (e.g., most classrooms include far more than 20 books or a few art materials). Additionally, not every typical classroom material is included in the SACERS-U, so carefully consider all materials currently included in a classroom when determining how to prioritize and refresh materials to best meet children's needs. Having extra items beyond basic requirements is also wise, as materials may get lost or worn.

The SACERS-U represents a broad age range and considers settings that are supplementary to the primary educational setting. Making sure that materials and activities are developmentally appropriate, enriching, and promote increasing independence and autonomy is key. Common preschool materials are not sufficient for school-age children.

For all items, materials are required only for the age groups of children currently enrolled. For example, when requirements are specified for younger school age children, these only apply if children in grades K-2 are enrolled. In some cases, materials are appropriate for more than one age group and if so, will be counted for each age group.

There may be times when decisions are made not to offer certain types of materials based on priorities, resources, and/or knowledge of the children. That is completely fine, and the SACERS-U overall score is based on the average scores of all items using a 1–7-point range. This means that there is room for some items to score high and others to score lower, while still ending up with an overall good average score (5.0). Choices are fine and there is no expectation in our system that a high score will be earned on all items.

SACERS-U Item and Page	3 Level Requirements	5 Level Requirements	7 Level Requirements
Item 4. Room arrangement (p. 11)	n/a	n/a	7.2 Materials to rotate for most centers
Item 5. Furnishings for routine care (p. 12)	3.1 Enough tables, chairs, and cubbies for routine care for each child	5.1 Child-sized tables and chairs 5.3 Adaptive furniture to support inclusion for children with disabilities if enrolled	n/a
Item 6. Furnishings for learning and recreational activities (p. 13)	3.1 Enough tables, chairs, and shelves for learning activities for enrolled number of children	5.1 Child-sized tables and chairs	7.1 Two furnishings that support different, specific learning and recreational activities
Item 7. Furnishings for relaxation and comfort (p. 14)	3.1 At least two provisions for softness	5.1 Soft furnishings for at least three children	7.1 Cozy area with a substantial amount of softness
Item 8. Furnishings for gross motor activities (p. 15)	3.1 At least one piece of stationary gross motor equipment 3.2 At least one example of portable gross motor equipment.	5.1 Stationary equipment that offers five different play possibilities 5.2 Stationary equipment that stimulates five different skills 5.3 Portable equipment that stimulates five skills	7.2 At least three examples of gross motor equipment that stimulates skills on different levels
Item 10. Space to meet personal needs of staff (p. 17)	3.2 Basic storage for personal belongs of staff	5.2 Adult furniture in lounge area 5.3 Ample storage for staff belonging	7.1 Comfortable adult furniture in lounge 7.2 Individual storage for staff belongings with security provisions
Item 19. Arts and crafts (p. 26)	3.1 At least one functional art material/activity from two categories (drawing, collage, paints, sculpture, crafts)	5.1 At least one functional art material/activity from three categories	7.1 Art project that promote new and complex skills
Item 20. Music and movement (p. 27)	3.1 Functional age-appropriate music materials; amount varies depending on the type of provision, but any child should be able to participate	5.1 Functional age-appropriate music materials; amount varies depending on the type of provisions, but any child should be able to participate 5.2 Music materials offering choices from 2 of the 3 categories (recorded music, dance props, instruments)	7.2 Planned special music activities
Item 21. Blocks and construction (p. 28) <i>*For children 8 and up blocks are not required, but interlocking building materials are</i>	3.1 Blocks or an interlocking construction material in sufficient quantity for satisfying building.	5.1 Blocks or an interlocking construction material in sufficient quantity for satisfying building. 5.3 Three types of accessories	Indicator 7.1: Enough blocks (at least 80-unit blocks or 40 larger blocks) and at least one interlocking construction material in sufficient quantity to build sizeable, complex structures. For children 8 and up enough interlocking materials to build two complex structures

			7.2 Functional, age-appropriate carpentry tools and wood
Item 22. Dramatic play/theatre (p. 29)	3.1 Dramatic play materials to support at least one age-appropriate play theme	5.1 Dramatic play materials/props to support at least three complex themes for boys and girls	7.2 Opportunities to develop drama/theatre productions, including necessary provisions
Item 23. Language/reading activities (p. 30)	3.1 At least two age-appropriate materials to enhance the development of language/reading skills	5.1 For groups of less than 15 children at least 20 age-appropriate books and for groups of 15 or more children, an extra book for each additional child At least three language games for both older and younger school age children, if enrolled. At least six language games for groups of 15 or more children	n/a
Item 24. Math/reasoning activities (p. 31)	3.1 At least two age-appropriate math/reasoning games or activities	5.1 At least three math/reasoning games or activities for both older and younger school age children, if enrolled. At least six math/reasoning games or activities for groups of 15 or more children	n/a
Item 25. Science/nature activities (p. 32)	3.1 At least two examples of science equipment, tools, or other materials 3.2 Some science/nature books to extend children's information about their hands-on activities and questions	5.1 At least three science/nature games or complete activities for both older and younger school age children, if enrolled. At least six science/nature games or activities for groups of 15 or more children 5.2 Indoor living plants or animals 5.3 Activities that allow children extended experiences to observe nature and changes	7.1 Planned activities introduce nature/science concepts that relate to children's lives
Item 26. Cultural Awareness (p. 33)	3.1 At least three examples of diversity in any of the categories (race, culture, age, ability, gender roles) in materials, books, or pictures	5.1 At least four examples in books pictures, or materials showing diversity in race, culture, age, or ability 5.2: At least two examples of non-traditional gender roles for men and women shown in books, pictures, or materials	7.1 Planned activities to broaden children's awareness of diversity
Item 37. Free choice (p. 44) <i>*Considers all materials including those required for other items</i>	n/a	5.1 A wide variety of age-appropriate games, materials, and activities for free choice	7.2 Materials for rotation

Harms, T.; Jacobs, E.; & White, D. (2014). *School-age care environment rating scale*. (Updated). New York, NY: Teachers College Press.