

## In-Service Spotlight

### Facilitator Guide

#### Tier II: Supportive Environments

Inventory of Practice: Skill 9, Indicators c, d, i, j and k

# “Hot” and “Cool” Spots in the Environment

You addressed some hot and cool spots in your classroom during the Teaching Pyramid Module 1 training. But things are always changing when active and engaged preschoolers are involved. Re-visiting your hot and cool spots can become a regular practice.

## What are Hot and Cool Spots?

Hot Spots are those places where there are:

- △ Conflicts and problems between children
- △ Overcrowding
- △ Improper use of materials
- △ Places where you find you need extra supervision

Cool Spots, on the other hand, are places where:

- △ Things usually go well
- △ Groups of children can be together without major conflicts

Hot and Cool Spots can be inside or outside your classroom—they can be restrooms, and hallways, areas on the playground, etc.

## What are Cold Spots?

Cold spots are places where children don't typically go or they go there briefly. They can be contributing to Hot Spots because there aren't enough interesting materials and activities there so children overcrowd the high interest areas (blocks, house corner).

## Importance of Analyzing the Environment

“I’m always putting out fires!” By addressing Hot, Cool, and Cold spots, teachers can reduce the numbers of Corrections and Directions they are giving every day—“That center is full. You need to find another center;” “You need to take turns with that” “He had the truck first,” and so on. By constantly being aware of how the environment shapes children’s behavior (and thus adult behavior!) and reducing the amount of Corrections and Directions, teachers are free to teach and to build relationships with the children—the things they really want to do.

## Holding the Staff Meeting/Spotlight In-service

1. Have teachers draw a map of their indoor or outdoor environment. You may even copy these so that they can map their hot and cold spots more quickly in the future.
2. Have them identify hot, cold, and cools spots by coloring or circling them. Have them discuss why they made those selections.
3. Have them brainstorm some ways they could change the areas, when they can make the changes, and any support or resources they might need. (See Module 1 or 1b PowerPoint and Yellow Tab section for ideas.)

## Materials for the In-service

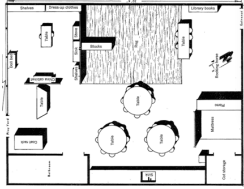
- △ Facilitator’s Guide
- △ TP Binders
- △ Blank papers or copies of drawings of classroom and playground layouts
- △ Pens, pencils, and colored markers

## After the In-service

- △ Don’t forget to do your Champion Check-in and provide PDA to teachers for their efforts and accomplishments!
- △ After the teachers have implemented and fine-tuned their changes, help them remember what it was like before they changed things—how successful their plan is and how much more smoothly the classroom runs.



**In-Service Spotlight**  
Teaching team Activity  
Tier II: Supportive Environments  
Inventory of Practice: Skill 9, Indicators c, d, I, j and k



**Physical Environment Activity:**  
**Classroom Map With Hot, Cool, and Cold Spots**

- **Teaching teams:** In the space below, sketch your current classroom **Other staff:** pick a common area, such as outside or a home, to sketch in teams
- Identify those places in the room that are
  - **“Hot Spots”** – Places where there are conflicts or problems among children regularly, places where you need to provide extra supervision
  - **“Cool Spots”** where things usually work well, groups of children can be together without major conflicts
  - **“Cold Spots”** where children rarely go to play or where they stay only briefly

## **Our Classroom Team's Plan *for***

- Reducing Hot Spots
- Spreading Children More Evenly Around the Room
- Increasing Interest and Engagement with Materials and Activities
- Increasing Complex and Super Units-
- Reducing Directions and Corrections to Children
- Making the Environment the Extra Teacher

1. Jot down some ideas for how you can change things, add materials, combine materials in order to increase complexity in the Cold Spots:
  
  
  
  
  
  
  
  
  
  
2. How might you create two block areas and/or two centers for fantasy play and dress up?
  
  
  
  
  
  
  
  
  
  
3. Brainstorm a list of how you can make the Science Area a role play area/Complex or Super Unit. Think about:
  - a) What can children pretend ion the Science Area?
  - b) What roles can they play?
  - c) What themes might you create and rotate through this center?