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How to Arrange Classroom Space

Careful use of your classroom space

- increases active learning
- prevents disruptive behaviour
- creates interest and curiosity

1. Think about traffic flow in and out of the classroom space. Place reading or work centres out of the traffic flow.
2. With each session, do a quick "floor plan" sketch indicating how the room should be arranged. Consider:
 - lighting
 - space for movement
 - display needs
 - whether students should be in several small groups or one large group
3. Plan interest centres for individualized learning. Your class area may have a listening centre for music or taped stories, puzzle centre, drama centre, dance centre. Change the centres as sessions vary.
4. Arrive 15 minutes before the children and have the class area ready when they arrive.
5. Provide several cardboard boxes that are clearly labeled—work table, drama centre—and ask children to pack supplies into these boxes at the end of the lesson.
6. Provide book shelves or a book table with a variety of books related to the topic you are studying—the church year, worship, Bible stories, the environment. If books and pictures are not available through your church, check your community or school library.
7. If your class area does not have much equipment—furniture, shelves, bulletin boards—create "space moods" trying some of the following.
 - Make barriers with large cardboard cartons - a dryer, washer or refrigerator box. These can be cut down one side to make a sturdy room divider. They are also easy to fold up when not in use. The children can decorate them.
 - Use a blanket, table or picnic cloth to define a reading or conversation area.
 - Use a rope tied between two chairs to produce "rooms" for different activities.
8. Use the following check-list to evaluate your current class environment.

Do you have . . .

- an intentionally well-arranged room or space
- good ventilation, heat and cooling
- good lighting
- adequate tables and chairs
- space to display children's work—bulletin board, wall space, picture rail, clothes line and pins
- display boards at eye-level and work-level
- storage space
- waste baskets
- adequate supplies for children—scissors, paste, paper, pencils, workbooks
- clean floor, rug, walls, drapes
- permanent art, pictures, decorations
- a classroom well marked with name or age group of class
- piano, cassette player or other musical instrument available
- regular cleanup of non-current student work
- ways to control, absorb or deflect classroom noise

An orderly classroom arrangement communicates that you care about the learning and the learners in your class.