ORGANIZATION OF ECCE ENVIRONMENT

BS Programme

Code:8289 Unit 1–9



Department of Early Childhood Education and Elementary Teacher Education
ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

ORGANIZATION OF ECCE ENVIRONMENT

BS Programme

Course Code 8289 **Unit: 1-9**



Department of Early Childhood Education and Elementary Teacher Education

(All Rights Reserved with the Publisher)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying recording, scanning, or otherwise, except as permitted under AIOU copyright ACT.

First Printing 2025
Quantity..... 1000
Printing Coordinator ..... Dr. Sarmad Iqbal
Printer..... Allama Iqbal Open University
Publishers..... Allama Iqbal Open University

COURSE TEAM

Chairman Course Team:	**Dr. Muhammad Athar Hussain**
Course Development Coordinator	**Dr. Rahmat Ullah Bhatti**
Writers:	**Dr. Zafar Iqbal Malik** Principal Islamabad Model College for Boys, SAD, Islamabad
	Dr. Zia Ur Rehman Awan Vice Principle IMSB Malot, Islamabad
	Mr. Amanullah Lecturer Federal College of Education IBD
Reviewers:	**Dr. Zafar Iqbal Malik** Principal Islamabad Model College for Boys, SAD Islamabad
	Dr. Rahmat Ullah Bhatti Early Childhood Education and Elementary Teacher Education, AIOU
Editor:	**Fazal Karim**
Composing:	**Zahid Javed Bajwa**
Designer:	**Ikram Yousaf**

FOREWORD

The environment in which children grow, learn, and explore during their early years plays a pivotal role in shaping their overall development. The design and organization of Early Childhood Care and Education (ECCE) environments are more than just physical spaces—they are dynamic ecosystems that influence a child's emotional, social, and cognitive growth. This book, *Organization of ECCE Environment*, serves as a comprehensive guide for educators, caregivers, and policymakers committed to creating engaging, inclusive, and developmentally appropriate settings for young learners.

A well-structured ECCE environment inspires curiosity, fosters independence, and nurtures a sense of belonging. However, achieving this balance requires thoughtful planning and a deep understanding of the unique needs of children. This book bridges theoretical concepts with practical applications, providing readers with actionable insights and strategies to design and organize effective learning environments.

Physical Environment: The physical layout of an ECCE setting is fundamental to its functionality and impact. This book explores how to create spaces that are safe, accessible, and stimulating.

Social and Emotional Environment: Beyond the physical, the social and emotional aspects of an ECCE environment are equally critical. This book delves into creating atmospheres that promote positive interactions, mutual respect, and emotional security. Strategies for building relationships between children, educators, and families are discussed in depth.

Learning Environment: An effective ECCE environment encourages exploration and discovery. This book offers guidance on organizing materials, designing activity zones, and integrating play-based learning opportunities. Special focus is given to the role of outdoor spaces and the integration of technology in early childhood settings.

Each chapter combines evidence-based research with real-world examples, and reflective activities to help readers translate knowledge into practice. This book offers valuable insights to help you create environments that inspire and support young learners.

The early years are a time of wonder and potential. By carefully organizing ECCE environments, we can provide children with the foundation they need to thrive

and succeed. We hope this book serves as an essential resource and a source of inspiration for all to nurture and educate the youngest members of our society.

Throughout this book, we emphasize the importance of a child-centered approach, recognizing that the organization of the ECCE environment should be guided by the needs, interests, and abilities of the children it serves. By equipping educators and caregivers with the knowledge and tools they need, we aim to empower them to create environments that foster the growth and development of every child.

We hope that this book serves as a valuable resource and inspires a commitment to excellence in the organization of ECCE environments.

Prof. Dr. Nasir Mahmood
Vice Chancellor

ACKNOWLEDGEMENT

Organization of ECCE Environment is a course to discuss conducive learning spaces for preschoolers to move back and forth. There should be a large open area for creative work. Every child is provided with individual space to perform his or her activities. There should be a cozy reading corner where children can settle focusing on their activities. Such an environment is interesting, and attractive and helps in the development of children's skills and knowledge. Learning should be the purpose of that environment. It should be aligned with the goals of the institution. It should be attractive and safe in all respects for the children. The Department of Early Childhood Education and Elementary Teacher Education realized this educational need and developed the course titled Organization of ECCE Environment. In this book, efforts have been made to provide an updated understanding of organizing the ECCE environment to prospective educationists. This book reflects the efforts of Dr. Zafar Iqbal, Dr. Zia Ur Rehman Awan and Mr. Amanullah. The Department of Early Childhood Education and Elementary Teacher Education is grateful to the course team for writing units and giving comments and feedback to improve the materials. The composing and formatting of the scripts was very laborious work requiring extended hours of sitting.

Mr. Zahid Javed Bajwa has very efficiently completed the task in a short time. Thanks to our Vice-Chancellor Prof. Dr. Nasir Mahmood, Dean Faculty of Education Prof. Dr. Fazal Ur Rahman, Chairman ECE &ETED Dr. Muhammad Athar Hussain for support, guidance, and motivating work environment for all of us to focus on academic excellence at the university.

Dr. Rahmat Ullah Bhatti
Course Development Coordinator

INTRODUCTION

A safe and nurturing environment is important for the learning and development of children. Such an environment helps to deal with challenging behaviors of children. It refers to the space materials, equipment routines and activities that support children's learning. Changes in a classroom environment, such as rearranging furniture, implementing activity schedules, and dynamic instructional strategies can increase the learning of children as well as effectively coping with their challenging behaviors. The physical, social, and temporal environment should be appropriate to the children's interests and needs. It affects feelings and the ability to form relationships.

The early childhood environment that this baby enters will reflect the teacher's philosophy, values, and beliefs about children and learning. It provides messages to all those who enter children, parents, and staff. Is this a place where I am welcomed and where my physical, social, and intellectual needs will be met? Is this an environment where I am seen as worthwhile and competent? Do I passively receive information in this environment, or am I actively engaging in the construction of knowledge? Does someone think I am special enough to provide a beautiful environment for my benefit?

It is important that children are in an environment that keeps them physically and emotionally safe and healthy and provides sound nutrition. Evidence shows that experiences in childhood are extremely important for a child's healthy development and lifelong learning. How a child develops during this time affects future cognitive, social, emotional, language, and physical development, which in turn influences school readiness and later success in life. Research on several adult health and medical conditions points to pre-disease pathways that have their beginnings in early and middle childhood.

The objectives of this course will be achieved through the units: Why environment matter; The emotional environment; The physical environment; The creative environment; The role of adults in environment; Parents and the environment; Education for Children with Diverse Needs; Safe Environments and Health, Nutrition, and Safety Education.

OBJECTIVES

After completion of the course, the students will be able to:

1. Understand the concept of Environment.
2. Develop a healthy emotional environment.
3. Engage the children in creative activities.
4. Decide the role of parents in early childhood education.
5. Discuss the importance of health, nutrition and safety for early graders.

CONTENTS

Unit:	1	Why Environment Matters?	09
Unit:	2	The Emotional Environment	23
Unit:	3	The Physical Environment	43
Unit:	4	The Creative Environment	59
Unit:	5	The Role of Adults in Environment	75
Unit:	6	Parents and Environment	89
Unit:	7	Education for Children with Diverse Needs	107
Unit:	8	Safe Environment	119
Unit:	9	Health, Nutrition, and Safety Education	133

Unit: 1

WHY ENVIRONMENT MATTERS?

Written By: Dr. Zia Ur Rehman Awan
Reviewed By: Dr. Zafar Iqbal Malik

CONTENTS

	Introduction	11
	Objective	12
1.1	Early Childhood Education (ECE) and Environment	13
1.2	Early Childhood Education Programs	16
1.3	Elements of Early Childhood Programs	18
1.4	Why Environment Matter?	20
1.5	Summary	20
1.6	Self Assessment Questions	21
	Bibliography	22

INTRODUCTION

The term 'environment' has a broad range of definitions, meanings, and interpretations. For some people, the term 'environment' means, simply, 'nature': in other words, the natural landscape together with all of its non-human features, characteristics and processes. The environment is often closely related to notions of wilderness and of untouched landscapes that have not been influenced - or, at least, that have been gradually influenced by human activities. However, the term 'environment' includes human elements to some extent. Many people would regard agricultural and rural landscapes as being part of the environment, whilst others inclusively regard all elements of the earth's surface - including urban areas - as constituting the environment.

The notion of the 'environment' is associated with diverse images and is bound up with various assumptions and beliefs that are often unspoken - yet may be strongly held. All these usages, however, have a central underlying assumption: that the 'environment' exists in some kind of relation to humans. Hence the environment is, variously, the 'backdrop' to the unfolding narrative of human history, the habitats, and resources that humans exploit, the 'hinterland' that surrounds human settlements, or the 'wilderness' that humans have not yet domesticated or dominated.

In its most literal sense, 'environment' simply means 'surroundings' (environs); hence the environment of an individual, object, element or system includes all the other entities with which it is surrounded. However, individuals, objects, elements, and systems rarely exist in isolation; instead, they tend to interact to varying extents with their surrounding entities. Therefore, it is not particularly helpful to conceptualize the 'environment' without including in that conceptualization some notion of relationship. Individuals, objects, elements, and systems influence - and are in turn influenced by - their surroundings. Indeed, the networks of relationships that exist between different entities may, in some cases, be extensive and highly complex. Thus the 'environment' may be regarded as a 'space' or a 'field' in which networks of relationships, interconnections and interactions between entities occur.

OBJECTIVES

After completing this unit, the students will be able to:

1. Understand the concept of ECCE.
2. Know ECCE program.
3. Discuss the elements of ECCE programs

1.1 Early Childhood Education (ECE) and Environment

The environment supports the learning and development of infants, toddlers, and preschoolers. The environment also helps to prevent challenging behaviors and serves as a core component of interventions for infants and young children. According to the Division for Early Childhood Recommended Practices (DEC-RP): "Environmental practices refer to aspects of the space, materials, equipment, routines, and activities that practitioners and families can intentionally alter to support each child's learning across developmental domains."

Many teachers are unaware of how to create environments that support their children's learning across different age groups (e.g., infants, toddlers, preschoolers) and developmental domains (e.g., social, communication, cognitive, motor). A well-designed classroom environment:

- Support responsive caregiving.
- Foster independence and feelings of competence in young children
- Encourage staff efficiency.
- Promote children's engagement.
- Decrease challenging behavior.
- Facilitate appropriate social interactions among children.
- Provide structure and predictability.

Young children and nature have been discursively entangled. From Rousseau's notion of nature as the ultimate source of human potential, and Frobel's pedagogy of natural unfolding, to more contemporary theories of child development, the child has embodied pure, natural human potential. In education, this conceptual relationship sums up with the word 'kindergarten', which means an image of a garden where innocent children can grow and develop according to nature's blueprint which continues to shape Western Early childhood education philosophy, curriculum and pedagogy.

The learning environment has been recognized as a key element in cultivating a life-long disposition of childcare. Early childhood education bridges the "child's life" with the environment. As a contributing factor, Early childhood education has been deeply shaped by wider social and cultural understandings of the child. The idea of childhood as a time of innocence that should be kept free of complex knowledge poses a challenge for educators to develop pedagogies and curricula for early childhood education.

Early childhood teachers' work has been considered complementary to motherhood in history. Early childhood teachers would have to examine their

understandings of childhood and consider the discourse of maternalism that continues to influence how teaching young children is conceptualized and practiced. This discourse of maternalism held the position of the child as a malleable resource who carries adults' hopes and desires for a better future. For teachers, this often means shielding children from 'harsh realities' to guard their culturally enshrined innocence (Ashenden 2002).

The power of the Western discourse of childhood innocence is evident in the image of the over-protected child who experiences a childhood structured by parents' yearning to guard her or him from the perceived problems of the outside world. This is particularly relevant for middle-class constructions of childhood which lead to the desire to create 'special' places for these 'bubble-wrapped' children (Malone 2007). Early childhood centres and kindergartens are often prime sites where the discourses of protection, vulnerability and innocence create a highly controlled and closely monitored environment through policy, pedagogy and daily practices (Osgood 2006). Anxious parents and their over-protected children are immersed in what has been termed a 'culture of fear' (Furedi 2002).

Furedi goes as far as to argue that 'since the 1980s the belief that youngsters are inherently vulnerable and "at risk" has acquired the character of a cultural dogma' (26). Special places for children are largely inside spaces, where the adult gaze monitors potential dangers to provide a 'risk-free' environment for the young child. Potential risks need to be managed not only in the physical but also in the emotional, social, and cultural, including the 'virtual', and mental realm (Bansel et al. 2009). Teaching young children in a context that overemphasizes risk creates the teacher-as-subject who is governed by a 'swirl of surveillance, caution, anxiety and rules' (Jones 2003, 235). For teachers, this often means risk-avoidance in their practice which can lead to resistance when it comes to addressing potentially challenging, complex topics (Elliott and Davis 2009).

In risk culture, childhood is constituted as a domain that requires constant vigilance and surveillance (Rose 1999). Adults, whose perceptions of childhood are embedded in a culture of fear, are unlikely to be supportive of the concept of the young child as a producer of complex meanings (Christensen 2004). While dominant understandings of childhood reproduce childhood as an intensely governed domain where power relations between children and adults remain unexamined (Cannella and Viruru 2004), it is the latter concept of childhood that disrupts the notion of the naturally unfolding, at-risk child. A pedagogy that challenges dominant understandings of childhood requires teachers who are able to work with complexity, uncertainty, risk and imagination (Garrard 2010). In a risk-averse profession, this is an enormous challenge.

Learning to care for all life on earth, when topics like climate change emphasize the urgency of engagement at all levels (Chawla and Cushing 2007), inevitably introduces 'reality' into the protected space of childhood. Paradoxically, children, as (future) citizens, will have to be able to live in economic, natural, cultural, social and political environments that are increasingly unpredictable and unstable (Irwin 2010). Fostering ethics of care requires that adults challenge dominant constructs of childhood by enabling children to participate and contribute to the issues that affect their lives now, and in the future. Early childhood teachers who take the call for engagement seriously take on a leadership role (Duhn 2010b): in an increasingly global context, childhood continues to remain a largely unexamined domain in policy, educational discourses and practices (Hallett and Prout 2003). If children are humanity's hope for the future (Chawla 2001), a reconceptualization of childhood is a pressing issue.

Early childhood education has been reshaped globally for the past decade. Its provision is concentrated in urban environments and while neither childhood nor sustainability have featured particularly strongly as topics for critical discussion in early childhood policy, global initiatives, such as UNICEF's child-friendly city initiative draw together children's rights discourse and ecological sustainability (Malone 2006). Globally, urbanization is a key driver in policy development for sustainable cities, and child-friendly cities are by definition cities that support children's rights 'to live in safe, clean, and healthy environments' (Tranter and Malone 2008, 20). This calls for a more strongly focused interdisciplinary discourse in early childhood education. For instance, scholarship from the sociology of childhood and critical childhood studies, with its emerging interest in urban childhoods (Gleeson and Sipe 2006) draws attention to issues of sustainability through its focus on the relationship between childhood and urban environments.

Early childhood education is set to benefit from closer research ties across disciplines to open up some conceptual strongholds. This is relevant when it comes to critical engagement with current trends in educational policy which are largely driven by economic imperatives. Organization for Economic Co-operation and Development (OECD) has 'required remarkable influence on education policy' (Moutsios 2010, 121). Education, no longer a national concern, is a transnational affair that provides both challenges and potential for global issues, such as education for sustainability. Every country is paying considerable attention to investing in human capital. An example of this was the 2010 inaugural UNESCO World Conference on Early Childhood Care and Education, titled 'Building the wealth of nations' (Umayahara 2011) which explicitly promoted early childhood education as the first and foundational step for building

the wealth of nations, to be actioned through the Moscow Framework for Action and Cooperation: Harnessing the Wealth of Nations (United Nations Educational, Scientific and Cultural Organization 2010).

Early childhood education is now promoted as the sector within education with a potentially high return of investment for society at large (Organization for Economic Co-Operation and Development 2006). It is becoming integrated into the life-long learning agenda, albeit under the mandate of creating future contributors to the global knowledge economy (Duhn 2006). OECD-inspired, human-capital focused, policy tends to see early years' education services as places where predetermined outcomes shape children's learning, and as places that offer education and childcare as an 'a commodity to parents-as-consumers' (Moss 2007, 7).

The purpose of early childhood education at the national and global level is a pressing issue to open up the current discourse with its emphasis on technicist and consumerist practices. Parents-as-consumers and technicist outcomes limit educators' ability to work with a curriculum and pedagogy that promotes children's critical thinking and encourages children's engagement with complex issues. In a parent-as-consumer context where parents' voices can be powerful, teachers' ability to hold their own depends on how teachers are valued. The ongoing foci on 'professionalism' and 'quality' in early childhood education research give an indication of the persistence and urgency of these issues in the field (Miller and Cable 2010; Osgood 2009; Urban 2008). A parent who requires childcare while working full-time is unlikely to be overjoyed when her four-year-old demands to walk to childcare instead of being driven because her teachers and peers discussed walking as an environmentally friendly option.

Considering the political, economic and social complexities that mold the dynamic and multifaceted landscape of early childhood education, it is possibly not surprising that education for sustainability has so far not received much attention as a research topic. There is evidence of change (Davis 2010; Siraj-Blatchford 2009), and recent publications highlight the global aspect of education for sustainability in particular as an important feature (Duhn 2010a; Johansson 2009).

1.2 Early Childhood Education Programs

Katz (1992) suggests that the quality of early childhood education can be defined and assessed from four perspectives: top-down; bottom-up; inside; and outside. and Assessment based on the top-down perspective examines quality primarily by identifying selected features and characteristics of the program and

environment, as recorded or observed by an assessor. The bottom-up perspective gives weight to the children's experience of the program and considers to what extent the young children find themselves being included and respected during the learning process. This approach is especially applicable for Early childhood education that focuses on the inclusion and integration of children with developmental or learning delays and disabilities into the environment. The inside perspective defines the quality of an early childhood education program as perceived by the staff. Three dimensions are considered; collegial relationships, staff-parent relationships, and staff-sponsor relationships. The outside-inside perspective focuses on the parent-teacher relationship. This perspective may reflect whether the parents' expectations or pedagogical goals are compatible with the curriculum. It is also suggested that the learning environment for children is more effective when parents are meaningfully engaged in the program through the teacher or service provider (National Association for the Education of Young Children, 1991).

It is important that children are in an environment that keeps them physically and emotionally safe and healthy and provides sound nutrition. Evidence shows that experiences in childhood are extremely important for a child's healthy development and lifelong learning. How a child develops during this time affects future cognitive, social, emotional, language, and physical development, which in turn influences school readiness and later success in life. Research on a number of adult health and medical conditions points to pre-disease pathways that have their beginnings in early and middle childhood.

Early childhood, particularly the first 5 years of life, impacts long–term social, cognitive, emotional, and physical development. Healthy development in early childhood helps prepare children for the educational experiences of kindergarten and beyond. Early childhood development and education opportunities are affected by various environmental and social factors, including:

- Early life stress
- Socioeconomic status
- Relationships with parents and caregivers
- Access to early education programs

Early life stress can have a lasting impact on the mental and physical health of children. Early life stress can contribute to poor health outcomes in the future. Stressors such as physical abuse, family instability, unsafe neighborhoods, and poverty can cause children to have inadequate coping skills, difficulty regulating emotions, and reduced social functioning compared to other children their age.

The socioeconomic status of young children's families also significantly affects their educational outcomes. Children from disadvantaged backgrounds are more likely to need special education, repeat grades, and drop out of high school. Children from communities with higher socioeconomic status and more resources experience safer and more supportive environments and better early education programs. Poverty has a particularly adverse effect on the academic outcomes of children, especially during early childhood."

Contributions to this gap include:

- Poor physical development and health
- Challenges with concentration, memory, attentiveness, curiosity, and motivation due to the chronic stress of living in poverty
- Greater risk for behavioral and emotional problems
- Exposure to environmental hazards and violence in their communities.
- Families experiencing poverty have challenges finding affordable, high-quality early care and education programs and are often in districts with under-resourced schools.

1.3 Elements of Early Childhood Programs

Early childhood programs are a critical outlet for fostering the mental and physical development of young children. "The principal elements that have consistently produced positive impacts include:

• highly skilled teachers;
• small class sizes and high adult-to-child ratios;
• age-appropriate curricula and stimulating materials in a safe physical setting;
• a language-rich environment;
• warm, responsive interactions between staff and children;
• high and consistent levels of child participation."

The National Association for the Education for Young Children says that high quality programs:

- Create caring communities of learners in which children develop relationships with each and the teachers and each child and family are included.

- Teach to support children's development and learning by being intentional with the environmental design, materials, and activities and by providing positive guidance for children's behavior.

- Have a developmentally appropriate curriculum that helps children learn and grow that sets challenging, yet achievable goals for children, balances adult instruction and group activities with play and child-chosen experiences, provides enough time for deep engagement, and is based on the children's interests, abilities, and knowledge.

- Regularly assesses children's development and learning to inform their environmental design, curriculum, and interactions with children and their families.

- Is founded on partnerships with families in which families are respected and valued, share their goals and concerns, are encouraged to participate, and with clear communication (in a family's home language whenever possible).

Early childhood development and education programs can also help reduce educational gaps. Early childhood program provides comprehensive services for children from low–income families. It aims to improve health outcomes, increase learning and social skills, and close the gap in readiness to learn for children from low–income families and at-risk children. Enrolling children in full-day kindergarten after the completion of preschool has also been shown to improve academic achievement.

Early childhood programs can provide comprehensive educational, health, and social services to complement standard early childhood and kindergarten programs. These programs help sustain and bolster early developmental and academic gains. Characteristic of such programs include:
• Low student-teacher ratio
• Teacher training
• Creation of school-family partnerships
• School meals
• Provision of transportation to and from school
• Health care services and referrals
• Home visitation
• Supportive social services

1.4 Why Environments Matter?

Early childhood education (ECE) focuses on several aspects of a child's development, including their cognitive, social, emotional, moral, spiritual, and physical well-being. In this manner, early childhood education becomes a vehicle for enhancing the physical, cognitive, mental, social and economic well-being of individuals and the societies in which they live. Early care and education programs should enhance multiple interrelated dimensions of a child's life; including health and safety, nutrition, emotional well-being, and social competence.

Families and early childhood teachers should focus on supporting children's wellness. "Wellness describes the entirety of one's physical, emotional, and social health; this includes all aspects of functioning in the world. Therefore, early childhood programs can play a critical role in helping children, families and staff commit to and implement healthy lifestyle choices that promote both physical and mental well-being. The American Psychological Association shares that "building resilience — the ability to adapt well to adversity, trauma, tragedy, threats or even significant sources of stress can help our children manage stress and feelings of anxiety and uncertainty."

It is important that children are in an environment that keeps them physically and emotionally safe and healthy and provides sound nutrition. As an early educator, providing these requires attention, planning, and intention.

1.5 Summary

Throughout the history of early childhood education, numerous educators have viewed the environment as the third teacher, and therefore as having equal importance as the teacher. A well-designed environment can support and enhance all areas of children's development and learning. Important environmental aspects of knowledge include providing information for the senses, supporting the unique needs and preferences of children, providing experiences that are content-rich, and which provide feedback. The environment should support learning through the senses. One of the foundational principles of early childhood education is that the senses play a large role in children's development, and that a carefully designed environment supports children's exploration through their senses. How can environments consider each of the five senses? Within the field, the areas of visual and tactile development often receive the most attention, with brightly colored objects and carefully selected objects for little hands to explore adorning the classroom. Certainly, the senses of sight and touch are important, but often uninformed choices are made about what best supports children's senses, and not only is support for vision and touch misused, but it also often eclipses the inclusion of sound, smell, and taste. Early childhood influences long–term social,

cognitive, emotional, and physical development of children. Healthy development in early childhood helps prepare children for the educational experiences of kindergarten and beyond.

1.6 Self Assessment Questions

Q.1: What is the relationship between early childhood education and the environment?

Q.2: What is an early childhood education program?

Q.3: Enlist the elements of an early childhood program?

Q.4: Why does the environment matter?

Bibliography

Anderson, L. Fullilove, M. Schrimshaw, S. et al. Community interventions to promote healthy social environments: Early childhood development and family housing. Centres for Disease Prevention and Control. 2002. [cited 2010, March 20].

Ann Clare (2012). Creating a Learning Environment for Babies and Toddlers, SAGE, 2012

Arı, R.,& Deniz, M. E. (2008). *Sınıf Yönetimi.* Maya Akademi, Ankara.

Clarissa Willis (2009). Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning, Corwin Press

Coulton, C. Korbin, J. Su, M. Neighbourhoods and child maltreatment: a multi-level study. Child Abuse Neglect. 1999; 23(11): 1019-40.

D'Amico, J. ve Gallaway, K. (2008). *Differentiated instruction for the middle school math teacher: Activities and strategies for an inclusive classroom*. Wiley, Hoboken, NJ.

Duru, A. (2010). The Experimental Teaching in Some of Topics Geometry. *Educational Research and Review.* Vol. 5(10), pp. 584-592.

Edwards, B. Bromfield, L. Neighbourhood influences on young children's conduct problems and pro-social behaviour: evidence from an Australian national sample. Children and Youth Services Rev. 2009; 31(3): 317-24.

Unit: 2

THE EMOTIONAL ENVIRONMENT

Written By: Mr. Amanullah
Reviewed By: Dr. Zafar Iqbal Malik

CONTESTS

	Introduction	25
	Objectives	26
2.1	Emotion and Attachment	27
2.2	Gardner's Multiple Intelligence Theory (MI)	27
2.3	Maslow's Hierarchy of Needs	31
2.4	Emotional Intelligence	32
2.5	Knowing One's Emotions	33
2.6	Managing Emotions	33
2.7	Motivating Oneself	33
2.8	Recognizing Emotions in Others	33
2.9	Handling Relationships	34
2.10	Constitution of Emotional Environment	34
2.11	The Emotional Environment	35
2.12	Games and Emotions	36
2.13	Achievement and Emotional Satisfaction	38
2.14	Contribution of Emotional Environment	38
	2.14.1 The Personal Touch	39
	2.14.2 Diversity	39
	2.14.3 Behaviour	40
	2.14.4 Choices	40
	2.14.5 Routines	40
	2.14.6 Celebrating Achievements and Effort	41
	2.14.7 Supporting Feelings	41
	2.14.8 Developing Independence	41
2.15	Summary	41
2.16	Self Assessmennt Questions	42
	Bibliography	42

INTRODUCTION

Emotions are any complex responses to external or internal events that include physiological, expressive, and experiential components. They are measured in a variety of ways, ranging from physiological measures, and observer judgments of facial expressions to self-reports about moods and feelings. Emotions serve to organize and motivate the child's behavior, and influence cognitive processes, and regular social interactions.

Thus, they play a comprehensive role in child development. Emotions are both negative and positive. Emotions are reactions that human beings experience in response to events or situations. The type of emotion a person experiences is determined by the circumstance that triggers the emotion. For instance, a person experiences joy when they receive good news. A person experiences fear when they are threatened. Emotions have a strong influence on our daily lives. We make decisions based on whether we are happy, angry, sad, bored, or frustrated. We choose activities and hobbies based on the emotions they incite. Understanding emotions can help us navigate life with greater ease and stability.

OBJECTIVES

After completing this unit, the students will be able to:

1. Explain the concept of emotions and attachment.
2. Explain with examples Gardner's Multiple Intelligence (MI) and Maslow's hierarchy of Needs.
3. Analyze the concept of Emotional Intelligence and Intelligent Quotient (IQ)
4. Realize the need for Sharing Information
5. Explain the importance of Involvement and Interaction
6. Create a helpful environment for emotional development.
7. Channelizing emotions through games
8. Elaborate the importance of the emotional environment in the development of babies and young children and its application.

2.1 Emotion and Attachment

A positive emotional relationship with others is called attachment. A child is attached or associated with his/her parents, siblings, relatives and those who interact with him/her in a caring manner. The strong affectional bond between child and caregiver is known as attachment. Learning theorists explain attachment as the product of the mother's association with feeding and other activities, the infant finds pleasurable.

The theory of attachment has been used to explain the mechanism by which psychological maltreatment interferes with normal development. According to this theory, humans between 6 and 12 months of age should develop a strong, affectionate tie to a primary caregiver. If the caregiver is physically and emotionally available to the child, this tie develops naturally. Once a child has a secure attachment, he or she can use this relationship as a basis from which to explore the world. Hence, a well attached infant has the confidence to explore the world while keeping their caregiver in sight. Securely attached children share their new discoveries with the person they are attached to and turn constantly to that person for advice. For instance, if a stranger enters a room where a mother and infant are playing, the baby will immediately move toward the mother and look closely at her face and then determine whether there is cause for alarm. This first attachment relationship also establishes a basis for all future relationships. Therefore, it is expected that securely attached infants will be more likely to have secure relationships as adults than will children who formed an insecure relationship with their primary caregiver (Hart, Brassard, Binggeli, & Davidson, 2002).

Information about the child is important to be collected by stakeholders from each other and shared with each other for the wellbeing of the child. A complete record of the child is necessary to handle the child and this information sharing is mutual. Parents can share information with teachers and caregivers and teachers can share information with their parents and other stakeholders in the best interest of the child.

2.2 Gardner's Multiple Intelligence Theory (MI)

The concept of multiple intelligence is a theory proposed by Harvard psychologist Howard Gardner. Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured, and a capacity that is difficult to change. In recent years, however, other views of intelligence have emerged, including Gardner's suggestion that multiple different types of intelligence may exist.

This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book Frames of Mind: The Theory of Multiple Intelligences, where he suggested that all people have different kinds of "intelligences." Gardner proposed that there are eight intelligences and has suggested the possible addition of a ninth known as "existentialist intelligence." In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just an intellectual capacity, but have many kinds of intelligences, including musical, interpersonal, spatial-visual, and linguistic intelligences. While a person might be particularly strong in a specific area, such as musical intelligence, he or she most likely possesses a range of abilities. For example, an individual might be strong in verbal, musical, and naturalistic intelligence.

Intelligence Type	**Strengths**	**Characteristics**	**Potential career Choice**
1. Visual-Spatial Intelligence. People who are strong in visual-spatial intelligence are good at visualizing things. These individuals are often good with directions as well as maps, charts, videos, and pictures.	Visual and spatial judgment	Read and write for enjoyment Are good at putting puzzles together Interpret pictures, graphs, and charts well Enjoy drawing, painting, and the visual arts Recognize patterns easily	Architect Artist Engineer
2. Linguistic-Verbal Intelligence People who are strong in linguistic-verbal intelligence are able to use words well, both when writing and speaking. These individuals are typically very good at writing stories, memorizing information, and reading.	Words, language, and writing	Remember written and spoken information Enjoy reading and writing Debate or give persuasive speeches Are able to explain things well Use humor when telling stories Potential Career Choices	Writer Journalist Lawyer Teacher
3. Logical-Mathematical Intelligence People who are strong in logical-mathematical intelligence are good at reasoning, recognizing patterns, and logically analyzing problems. These individuals tend to think conceptually about numbers, relationships, and patterns.	Analyzing problems and mathematical operations	Have excellent problem-solving skills Enjoy thinking about abstract ideas Like conducting scientific experiments Can solve complex computations	Scientist Mathematician Computer programmer Engineer Accountant

4. Bodily-Kinesthetic Intelligence Those who have high bodily-kinesthetic intelligence are said to be good at body movement, performing actions, and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity.	Physical movement, motor control Coordination	Are skilled at dancing and sports Enjoy creating things with his or her hands Have excellent physical coordination Remember by doing, rather than hearing or seeing	Craftsperson Dancer Builder Surgeon Sculptor Actor
5. Musical Intelligence People who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance.	Rhythm and music	Enjoy singing and playing musical instruments Recognize musical patterns and tones easily Remember songs and melodies Have a rich understanding of musical structure, rhythm, and notes	Musician Composer Singer Music teacher Conductor
6. Interpersonal Intelligence Those who have strong interpersonal intelligence are good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them.	Understanding and relating to other people	Communicate well verbally Are skilled at nonverbal communication See situations from different perspectives Create positive relationships with others Resolve conflicts in group settings	Psychologist Philosopher Counselor Salesperson Politician
7. Intrapersonal Intelligence Individuals who are strong in intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths.	Introspection and self-reflection	Analyze their strengths and weaknesses well Enjoy analyzing theories and ideas Have excellent self-awareness Understand the basis for his or her own motivations and feelings	Philosopher Writer Theorist Scientist
8. Naturalistic Intelligence Naturalistic is the most recent addition to Gardner's theory and has been met with more resistance than his original seven intelligences. According to Gardner, individuals who are high in this type of	Finding patterns and relationships to nature	Are interested in subjects such as botany, biology, and zoology Categorize and catalog information easily Enjoy camping, gardening, hiking, and exploring the outdoors Dislikes learning unfamiliar topics	Biologist Conservationist Gardener Farmer

intelligence are more in tune with nature and are often interested in nurturing, exploring the environment, and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments.		that have no connection to nature	
9. Existential Intelligence Existential intelligence is the ninth type of intelligence suggested as an addition to Gardner's original theory. He described existential intelligence as an ability to delve into deeper questions about life and existence. People with this type of intelligence contemplate the "big" questions about topics such as the meaning of life and how actions can serve larger goals.	An ability to see the big picture	Have a long-term outlook Consider how current actions influence future outcomes Interest in questions about the meaning of life and death Strong interest and concern for others The ability to see situations from an outside perspective	Philosopher Theologian Pastoral counselor Pastor

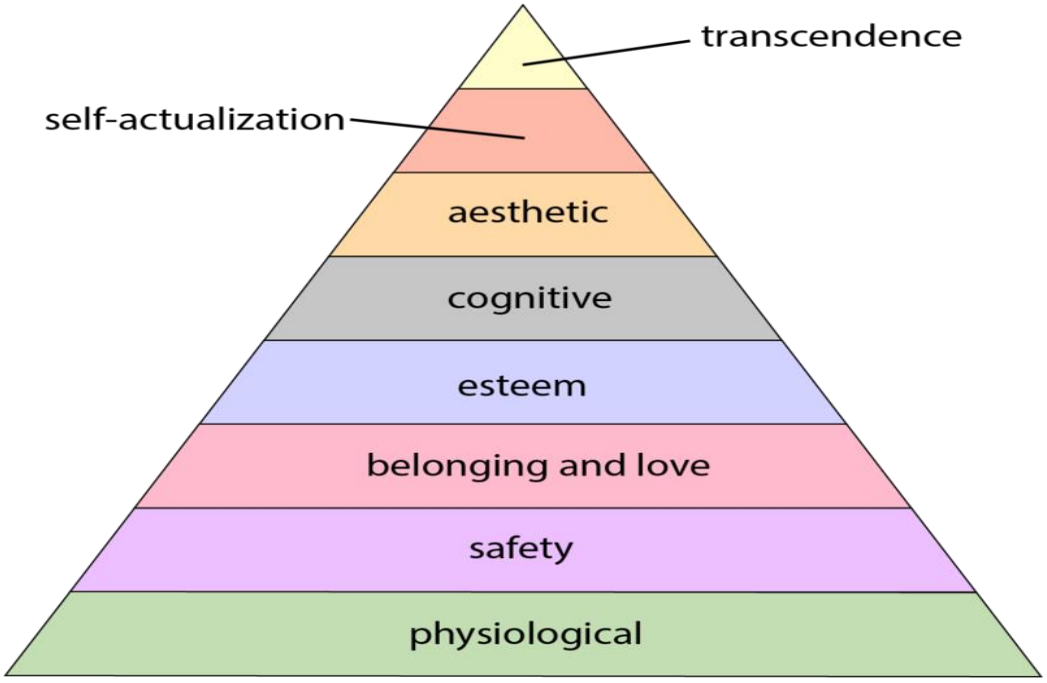
Criticism

Gardner's theory has come under criticism from both psychologists and educators. These critics argue that Gardner's definition of intelligence is too broad and that his eight different "intelligences" simply represent talents, personality traits, and abilities. Gardner's theory also suffers from a lack of supporting empirical research. Despite this, the theory of multiple intelligences enjoys considerable popularity with educators. Many teachers utilize multiple intelligences in their teaching philosophies and work to integrate Gardner's theory into the classroom. Gardner has cautioned that multiple intelligences should not be conflated with learning styles. It is also important to stress that evidence has found that matching instruction to a learner's perceived style has no benefits in terms of learning outcomes or educational attainment. There is a lack of evidence to demonstrate that learning according to your "intelligence" produces better educational outcomes. However, you may find that learning more about multiple intelligences can give you a better understanding of your strengths and preferences.

2.3 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a theory of motivation that states that five categories of human needs command an individual's behavior. They are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

Maslow's theory presents his hierarchy of needs in a pyramid shape, with basic needs at the bottom of the pyramid and more high-level, needs at the top. A person can only move on to addressing the higher-level needs when his/her basic needs are sufficiently fulfilled.



1. Physiological needs: The first of the id-driven lower needs on Maslow's hierarchy are physiological needs. These most basic human survival needs include food and water, sufficient rest, clothing and shelter, overall health, and reproduction. Maslow states that these basic physiological needs must be addressed before humans move on to the next level of fulfillment.

2. Safety needs: Next among the lower-level needs is safety. Safety needs include protection from violence and theft, emotional stability and well-being, health security, and financial security.

3. Love and belonging needs: The social needs on the third level of Maslow's hierarchy relate to human interaction and are the last of the so-called lower needs. Among these needs are friendships and family bonds—both with biological family (parents, siblings, children) and chosen family (spouses and partners).

Physical and emotional intimacy ranging from sexual relationships to intimate emotional bonds are important to achieving a feeling of elevated kinship. Additionally, membership in social groups contributes to meeting this need, from belonging to a team of coworkers to forging an identity in a union, club, or group of hobbyists.

4. Esteem needs: The higher needs, beginning with esteem, are ego-driven needs. The primary elements of esteem are self-respect (the belief that you are valuable and deserving of dignity) and self-esteem (confidence in your potential for personal growth and accomplishments). Maslow specifically notes that self-esteem can be broken into two types: esteem which is based on respect and acknowledgment from others, and esteem which is based on your own self-assessment. Self-confidence and independence stem from this latter type of self-esteem.

5. Self-actualization needs: Self-actualization describes the fulfillment of your full potential as a person. Sometimes called self-fulfillment needs, self-actualization needs occupy the highest spot on Maslow's pyramid. Self-actualization needs include education, skill development—the refining of talents in areas such as music, athletics, design, cooking, and gardening—caring for others, and broader goals like learning a new language, traveling to new places, and winning awards.

2.4 Emotional Intelligence

Abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from overwhelming the ability to think; to empathize and to hope. Unlike IQ, with its nearly one-hundred-year history of research with hundreds of thousands of people, emotional intelligence is a new concept. No one can yet say exactly how much of the variability from person to person in life's course it accounts for. With the emergence of multiplicity of intelligence like Gardner’s Multiple Intelligence theory, the concept of IQ has been undermined and a broader and more comprehensive concept has emerged. Gardner’s MI has explained eight intelligences. All of them are further categorized into many more. For example, “interpersonal intelligence” is further divided into leadership, nurturing relationships, resolving conflicts and skill at the kind of social analysis. There are cases in abundance that contradict the so-called notion that IQ predicts success in life. It has been vastly pointed out that people with low IQ are very successful in life and people with high IQ are not. The reason is that research shows that 20% of life success relates to IQ and the remaining to many other forces among which emotional intelligence (EI) plays the key role.

2.5 Knowing One's Emotions

Knowing oneself, the strengths and weaknesses and recognizing one's feeling the way it happens are the cornerstones of emotional intelligence. It is a meta-cognitive process. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions about whom to marry and what job to take. An important insight and understanding of this aspect of intelligence is given by Gardner's concept of "intrapersonal intelligence". According to him, it is a correlative ability which means the capacity to form a veridical model of oneself and to be able to use that model to operate effectively in life. Intrapersonal intelligence is the ability to know oneself, one feelings, and the ability to discriminate among them and draw upon them to guide behavior. Both intra and interpersonal intelligence are significant to knowing oneself and others' otherness and achieving success in life.

2.6 Managing Emotions

Handling feelings so they are appropriate is an ability that builds on self-awareness. Another aspect is the capacity to soothe oneself, to shake off rampant anxiety, gloom, or irritability and the consequences of failure at this basic emotional skill. People who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets.

2.7 Motivating Oneself

Marshaling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity. Emotional self-control, delaying gratification and stifling impulsiveness, underlie accomplishment of every sort. And being able to get into the "flow" state enables outstanding performance of all kinds. People who have this skill tend to be more highly productive and effective in whatever they undertake.

2.8 Recognizing Emotions in Others

Empathy, another ability that builds on emotional self-awareness, is the fundamental "people skill." Empathy is important to nourish due to the social cost of being emotionally tone-deaf, and there are reasons that empathy inspires altruism. People who are empathic are more familiar to the subtle social signals that indicate what others need or want. This makes them better at callings such as the caring professions, teaching, sales, and management. Interpersonal skills are important to nourish in a child to feel empathetic.

2.9 Handling Relationships

The art of relationships is, in large part, a skill in managing emotions in others. It includes social competence and incompetence, and the specific skills involved. These are the abilities that manifest popularity, leadership, and interpersonal effectiveness. People who excel in these skills do well at anything that relies on interacting smoothly with others; they are social stars. Of course, people differ in their abilities in each of these domains; some of us may be quite adept at handling, say, our own anxiety, but relatively inept at soothing someone else's upsets. The underlying basis for our level of ability is, no doubt, neural, but as we will see, the brain is remarkably plastic, constantly learning. Lapses in emotional skills can be remedied: each of these domains largely represents a body of habit and response that, with the right effort, can be improved on.

Emotional intelligence has been largely and for a long time undermined at the cost of Intelligence Quotient (IQ) by academicians, parents, and caregivers. Even today most of the people among the various stakeholders are not aware to the extent of this realization that emotional intelligence is more important than the simple linear IQ. Goleman (1996) describes that IQ covers and predicts 20% of personality development and achievement while the remaining 80% is attributed to emotional intelligence. He further points out the link between emotional intelligence and future success. This highlights the importance of creating an emotional environment for children.

2.10 Constitution Of Emotional Environment

Traditionally much importance is given to reading and writing. Obviously learning to read and write is more emphasized. Both the skills are considered as the prerequisites to all learning. However, it is evident that babies and young children learn significantly better when they feel emotionally secure and safe. Faulty learning will take place or no learning at all. We only have to look at our reactions as adults to know that when we are stressed, nervous or emotionally uncomfortable, we do not operate at the same level as when we are happy, content and have a feeling of wellbeing. This is implied in the work of Goleman's (1996) work on multiple intelligences where he highlights the link between emotional intelligence and future success. He asserts that traditional IQ scores are not always indicators of success, but that we need emotional competencies to understand how to use our skills, such as intellect. The Labour government of 1997 to 2010 in the UK highlighted the personal, social and emotional development of babies and young children through its political agenda for the early years, which began with the National Childcare Strategy (DfEE, 1998) with the aim 'to ensure good quality, affordable childcare for children aged 0–14 in every neighborhood, including both formal childcare and support for informal arrangements', as part of their political agenda. This was subsequently followed

by the Every Child Matters program (HM Government, 2003) which headlined the following outcomes for children.

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic wellbeing.

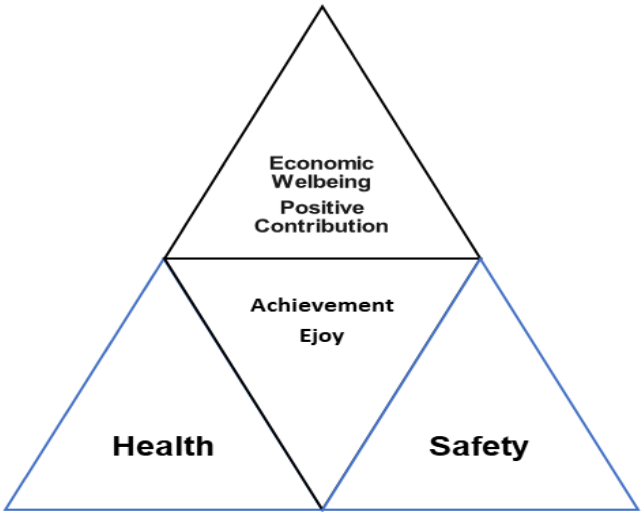
(Clare, Ann (2012) Creating a Learning Environment for Babies and Toddlers. SAGE Publications. Kindle Edition)

The government initiated a training package to achieve the above-mentioned outcomes for children, Social and Emotional Aspects of Development (SEAD) (DCSF, 2008), to develop practical knowledge in the area of child emotional development. Many local authorities focus on training Social and Emotional Aspects of Development (SEAD), in the belief that if the system can get this right for the babies and children in their care, then both emotional and cognitive learning can take place. Research has unfolded why babies' psychological development has an impact on their future learning and how they engage with society as they grow up (Fonagy, 2001; Hobson, 2002). Roberts, 2010; Allen, 2011). It is therefore important that when looking at the environments of babies and young children, we first look at their emotional environment, as this is the one which will have the greatest impact on their future learning and development. Gerhardt (2004) composes, ' Babyhood is an intense, concentrated moment of development that can have a disproportionate impact on our lives'(p. 196).

2.11 The Emotional Environment

The physical, psychological, and social environment constitutes the overall environment of the baby, but it is very important to what extent the emotional wellbeing of the child is cared for. When the child is developed physically, intellectually, and socially in an emotionally sound, happy, and secure environment, the balanced development of the child takes place, and it contributes to the balanced society. As a result, we achieve spiritual, intellectual, and economic wellbeing. Every aspect of development is closely linked with emotional development. Along with the physical aspect of development, emotions are also important. A child needs good food, medicine, and water but in a peaceful, enjoyable environment. If peace, security, and the component of joy are missing, physical development can be faulty, and a healthy individual will not grow in the society.

The Emotional Development Ascending Order



Peace and security are very important for the wellbeing of the child. When a child feels safe in every situation of life, it develops the child in its best form and the child can be fully involved and interactive in every activity in the environment. This is the thesis that can be defended logically as well as research shows that the maximum involvement and interaction of the child with the environment takes the child to the zenith of development. But maximum interaction and involvement are possible in a safe and peaceful environment. Do you think a child would like to play when s/he is scared, certainly not, because s/he is not safe?

2.12 Games And Emotions

Play is necessary for the emotional development of a child and likewise, it helps in creating a healthy emotional environment. One of the most important areas in psychology today is emotion, the processing of emotion, and the implications of these emotional processes for adaptive and maladaptive behaviors. Play is a major arena in which children learn to express emotion, process emotion, modulate and regulate emotion, and use emotion in adaptive ways. This view of play and emotion is consistent with several recent conceptualizations of emotion and mental health. The construct of emotion regulation is especially important in child development. Emotion regulation has been defined by several researchers. Mennin, Heimberg, Turk, and Fresco (2002) have an excellent review of the emotion regulation area. They quoted Gross's (1998) definition of emotion regulation as "the process by which individuals influence which emotions they have when they have them, and how they experience and express these emotions" (p. 275). ieShields and Ciccheti (1998) defined emotion regulation as the ability to modulate emotions and engage in an adaptive way with the environment.

PROCESSES IN PLAY			
Cognitive Processes	**Affective Processes**	**Interpersonal Processes**	**Problem Solving Processes**
Organization	Expression of emotion	Empathy	Approach to problems
Divergent thinking	Expression of affect themes	Interpersonal schema	Problem solving/Conflict resolution ability
Symbolism	Comfort/Enjoyment of play	Communication	
Fantasy/Make-believe	Emotion regulation/modulation		
	Cognitive integration of affect		

Mennin et al. (2002) concluded that an emotion regulation perspective would have as goals of treatment to help individuals (a) become more comfortable with arousing emotional experience, (b) be more able to access and utilize emotional information in adaptive problem solving, and (c) be better able to modulate emotional experience and expression. What is not yet widely recognized nor empirically tested is the idea that play is one activity through which children learn these various aspects of emotion regulation. The affective processes identified in the above table (affective expression of emotion and affective ideation, enjoyment of play, emotion regulation, and cognitive integration of affect) are consistent with current definitions of emotion regulation. An emotional environment is one that promotes emotional wellbeing and provides stability for the children according to their individual needs. A good emotional environment will provide the children with:

- Adults who will provide them with emotional support, understanding their feelings and showing empathy.
- A sense of feeling safe and secure enables them to learn and develop, giving them the confidence to explore and overcome any challenges they may face.
- A safe place to explore their feelings, knowing they will be accepted by the adults around them and supported to develop how they express their feelings over a range of emotions, positive and negative.
- Warmth and a welcoming and accepting environment.
- Inclusivity, where everyone is valued, embracing all cultures, genders, ethnicity, language, religion, special educational needs and disabilities.

- Support to develop their independence and life skills.

A good emotional environment will "provide a secure base from which children grow into well-rounded, capable adults with robust mental health". DfE (2009) Every Child Matters.

2.13 Achievement And Emotional Satisfaction

Children achievement is very crucial for emotional development and expression. When they achieve something, they feel satisfied. However, it is necessary that their achievement be recognized and appreciated. Their achievements are very minor, and adults often fail to recognize them. For example, opening a book and going to the right page number is an achievement but we assume that the child can do it. Every new thing, activity, word, phrase, performance, and meaningful gesture is an achievement that needs to be recognized and appreciated. In Academics when a child produces, performs or creates very small things, they are actually very great, and adults need to see these minor things from the perspective of the child. When a child produces a letter, figure, shape, sketch, act, rhyme, word, phrase etc. we must recognize and appreciate the event. This can be highly encouraging and motivating. Studies indicate that along with concerns related to placement stability, academic achievement and emotional and behavioral development, children and young people display positive outcomes in areas such as family and social relationships and pro-social behaviors as they proceed over time in their lives. Emotionally sound children are the future of a nation, and it ultimately leads to the overall economic wellbeing of the nation.

2.14 Contribution Of Emotional Environment

The emotional environment makes a significant difference in the life of a child. It starts from home and develops in society and learning centers. The marital relationship is critical for the emotional structure of the family and has implications for children's socioemotional and behavioral outcomes. Studies consider whether the family emotional environment and the home learning environment that parents provide are mediators in the relation between marital functioning and preschool-aged children's early literacy skills. Results suggest that the marital relationship relates to children's early literacy skills through the influence of both positive and negative emotional expressiveness on the home learning environment. Research has shown that children with good bonds of attachment with their main caregivers are more likely to have good mental health as adults. Strong bonds, normally with their parent but can also include their key worker in a childcare provision, help to develop resilience to stress, an ability to balance emotions and enable the child to have meaningful interpersonal relationships in the future. Practitioners need to develop strong bonds with their caregiving children. This will be enabled by developing good communication

with the child's family, understanding the needs of the child, what helps to calm them, etc. All staff should be aware of Bowlby's Attachment Theory and the important role they play as a caregiver to their allocated children. Some children will require intense emotional support from their caregivers, for example, children who have experienced trauma or loss, witnessed domestic violence between their parents or been abused. This can be very draining for the practitioner. In order to prevent burn-out and to ensure that the child is receiving the best support possible, staff should receive regular supervision from a worker who has been trained to deliver supervision, with good active listening skills and the ability to challenge thinking. The following are some important components to create an emotional environment.

2.14.1 The Personal Touch

Making the setting as personalized as possible helps children to feel valued. It can also help children to develop a sense of belonging and ownership. This can be achieved in a variety of ways. The use of children's names is very important, but also learning and using parents' names and ensuring a warm welcome at each visit to the provision can have a positive impact on the whole family. Use activities and songs, for example, the "hello" song to help the children learn each other's names. Children feel very special when they see a photograph of themselves above with their name and achievement. This also helps them to identify their own belongings and increases their independence. Ask children who are starting at your provision to bring in a drawing or piece of artwork that they have done at home. Display it prior to their arrival for their first session. This will help to provide a link to home and give support around transition which can be very distressing for some children. If possible, involve the children in the registration process when they arrive for each session. This may be by having their own "signing in" sheet and a pen, or by having their photo and name on a board and having to find it and move it to another board. This will make them feel special and valued.

2.14.2 Diversity

It is important that different cultures, religions, and languages are reflected within the provision. It helps children feel that their home life is acknowledged and respected and that they are valued within the provision. This can be done in a variety of ways, such as adding welcome signs in different languages, using flags from around the world, or images that reflect the diversity of the children, families and staff within the setting and by toys and resources.

2.14.3 Behaviour

Planning for the emotional environment can be a real support for managing behaviour. Helping the children understand the "rules" or boundaries of the provision can be done by using visual displays. Use photographs of the setting to show the children what behaviour is not acceptable, for example, not wearing shoes indoors or walking around drinking. Add red crosses over the photos and explain to the children that this means you can't do what is in the photo. Encourage them to think of their own "rules" and add them to the display. This will give them some ownership of them and they are more likely to stick within the boundaries. Using pictorial behaviour charts is a very good way for children to see and understand the consequences of their behaviour and that of their peers. Pick a theme for the chart that picks up on the interest of the children and use that to develop a fun interactive display that will encourage the children to behave.

2.14.4 Choices

As adults, we are continually faced with choices and decisions to be made. If children are encouraged to make choices when they are young, they will find it much easier as adults. Consider areas of the setting environment where you could introduce choices for the children. How children access toys and resources might be easily rearranged, allowing children to choose what they want to engage with. Children also benefit from being able to go back to an activity and complete it later. This is especially important for art and craft-related projects. Consider setting up a "holding area" for uncompleted artwork so that the children can choose when to return to complete it.

2.14.5 Routines

Routines are important to children. They help children to feel secure, knowing what is going to happen next. Timetables and routines need to have some flexibility to allow children to complete tasks and to follow their particular interests. Adding visual timetables to your setting will enable the children to check for themselves what is planned for them. These can be easily done by using photographs of the children themselves undertaking regular activities, for example washing their hands, eating lunch or dinner, listening to a story, having a sleep, etc. Laminate the photographs and display them in the right sequence in a place that is accessible to the children. If you add sticky back Velcro's to the wall and the backs of the laminated photographs, the display can easily be changed or the children can help to plan the daily routine at the start of each session, adding the photographs in the right order.

2.14.6 Celebrating Achievements and Efforts

It is important that the environment helps children to celebrate what they have achieved and the effort they have made. This gives them self-confidence and greater determination when attempting future tasks, knowing that their efforts are recognized and valued. This can be done in a variety of ways from displaying the children's artwork around the provision with their name and age next to it, to presenting the children with certificates at special circle times.

2.14.7 Supporting Feelings

Helping children to understand feelings and developing their vocabulary to include emotional language can be supported with resources. These can include books about feelings as well as emotion cushions and dice. Puppets are also useful to help children discuss difficult topics. You can also purchase some lovely large photograph type flashcards with faces depicting different emotions. You could also make your own resources with the children and a digital camera, asking them to pull faces for different feelings.

2.14.8 Developing Independence

Practitioners need to plan how to support independence and the learning of life skills for each child within their care. This may mean looking at what resources need to be used to provide an enabling environment for them to develop new skills. For example, for a child who is learning to go to the toilet independently, this may mean providing a step for the toilet, a child's toilet seat, baby wipes and visual reminders of how to wash and dry their hands.

2.15 Summary

Emotional development and the environment that enables the child to grow emotionally and progress towards a positive future possibility is the ultimate goal of creating an emotional environment. The question is, what really matters? Can be answered as "The Child". It is the child that really matters. Planning for the emotional environment should be part of the general cycle of planning, observing the children, noting their interests, needs and abilities and planning accordingly. This will help to ensure that the children within the provision have a sound and secure foundation to their emotional development, and physical and mental health.

2.16 Self Assessments Questions

Answer the following questions in detail:

Q.1: What is the gardener's multiple intelligence theory?

Q.2: Explain Maslow's Hierarchy of Needs?

Q.3: What does managing emotion mean?

Q.4: How important is the emotional environment for the development of children?

Q.5: How can we create an environment for emotional development?

Q.6: How can we generalize emotion through games?

Bibliography

Breen, R., & Jonsson, J. O. (2005). Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility. *Annu. Rev. Sociol*, 31, 223-243.

Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E, & Karadeniz, Ş.F. (2014). *Bilimsel Araştırma Yöntemleri:* Pegem yayıncılık. Ankara

Clarissa Willis (2009). Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning, Corwin Press

Coulton, C. Korbin, J. Su, M. Neighbourhoods and child maltreatment: a multi-level study. Child Abuse Neglect. 1999; 23(11): 1019-40.

D'Amico, J. ve Gallaway, K. (2008). *Differentiated instruction for the middle school math teacher: Activities and strategies for an inclusive classroom*. Wiley, Hoboken, NJ.

Duru, A. (2010). The Experimental Teaching in Some of Topics Geometry. *Educational Research and Review.* Vol. 5(10), pp. 584-592.

Edwards, B. Bromfield, L. Neighbourhood influences on young children's conduct problems and pro social behaviour: evidence from an Australian national sample. Children and Youth Services Rev. 2009; 31(3): 317-24.

George S. Morrison (2012). Early Childhood Education Today, Pearson, 2012.

Good, T. L., &Brophy, J. E. (2008). *Looking in Classrooms.* Pearson, USA.

Unit: 3

THE PHYSICAL ENVIRONMENT

Written By:Dr. Zafar Iqbal Malik
Reviewed By:Dr. Rahmat Ullah Bhatti

CONTENTS

	Introduction	45
	Objectives	46
3.1	SDG	47
3.2	Location and Size of School	47
3.3	Physical Facilities	48
3.4	Infrastructure and Equity	48
3.5	Suggestions to Improve Physical Environment	49
3.6	The Role of Physical Environment in Teaching	50
3.7	Summary	56
3.8	Self Assessment Questions	57
	Bibliography	58

INTRODUCTION

The physical environment is a place where one can live, learn, work, and even play. People interact with their physical environment through different needs and activities. They breathe in their environment. They drink water from their environment. They build and use different houses in their environment for their safety and shelter. They use different types of transport to travel to work and schools in their environment. The physical environment consists of air, land, water, plants, animals, infrastructure, and other natural resources. For physical and emotional development, a clean and healthy environment is the basic requirement for human beings. The physical environment of a school refers to the building of the school, indoors and outdoors. It should be conducive to learning by minimizing the distractions that can disturb students' minds. It plays a very important role in the effective teaching learning process. Throughout the history of education, the educators have viewed the environment as the third teacher, and therefore it has equal importance as the teacher. A well-designed environment can support and enhance all areas of students' development and learning. On the contrary, a poorly planned environment can detract from overall development and learning.

OBJECTIVES

After completing this unit, the students will be able to:

1. Describe the physical environment
2. Explain the relation between physical environment and education
3. Discuss the importance of school location and size
4. Know the physical facilities required for a school
5. Express the importance of infrastructure in a school
6. Discuss the importance of the physical environment for teaching.

3.1 SDG 4

The Sustainable Development Goal 4 on inclusive and equitable quality education calls for the international community to 'build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all'. Proposed indicators include water, sanitation, and hygiene (WASH), electricity, and ICT access, as well as access to adapted infrastructure and materials for learners with disabilities (UNESCO, 2016). Spaces that are safe and healthy have been found to positively affect pupil's academic outcomes (Barrett et al., 2019). Given the sizeable budget allocated to physical facilities, around 10–25 percent of educational expenditures, it is crucial that funds are well spent, and that school locations and facilities support access to education and an environment conducive to learning (Beynon, 1997). The COVID-19 pandemic showed that poor-quality infrastructure (e.g. lack of ventilation) can exacerbate COVID-19 transmission in a school setting (USAID, 2020). School infrastructure should, therefore, be high on the agenda of all governments across the world.

3.2 Location and Size of School

Schools are an integral part of a community. They should be best located close to the learners they serve. The need to travel long distances to school can have a negative impact on enrolment and retention especially among girls and disabled children. It also affects the attendance and performance of the students. For example, studies have found that students living less than 1 km from their school perform statistically better than those who walk further (Theunynck, 2009). Moreover, there are different opinions on the impact of school size and learning. The schools with small areas may perform better and contribute more to students' outcomes as learners. The students, teachers, and parents see themselves as part of a community. However, in some places, small schools with fewer facilities result in lower outcomes. A study showed that school size had no effect on student performance in the early grades, but that attending a large school had adverse effects on student performance by the fourth grade. This may be because fourth graders have spent more time in the education system whereas, at the start of the learning process, schools have not yet left their mark on younger learners, whose learning is shaped more by the family environment (Koussihouede, 2020). Barrett et al. (2019) also point to the drawbacks of large schools, citing higher transportation costs, higher administrative overheads, lower graduation rates, higher absenteeism, higher rates of vandalism, and lower teacher satisfaction.

3.3 Physical Facilities

A clean and healthy physical environment ensures the safety and health of learners. It further helps to enhance the quality of learning. There is a close relationship between school infrastructure and learning. The two categories that are most clearly associated with learning outcomes are pedagogical and academic spaces, and connection to services like electricity, telephone, and Internet (UNESCO Santiago Office and IDB, 2017). The quality of infrastructure affects enrolment and completion rates. It is also an important aspect of parents' satisfaction with the quality of the school. Attractive schools raise motivation among students and teachers. The parents engage more in these schools to improve the academic achievement of their children. A well-designed school reduces the unnecessary maintenance issue. It also increases the productivity of school staff. There is a strong relationship between students' performance in exams and their satisfaction with the condition of school and other physical facilities. Moreover, the learners need access to adequate outdoor space for physical education and sports. They need a proper space for playing during break times. Physical activity and recreation have a significant impact on child development and the physical and mental health of learners (Barrett et al., 2019). Schools should have basic services such as water, sanitation, waste disposal, electricity, and communications. These ensure that children and teachers attend school and remain healthy there. Inadequate hygienic facilities affect boys and girls in different ways.

3.4 Infrastructure and Equity

Equity issues are an important factor in the relationship among school location, facilities, premises, and student outcomes. Schools located in areas with good quality-of-life factors like higher pay, the educated population may attract and retain more qualified and motivated teachers. The older school buildings and those in poor condition are in the poorest areas. Overcrowded school buildings and heat exposure have been found to have a negative impact on student performance, especially for students from minority and financially disadvantaged backgrounds (Earthman, 2002; Park et al., 2020). The physical place of the classroom can be improved to support learners with disabilities. Space can be re-organized by moving learners with visual and physical disabilities to the front of the classroom so they can see and hear the teacher. Flexible, age-appropriate learning spaces have the potential to improve academic outcomes for all learners (Barrett et al., 2019). The rapid expansion in population and access to education often results in overcrowded classrooms. This is further aggravated by the generally poor quality, durability, and functionality of the existing infrastructure that requires renovation. However, poor learning conditions do not only affect developing countries. Environmental conditions in elementary schools

(in terms of thermal and air quality) are often inadequate in developed countries (Wargocki and Wyon, 2013 in Barrett et al., 2019).

3.5 Suggestions to Improve the Physical Environment

The physical environment directly influences the student's achievement and behaviour. A safe, healthy, and well-maintained physical environment ensures quality education, positive attitudes, and motivation among students. However, many schools lack the basic services necessary to guarantee a safe and healthy environment for learning. Budget constraint is the main reason for poor infrastructure. There is also an inefficient and inequitable distribution of construction resources. In some places, there are overcrowded classrooms. In some places, there are underutilized spaces in schools. This can be addressed by the high centralization of infrastructure planning keeping in mind the actual needs at the local level. In areas that are prone to natural disasters, schools should develop disaster preparedness plans that are reviewed on a regular basis. Other physical factors to consider for creating an optimal teaching and learning environment include learner-to-classroom ratios, appropriate furniture for learner comfort, noise levels, heating and ventilation, sex-segregated toilets or latrines, and adequate lighting. The COVID-19 pandemic has emphasized the need for adequate wash facilities and classroom arrangements that facilitate social distancing (Furlani and Tibério Cardoso, 2021). It is also important to go beyond health and safety minimum standards and create spaces conducive to participatory learning methodologies. Although its impact on learning remains to be documented, school design can help build a connection between schools and the wider community if conceived in accordance with local climatic and cultural environments (UIS, 2012a; Barrett et al., 2019).

In areas facing budget constraints, cost-effectiveness analysis can help guide decisions regarding the construction or renovation of classrooms depending on their impact on the quality of learning. Steps to create quality learning environments include the development of a plan with specific baseline standards and indicators for reaching them. Using up-to-date information on the condition of school infrastructure and adopting a participatory approach by involving parents and communities are critical elements for successful infrastructure planning. Maintaining reasonable travel distances implies increasing the number of schools and reducing their size rather than fewer and larger schools. This means that smaller schools should be locally distributed according to the density of demand. Simple solutions exist when working towards better inclusion of children with physical disabilities if they are incorporated in the school design and planning process. These include building ramps, widening door openings, minimizing stairs, attention to topography, etc. Consistently maintaining and

bringing the necessary improvements to the existing infrastructure can result in a good-quality educational environment in buildings of any age. Additionally, attention to infrastructure sustainability can help accommodate future demographic or pedagogic changes.

A positive physical environment for a classroom:

Component	Description
Light	Abundant daylight but a low risk of glare, either through orientation or shading. Also, good-quality electric lighting.
Temperature	Control of heating and cooling in each classroom. The ability to avoid heat from the sun, either through orientation or adequate external shading
Air Quality	Big window opening sizes at different heights to provide good ventilation in varying conditions. Larger classrooms to dissipate poor air. Air conditioning where necessary.
Acoustics	Carpeted floors and the absence of adjacent external sources of noise.
Links to nature	Views outside and, if possible, direct access and use of outdoor learning space. Natural materials in the classroom such as furniture coverings and plants.
Ownership	Distinct design characteristics, personalized displays, and high-quality chairs and desks foster a sense of ownership among students.
Flexibility	Larger, simple areas for older children, but more varied layout for younger pupils. Easy access to attached break-out spaces and widened corridors for pupils' storage. Well-defined learning zones that facilitate age-appropriate learning options, plus a big wall area for display.
Connection	Wide corridors with external views where possible, plus distinctive, orienting features, especially in relation to the doorways of classrooms. Circulation Spaces large enough to use for educational activities, such as 'corridor libraries.'
Visual complexity	Visual variety in the room layout, ceiling, and display in balance with the use of displays to create interest but with a degree of order.
Colour	Light walls generally, but with a feature wall or areas highlighted with a brighter colour to produce an optimal level of simulation. Bright colour on furniture and in displays as accents to the overall environment.

3.6 The Role of Physical Environment in Teaching

The environment is not just an inanimate object. Every child impacts the environment and is in turn impacted by the environment. Based on this, for every action there is a reaction, and it is the processing of this interplay that allows development to occur. Knowledge, which refers to facts, concepts, ideas, vocabulary, and stories. Skills, which are small units of action that occur in a

relatively short period of time and are easy to observe and document. Skills might include such things as drawing, cutting, counting, entering play, and engaging in appropriate physical activities. Dispositions, which refer to habits of mind. The dispositions include curiosity, creativity, cooperation, and friendliness. Feelings, which include competence, belonging and security. These can serve as a template for organizing the teaching aspects of the environment.

Important environmental aspects of knowledge include providing information for the senses. It is to provide experiences that are content-rich, and which provide feedback. One of the foundational principles of early childhood education is that the senses play a large role in children's development and that a carefully designed environment supports children's exploration through their senses. The visual and tactile development often receive the most attention, with brightly colored objects and carefully selected objects for little hands to explore adorning the classroom. Certainly, the senses of sight and touch are important, but often uninformed choices are made about what best supports children's senses, and not only is support for vision and touch misused, but it also often eclipses the inclusion of sound, smell, and taste.

Brain research informs that children respond to various colors in a variety of ways. When thinking about the colors for a classroom, think about the amount of time children might spend in the environment each day, and the program objectives. Brightly colored walls are often a staple in early childhood environments, with the idea that primary colors communicate "kid space." Bright colors, however, serve to support alertness, and for a child spending a long period of time within a brightly colored classroom, this might serve to interfere with their ability to concentrate within the environment. More subdued colors, on the other hand, can have an overall calming effect, therefore supporting children's attention and concentration.

A sensory-rich environment will give children a variety of tactile experiences, and it is important to note that these tactile experiences provide important information to children about their world. Incorporating a variety of textures, and accompanying these textures with rich language, can provide children with needed information.

Taste allows children to explore a variety of different tastes can give them information about likes and dislikes, as well as supports their developing vocabulary. For young children, keep in mind that they learn important material about objects from placing them in their mouth, and therefore are likely to taste anything within reach! Because of this drive for mouth exploration, safety is

paramount, and anything infants and toddlers can access needs to be safe for this exploration to occur. For older children, exposing them to a variety of different tastes can help support a diverse palate.

Different smells stimulate the brain in different ways. For example, peppermint, orange, and cinnamon make us more alert, while chamomile, lavender, and rose have a calming effect. Be sure to include the sense of smell as an integral part of the environment.

Hearing a variety of sounds can serve to stimulate but be careful not to overstimulate. The sounds in the environment need to complement the activity.

When considering how to include the sense within the early childhood environment, it is important to balance the fact that overstimulation can interfere with children's ability to focus, and that multisensory experiences best support children's learning.

The environments support children's play and unique ways of interacting with materials as well as one another. A well-designed classroom allows different needs children to act. How children act upon the environment, what ways they choose to experiment, and how they process the material within it each of these factors are determined by the individual child, based on their own individual needs. A good environment, based on this, will provide children with a variety of options that support the varied explorations they might embark upon. The richer and more diverse the possibilities offered to children within their worlds, the more children will gain in terms of knowledge, understanding, and the meaning of place and space in their own lives. Careful attention should be given to material selection, activity center design, and area of placement.

The early childhood environments support children's play and work. The environment should also need to be content- rich. The content-rich environment is construed as support for an academic approach. Within the field of ECE, there is growing concern that the academic approach includes a focus on literacy and numeracy skills. The appropriate alternative to the academic approach is one that supports children's developing intellectual skills. The process for supporting these skills includes the development of a child-directed environment that is both rich in choice and content. From this child-directed environment, children learn habits of mind that allow them to interpret experience. The content-rich environment supports the cognitive development of the children.

The environment is considered as the third teacher. Environment is inanimate and can provide children with feedback for their actions. The child impacts his or her environment, and it in turn impacted by the environment. Children's actions provide opportunities for impact. A child throws a toy onto the floor from a highchair hears a crash, and, after peering over the edge, sees that the rattle is now on the floor. A great lesson in object permanence, is provided through the environment.

A child pours sand through a funnel and watches the slow stream as the sand makes its journey through the narrow end. The funnel, in this case, serves as a channel, not only for the sand but for the child's knowledge of the function of that object.

In each of the above cases, children learn from their actions, and the environment serves as a vital teacher. For this learning to occur, environments need to be designed in such a way that feedback is cultivated, and just as teachers need to observe the effects of the environment on children, children need to be taught to pay careful attention to the feedback the environment gives them.

The children should learn different skills during early childhood. They should develop fine motor skills for such tasks as writing and drawing. They learn how to physically navigate the environment, how to get along with others, how to communicate, and basic academic skills such as numeracy and letter identification. Proper placement of tools and opportunities within the environment can provide a rich foundation for exploring, developing, and practicing skills children are expected to develop. Tools can be thought of as a device that supports the accomplishment of a task. Tools that support fine motor development might include scissors, pencils, markers, crayons, and paint brushes. For gross motor development, objects like balls, climbers, and swings are important. Getting along with others and communicating to be understood can be supported by interaction in a language-rich environment. Therefore, opportunities for individual, small group, and large group activities with a teacher providing labeling, interpretation, and support can be effective tools. An environment rich in labels, pictures, and books can support the development of representation skills, with children being afforded many opportunities to represent their own ideas. Finally, basic skills such as letter identification can be supported through the print-rich environment, and opportunities for counting, exploring wholes and parts, and ordering can support basic numeracy skills.

Cooperation and friendliness support children's learning. The three's of education are interactions, imagination, and integration. Interactions meet children's needs

to socialize, and through these interactions, children gain important information about knowledge, social skills, and language abilities as well as the self-esteem and confidence needed to successfully approach challenges in the future.

Play- based activities provide children the opportunity to explore and test creative ideas. Participation in this kind of play allows children to explore their imaginations, the power of wonder, and creative play activities, each of which creates the medium for rehearsing skills, refining language, and building social skills.

Through integration, children participate in multi-sensory learning that allows them to generate new ideas, wonder, and explore possible options and different outcomes. The learning that integrates each of the child's senses supports their overall knowledge, and passion for learning. The physical environment provides opportunities for development. Integration provides children with the opportunity to experience the world through their senses. The sensory stimuli can be effectively utilized to create an engaging supportive atmosphere.

Childhood is a time when human beings should fall in love with the world, including all its untidy and occasionally scary complexity, delights, and mysteries. The environment should provide children with a place to live that supports competence, comfort, and children's individuality. A place of beauty; an environment that promotes and accommodates families to create community through supporting security. A place that supports cooperative and creative learning; a place that encourages responsibility, and compassion. A place connected to the natural world, the larger community, and the world beyond.

Aesthetics must be included as a vital part of the early childhood curricula, and environments that are aesthetically pleasing. It serves to reinforce the idea that aesthetics is a vital facet of our world. An aesthetically pleasing environment is one that recognizes, engages, and embraces the imagination as a source of content. Based on this, a child's imagination plays a critical role in his development. Environments need to reflect what children know in ways that are respectful and inviting. The works of art of children in the classroom should adorn the walls, as opposed to cute store-bought cutouts. Pictures of children and their families should be visible throughout the classroom. In each of these examples, children's lives and work is valued, and their contribution to the overall classroom is respected and cultivated.

The environment supports children's feelings. The area of learning knowledge, skills, and disposition will impact how children feel about their interactions with

the environment, and in turn, how they feel about themselves. A feeling of belonging can be cultivated in the environment through attention to children and their worlds. Through community building, children are taught that they are an essential person within the early childhood community. Concrete practices that support community building include placing pictures of children and their families throughout the room, as well as adorning the walls of the rooms with children's creations. Through these simple practices, you are giving children a sense of place, and communicating to them that they are important parts of that place.

Security is another important feeling to cultivate in the early childhood environment, and attention to the importance of relationships is critical in developing children's security. Within the environment, providing children with opportunities to form and maintain relationships is vital. For infants and toddlers, creating environments that value physical contact as opposed to placement in swings and playpens can help support developing security. For older children, the need to have contact and develop a strong relationship with the teacher is complemented by the need to develop relationships with peers. Providing space to gather up for a private chat in the corner or snuggle up with a good book all become important practices that support security.

The environment should effectively meet children's needs. The physical environment of classrooms plays a crucial role in ensuring learning. The term physical environment of a classroom refers to the way a classroom is set up, right from the accessibility and visibility that it offers to the distractibility that it can avoid. It pertains to everything from the way the materials in the room are arranged to how easily each student can see the board, projection screen, teachers, and the like. Taking care of all these aspects in a classroom ensures a positive physical environment where students can concentrate on their studies, without falling for any kind of distraction.

The physical environment of a classroom is not something that can be undermined or ignored, given the fact that a classroom is not all about books, lessons, and class work. Things like the color of walls, the arrangement of furniture, the decorations on the walls, and more alike, come together to send an impression to the students that affects the way they learn. It makes the children more inclined to concentrate and focus on the tasks at hand and ensures the utmost comfort for the young learners.

When the students have nothing that obstructs their mobility, their accessibility to the classroom tools, and their visibility to their teachers. They gain a better

mindset to focus on their studies, and the effect of this is well-evident in their performance, attentiveness, and responsiveness in the classroom. It is crucial to have all the educational tools right at hand for there to be no obstruction in the process of learning. Be it the access to technology or the basic classroom tools, the teachers must be able to find everything right when they need it. Thus, a physical environment conducive to learning aims to minimize the distractions that can take their mind away from learning. This makes it compulsory to ensure that nothing as such is kept in the classroom that need not be there or that cannot come to aid the learning process of the kids in any possible way.

When the students get a physical environment that does not take their focus away but rather encourages their involvement in learning, it naturally increases their participation and engagement in the classroom. When the educative posters on the walls, the desks that help them come together to learn, the books that adorn the shelves, and more come together to give them an idea that they are at a place of learning, it is bound to help them get more engrossed in their studies.

3.7 Summary

We should always give equal importance to the physical environment, as are the other important areas of learning in our institution. Learning space is something that must be inviting and comfortable, along with being conducive the expression and exploration of knowledge among the children. School is a place where a child spends most of his/her time in the day. The physical environment ensures that every minute of a child will be productive and focused learning to attain skills and greater knowledge.

There should be a specially designed physical environment for early childhood education. In early childhood and in a care center the room size, furniture, outdoor space, layout, garden, colour and play equipment should be given special attention. The temperature, air, lighting, and noise should be properly maintained for the children. A positive physical environment is one where students feel comfortable. They feel safe and sound while studying and playing. In such an environment the students become more satisfied and active in the learning process. It results in a more productive learning environment. Another aspect of the physical environment is the classroom setting and aesthetic. There may be some extra soft lighting and beautiful eye-catching charts and pictures.

3.8 Self Assessment Questions

Answer the following questions in detail:

Q.1: What is the physical environment and its relationship with education?
Q.2: Discuss in detail the importance of school location and size.
Q.3: What do you know about the physical facilities required by the school?
Q.4: Express the importance of infrastructure in a school.
Q.5: Discuss the importance of the physical environment for teaching.

Bibliography

Arı, R.,& Deniz, M. E. (2008). *Sınıf Yönetimi.* Maya Akademi, Ankara.

Banchi, H. M. (2009). *Learning from the best: overcoming barriers to reforms-based elementary science*.

Borich, G. D. (2014). *Effective Teaching Methods: Reserach-Based Practice*. Pearson, USA.

Breen, R., & Jonsson, J. O. (2005). Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility. *Annu. Rev. Sociol*, 31, 223-243.

Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E, & Karadeniz, Ş.F. (2014). *Bilimsel Araştırma Yöntemleri:* Pegem yayıncılık. Ankara

Clarissa Willis (2009). Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning, Corwin Press

Coulton, C. Korbin, J. Su, M. Neighbourhoods and child maltreatment: a multi-level study. Child Abuse Neglect. 1999; 23(11): 1019-40.

D'Amico, J. ve Gallaway, K. (2008). *Differentiated instruction for the middle school math teacher: Activities and strategies for an inclusive classroom*. Wiley, Hoboken, NJ.

Duru, A. (2010). The Experimental Teaching in Some of Topics Geometry. *Educational Research and Review.* Vol. 5(10), pp. 584-592.

Edwards, B. Bromfield, L. Neighbourhood influences on young children's conduct problems and pro social behaviour: evidence from an Australian national sample. Children and Youth Services Rev. 2009; 31(3): 317-24.

George S. Morrison (2012). Early Childhood Education Today, Pearson, 2012.

Good, T. L., &Brophy, J. E. (2008). *Looking in Classrooms.* Pearson, USA.

Gürbüz, s., & Şahin, F. (2014). *Sosyal Bilimlerde Araştırma Yöntemleri. Felsefe, Yöntem, Analiz.* Seçkin Yayınları.

Unit: 4

THE CREATIVE ENVIRONMENT

Written By:Mr. Amanullah
Reviewed By: Dr. Zafar Iqbal Malik

CONTENTS

	Introduction	61
	Objectives	62
4.1	The Creativity Cycle	63
4.2	Sounds, Colors and Motor Skills	65
4.3	Creative Environment	65
4.4	From Literacy and Numeracy to Creativity	65
	4.4.1 Role of the Adult	66
	4.4.2 Numeracy in the Early Years Environment	67
4.5	Creative Environment and Technology	69
4.6	Strategies to Enhance Creative Environment	71
4.7	Summary	72
4.8	Self Assessment Questions	72
	Bibliography	74

INTRODUCTION

According to psychologists the modern era for creativity research began following J. P. Guildford's address to the American Psychological Association in 1949. He argued that, up to that point, researchers had emphasized convergent thinking skills and had ignored divergent thinking skills. The use of the word 'creativity' in the title of the presentation and subsequent paper was used to sum up the kind of divergent thinking that he had in mind. In 1957 the Soviets launched the first artificial space satellite and the Americans saw a lack of creativity as one of the reasons for their failure to win the first event in the space race (Cropley 2001). This had the effect of galvanizing the field of creativity research. In 1961, Rhodes (as cited in Feldhusen and Goh 1995) defined creativity as consisting of a process, a product, a person and a situation. Some writers refer to the situation or the context for creativity as environmental 'press' (meaning influence) which has resulted in the shorthand version: the '4 Ps' of creativity – process, product, person and press. Mackinnon's well-known definition of creativity also emphasizes the endproduct or response:

It involves a response or an idea that is novel or at the very least statistically infrequent. But novelty or originality of thought or action, while a necessary aspect of creativity, is not sufficient. If a response is to lay claim to being part of the creative process, it must to some extent be adaptive to, or of, reality. It must serve to solve a problem, fit a situation, or accomplish some recognizable goal. And thirdly, true creativeness involves sustaining of the original insight, an evaluation and elaboration of it, a developing of it to the full. Creativity, from this point of view, is a process extended in time and characterized by originality, adaptiveness, and realization. Creativity means a person's capacity to produce new or original ideas, insights, restructurings, inventions, or artistic objects, that are accepted by experts as being of scientific, aesthetic, social, or technological value.

OBJECTIVES

After completing this unit, students will be able to:

1. Explain the concept of creativity and the concept of the ‘creativity cycle’.
2. Elaborate on the role of adults in planning directed activities.
3. Highlight the value of young children through learning by senses.
4. Explain the role of literacy and numeracy in developing a creative environment.
5. Describe creativity through technology and music.
6. Construct a helpful environment for developing creativity.
7. Explain the role of sound, color, and motor skills in developing creativity.
8. use the creative environment through various activities.

4.1 The Creativity Cycle

Csikszentmihalyi (1990) elaborated on the significant idea that creativity is not an individual attribute but a product of societal judgments which involves interaction among a domain (opportunities and constraints), a person and a field (specialists). A programme of research led by Amabile (1990: 65) has assessed creativity by asking participants to create products and then having expert judges rate the creativity of the outcomes: 'A product or response is creative to the extent that appropriate observers independently agree it is creative. Appropriate observers are those familiar with the domain in which the product was created or the response articulated. The move away from defining creativity as a fixed entity to one which is dependent upon people's judgements is important for teachers because they are often in the role of assessing the extent to which school work is creative. Teachers are both experts in their subjects studied at degree level and beyond, and experts in child development, which gives them significant expert knowledge to judge the creativity of children's work. This may not give them the expertise to judge what Cropley (2001) calls 'sublime' creativity, but it does give them the expertise to judge 'everyday' or 'little c' (creativity) (Craft 2000).

Although there is no algorithm for generating new and useful ideas, there is actually a lot we can do to become more creative. Creative people are often diligent, disciplined, and highly focused. Many have a daily work routine that they steadfastly follow. The work ethic is motivated and sustained by a passion for their work. Ultimately, you have to discover for yourself what you love to do, and the kind of environment and lifestyle that make you more productive. But whatever the details, the work cycle often follows a four-step procedure:

Step 1 : Preparation

Start by gathering information about your problem. This might mean going to the library, searching the web, talking to people, or collecting data or other items. Keep everything you have found in a way that you can access easily, whether in a notebook, a box, or a computer. At this stage, you just collect whatever might be relevant without too much filtering or analysis. This is not as simple as it sounds. Sometimes people are too impatient, and they want to make great discoveries even when they do not know enough. Others might be unwilling to explore unfamiliar territory and so fail to gather the data they need. So broaden your mind and think about all possible sources that might help you in your task.

Step 2 : Exploration

At some point, we need to stop collecting and start analyzing and digesting what we have collected. This might mean trying to classify the material, reorganizing it, looking at it from different perspectives, and connect ideas and draw

conclusions. The aim is to use the connections to come up with a new and useful idea. In the next chapter, we shall look at a list of thinking techniques that can help us accomplish this, but remember that this part of the creative process requires a lot of concentration, analysis, and patience. If possible, avoid all distractions and devote 100% of your attention to the task for a long period of time. A few things might then happen. First, we might get some preliminary ideas and conclusions about what might or might not work. So make sure that you always have a notebook ready in case you need to record your thoughts. Writing them down can make the ideas clearer, and we can build on them or revisit them later. Second, we might discover gaps in the collected material. If so we need to fill in these gaps ourselves or collect some more data. Finally, it can get mentally exhausting trying to find order in chaos. But do not give up so soon even if you do not seem to be getting anywhere. Keep trying and come up with a few more observations. Go further than where you think you can go, and when you absolutely cannot continue, you have earned your well-deserved break.

Step 3 : Incubation

This is when you leave your task aside, relax, and forget about what you have been doing, and just wait. Many of us might have had the experience of being unable to solve a problem, but after a good night's sleep, the solution came up suddenly the next morning. Or an idea might come to you while you are listening to music, taking a shower, or watching a movie. For some strange reason, a period of inactivity after intensive thinking does seem to promote creativity. The fact that sleep enhances creativity is well documented. Some people say it is because it gives a chance for the unconscious mind to work on the problem. But maybe a period of timeout helps us look at the problem with a fresh eye. But whatever the explanation might be, working as hard as we can and then taking a break appears to be an effective strategy for most people. You need to find some activity (or inactivity) that stimulates your imagination most. Of course, there is no guarantee that taking a break will produce a creative idea inevitably. In that case, we need to go back to either step 1 or 2 and try again.

Step 4 : Verification

Once we have obtained some promising ideas, we should check whether they really work and whether they can be improved further. When we are dealing with a problem that requires a complex solution, it is very rare that the first solution we come up with is the perfect one. If the proposal turns out not to work, we should try to understand why, so that we can avoid similar mistakes in the future. Even when we have found the perfect solution, we can always review the whole creative process to see how we can repeat the success. Although we often read about the successes of creative people, we usually pay

less attention to their failures. But many successful people are successful precisely because they are willing to take risks and fail, or they have failed spectacularly but have managed to learn from their failures and rise above them. What is important is that we know why we fail and learn from our mistakes.

4.2 Sounds, Colors and Motor Skills

When we talk about sounds, it brings to us the rhyme and rhythm which is translated in music. So music plays a very important role in developing imagination and creativity. Mere knowledge is not sufficient, imaginations are very necessary. Imagination leads towards the zenith of innovation and creativity, which is the way forward to invention. This aspect of music connects to poetry. There is composition, rhythm and rhyme and there is beauty. The beauty is touched with pleasure and emotional excitement and every composition is unique and every unique activity is creative and every creative activity is an invention in the realm of music.

Colors on the other hand are part and parcel of creative activities. The combination, proportion and symmetry of colors emerge as paintings. Painting activities and competition exhibit the best talents out of children, which it determines their path and direction in their careers.

Motor skills are equally important as sounds and colors. Body movements with certain combinations and symmetry are very crucial to creativity. The greatness of such activities are manifested in dance, martial arts and gymnastics. Body movements are best organized in exercises, drills and sports.

4.3 Creative Environment

The creative environment comprises many components intertwined in a complicated net to fulfill the goal of creativity, innovation and invention.

4.4 From Literacy and Numeracy to Creativity, Innovation and Invention

Creating the right learning environment for children is a very important aspect of developing their literacy and numeracy skills. Children will capture opportunities to question, talk, solve problems, think, wonder, debate, argue and listen in an environment that is stimulating, challenging and supportive. (French, 2012). There it is the responsibility of the early year's practitioner to provide a learning environment that is rich in opportunities for children to extend their experiences of literacy and numeracy. In establishing this learning environment we don't have to divert from everyday practice, we simply need to become 'literacy and numeracy aware' and see how we can develop already existing areas to capitalize on learning opportunities.

There are a number of ways to accomplish the goal:

- Use word and language games, songs, poems, nursery rhymes, books, and fingerplays every day.
- Use nametags. For young children, the most important letter is the first letter of their first name. Create activities that use children's names, such as having children distribute nametags at the start of the day.
- When displaying written words, such as children's names (Niamh) or furniture labels (table), use lowercase and uppercase letters as appropriate.
- Establish a literacy center and supply it with pens, pencils, markers, paper, envelopes, old greeting cards, stationary, stamps, a dictionary, telephone books, a list of teacher's and children's names with photos, mailboxes, and anything else that you can think of!
- Use small groups of 4 to 5 children for direct teaching about early literacy concepts, such as the sounds of language.
- Be a good role model — write notes, wear a nametag, keep a calendar and daily planner, post lists of children's responsibilities, share program policies and weekly activity plans with parents, and introduce new vocabulary words ("How many different ways can you say big?").

Literacy and Numeracy facilitate babies to find their ways of expression and problem solving. As a result, children become creative and innovative. Literacy, numeracy and science play very important roles in developing the creativity of babies. Play is the natural way in which children learn. It is the process through which children explore, investigate, recreate and come to understand their world. Play is an activity in which everything that a child knows and can do is practiced or used to make sense of what is new.

4.4.1 Role of the Adult

The quality of children's play is greatly influenced by the adults around them. Adults can provide materials and encouragement and open the door to new activities and learning. Play cannot be directed by adults. An adult can support, enhance or extend play, but the moment they interfere or dictate its progress then it ceases to be play.

Play & Numeracy

To many adults, the words Numeracy and Play have absolutely nothing to do with each other. For many of us, numeracy was torture, something we had to do, and something we didn't understand and couldn't do. Play on the other hand was something we loved. Young children are learning numeracy concepts all the time through a wide variety of play experiences. From the time they are born, babies are surrounded by sense impressions.

Shapes in particular are of immediate importance: babies react instinctively to the arrangement of shapes which make up the human face.

In the home, in parent and toddler groups, and pre-school settings, children have many opportunities to enjoy and learn Numeracy through Play.

"Play is an effective vehicle for fostering Mathematical concepts and developing positive attitudes to mathematics… Adults in the pre-school setting should seek to extend informally the mathematical experiences the children have already had in their home environment. Play is the natural way in which children learn. It is the process through which children

explore, investigate, recreate and come to understand their world. Play is an activity in which everything that a child knows and can do is practiced or used to make sense of what is new.

4.4.2 Numeracy in the Early Years Environment

Numeracy is everywhere in the early years environment. With the support of adults, children can grasp many mathematical concepts through their play.
Children will begin to:

- know and understand early numeracy language of measurement, shapes, spaces, positions, early numbers, order and patterns.
- know the sequence of numbers
- begin to understand positional words, e.g. in, on, outside
- show an awareness of time
- be aware of shapes in their environment
- be aware of 1-to-1 correspondence
- acquire new vocabulary
- learn number rhymes and songs, e.g. one, two, buckle my shoe etc.
- be aware of the conservation

When we say a child "knows her numbers" what we often mean is that she can recite the names of numbers in ascending order. This is quite useful to be able to do, but it means very little in itself.

Children need to come to know what the number system really means. They can be helped to do this through play.

One of the first things they have to learn is about conservation – that 3 is always 3, no matter how it is arranged or presented, whether it is the number 3, the letters for three, 3 bricks, 3 buttons on a coat or 3 Billy Goats Gruff. Before a child can

understand numbers for things that can be seen – 3 miles, 3 years old –s/he needs real objects that can be seen and handled with a chance to check that the count is right each time.

Young children have many mathematical experiences in their everyday environment. For example:

- they learn about money as they go shopping with their parents
- become aware of numbers as they count the stairs to bed
- start to understand the concept of time as they become familiar with the routine of their day – wash, dress, breakfast etc.
  A child's daily life offers many practical opportunities to learn about numbers, shapes, space, sorting and matching. For instance:
- setting places at the table – a cup for me, a cup for you
- playing with water
- steering the pram
- helping to sort the washing, matching socks, big shirt / small shirt
- tidying up – putting similar items together
- matching lids to saucepans

Linking Numeracy development with everyday Pre School Activities
Sand and Water

- Using sand can develop mathematical concepts and language, e.g. heavy, light, empty, full, big and little.
- Conservation – how much will it hold
- Make shapes and patterns
- Provide boxes and materials of different shapes and sizes to compare weight and quantity
- Look at the differences between wet and dry as a means of looking at weights.
- Language: You can help to promote mathematical language such as – heavy, light, empty, full, long, short, big, small in relevant contexts
- Look at your pre-school environment to develop language, especially positional words –small object in front of big object, behind, in, on
- Play Dough: The use of dough can help to develop a mathematical understanding for pre-school children.
- Develops mathematical language – short, long, fat, thin
- Make shapes of different dimensions – flat shapes, 3-d shapes
- Create opportunities to compare things that float with things that do not

- Imaginative Play: Simple activities like encouraging children to set the table for meal times can help develop
- counting skills, e.g. getting out three pieces of cutlery.
- Involve children in everyday activities. In the dress-up corner encourage children to sort clothes into different colours, or different types of clothes, e.g. t-shirts and socks. This will help to develop a child's knowledge of shapes and colours.

4.5 Creative Environment and Technology

Technology has done our world wonders: from advancements in medicine, travel, communication, and not to mention our own day-to-day lives. There's no doubt that it has "transformed human experience" by impacting the way our society functions, as well as how we interact with one another and ourselves. But is this actually a good thing? By completely embracing technology as a part of our everyday lives, are we inadvertently impacting our ability to create and be creative — without the help of a screen? While some argue that as the world continues to advance, so do our creative pursuits. With so much being replaced and repurposed by technology, it nonetheless seems appropriate to question: how exactly is technology impacting creativity? Creativity and technology do work together and are not mutually exclusive. Instead of suppressing creativity, technology has the ability to enhance specific areas of the creative process, by presenting a new platform for creativity to exist on (and come from). Through the advancement of technology, ideas (which may have once existed within our minds) can now be set free and come to life in the physical world. We now have the necessary tools for greater possibilities and more innovative solutions. Technology has inspired creations. What happens to creativity when the generation who has been constantly surrounded by devices since the day they were born, grows up? Our children are undoubtedly spending more time on screens, whether they're at home, at school, or with friends, and with "devices becoming a fabric of their lives," they are consequently lessening the opportunities for them to come up with their own creations. We are so willing to give over our power to these devices, that it may come to a point where creativity "may be harder to find in older children and adults because their creative potential has been suppressed by a society that encourages intellectual conformity." Moreover, the best ideas and inspirations often come to us when we are otherwise occupied, such as washing the dishes, going for a walk, staring at the clouds, or being in nature. Our minds simultaneously go blank and become clear — as if waiting for ideas to flood in and take over. Daydreaming is such a subconscious yet fulfilling experience we all unwittingly partake in. A recent study, written by the Department of Psychology at the University of British Columbia, determined that daydreaming is actually paramount to boosting our creativity. You'd be

surprised by how much creativity you can inspire when you're not otherwise occupied by technology. Is there a way to find a medium between technology and human creativity? While technology is a part of our lives, it is not our life entirely. Sometimes we forget there is a world beyond our phones, or computers, or the content we see on TV. It is quite obvious that humanity and technology can co-exist. Now it is simply a matter of re-adjusting the scales to make sure that creativity is nurtured and not deterred by either humans or technology. Rather, it is simply influenced. The best way to shift, refocus, and find a balance, is to come back to the physical world — even if for just a moment. At the heart of it, the balance needs to come from within us. Technology is only going to continue to advance, and we, as a society, must find ways to harness its potential while keeping it from hindering our own. Another way to reconnect with the world is, of course, to be in it and around it. Daily walks and exercise are a wonderful way to remove yourself from technology, breathe in nature, and open your mind. There is something so unexplainably calming about walking through a park lined with trees, gazing up, and seeing them softly sway in the wind. It's almost like an instant sense of feeling grounded; a reminder that everything is okay. Perhaps it's because nature is so far removed from technology that it shows us there is still life that exists without it. Even just half an hour a day, especially after being in front of a screen for hours at a time, can sometimes be all you need to reset, rebalance, and keep going. In the long run, a daily walk around a neighborhood can not only impact our creativity and imagination but also further our mental and physical health and well-being. The good news is, it doesn't stop here. There are so many actionable changes you can make to nurture the world beyond technology, and by extension our creativity, including meditation and yoga, keeping a journal, or reading. The question is, how will you do it? Will you embark on a digital detox and go completely offline? Will you be conscious of putting your phone away when spending time with friends? Will you endeavor to find joy and purpose outside of a screen? The actions you choose to take, no matter their scale, will only help us to come back to a space of equilibrium and balance, changing the relationship between creativity and technology for the better. Because in the end, the key to the survival of our creativity starts with us.

Strategies to use technology effectively for a creative environment.

- Maximum facilitation of technology.
- Control disruptions and deviations.
- Targeted and focused activities may be designed.
- Technology should be a means to an end not an end in itself.
- Establishing barriers around when, where, and how long we use our devices,
- Creating awareness and living in the moment and re-discovering the importance of offline activities and mediums.
- Planning real life activities to be in it and around it.

4.6 Strategies to Enhance the Creative Environment

Overall, researchers remain optimistic that creativity can be enhanced by the ways that teachers work with pupils and students. A number of factors have been identified that necessitate the need to support domain-specific-knowledge: pupils need to understand as much as possible about the domain (often the subject area) in which they are doing the creative work;

- Reward curiosity and exploration;
- Build motivation, particularly internal motivation;
- Encourage risk-taking;
- Have high expectations/beliefs about creative potential of students: this
- Applies to both teachers' views of their pupils and pupils' own self-image;
- Give opportunities for choice and discovery and develop students' self-management skills.
- The evidence is fairly compelling, and not surprising, that people are more

interested in – more internally motivated to engage in – activities they have chosen for themselves than activities that have been selected for them by others, or in which they are obliged to engage for reasons beyond their control. (Dudek and Côté 1994; Kohn 1993).'

The point about opportunities for choice is highly significant, and one which the education system has repeatedly neglected. Research shows us that something is creative if it is novel, created with an understanding of the subject and context; and valued as creative by observers.

We need good thinking and creative ideas to coordinate efforts to solve these problems. At the personal level, globalization brings about an ever-quickening

pace of life. We have a huge amount of information available, but what we learn today might easily become obsolete tomorrow. Although fast changes also bring new opportunities, we now have to compete with talented people across the world. To be successful in this environment, we need good thinking skills that can help us make reliable decisions and acquire new knowledge quickly. But what do we mean by good thinking skills? Basically, it comes down to two things—critical thinking and creativity. Critical thinking is thinking clearly and rationally. It involves thinking precisely and systematically, and following the rules of logic and scientific reasoning, among other things. As for creativity, it is a matter of coming up with new and useful ideas, and generating alternative possibilities. We need creativity to come up with ideas to solve problems, but we also need critical thinking to evaluate and improve these ideas. They complement each other, and we need both to survive and to prosper. We can examine the purpose and meaning of our lives and change ourselves accordingly. Critical thinking contributes to this process of self-evaluation and transformation. Good critical thinking is also the foundation of science and democracy. Science requires rationality in designing experiments and testing theories. A vibrant and progressive democracy requires citizens who can think objectively about social and political issues and are able to avoid biases and prejudices. So obviously the cultivation of critical thinking from early childhood should be a central aim of education.

4.7 Summary

Promoting a creative environment in early childhood education is challenging. Teacher training in this regard can play a vital role. A teacher must be aware of the psychology of the child, the developmentally appropriate activities, and the best use of technologies. Teachers should have the realization that children are juvenile members of our society, and they have endless possibilities to achieve in their upcoming lives. There's a common misconception that the best way to encourage children's creativity is simply to get out of the way and let them be creative. Although it's certainly true that children are naturally curious and inquisitive, they need support to develop their creative capacities and reach their full creative potential. Supporting children's development is always a balancing act: how much structure, how much freedom; when to step in, when to step back; when to show, when to tell, when to ask, when to listen. Whether we like it or not, globalization is changing the way we work and live. First, we are increasingly faced with complex problems that affect the whole world, whether it is global warming, pollution, financial crises, or new epidemics.

4.8 Self Assessment Questions

1. Write brief answers to the following questions.

a. Explain creativity with the help of examples.
b. Elaborate the creativity cycle.
c. What is the role of adults in accomplishing a creative environment?
d. How can we achieve a balance between restraint and creativity?
e. Technology controls us, discuss.

2. Write detailed answers to the following questions:

i. How could you use your observations to identify children's different aptitudes? Consider how you might adapt your planning to incorporate your observations.
ii. How do you create an environment and use resources which encourage young children to use their imagination and to think creatively in their own initiated play?
iii. Games are important for developing creativity in children. Discuss the role of play in the creative development of children.
iv. Do you agree that creativity is culture specific if yes how? If not, why?
v. "Creativity is socially constructed" Discuss in detail.
vi. Discuss technology as a means to an end and not an end in itself.
vii. Should our children live with or without technology? Justify your point of view with succinct arguments.

Bibliography

Anderson, L. Fullilove, M. Schrimshaw, S. et al. Community interventions to promote healthy social environments: Early childhood development and family housing. Centres for Disease Prevention and Control. 2002. [cited 2010, March 20].

Ann Clare (2012). Creating a Learning Environment for Babies and Toddlers, SAGE, 2012

Arı, R.,& Deniz, M. E. (2008). *Sınıf Yönetimi.* Maya Akademi, Ankara.

Banchi, H. M. (2009). *Learning from the best: overcoming barriers to reforms-based elementary science*.

Borich, G. D. (2014). *Effective Teaching Methods: Reserach-Based Practice*. Pearson, USA.

Breen, R., & Jonsson, J. O. (2005). Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility. *Annu. Rev. Sociol*, 31, 223-243.

Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E, & Karadeniz, Ş.F. (2014). *Bilimsel Araştırma Yöntemleri:* Pegem yayıncılık. Ankara

Clarissa Willis (2009). Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning, Corwin Press

Unit: 5

THE ROLE OF ADULTS IN ENVIRONMENT

Written By: Dr. Zafar Iqbal Malik
Reviewed By: Dr. Rahmat Ullah Bhatti

CONTENTS

	Introduction	77
	Objectives	78
5.1	Saving Our Environment	79
5.2	Adults Role in Environment and Children	81
5.3	The Following Seven Steps Outline the Approach	82
5.4	Adults Role in School Environment	84
5.5	Adults Role of in Environment and Children	85
5.6	Summary	87
5.7	Self Assessment Questions	87
	Bibliography	88

INTRODUCTION

As we grow up and go through life, there are a range of roles we must play in our environment.These include employees, providers, caregivers, parents, grandparents etc. Every role comes with different responsibilities and expectations. An environment is a sum of all the living and non-living elements in our surroundings. The forest, rivers, oceans, and soil provide us with food to eat, air to breathe, water to drink, and irrigation. We must rely on our environment for our survival on this planet. We have a very important role in our environment to lead happy and prosperous lives. These natural assets always demand our attention and care.

Have you ever thought about our environment? If you have, chances are that you are one of the few people aware of the responsibility we humans have, when it comes to our planet, animals, and plants. In other words, every living creature that exists in the environment requires our attention. In this age of technology, the most frequent question is about our role as adults in the environment. It is not only our role in the environment but our role in saving it. Although we are one of the most important parts of the chain, we are at the same time one of the factors that are destroying the chain the most.

OBJECTIVES

After completing this unit, the students will be able to:

1. understand what an environment is.
2. recognize the role of adults in the environment.
3. take steps to save the environment.
4. know the role of adults in the environment and children.

5.1 Saving Our Environment

It is a golden rule that treat others the way you want to be treated by others. We human beings are the custodians of our environment. Our every act affects our environment in some positive or negative ways. Our existence, ways of living and our habits in the environment are constantly and continually leaving a mark on the environment. The environment is called a carbon footprint. But it is much more than just a carbon footprint. It is a mark that is not erasable, especially when it comes to pollution and innumerable products that we use on a daily basis. It is completely opposite to the rules of Nature that are present for an indefinite time.

It is a fact that we take so much from our environment. Now, the logical outcome would be to try to save it as much as we can. This will be the only way to make us last longer in this environment. However, the sad fact is that the reality is quite different. We usually think and act as if our planet has resources that are unlimited and never-ending. These resources will last forever, no matter what we do and no matter how much we care about the environment.

Unfortunately, recent surveys show that climate changes are happening rapidly on our planet. It is heating up at a rapid pace. The result is that many animal and plant species are dying out with so many dangers for the living ones. There must be something above us all and that is our consciousness about the importance of our environment. It is the only thing that could potentially make a difference in our survival.

Many people are confused about their roles in the environment. Although these roles are very simple to understand and act upon. Knowing exactly what we can do to save the planet or to just make it a better place for our children and coming generations. It is something that many people underestimate. Being informed and having enough knowledge about the environment is essential for us. It includes small changes in our lifestyle that can make a significant impact on the environment when multiplied billions of times.

Every small habit we include in our daily routines of life actually has an enormous impact on our environment. The question arises how is it possible? Let us search for the answer. Imagine the total number of people on the planet. This number is growing every single day. And now take just one small habit such as replacing our plastic bags with eco-friendly bags. Let us multiply that habit by the total number of people on the Earth. We can imagine the impact of our small act of consciousness on our environment.

Every individual should be concerned about the environment. Most people think that it is the responsibility of the government and the world's biggest organizations to be concerned about the environment. They should work for better water, air, and earth quality. We often witness a situation where a friend of ours, or a member of our family says something like what I can do to change the world functions now, there must be a regulation, law, or statute. There should be some organizations or regulatory bodies that will take care of our environment and punish people who are not obeying the law.

The claim is not wrong, but it shows the general mindset of people around us. What is false in this true statement is that we are in the habit of leaving everything up to someone else. No doubt, the laws and regulations are one of the most important things, but not the only one. Another important thing is the public discussion about a problematic topic. The media and social media are the most effective organs of information and communication. They should play their role to highlight the importance of the safety of the environment.

We, as human beings, should always keep in mind that we have only one home and do everything to protect it at all costs. All things can never be regulated completely by the government. It is all up to us individuals to care for our environment.

Our environment needs all the help it can get from us. It requires drastic changes from our side. Still, it is important to be clear that drastic changes are not something that an individual should do. On the contrary, individuals should manage their everyday actions and should be conscious of their choices in order to change the bigger picture.

There are hundreds of ways to contribute to our environment, but one of the simplest ways is to recycle. Recycling means using our plastic waste to create something else or just putting it back into the system instead of just throwing it away. Our environment is the perfect place to start any creativity.

Instead of buying and using plastic bags, make a bag, make a print on it and then carry it everywhere. If you are drinking water from plastic water bottles, try some alternatives such as aluminum or stainless-steel bottles. We should buy food from local grocery stores and farmers' markets and support packaging that is eco-friendly. We should discourage the use of plastic bags. We, as adults, should use our food waste to create soil that is rich in nutrients, and also good for our plants and flowers.

There is still a huge list of small things we can do to protect the world we live in. We can switch off the lights when we are not in the room. It certainly does not seem very difficult but saves energy and bills. Through these small actions, we can change the world at large. This is only possible if we start looking around us in the right way.

5.2 Adults Role in Environment and Children

The art of engaging children is at the heart of the Montessori elementary classroom. Captivating the interest of children is the key to motivating further exploration, practice, and mastery. The adult's role is multifaceted in this regard. Inspiring the children to connect to knowledge and skills, the adults foster work in the classroom by presenting a wide range of stories and lessons. They are a beacon of calm in a spin of activity and the deep bond between teachers and children. Adults are tasked with the responsibility of maintaining an enriched environment always prepared for the children's work.

Maria Montessori offered a clear path for adults to assist children in gaining freedom and discipline within the classroom and beyond. And today, Montessori thought and philosophy in training continues to offer an instructional methodology to impart to adults the 'philosophy and praxis' necessary to carry on the Montessori mission.

During training, adults are given opportunities for practice, follow a consistent approach, and have the motivation to achieve. These three concepts: practice, consistency, and motivation are known to be necessary for the brain to learn. In a similar manner, trained Montessori adults allow children an abundance of opportunity to practice, follow an elegantly consistent approach to instruction using Montessori materials, and support the basic principle of the child's self-determination necessary to ignite the child's motivation.

How wonderful when this approach is carried out by every adult and in every environment the child encounters on a school day. In a Montessori school, a common approach by adults is to care for the child's development of independence. However, the child has many additional experiences upon entering school, in halls and offices, during lunch, during outdoor physical activities, leaving the school, etc., and often with several guiding adults. Unfortunately, the impact on the child can be negative. In many exchanges between adults and children, the child may learn to ignore adults, fear adults, argue with adults, or become dependent upon adults.

The adults in the child's school environment need to be provided with guidance in interactions with children. There should be specific training for all school personnel encountering children. All adults need guidance in the role of adults in school-wide discipline. Adults who do not have Montessori training often have time constraints. They often function without the Montessori teacher's advantage of blocks of flexible time periods, the tools of grace and courtesy presentations, and, in the elementary, group discussions/meetings with children.

The guidance for adults can reinforce the Montessori approach in the classroom and provide a more fundamentally safe environment for the children. They create a situation in which the children do not fear being yelled at and scolded, do not become angry at feeling powerless in a situation, do not become dependent on an adult for direction, nor seek adult attention. Failure on the adult's part may lead to inadvertent reinforcement of exactly the behaviors that are unsuitable for Montessori children.

An approach built on short-term intervention practices used in behavioral psychology is effective. In this approach, each adult is asked to master a defined intervention technique so that the technique is carried out as second nature and flows quickly. Changing our own adult behavior can be difficult, so we need opportunities to role-play example situations, self-critique interactions, discuss the rationale for each step in the process, and discuss refinements for given environments while learning this technique.

The goal is to address children's specific behavior in a quick, consistent interaction that leads to reinforcing positive behaviors and extinguishing negative behaviors. The adult stays respectful, apprises the children of missing information, guides the children with an unemotional interaction and demonstration, and ends with an opportunity for the children to try the actions/words for themselves. These brief interactions are intended to be short yet lead to long-lasting results. Intentionally, interaction time should be in seconds, rather than minutes.

5.3 The Following Seven Steps Outline the Approach

1. Stay observant: Watch the children for any situation that needs adult intervention. Montessori was a patient observer and researcher of children while knowing that occasionally there was a need for a 'clarion call.' It is always easier to redirect children at the first indication of a problem. Key indicator: Is there a clear danger for the child or others? Clear abuse of the environment? Does the child need information?

2. Be active: Approach the child; be on the child's level; make eye contact. Key indicator: Adults should be able to use a quiet, calm voice. The adult actively stays emotionally calm and uses self-awareness. The adult adjusts to age appropriateness for the primary or elementary child.

3. Be objective: Make sure that the child knows you are there because of what you have observed. Share the situation so you can solve it together. This is a respectful way to approach the child. Use statements like: "I see you rocking the shelf and that will hurt someone or yourself." "Your friends are waiting to come down the slide," addressed to the child blocking the bottom. "That stick has a sharp point on it." Key indicator: short factual statement. The child is not "over-talked."

4. Clearly, quickly state the common practice, rule, or human right to the child. These are the collaborative practices, rules or rights that have been previously established at the school. "Everyone goes down the slide to stay safe." "The class agreed that all pointed sticks are safest staying on the ground," can be a reminder to an elementary child. "At school, everyone has the right to work undisturbed." "Walking down the stairs helps make sure that no one gets hurt." Key indicator: statement is short; statement is not framed as a question; statement does not lead into an adult/child discussion; statement must be suitably framed for a primary or elementary child.

5. State the specific appropriate action that the child should do and offer the child the opportunity to do that action. "Please put the sharp stick on the ground or in the trash bin." "This is the shelf where we put cups and glasses." "Please simply ask her for a turn with the jump rope when she is done." This key indicator is the same as in step four: statement is short; statement is not framed as a question; statement does not lead into an adult/child discussion; statement must be suitably framed for a primary or elementary child.

6. Observe the child doing the appropriate action. This opportunity for correct practice is extremely important. This is a non-verbal stage of addressing the situation. The adult must be focused exclusively on the action and be totally present with a warm presence for the child. Stay with the child all the way to completion of the action. Key indicator: The adult can confirm that the child has followed directions to completion. The adult is self-aware of being present with the child.

7. Acknowledge that the child has completed the appropriate action or behavior, smile, and turn your attention to other matters! Psychologically, this

may be the most important for maintaining a positive relationship and fostering the child's independence. Acknowledgment is known to be a powerful behavior shaping practice. This is distinct from simple praise which can lead to dependency and derail self-motivation in children. Reinforce the appropriate action or behavior with a smile or nod or an appropriate short statement: "Now that sharp stick on the playground is out of the way. No one will get hurt!" "Now everyone is free to come down the slide, that's safe!" "Taking turns is fair for everyone!" Key indicator: Statements acknowledge effort, call attention to detail, direct attention back to the appropriate action, show a modest and sincere positive emotion... smile! Note: Detrimental praise has not been used; that is, undeserving or inflating, creating dependence on the adult, focusing on the person and not the action, e.g., "That's a good boy!" or shows exaggerated emotion: syrupy sweet, "I love you for doing that." Acknowledge and move on. It is over.

5.4 Adults Role in School Environment

A school community should function in the best interest of the children. All adults need opportunities for discussion, opportunities to list example situations, self-reflect on current adult behavior, and examine if adult statements to children promote the goals of Montessori education. As a training tool for adults, a chart with a simplified version of the seven steps can be created. Finally, the discussion needs to be supplemented with actual practice of the above steps in an unhurried manner, practice carefully preparing communication to be brief, and practice in using proper ways to acknowledge children.

The adult role throughout the learning environment is to ensure the environment that supports the unique needs of the children i.e. personal, social and emotional development of all children. Each child is known and valued by adults in the setting. Each child's strengths, interests and next steps are understood and used to support the child's development. Adults observe and respond to the child's needs in the moment engaging with them to support and scaffold learning as well as giving them time to explore without adult involvement. Respect all children and their feelings through warm and caring attachments with children. Adults should build positive relationships with parents and encourage them to be involved in their children's learning. Be a role model and plan for children to play and learn, sometimes alone or in groups. Promote positive attitudes to diversity and model inclusive attitudes. Support children's understanding of exercise, eating, sleeping and hygiene. Ensure each child has an allocated key worker and follow the children's own interests. Provide positive images of diversity and different cultures in available resources and experiences offered. Support children to become independent learners. Plan open-ended experiences that will support children to be independent. Plan experiences that will excite children and support

children to understand others and resolve conflicts in a positive way. Adults should use mealtimes to support children's social development and highlight the importance of making healthy choices.

Talk to children about their thoughts and feelings. Adults prioritize communication and language for all children and adapt their interactions to suit the child's stage of development. Adults use visual prompts, signs, and gestures to support children to understand language. Plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music, and songs. Plan flexible routines and time for children to enjoy these resources with adults and other children. Provide time and space for the children to talk to each other. Encourage the use of language within the activities and routines of the day with practical experiences to develop listening and attention skills, turn taking, shared attention and vocabulary development. Encourage non-verbal communication through movement, and art and develop an awareness of rhyme, alliteration, and phonics. Plan flexible routines and time for children to enjoy the resources with adults and other children. Provide cozy spaces for children to engage in reading with puppets and soft toys.

5.5 Adults Role of Teachers in Environment and Children

The term that best fits the role of the adult in the Montessori classroom is that of a teacher. Her role is to guide and direct the children by setting free the individuals' own potential for constructive self-development. The teacher is the guide by the side, not the sage on the stage.

The teacher has many responsibilities in relation to the Montessori classroom. One of which is the preparation of the environment. The teacher is the keeper and custodian of the environment. In setting up the environment, the teacher should be mindful of the tendencies and sensitive periods for the child of the absorbent mind by selecting and displaying materials that are developmentally appropriate to meet the current needs of the children. The order and sequence of the materials should also be considered. Materials should be arranged from concrete to abstract, large motor to small motor, familiar to unknown, and simple to complex. The appearance of the environment must also be taken into consideration. The classroom must be beautiful, inviting, simple so as not to overwhelm, and clean. True beauty is based on simplicity. The classroom need not be an elaborate place, but everything within it must be of good design and quality, and as carefully and attractively displayed as a well-planned exhibit.

Another role of the teacher is that of aiding the children within the environment. The teacher should act as the link between the child and the environment. The

teacher should have accurate knowledge of all materials, their use and purpose, as well as an understanding of the sensitive periods of the children in order to match the lesson to the children's specific needs. The teacher should be ready to redirect and re-present whenever necessary with as few words as possible. By using a few simple words, the teacher can more readily convey the truth that lies hidden in the materials. The lesson must be presented in such a way that the personality of the teacher will disappear. There shall remain in evidence only the object to which she wishes to attract the attention of the children. The teacher should actively direct until the children have enough knowledge to proceed on their own. Once the link has been made, the teacher becomes a passive observer. She should observe the children and their use of the materials presented and intervene only when the children are in a state of disorder. Observing the children allows them to experience the repetition needed to internalize the work. The greatest sign of success for a teacher is to be able to say, the children are now working as if I do not exist. In addition to giving and observing lessons in the classroom, the teacher has the responsibility to respectfully protect and support the children in their growth toward social, emotional, physical, and intellectual advancement. She is to be the peacemaker and advocate for the children as well as the keeper of record of all that involves the children and the planner for the needs of each child.

The teacher must prepare herself both physically and spiritually. In regard to the physical preparation of the teacher, the teacher also must be attractive, pleasing in appearance, tidy and clean, calm and dignified. The teacher's appearance is the first step to gaining the children's confidence and respect.

The teacher should study her movements, to make them as gentle and graceful as possible. In regard to the spiritual preparation of the teacher, the real preparation of education is the study of oneself. The training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of the character; it is a preparation of the spirit. In considering the spiritual preparation of oneself, the teacher should be sure to have a great deal of respect in the human spirit of the child. She should focus on the children, not herself, and in so doing, she will learn from the children. She should cultivate the ability to see and not judge, have compassion for the children, cleanse herself of pride and anger, be willing to grow and change, have a sense of humor about herself, recognize that her own habits are absorbed by the children, learn self-acceptance of imperfections and work on changing them with an honest desire to improve, have a love of life and enthusiasm for living, and be well adjusted and free from stress. A good teacher does not have to be free from

faults and weaknesses. We must be taught, and we must be willing to accept guidance if we wish to become effective teachers.

5.6 Summary

The role of the teachers involves being knowledgeable in the field of education and participation in the community. They should understand child development theories and how they integrate with the sensitive periods. They should know the curriculum and understand the purpose behind the design of the materials, be interested in what is happening in the world and continue to grow intellectually, and always retain a joy of learning. They should be willing to communicate with and educate parents about their children and the Montessori method. They should be active in helping parents become involved in the classroom and school. They should be able to work cooperatively with fellow educators, and They should participate in effecting social change within the community and environment.

5.7 Self Assessment Questions

Answer the following questions in detail:

Q.1: How can we save our environment?
Q.2: How can adults provide a safe environment for children?
Q.3: What is the seven steps approach to safe environment for children?
Q.4: What is an adults' role in a school environment?
Q.5: What is a teachers' role in a school environment?

Bibliography

Clarissa Willis (2009). Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning, Corwin Press

Coulton, C. Korbin, J. Su, M. Neighbourhoods and child maltreatment: a multi-level study. Child Abuse Neglect. 1999; 23(11): 1019-40.

Pong, S. Hao, L. Gardner, E. The roles of Parenting styles and social capital in the school performance of immigrant Asian and Hispanic adolescents. Soc Sci Quart. 2003; 86: 928-50.

Rebecca A. Vorsah (2015). Early Childhood Education. Xlibris Corporation, 2015

Teacher Created Resources Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick (2013). Early Childhood Education: Becoming a Professional, SAGE, 2013

The IRIS Center. (2015). Early childhood environments: Designing effective classrooms. Retrieved from https://iris.peabody.vanderbilt.edu/module/env/

Tomlison, C. (2010). *Leading and managing a differentiated classroom*. ASCD. Alexandria, VA.

Universal Declaration of Human Rights: United Nations.

Wise, S. Building "child-friendly" communities: a strategy to reclaim children from risk. Aust J Social Issues. 2001;36(2):153-67.

World Health Organisation and the University of Melbourne. Promoting Mental Health: Concepts, Emerging Evidence, Practice. 2004 [cited 2010, March 20].

World Health Organization, Basic Documents (forty-eight Edition) 2014.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (9.Baskı). Seçkin Yayınları, Ankara.

Unit: 6

PARENTS AND ENVIRONMENT

Written By: Dr. Zafar Iqbal Malik
Reviewed By: Dr. Rahmat Ullah Bhatti

CONTENTS

	Introduction	91
	Objectives	92
6.1	School Environment	93
6.2	Environment	93
6.3	Community Resources	94
6.4	Social Relationships	94
6.5	The Parents and Positive Social Environments and Relationships	94
6.6	Physical Surroundings	94
6.7	Community Resources	95
6.8	Social Relationships	96
6.9	Children’s Development and Social Environments	97
6.10	Role of Environment on Cognitive and Educational Attainment	98
6.11	Parents' Role in Emotional and Psychological Wellbeing of Children	98
6.12	Parents and Physical Health of Children	99
6.13	Attending Family Function and Spending Time with Family	100
6.14	Keeping Balance in Work and Family Life	101
6.15	Encourage Children to Play with Children	103
6.16	Parenting’s Skill	104
6.17	Summary	105
6.18	Self Assessment Questions	105
	Bibliography	106

INTRODUCTION

During the early years of children, the parents serve as teachers. This role of parents does not end when their children start going to school. They facilitate school leadership by reducing different learning barriers for the children. An effective two-way communication between parents and teachers can be helpful in improving the learning environment at school. Parents can be involved in framing and designing goals and curricular development.

However, sometimes, parental involvement is also causing potential tensions for school management. The learning environment in school is disturbed due to the pressure of parental involvement. However, it is a fact that parental involvement is an integral part of the school environment and school improvement process.

OBJECTIVES

After completing this unit, the students will be able to:

1. Explain the school environment.
2. Identify the role of parents in a school environment.
3. Analyze the positive and negative effects of parents' role.

6.1 School Environment

The school environment is a dynamic and complex social construction. There are a variety of actors playing their respective roles for a conducive teaching learning process. These actors are principals, teachers, supporting staff, and parents. The school leadership works through three mediating processes to influence teaching and learning in school. There are teachers' professional capacity, the learning environment, and the parent-community ties. The interplay of these processes within a school's environment directly influences students' learning through classroom instruction and indirectly through the school context.

It is an admitted fact that parental involvement is known to be among the predicators of students' academic achievement. Their involvement is one of the vital pillars of comprehensive education reform programs. The involvement is not limited to the determinant of academic achievement, but the parents are also involved equally in the decision -making process within the school environment.
The parent's involvement in the school environment is a vital component for designing intervention programs such as anti-bullying and victimization at different levels among students. Health issues of children may be tackled and improved by engaging parents in the early years of children at schools. With the help of parents, an early intervention program with children facing hearing loss or eyesight problems can be launched. Parents can also play a positive role in reducing the likelihood of developing a smoking addiction.

An individual's social environment, including the social relationships an individual makes within it, can also have a profound impact on the quality of parenting, which in turn affects the children's health development and future achievements. Inclusive social environments that provide support to parents have been shown to enhance parents' capacity to care for their children and in doing so promote their better health and development. They have also been shown to have a positive effect on the family system. The families who are well connected to networks of supportive individuals are better able to face factors which may negatively influence their health.

6.2 Environment

Environment refers to an individual's physical surroundings, community resources and social relationships. The physical surroundings of a social environment include housing, facilities for education, health care, employment, and open space for recreation. The nature of physical surroundings including their quality, e.g. the extent to which open spaces are clean and buildings maintained, can influence the quality of parenting and in turn, affect the health and wellbeing of children within that environment.

6.3 Community Resources

The availability of community resources refers to community structures e.g. political governance and organizations, knowledge and support within the community. The extent to which resources are available in the community influences the health of individuals living within it. Living in a socio-economically deprived, underdeveloped community, has a negative impact on children's development.

6.4 Social relationships

Social relationships are the interactions between various individuals or groups in a society. In every society, individuals develop relationships with other individuals to enable them to achieve their goals. These relationships may be entered into consciously or unconsciously e.g. a friendly chat whilst waiting in a queue or a meeting with a children's teacher. The obligations, expectations, trust, and norms of any relationship influence the extent to which these relationships enable an individual to develop social capital. It is a strong, supportive network of individuals who provides access to emotional and physical resources which an individual needs to fulfil their goals. Social relationships are collectively referred to as the social network. Good social networks are associated with greater levels of social cohesion, informal care and enforcing healthy behaviors.

6.5 The Parents and Positive Social Environments and Relationships

The children's social environment is largely dictated by where their parents live and send them to school. In turn, the social environment largely determines who children form social relationships with and the quality of those social relationships. Many of the relationships children form are within their family or neighborhood. As such, parents' decisions or, on the contrary, lack of decision-making power about where to live, work and school can markedly affect the health and wellbeing of their children.

6.6 Physical Surroundings

An individual's physical surroundings markedly influence their health. Environments characterized by poor physical surroundings, e.g. lack of open space, lack of facilities and litter are associated with poor health outcomes. For example, social environments characterized by quality, affordable housing are associated with reduced poverty and increased residential stability, both of which affect the children's health and the social relationships that they form. Children who change neighborhoods frequently because their parents are forced to move to find affordable housing may find it difficult to develop supportive social relationships and are more likely to be absent from or underperform at school.

The children who live in cleaner neighborhoods have better social behaviors than those living in less clean environments.

The availability of good quality educational facilities to children within an environment is also important. For example, attending early childhood education is associated with improved childhood development. The children living in socio-economically marginalized communities are less likely to have access to early childhood education facilities. They are thus less likely to attend and experience the benefits of early childhood education. Children who do not attend early childhood education are at greater risk of maltreatment during childhood.

The availability of job opportunities within a neighborhood or community may also affect children's development, by influencing their parents' work. Working locally means less travel time and presumably, more time for family commitments. Work-related stress on parents and time constraints has negative effects on children and spills over into the family and affects relationships within it, including the quality of parent-child relationships. Working locally can improve parenting, relationships between parents and children and ultimately children's health and development. The availability of housing and employment within a neighborhood affects levels of children maltreatment and children are less likely to be maltreated in communities where housing and employment are more readily available.

6.7 Community Resources

Parents play a key role in educating their children. However, they also rely on resources within their community including teachers, doctors and other adults e.g. community members, family, and friends to fulfil their parenting role. The degree of cohesion amongst members of the community measured for example by the presence or absence of community organizations or community activism influences the nature of these relationships. Communities characterized by high levels of cohesion, such as those with active community groups, provide good opportunities for individuals to become involved in and develop the resources in their community.

A sense of belonging to the neighborhood and having positive social relationships within the neighborhood is associated with more pro-social behavior among children. Children who grow up in neighborhoods characterized by deprivation are more likely to experience maltreatment, and negative social relationships than those living in neighborhoods without these characteristics.

The rules and norms that govern a community can also exert an influence on children. For example, communities and public places now have laws that prevent adults from smoking, especially in the vicinity of children's recreational facilities. These laws increase the capacity of communities to protect their children's health. Factors relating to the children's personal circumstances also influence the extent to which they can access resources within the community. For example, the length of time an individual has lived in a community influences the extent to which they engage with resources in the community, and residential stability increases an individual's sense of belonging to a community and access to resources. However, the families are increasingly mobile, and this mobility may undermine the development of support networks within a community. A parent's work situation may also influence their access to community resources. For example, parents who are working full-time or working long distances away from their home community may find it difficult to get involved in community organizations.

The role of extended family members in providing support for children is declining. This means that access to non-family resources which can provide such support is of increasing importance to families.

6.8 Social relationships

The social environment also influences the nature and quality of the social relationships in which parents and children engage, as the social environment largely determines who, how often and on what terms parents and children will interact socially. Developing and maintaining positive social relationships characterized by trust, mutual satisfaction, respect, love, and happiness are fundamental to a good quality of life and psychological health. Individuals who have good relationships develop a sense of belonging and receive support from other members of their social network which helps them to function normally from day to day and to cope with stress and difficult times. Social relationships also provide opportunities for generating new ideas, discussing issues and concerns, sharing good news, and obtaining social, economic, and emotional support. However, some social relationships involve negative emotions and behaviours like lack of trust, envy, jealousy, breaking promises, and violence which may undermine an individual's wellbeing and life quality.

Living in a good social environment increases the likelihood that a child will develop positive social relationships. Social behavior and the ability to develop positive relationships with others were traditionally conceived as skills which would develop naturally. However, there is an increasing recognition that social behaviors are learned and that children must be taught pro-social behavior.

Children learn from their social environment, for example by mimicking or challenging the social behavior of their peers, and thus what they see in their day-to-day environment is likely to influence their social behavior. Social skills can also be actively taught, for example when a parent or teacher reinforces and encourages good behaviors, the probability of these behaviors occurring is enhanced. Teachers and parents may also actively encourage children to apply social skills learnt in one social setting like the classroom to other settings like home or the playground.

Both the parents and children's social relationships are increasingly recognized as an important factor influencing the quality of parenting, which in turn is an important contributor to the children's overall development. The children of parents who have strong and supportive social relationships are more likely to develop positive social relationships themselves and having positive and supportive social relationships and networks improves children's development. In terms of parenting, social relationships of key importance include those between children and their parents, but also children and other adults like teachers, other children's parents and other children including their siblings. Parental involvement with the parents of other children creates trust and obligations, as well as community norms, which the parents set collectively for their children. This means that parents can collectively take responsibility for children's behavior, for example by providing discipline if the children misbehave.

Relationships between parents and children also affect children's ability to develop social relationships in the community. The children of parents who have difficulty disciplining their children and being affectionate towards them due to financial stress receive lower teacher ratings in terms of their social behavior compared to children whose parents do not experience these difficulties.

6.9 Children's Development and Social Environments

There is a considerable body of evidence demonstrating that an individual's social environment influences their health status. However, the mechanisms by which it does so are not yet fully understood. Several possible mechanisms can be put forward. For example, it has been hypothesized that children may imitate what they see in their environment, thus those who grow up in contexts characterized by high-quality education and child care, access to a range of essential services and recreational facilities and social cohesion, experience better developmental outcomes than those who grow up in contexts characterized by a lack of resources and social antagonism.

6.10 Role of Environment on Cognitive and Educational Attainment

Parents can provide their children with a social environment that influences their cognitive development and educational attainment. Children who engage in good social relationships perform better academically than those who do not. Children living in social environments characterized by residential stability are less likely to be absent from school and perform better academically than those who do not. Those who live in poor quality neighborhoods those with low socio-economic status are more likely to drop out of school before completion than those who do not.

Attending early childhood education, at which a child can develop social relationships with other children and teachers and in doing so, develop pro-social behavior, has a particularly profound effect on future academic achievement. Children who attend preschool perform better academically and are less likely to repeat a grade. There is evidence that cognitive development is influenced by the social environment during early childhood even if a child subsequently moves to a different neighborhood. For example, a child who lives in a disadvantaged neighborhood during early childhood will experience reduced cognitive development and academic performance even if they move to a more affluent neighborhood later in life. An intergenerational effect is also present, and children whose parents grew up in disadvantaged neighborhoods also experience impaired cognitive development and educational attainment compared to those who did not, even if they grew up in a more affluent neighborhood.

The parents who raise their children in a positive social environment are associated with less risk-taking behavior. Children who grow up in positive environments are less likely to have accidents requiring treatment than those who do not. There is also a reduced risk of developing a substance use disorder amongst children who have positive social relationships compared to those who do not.

6.11 Parents' Role in Emotional and Psychological Wellbeing of Children

The sense of belonging that children experience when they have good social relationships has a positive influence on their mental health. Children who have good social relationships have greater self-esteem than those who do not and are less likely to experience mental health problems including depression and anxiety. There is also evidence that pro-social behavior during childhood leads to better psychological health in adulthood.

The social environment may also influence a child’s health by influencing the behavior of their parents. Parents living in communities where services are more

accessible are less likely to use hostile parenting techniques which are expected to have negative psychological effects on their children than those living in communities where resources are not available.

The children who are provided with a social environment characterized by positive social relationships are more motivated than those who are not. Peer support is found to be an important predictor of children's motivation to pursue social goals. While the parent's and teachers' support increases the children's motivation for both social and academic goal pursuits. Parents' support also influences children in terms of their level of interest in school and their pursuit of goals.

6.12 Parents and Physical Health of Children

A positive social environment also promotes improved physical health, including:

- **Reduced risk of eating disorders** – children who engage in good social relationships are less likely to develop eating disorders than those who do not;
- **Increased likelihood of being immunized** – children living in positive social environments are more likely to be immunized than those who are not.
- **Reduced risk of teenage marriages** – young children living in poor quality neighborhoods are more likely to experience teenage marriages than those who do not;
- **Sporting ability -** children with positive social relationships perform better at sports than those who do not.

There are many ways in which parents can get involved in their communities, and in doing so improve their social relationships, their parenting skills and their children's health and development.

Being an Active Member of the Community

Being physically, socially, and mentally active can improve an individual's social environment and relationships and cause them to feel more involved in their community. For example, taking a walk or a bike ride provides opportunities for meeting or engaging other community members.

Joining Community Organizations

Belonging to a group, whether it is a sporting team, book club or other organization, is a good way to meet new people and develop relationships and a sense of belonging. Groups that actively intervene in communities to improve the

social environment, for example by having a clean-up day or organizing local level sports competitions, are particularly effective in creating a sense of cohesion in the community.

6.13 Attending Family Functions and Spending Time with Family

Routines such as eating meals together as a family or going to the park on Sundays provide opportunities for family members to develop social relationships amongst themselves. Family functions also promote a sense of belonging. Bedtime routines are associated with better sleep patterns among children. Family routines may also make it easier for children to cope with different types of stress and challenges in life.

Spending time with the family and doing enjoyable things together contributes to the emotional health and wellbeing of children. New challenges such as increased female employment and dual-income families, greater mobility, and the development of new communication technologies such as the internet and mobile phones have all contributed to time for families. These changes may mean that some people do not spend enough time with their family members. If a person has resolved to increase family time, it is important that a conscious strategy on how to achieve this is developed. Spending time with the family is important for developing strong relationships among family members and maintaining a healthy, happy family.

It is important to get at least 30 minutes of moderate intensity exercise every day, and time spent exercising can also be time spent with the family. For example, try taking the children to the park, having a game of cricket in the backyard, or planning a day of outdoor activity on the weekend. Make sure the family has some routines and functions. Routines may include eating dinner together as a family, spending time reading stories together before going to bed, or simply getting the family together to do the chores. Functions include birthdays and other annual gatherings and planning weekend outings or activities. Routines and functions mean time spent together as a family but have also been shown to strengthen family relationships and increase parents' affiliation with their children.

In a family, the children need love, support and supervision, and parents are the key providers of these. Set aside time to spend with your children and make it quality time in which you get to know each other better. Show you care by taking an interest in what they do and who their friends are. Help them with homework and other tasks and teach them about healthy and safe living. Be responsive to their emotional needs and ensure their environment is loving and supportive.

Parents who work outside the home spend less time with their children than those who do not, and the amount of time parents spend with children decreases as the number of hours the parents' work increases. This is at least partly due to the time spent away from children while at work. However, this highlights the need for working parents to be conscious about balancing work and family commitments.

Parents always put aside some time to show affection to their children. Physical affection such as hugs and kisses are one way of showing affection, but affection can also be expressed by talking and listening to children and doing things together. A family outing to visit grandparents, aunts and uncles or other relatives is an opportunity for the family to get together and spend some quality time with each other. If visiting is not possible, keep in touch by writing, emailing, or telephoning and get the whole family involved.

6.14 Keeping Balance in Work and Family Life

Parents may experience improvements in their social environment by adjusting their work schedules, for example by freeing up time to participate in community activities or organizations. There should be an obligation to grant parents flexible working arrangements in reasonable circumstances. Parents should therefore be aware of their entitlements as doing so may enable them more of their time to focus on their community and family commitments.

Work life balance refers to an individual's ability to balance the commitments, responsibilities and goals relating to their paid work like working hours, expected outputs of the job, and career advancement, with personal commitments, responsibilities and desires like parenting, recreational activities, community commitments, and further education. Individuals who maintain a healthy balance between work and life achieve a sense of wellbeing and feel that they not only have control over their working life by being able to determine when and how much they work but also to lead a rich and fulfilling personal life.

On the contrary, individuals who do not find a healthy balance between work and life experience conflict between work and personal commitments, known as work life conflict. These individuals may have to forgo dedicating time to vlive to fulfil work responsibilities or vice versa. Work life balance is the ability to maintain a balance between work and life. It is affected by factors relating to an individual's workplace and working conditions, including the flexibility and quantity of hours worked, sick and holiday leave provisions and availability of support structures within the workplace. Government policies regarding employer and employee responsibilities also exert an influence. For example, government provision or subsidization of childcare or parental leave may make it easier for parents to

participate in the workforce without interrupting their work life balance. In addition, the characteristics of an individual's life are important determinants of their ability to maintain a balance between work and life. Individuals who have many non-work commitments face additional challenges when it comes to balancing these commitments with work. For example, those who are involved in community organizations or do voluntary work, those who are studying or pursuing sports and those who spend large amounts of time travelling may find it more difficult to find a healthy balance between work and life. Various aspects of parenting, including childbearing, breastfeeding and child-rearing also influence an individual's ability to achieve a healthy work life balance. Employee control over work and work flexibility are of critical importance to employees who are also parents. Finding a balance between time spent at work and at home can be difficult for them. The women face significant pressures when it comes to balancing their commitments and time between work and their families.

The times of day and days of the week on which an individual works also influence the quality of their non-work activities. Those who work anti-social hours, for example, on weekends and weeknights had more difficulty finding quality time for family commitments because much of the time families spend together coincides with these anti-social working hours. Rituals such as the evening meal and bedtime stories may be missed by individuals working on weeknights. Weekend workers may miss the opportunity to participate in family outings, which typically occur on Saturdays and Sundays.

The type of employment in which an individual is engaged influences their chance of being satisfied with their work-life balance. Women who are self-employed are more likely than those working as employees to report time strain and family duties interfering with their work. Men who are permanently employed report better work-life outcomes than those who work on a contract or casual basis. However, for women, permanent employment does not significantly improve work-life outcomes compared to other types of employment. Difficulty maintaining a work life balance is also greater for those with poor quality jobs, for example in which security is minimal, the flexibility of working hours is limited, and there is little autonomy or job satisfaction and too much work.

Parents with a healthy work life balance are less likely to report: Poor mental health; using prescription drugs; stress and dissatisfaction with personal relationships. Being dissatisfied with various aspects of work, which increases the likelihood of dissatisfaction with work life balance, is also associated with poor health outcomes. Individuals who experience job strain and insecurity are approximately two and a half times more likely to experience depression or

anxiety, and they are also more likely to experience poor physical health. There is approximately 13 times increased risk of depression or anxiety amongst managers and professionals who experienced job strain, compared to those who did not. Their long and/or atypical working hours are associated with depression and other psychological conditions such as anxiety. Highly demanding and stressful jobs have also been associated with poor emotional and physical health outcomes. Thus, finding a secure and satisfying job can considerably improve psychological and physical health among workers.

While maintaining a healthy work life balance demonstrates health benefits. Work life conflict is associated with poor health outcomes, and particularly poor psychological health outcomes. In addition, work life conflict can lead to: Increased employee absenteeism; more difficulty attracting employees and particularly skilled employees; increased staff turnover; increased recruitment costs; reduced morale amongst employees and reduced workforce diversity.

Experiencing work life conflict may also reduce a worker's productivity and performance when they are at work, a phenomenon sometimes termed presenteeism. Presenteeism refers to a situation in which workers are present at work but do not function at optimal capacity. It may occur when a worker is ill or experiencing personal problems which distract them from focusing on their job. Presenteeism may also occur when individuals feel that their jobs are not secure. For example, an individual may work extra hours to try and demonstrate they are a good employee but because they are concerned about job security, they do not perform the job properly. Similarly, if an employee knows that they will have to catch up on work they missed while on leave they may be less likely to take days off when they need to and will therefore be present at work and underperformed instead.

6.15 Encourage Children to Play with Children

Parents should also encourage their children to develop social relationships through play. Playing is one of the primary means by which children develop social skills and learn the abilities they need to form relationships with other children and adults. Playing promotes positive interactions between peers and reduces the likelihood of a child exhibiting aggressive behavior. Cooperative as opposed to competitive games may be particularly useful for the development of pro-social behavior as the success of the game is dependent on the group not the individual and children are encouraged to focus on the process of the game, rather than its outcome, the winner.

6.16 Parenting's Skill

Parents should contribute to their children's health and development by improving their parenting skills. Parenting programs which teach parents to develop their children's emotional competence have positive results, and the development of emotional competence in children improves their social behavior. Children who are emotionally confident are more likely to interact with other children and display fewer negative emotions which might interrupt their social relationships.
Parents want to keep their children safe, healthy, and happy. They spend a lot of time thinking about their future. But many parents fail to discuss the importance of protecting the planet with their kids. The more children realize how their actions can affect the planet's sustainability, the better.

Parents should tell their children about some of the problems the planet is facing and reassure them by telling them what they can do to make a difference. There are even kid-friendly apps parents can use to teach the children about sustainability, as well as environmental summer camps across the country that can help to get the children excited about protecting the planet. If the school doesn't have any environmental education programs in place, don't be afraid to talk to the administration about it. Teaching young kids how to recycle, upcycle, and produce less waste is an essential component of a cleaner and more sustainable future. The children can learn about the importance of keeping the Earth clean, the more of an impact they can have on putting that education into action. Speaking of acting, one of the best ways parents can educate their children on how to care for the planet is to lead by example. Thankfully, there are plenty of things parents can do in their own homes and with their own families that can protect the Earth. In doing so, they will create learning opportunities for their children, and they will be able to grow up knowing how to do their part.

One of the easiest ways to get started, especially with young kids, is to practice recycling. Set up a recycling center in your home for paper, plastic, and aluminum. Encourage your children to put the proper materials in their bins. Make an adventure out of it when you go to your local recycling center. It is a great opportunity to teach the kids about what they can and can't recycle, so make sure you know the ins and outs as well. For example, do you know you can't recycle Styrofoam? The same goes for shredded paper unless you use a professional service to dispose of it properly. Educate yourself on recycling before you introduce it to your kids.

Parents can create energy-saving habits in the home by doing things like turning off the light when you leave a room, installing energy-efficient appliances, and adjusting the thermostat and water heater. Make sure everyone unplugs electrical

devices when they are not in use to avoid wasting energy when they're in standby mode. Doing these things doesn't have to feel like work or some kind of lesson for children. Turn energy-saving ideas into family challenges or games to get everyone on board and interested. Do not be afraid to look to technology for help. Because of the urgency and importance of protecting the environment, many tech companies have jumped at the chance to make homes and businesses better for the planet. Things like low-flow faucets, low-flush toilets, and even smart lighting systems are great ways to use tech in your home to save water and energy. Joining or promoting environmental advocacy groups can help children to see the importance of protecting the planet. Protecting the environment for children is not an overwhelming job. With just a few simple lifestyle changes and a willingness to educate the children about the problems the planet is facing, parents can start making a difference now.

There are some cases where teachers feel that they are susceptible to expanding the influence of parents who scrutinize their work and encroach on their professional domains. Sometimes the parents potentially undermine teachers' autonomy in the classroom. In such cases, teachers want to restrict parental involvement in schools, especially among well-educated parents. The teachers want to emphasize their own professional identity in the classrooms.

6.17 Summary

Parents and children's social relationships are increasingly recognized as an important factor influencing the quality of parenting. It is an important contributor to the children's overall development. The children of parents who have strong and supportive social relationships are more likely to develop positive social relationships among themselves. The positive and supportive social relationships and networks improve children's overall development. In terms of parenting, social relationships of key importance include those between children and their parents, but also children and other adults like teachers, other children's parents and other children including their siblings. Parental involvement with the parents of other children creates trust and obligations, as well as community norms, which the parents set collectively for their children. This means that parents can collectively take responsibility for children's behavior, for example by providing discipline if the children misbehave.

6.18 Self Assessment Questions

Answer the following questions in detail:

Q.1: Explain the school environment.

Q.2: What is the role of parents in the school environment?

Q.3: What is meant by physical surroundings?

Q.4: Explain the community resources.
Q.5: What do you know about social relationships?
Q.6: What is the role of parents in the physical health of children?
Q.7: How can we keep a balance in work and family life?

Bibliography

Anderson, L. Fullilove, M. Schrimshaw, S. et al. Community interventions to promote healthy social environments: Early childhood development and family housing. Centres for Disease Prevention and Control. 2002. [cited 2010, March 20].

Ann Clare (2012). Creating a Learning Environment for Babies and Toddlers, SAGE, 2012

Iris Duhn (2012) Making 'place' for ecological sustainability in Early childhood education, Environmental Education Research, 18:1, 19-29, DOI: 10.1080/13504622.2011.572162

Jo Ann Brewer (2007). Introduction to Early Childhood Education: Preschool Through Primary Grades Pearson/Allyn & Bacon, 2007

Johnson, B., & Christiensen, L. (2012). *Educational Research Quantative, Qualitative, and Mixed Approaches.* (4th Edition). Sage Publication

Kathleen Thayer, Susan Westby (1999), How to Manage Your Early Childhood Classroom

Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick (2013). Early Childhood Education: Becoming a Professional, SAGE, 2013

Montessori, M., (1976). The Asorbent Mind. New Yark: Holt, Rinehart and Winston

Myers, B., & Jones, L. (2012). *Effective use of Field Trips in Educational Programming*: Retrieved from http://edis.ifas.ufl.edu.

Pong, S. Hao, L. Gardner, E. The roles of parenting styles and social capital in the school performance of immigrant Asian and Hispanic adolescents. Soc Sci Quart. 2003; 86: 928-50.

Rebecca A. Vorsah (2015). Early Childhood Education. Xlibris Corporation, 2015

Teacher Created Resources Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick (2013). Early Childhood Education: Becoming a Professional, SAGE, 2013

Unit: 7

EDUCATION FOR CHILDREN WITH DIVERSE NEEDS

Written By: Dr. Zafar Iqbal Malik
Reviewed By: Dr. Rahmat Ullah Bhatti

CONTENTS

	Introduction	109
	Objectives	110
7.1	Diversity and Students	111
7.2	Teaching Students with Diverse Needs	112
7.3	Diverse Learning Styles of Students and Teaching	113
7.4	Teaching Students with Diverse Needs in Same Class	115
7.5	Use of Technology to Teach Students with Diverse Needs	116
7.6	Summary	117
7.7	Self Asssessmennt Questions	117
	Bibliography	118

INTRODUCTION

Diversity is the beauty of this universe. Every child is an individual with unique characteristics and needs. All students come to the classroom with different strengths and weaknesses. Addressing the different needs of the students is the success of the education system. Problems like poverty, gender, social class, and learning disability should not compromise the education system. Addressing the diverse needs of students is the fundamental principle of inclusive education. There should be a suitable, flexible, and responsive approach to tackle the diverse needs of students that allow them to learn in a conducive environment.

It is important for teachers to know variables such as physical characteristics, intelligence, perception, gender, ability, and learning styles, which are individual differences of the learners. An effective and productive learning-teaching process can be planned by considering the individual differences of the students. Since the learners' own learning speeds and interests vary, these characteristics should be taken into consideration by the teacher. A teacher can identify the individual needs of different students with the help of tests, homework and other activities during the teaching and learning process. When a teacher knows the diverse needs of an individual learner and teaches accordingly, the learner would make active participation in the lesson.

OBJECTIVES

After completing this unit, the students will be able to:

1. Explain the diverse needs of students.
2. Identify different types of students with diverse needs.
3. Teach the students with diverse needs.
4. Use of Technology to teach students with diverse needs.

7.1 Diversity and Students

Diverse needs in students are due to personal differences specific to each student. They are based on physical characteristics like height, weight, intelligence, interest, perception, gender, ability, learning styles and personality traits. In the teaching learning process, it is necessary for the teachers to plan teaching by taking the individual needs of students into consideration. When planning teaching, the plan should be based on the learning style and speed of the students. It should not be based on the collective instruction for all the students. If the teacher keeps in mind the diverse needs of students that will lead to a more efficient learning environment. It is a fact that every student does not learn in the same way. In the same way, every method does not attract the interest of each student on an equal level. So, it is very important for teachers to use different teaching methods and strategies for students with different abilities and skills. In this context, considering the diverse needs of the students, the teachers will be able to create a rich learning environment by drawing the attention of students to the lesson.

The needs of the learners are very important factors that guide the behaviors of the learners in the class. Therefore, when teaching activities are planned, a teacher selects the teaching methods that meet the individual needs and will enable the students to develop their skills as well as to ensure that the teaching process is successful. Since the learners have their own learning speed, interest and ability, these characteristics should be taken into consideration by the teacher and appropriate activities should be selected according to the student's level. In a class some students are slow, and some are quick learners. Some students need extra teacher help, and some learn on their own. Everyone learns in a unique way. Some students learn best by hearing, some by seeing, and some by practicing. Students who differ in capacity and power of achievement need different activities and assignments. Students differ from each other in terms of experience, socioeconomic status, ethnicity, culture, language, and learning style. Using different teaching methods for different students, using their own experience and learning backgrounds will be much more efficient by revealing the diverse and special needs of the students. Students' performance improves when their strengths and special needs are matched by different teaching methods. Students' home background, cultural environment and socio-economic levels are important factors in determining school success. When students choose their own teaching methods, techniques, and strategies in the learning process their success increases.

At the beginning of the school year, it is necessary for the teacher to know the diverse needs of his students. He should be aware of the physical, psychological, economic, social, and academic differences of the students. The lack of knowledge on such diverse needs amongst students may cause students not to participate in the teaching learning process and thus can cause academic failure. The discipline problems in the school can be reduced when the students are engaged and directed to meaningful activities according to their own interests and abilities.

7.2 Teaching Students with Diverse Needs

Successful Students are students who tend to learn by themselves. They are academically successful and want to cooperate with other fellow students. They eagerly participate in all courses. They cause very a few discipline problems in the class. They always do their homework and other activities. Their need is to encourage them time and again. There is another type of student who is known as a social student. They are the type of students who do less homework or activities. They have orientation for more people. They prefer to engage in activities that have the capacity to achieve. Socialization with their friends is their utmost desire and need. There are students who are called dependent students. They need more teacher support and motivation for learning. They often need additional help and clarification. They are socially immature and may be excluded by their classmates. There are students who are reluctant to learn and leave school before completing their studies. These students are known as alienated students. Some of these students do not like even to come to school. These students create problems for their fellow students and teachers. They also create discipline issues in the school. They need proper counselling and guidance. There are students who are not recognized or heard in the class, they are called phantom students. They are divided into shy students, nervous students, and quiet students. They are not volunteers. However, they do the activities regularly. They rarely participate in group work. They should be encouraged to work with others and participate in group activities.

There are different types of students with diverse needs even in a class. A class does not consist of students of uniform personalities. Not consist of uniform personalities. It is a bunch of individuals with individual needs and differences. Therefore, in such a diverse needed environment, adopting the same teaching-learning process for all students will affect the success of students. The role of the teacher is to observe the diverse needs of students and arrange the learning environment accordingly.

7.3 Diverse Learning Styles of Students and Teaching

Every student has his own learning style, different from others. Different learning styles among students is not a problem. It is rather an opportunity to improve and enrich the teaching-learning environment. It should not be taken as a shortcoming. It is a fact that should be taken as a challenge. If the students want, they can adopt a self-learning style. This is a common learning style for students. It is one of the best learning styles for students. The learning environment should be based on natural tendencies. If the students are encouraged to study, explore, and touch they will be willing to participate in the lesson. If there is be matching in learning styles and learning activities, the learning environment ensures the academic success of the students. A teacher should identify the learning styles of the students. He should design the activities accordingly. This will also make learning easier for students. The teaching-learning process should be aligned with the learning styles of the students. The prior knowledge of the students should be taken into consideration before starting teaching. This will provide the teacher with a baseline to move further. Keeping in mind the diverse needs of the students, the level of readiness plays a very important role in the teaching process. A teacher should know the diverse needs of the students and discover the readiness levels of the students. Then he should develop and apply the teaching methods and techniques accordingly. However, one of the most important tasks of the teacher is to determine the level of readiness of the students and to determine their needs. It will be very difficult to realize learning in a learning environment where students will not be present and need to be prepared.

The developmental stage of the students should conform to instructional activities. The physical and mental development of each student is different. It is not possible that there are students with the same needs in the learning environment. In the same way, a teacher cannot teach with a single teaching method to achieve his goal. The appropriateness of the teaching method according to the needs of individual students is necessary. Otherwise, for the teacher the achievement of the learners is a problem. All the teaching methods, techniques and strategies will be futile to achieve the desired effects on the students. A teacher should include many different teaching methods and techniques keeping in view the needs of students. Most of the teachers do not use different teaching methods and techniques appropriate to the needs of students in the learning-teaching process.

The good use of sense organs in the teaching learning process is better for the learning. The audio-visual aids affect and influence the sense organs by supporting the teaching process. The teaching tools should fulfill the diverse

needs of students as well as enrich the teaching-learning process. Some learners learn better by listening, some by seeing, some by reading and some with the help of different audio-visual aids. The chances of effective learning increase if a teacher uses suitable equipment as per the individual needs. A teacher should use a combination of different teaching methods, rather than using a single teaching method, that will positively affect the learning needs of different students with different learning styles.

Effective communication is an important factor in the teaching-learning process. Communication may be between teacher-student as well as student-student. The communication gap creates a lot of problems in learning. Some students are shy, and some are very talkative. A teacher should improve cooperation by allowing interaction among students. Some students like to work in groups and others do not. Some students do not actively participate in the class, while others are overactive. Moreover, the groups should be formed by fully considering the individual needs.

Some students are nature loving. Apart from the classroom environment, they like the natural places such as historical places, parks, zoos, museums, libraries, nature, and lakes. They get a chance to do on-site inspections of different objects, facts, trees, and events that could not be brought to the classroom. The natural environment provides them with an opportunity to experience different things and learn. A teacher should take such students to different places of their choice. Field trips have their importance in the teaching- leaning process. The trips should be well planned. They contribute a lot towards the learning of students. Through such trips, the students interact with nature for concrete learning. These trips provide the students with firsthand knowledge and learning by doing.

There are some students who are very naughty. A teacher should be aware of his student life even outside of school. The teacher should be in constant contact with the parents of the student in case of any disciplinary issue. Timely and positive intervention with the supportive behavior of parents can solve discipline issues. The family environment and structure of a student determine his different needs. A teacher should communicate with the family of the student for any problem. The teachers' communication with the family has a great influence on the education of the student.

Different types of learners are taught in a class through a variety of instructions. It is to present knowledge and instructions differently to a group. This might mean explaining the activity to the whole class. Scaffolding is a technique to help

students through a task. This refers to giving instruction that supports the learner's needs of the individual. This also encourages the students to become independent learners. Scaffolding may be visual notes, guided notes, or discussing new vocabulary before presenting a new lesson. It may be offering a pre-planned study guide to aid revision. In short, scaffolding is any form of support that helps a learner to understand the instructions. It helps to complete the task in the most independent way. By using this technique, eventually, every student starts working independently. It lays the foundation for further education.

7.4 Teaching Students with Diverse Needs in the Same Class

The second step is active learning that involves any type of teaching or learning activity that is not sitting in a chair for listening or writing. Physical education like role play, debates, and practical demonstrations appeals to learners. It offers them a chance to engage ina variety of activities and instructional techniques.

The third step is to make homogeneous groups. Traditionally the students are grouped according to their ability. If a class is a diverse mix of learners, a teacher can divide them in small groups of similar interests and learning styles. Peer teaching may be an effective strategy that encourages independence and strengthens social relationships. However, it takes plenty of time for collaboration to occur.

The fourth step is to tailor the teaching style. Different learning styles are based on different approaches. A teacher should be flexible, adaptable, and willing to try new ways of imparting knowledge. He should be accommodating to a diverse group of learners. A teacher should critically review the success of his planned lessons. He should know how well the lecture is received and understood by the pupils.

The fifth step is to create a dynamic classroom environment. In such an environment all the pupils can excel. This is to design and engage the pupils as part of a learning activity. There are a variety of activities to choose from. The seating arrangements are also very important. Some students prefer to work individually. They prefer the quiet area away from the noise. A teacher can provide different areas for some activities.

The sixth step is communication between the teacher with his students. It is a key to a teaching strategy that reaches every type of learner. A teacher should communicate with his pupils and understand their needs as much as possible. A suggestion box may be used to know students' interests on a more personal level.

7.5 Use of Technology to Teach Students with Diverse Needs

The students in any class have a wide variety of different characteristics. These include physical ability, academic ability, religion, ethnicity, socioeconomic factors, language, and gender. There are different learning styles, such as visual, auditory, and tactile. These categories may be useful to identify the needs of different students. They can distract from effective teaching strategies if their diverse needs are not considered. We must consider students with different learning abilities. Different teaching strategies are necessary towards providing learning opportunities for all. An essential part of these strategies is building profiles for each student. It will make it easier to plan lessons, meet individual needs, and assess students' progress. Some students need note-taking assistance. They make notes available to all students.

Inclusive teaching requires tailoring lessons to each individual student. It emphasizes teaching in a variety of ways. It also exposes all students to a mix of materials, activities, and assessments. It promotes the participation and engagement of each student. As most students do not have a single learning style so techniques are helpful for the learners. To teach the students with diverse needs, digitization, adaptive learning, and educational technologies can significantly be helpful. They reduce the workload and resources required for effective teaching.

Individual Education Plans and similar learning profiles provide useful information about the diverse needs of students. It can take a long time to compile through multiple interactions with students. The digitizing process can speed it up. It makes the information more readily accessible to teach. Teachers can use these digital tools easily to create forms. The pre-filled form with existing data can reduce duplication and repetitive paperwork. The forms with automated workflows ensure the school's approved process effortlessly. It keeps all stakeholders involved Active and adaptive learning technology helps teachers to support diverse groups of students. These tools make it faster and easier to create personalized learning experiences. Instead of traditional lesson planning, adaptive learning enables dynamic flows for each student. It is based on their prior knowledge and skill levels. Shared projects can be used directly in your class or to provide inspiration for your own adaptive lessons. Some tools have built-in features to ensure that any classroom materials you create can be read and used by all students.

Teachers can get useful information about the weaknesses of students through tests. An analysis of the results gives the teacher a much clearer picture of the

student's knowledge and skill gap. It enables them to adjust their teaching and provide additional support to students with diverse needs.

7.6 Summary

Several types of different inclusive instruction are helpful for diverse groups of students. By using a variety of materials and activities the students gain flexibility and often report increased engagement, enjoyment, and motivation. Technology reduces the cost, time, and resources required to support and teach diverse students. A school should be equipped with state-of-the-art equipment. The physical condition may be fantastic. The teachers may be highly motivated and trained. Even if the diverse needs of the students are not considered, the students will not be successful in achieving the set targets. In short, when the teacher keeps in mind the diverse needs of students and plans his teaching, uses appropriate tools and materials for the students, implements the appropriate teaching method, technique, and strategy, and use appropriate instructional material, with a suitable classroom layout for the students, and active participation of students. The teaching-learning process will surely be successful.

7.7 Self Assessment Questions

Answer the following questions in detail:

Q.1: What is diversity in students?
Q.2: How can we teach students with diverse needs?
Q.3 What are diverse learning and teaching styles?
Q.4: How can technology be used to teach students with diverse needs?
Q.5: How can students be taught in the same class with diverse needs?

Bibliography

Arı, R.,& Deniz, M. E. (2008). *Sınıf Yönetimi.* Maya Akademi, Ankara.

Banchi, H. M. (2009). *Learning from the best: overcoming barriers to reforms-based elementary science*.

Borich, G. D. (2014). *Effective Teaching Methods: Reserach-Based Practice*. Pearson, USA.

Breen, R., & Jonsson, J. O. (2005). Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility. *Annu. Rev. Sociol*, 31, 223-243.

Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E, & Karadeniz, Ş.F. (2014). *Bilimsel Araştırma Yöntemleri:* Pegem yayıncılık. Ankara

Clarissa Willis (2009). Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning, Corwin Press

Coulton, C. Korbin, J. Su, M. Neighbourhoods and child maltreatment: a multi-level study. Child Abuse Neglect. 1999; 23(11): 1019-40.

D'Amico, J. ve Gallaway, K. (2008). *Differentiated instruction for the middle school math teacher: Activities and strategies for an inclusive classroom*. Wiley, Hoboken, NJ.

Duru, A. (2010). The Experimental Teaching in Some of Topics Geometry. *Educational Research and Review.* Vol. 5(10), pp. 584-592.

Edwards, B. Bromfield, L. Neighbourhood influences on young children's conduct problems and pro social behaviour: evidence from an Australian national sample. Children and Youth Services Rev. 2009; 31(3): 317-24.

George S. Morrison (2012). Early Childhood Education Today, Pearson, 2012.

Good, T. L., &Brophy, J. E. (2008). *Looking in Classrooms.* Pearson, USA.

Gürbüz, s., & Şahin, F. (2014). *Sosyal Bilimlerde Araştırma Yöntemleri. Felsefe, Yöntem, Analiz.* Seçkin Yayınları.

Unit: 8

SAFE ENVIRONMENT

Written By: Dr. Zafar Iqbal Malik
Reviewed By: Dr. Rahmat Ullah Bhatti

CONTENTS

	Introduction	121
	Objectives	122
8.1	Pollution	123
8.2	Planting Trees	123
8.3	Volunteer to Clean up Community	124
8.4	Recycle Items Properly	124
8.5	Compost food Scraps and Yard Waste	125
8.6	Cut Back on Product Consumption	125
8.7	Shop at Second-Hand Stores	125
8.8	Choose Reusable Items	126
8.9	Reduce the Amount of Paper	126
8.10	Control Eating Meat and Dairy	126
8.11	Conservation of Water	127
8.12	Less Use Chemicals	127
8.13	Save Electricity	127
8.14	Donate for Safe Environment	127
8.15	Encouraging Others for Safe Environment	128
8.16	A Safe and Supportive Environment for Children	128
8.17	Managing Classrooms for Safe Environment	129
8.18	Classroom Meetings	129
8.19	Creating a Safe Environment	130
8.20	Summary	130
8.21	Self Assessment Questions	131
	Bibliography	132

INTRODUCTION

Our surroundings are our environment. In other words, these are the conditions in which humans, animals and plants live and operate. The natural world, as a whole or in a particular geographical area, especially affected by human' activities is called the environment. A safe environment is one in which living beings have the freedom to pursue their daily activities without fear or danger. It is barrier-free, stimulating, supportive, and inclusive.

A safe environment means the physical, academic, and disciplinary activities are well-managed, fair, and supportive for everyone. The building should be clean, well-lit, with comfortable temperatures. There is easy access for children to clean drinking water. There should be enough space to study and move freely and grounds for different sports activities.

OBJECTIVES

After completing this unit, the students will be able to:

1. understand the concept of an environment
2. explain a safe environment
3. take steps to make a safe environment
4. know a safe environment for children.

8.1 Pollution

In our nature, there are so many elements that are making our lives awesome, and it is almost impossible to live without these elements. Water, soil, food, and air are the main elements of our environment. In this modern era, these resources are facing so much threats to get polluted. We need to stop pollution to save the environment. There are so many reasons that we need to focus on environmental saving. The entire world is facing the problem of increasing temperature. It is known as global warming. It is happening due to air pollution. The natural resources are limited and maybe someday we will face a shortage and our life will be so hard at that moment. If we can save natural resources, then we will be able to keep the environment beautiful and safe too.

Pollution is highly risky for all living beings on this planet. Human beings are suffering from lots of diseases through water and air. The wildlife is also passing through dangers and tough situations. The animals are not living there properly. Too much warming and temperature cause fire in the jungles. There are different ways to save the environment. The most important is to save our water as polluted water causes a lot of diseases. We should not waste it. Drinking water is important in our life. For a safe environment, we must stop all types of pollution. If we can keep air and water safe, then we will get a safer nature.

Saving the environment might seem like a tall order, but living an environmentally friendly life is quite easy. With just a few small lifestyle changes, we can protect the planet and live a healthier life. A single household or individual can make a big difference. The more people become environmentally conscious, the healthier our planet will be. For a safe environment we should follow the 3 Rs: reduce, reuse, and recycle. We should eat locally grown foods, cut back on meat and dairy, and shop at farmer's markets. We should try to conserve water and electricity around the house and vicinity. We should walk or cycle rather than drive a car when possible. We should spare our time to volunteer to clean up the community and advocate for environmental awareness.

8.2 Planting Trees

Trees play a very important role in a safe environment. They save energy and release oxygen that keeps the air clean. If we have the means and the yard space, we should plant trees as much as possible on our property. We can look for a variety that is native to our area and help it grow by following the care instructions for that type of tree. Trees are crucial to the environment, and they reduce the effects of global warming and climate change. If we do not have a yard of our own, we should always support organizations that aim to plant more trees.

We should actively participate in the driving campaigns of the government during plantation season.

We should find alternate forms of transportation that consume less or no gasoline. We should prefer walking or riding a bike whenever possible. They would not cause any pollution or consume natural resources. If that is not an option, consider using public transportation. Replacing car trips with public transport reduces road congestion and the overall amount of gasoline, cutting back carbon footprint. We can do multiple errands in a single car trip to reduce pollution. We can consider investing in an electric or hybrid vehicle. Carpooling will also enable us to take a highway's High Occupancy Vehicle Lane, usually saving time and money on gasoline. Many bus systems in major cities operate diesel-electric hybrid buses, reducing harmful emissions.

8.3 Volunteer to Clean up Community

Volunteer work has a direct positive impact on our area's safe environment**.** We can volunteer to pick up litter, plant community gardens, or clean up rivers. We should find an activity that suits our interests and set aside time to help regularly. We can join an environmental organization working for a safe and clean environment. We prefer to be part of a group, volunteering with friends, your class, a community group, or anyone else.

8.4 Recycle Items Properly

Recycling lowers the amount of environmental waste we produce**.** We should recycle clothes, glass, metal, plastic, and paper as often as possible. If our area offers curbside recycling, use it. If our area does not offer curb-side service, or if we have items not accepted for regular service, take a trip to a recycling center. We can check the rules and regulations in our area to ensure recycling properly. For instance, some places may not accept glass, while others might require separating the different materials. It is important to know what is and is not recyclable in our area because if we dispose of something improperly, the whole load will likely be rejected and end up in a landfill.

Creatively repurpose unwanted items to put less trash into the world**.** Instead of throwing things away, give them another purpose by making jewelry, household accessories, or restyled clothing. Upcycling is fun and good for the earth. For example, we can turn an old T-shirt into a grocery bag or use cinder blocks to make outdoor planters. We should always look for new ways to reuse old items. We can turn glass jars into windchimes or create lanterns with them. We can turn an old metal dish rack into hanging wall storage or use old newspapers to line a garden path before covering it with pebbles. Upcycling can be as simple as

refinishing or repainting a piece of furniture rather than replacing it outright. If we are not going to reuse something, donate it. This ensures that nothing is wasted, and someone in need can use our old items.

8.5 Compost food Scraps and Yard Waste

Composting keeps trash out of the waste stream and creates rich soil. We should create a compost pile outdoors or use a bin to gather scraps if we need to compost indoors. Store all the biodegradable food scraps, paper, and plant matter in the compost and let it rot naturally. Once rotted, feel free to mix the compost with soil for added nutrients. Food scraps that can go in the compost pile include fruits and veggies, eggshells, coffee grounds, nut shells, and tea bags. We can compost plant matter like yard trimmings, grass clippings, leaves, houseplants, sawdust, and wood chips. Other biodegradable materials include shredded newspapers, cardboard, hair and fur, and even fireplace ashes. If we do not plan to use our compost, check and see if garbage removal services in our area can pick up organic waste as well as trash and recycling.

8.6 Cut Back on Product Consumption

It is a golden rule, when we buy less, we also stop more trash from piling up in landfills**.** Before making a purchase, ask if we truly need it and how our purchase may impact the environment. This can be as simple as staying away from the clearance rack at a store, so we do not buy something we do not really need or buying an entire jar of peanut butter rather than an individual serving. Avoid purchasing products with excess packaging. Often, food companies spend just as much energy creating the packaging for food products as they do producing the actual food. When we do buy something, look for durable products that will last a long time. Borrow or rent items we need only for brief or occasional use.

8.7 Shop at Second-hand Stores

We can save energy and natural resources by buying second-hand clothes**.** Visit thrift stores and vintage shops to buy clothing and look for other gently used goods like toys, games, furniture, and appliances. We might be surprised by what we can find at a second-hand shop. Producing new goods consumes energy and produces packaging that fills up the trash, which we can avoid by shopping second-hand. This philosophy also applies to bigger purchases, like cars. Buying a second-hand car can help the environment and impact our wallet less. If we have family members or friends looking to give away some clothing, consider doing a swap with them. We can refresh our wardrobe without buying anything at all.

8.8 Choose Reusable Items

Most of the time plastic items often end up polluting the environment and hurting wildlife. We can opt to use reusable shopping bags instead of store-provided plastic ones and regular cups, plates, and utensils instead of paper and plastic. Fill up a reusable water bottle and refuse to buy plastic ones. We might have a little more clean-up at the end of the day, but it is less harmful to the environment and will save us money. Next time we need batteries, consider investing in rechargeable ones. Most batteries can now be thrown out with regular trash, thanks to a reduction in chemical use, but they still take up space in landfills.

8.9 Reduce the Amount of Paper

The paper production units emit greenhouse gases that harm the environment. Look for paper products made of 80-100% recycled paper, and use only as much toilet paper, napkins, and paper towels as we need to get the job done. Avoid printing out paper whenever possible, too. Before printing, consider whether emailing a document or creating a digital file would work just as well. Try using a washable cloth or sponge for most of our clean-up if possible. Eating fresh, local food consumes less fuel and packaging materials. Shipping products by truck, rail, flight, or boat creates pollution and takes a toll on the environment. Instead, shop at local farmer's markets and grocery stores that stock locally sourced products. Alternatively, use a community-supported agriculture service to get fresh produce regularly. Local foods are fresher, so they are higher in nutrient value. Avoid waste by planning the meals ahead of time so we do not cook more than we need. Store leftovers and use them for one of our meals over the next few days. Buy from local artisans, clothing makers, and retailers too. Avoid ordering things online to be shipped to us whenever possible. The more locally sourced products we buy, the better.

8.10 Control Eating Meat and Dairy

We should avoid eating meat and dairy and it will also lessen our environmental impact. Cultivating and processing meat and dairy on farms consumes water, energy, and food, ultimately emitting greenhouse gases into the environment. Plus, agricultural expansion contributes to deforestation. Consider eating less meat and moving towards a plant-based diet with lots of vegetables and beans, which create much less pollution. We do not have to go fully vegetarian or vegan, especially if we have dietary restrictions that would make it difficult. The most important thing is to cut back on meat and dairy as much as our dietary needs allow. Meat and dairy are also typically more expensive, so cutting back and eating more vegetarian meals can help our wallet. Eat more seafood as well. Seafood and seafood fishing is much more sustainable than producing vast amounts of meat and dairy, and it is a great source of protein in our diet.

8.11 Conservation of Water

We can reduce our water use and save energy that will help the ecosystem**.** Take short time showers, turn off the tap while brushing our teeth, and only run dishwashers and washing machines when we can completely fill them up. We can collect rainwater and use that to water our plants, rather than using a hose or sprinkler all the time. The less we use, the less wastewater ends up in the ocean. Consider investing in a high efficiency washing machine in the future. Fix leaky faucets as soon as possible to avoid wasting water. Install efficient shower heads and low-flow faucets in the kitchen and bathrooms to reduce water consumption further. Use a pool cover if there is an outdoor swimming pool. This will prevent water from evaporating, so we do not need to refill the pool as often.

8.12 Less Use Chemicals

Some chemicals have harmful long-term effects on the environment**.** Choose chemical-free lawn-care products, plus all-natural household cleaners, beauty, and hygiene products. The fewer chemicals we use daily, the healthier the environment will become. Plus, natural, and chemical-free products are also good for health. When we have hazardous materials to throw away—like fluorescent light bulbs, cleaning products, pharmaceuticals, pesticides, automotive fluids, and paint, be sure to dispose of it properly. Harmful chemicals and materials should never end up in a landfill, sanitary sewer, or storm drain. Contact the local waste management office for proper disposal options. We should avoid blowing up helium balloons, too. Fill them up with regular air instead.

8.13 Save Electricity

By saving electricity we can reduce air and water pollution. Make a habit of conserving electricity by turning off lights and appliances when we are not using them. Fully unplug electronics that are not in use or use smart power strips that automatically turn off for us. Using energy-efficient and long-lasting LED lightbulbs can also reduce greenhouse gas emissions at home. When we buy new appliances, be sure to choose Energy Star-certified products. Air dry the clothes on a clothesline rather than turning on a dryer. Cut back on heating and air conditioning use by ensuring our home is properly insulated and sealing air leaks around doors and windows. If nothing else, we can always throw on a sweater when it is cold or turn on a fan when it is hot, rather than using energy-consuming air conditioning or heating.

8.14 Donate for Safe Environment

Our Support can help different organizations that are trying to save the planet. If we have extra money to give, consider donating funds to an environmental cause. Choose a charitable organization that appeals to our interests and donate when we

can. Encourage other friends and family to support environmental organizations too. For example, we can host a Facebook fundraiser on our birthday and ask people to donate to an organization we support. Check out organizations working to save the environment like the Rainforest Alliance, Earth Justice, the Ocean Conservancy, or the World Wildlife Fund.

8.15 Encouraging Others for Safe Environment

Advocacy and education allow more people to create a positive impact on the environment**.** We should spread the word about environmental conservation by sharing information on social media and telling our friends and family about our lifestyle changes. Get involved politically by contacting government officials about supporting renewable energy sources.

8.16 A Safe and Supportive Environment for Children

A child's physical safety is most important at an early age. The children should be provided with a home free from neglect and abuse. They should be kept away from household dangers. These include open windows, hot surfaces, toxic substances, weapons, sharp objects and electric cords or devices. At school, they should be provided with a safe and supportive environment. This will help in preventing bullying and fights. Safety at school starts in the classroom. The students should feel and be safe everywhere in school including the cafeteria, the library, the restrooms, on the bus, and in the playground. Everyone at school should work together to create an environment where even bullying is not acceptable.

In general, schools can establish a culture of inclusion and respect that welcomes all students. The students should be rewarded and encouraged when they show thoughtfulness and respect for peers, adults, and the school. They should interact safely. The teachers should monitor bullying in and around the school building. It is observed that the students are at higher risk of bullying in settings where there is little or no adult monitoring or supervision, such as bathrooms, playgrounds, and the cafeteria. All school staff should keep an eye out for bullying. They also help set the tone at school. Teachers, bus drivers, cafeteria staff, office staff, librarians, school nurses, and others see and influence students every day. Messages reach kids best when they come from many different adults who talk about and show respect and inclusion. Teachers should set a tone of respect in the classroom. This means managing students' behavior in the classroom well. Well-managed classrooms are the least likely to have bullying and discipline issues.

8.17 Managing Classrooms for Safe Environment

Teachers' role is very important to promote respect, positive relations, and order that helps for a safe environment for children and preventing bullying in the classroom. They should develop rules with students, so they set their own climate of respect and responsibility. Teachers should use positive terms, like what to do, rather than what not to do. They can reinforce the rules as a role model for children and follow the rules first by themselves. Teachers should show respect to students and encourage them to be successful. Teachers should make clear the expectations of students. They should keep their directions simple, direct, and specific. Teachers should reward and affirm good behavior. They should also discourage and snub the bad behavior of students. Teachers should get one-on-one feedback from the students. They should not reprimand the students publicly. Teachers can help students in correcting their behaviors. They can help them understand violating the rules results and consequences.

8.18 Classroom Meetings

Classroom meetings provide a forum for students to talk about school-related issues beyond academics for a safe environment. These meetings can help teachers stay informed about what is going on at school and help students feel safe and supported.

These meetings work best in classrooms where a culture of respect is already established. Classroom meetings are typically short and held on a regular schedule. They can be held in the student's main classroom, staffroom, or advisory period. In these meetings, children should feel free to discuss issues without fear. Classroom meetings are not a time to discuss individual conflicts or gossip about others. In these meetings, start the conversation focusing on specific topics, such as bullying or respectful behaviors. Meetings can identify and address problems affecting the class. Stories should be broad and lead to solutions that build trust and respect among students. During the meeting, use open-ended questions or prompts, such as, sharing an example of a student who helped someone at school this week. Without names, share an example of someone who made another student feel bad. What did students nearby do? What did you do? Did you want to do something different—why or why not? If you could describe the perfect response to the situation, what would it be? How hard or easy would it be to do? Why? How can adults help? End the meeting with a reminder that it is everyone's job to make school a positive place to learn. Encourage children to talk to teachers or other trusted adults if they see bullying or are worried about how someone is being treated. Follow-up when necessary. Monitor student body language and reactions. If a topic seems to be affecting a student, follow up with him or her.

8.19 Creating a Safe Environment

There are different ways to feel children physically, emotionally, and culturally safe. Small adjustments to the environment can significantly improve the safety of children.

Here are some ideas on how to create a safe environment for children:

- clear and widen walkways for children.
- remove any danger or trip-up hazards.
- make sure equipment is packed away when not needed.
- consider how you will supervise children who may be at risk of running away.
- think about entry and exit points and how the area is enclosed.
- select softer toys that are less likely to cause injury.
- provide safe play equipment for a range of ability levels.
- make sure children feel safe to express their feelings.
- Requests will be recognized and addressed in a timely manner.
- make sure they know everyone cares about them and is there to support them.
- set up emotion charts so children can visually indicate how they are feeling.
- get specialist training so you can effectively support special children.
- create a space that reflects the children's cultural diversity.
- put up decorations that celebrate cultural events.
- have books that tell stories about children from different cultural backgrounds.

8.20 Summary

In short, a safe environment does not contain any threat to its inhabitants. If there is any threat, it is effectively managed and controlled by the people living there. A safe environment is a refuge for children whether it is in school or at home. It is the place everyone desires to live in. It is the place perceived and felt by children as a place of security.

8.21 Self Assessment Questions

Answer the following questions in detail:

Q.1: How pollution is risky for us?
Q.2: Explain the importance of trees for our environment.
Q.3: Write a note on ‘Recycling’.
Q.4: How can we create a safe and supportive environment for children?
Q.5: How can a school be made safe for children?
Q.6: Discuss different ways to save wate

Bibliography

Ann Clare (2012). Creating a Learning Environment for Babies and Toddlers, SAGE, 2012

Iris Duhn (2012) Making 'place' for ecological sustainability in Early childhood education, Environmental Education Research, 18:1, 19-29, DOI: 10.1080/13504622.2011.572162

Jo Ann Brewer (2007). Introduction to Early Childhood Education: Preschool Through Primary Grades Pearson/Allyn & Bacon, 2007

Johnson, B., & Christensen, L. (2012). *Educational Research Quantitative, Qualitative, and Mixed Approaches.* (4th Edition). Sage Publication

Kathleen Thayer, Susan Westby (1999), How to Manage Your Early Childhood Classroom

Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick (2013). Early Childhood Education: Becoming a Professional, SAGE, 2013.

Montessori, M, (1967). The absorbent Mind. New Yark: Holt, Rinehart and Winston.

Myers, B., & Jones, L. (2012). *Effective use of Field Trips in Educational Programming*: Retrieved from http://edis.ifas.ufl.edu.

Pong, S. Hao, L. Gardner, E. The roles of Parenting styles and social Capital in the School Performance of Immigrant Asian and Hispanic Adolescents. Soc Sci Quart. 2003; 86: 928-50.

Rebecca A. Vorsah (2015). Early Childhood Education. Xlibris Corporation, 2015

Teacher Created Resources Kimberly A. Gordon Biddle, Ana Garcia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick (2013). Early Childhood Education: Becoming a Professional, SAGE, 2013

The IRIS Center. (2015). Early childhood environments: Designing effective classrooms. Retrieved from https://iris.peabody.vanderbilt.edu/module/env/

Tomlison, C. (2010). *Leading and managing a differentiated classroom*. ASCD. Alexandria, VA.

Universal Declaration of Human Rights: United Nations.

Wise, S. Building "child-friendly" communities: a strategy to reclaim children from risk. Aust J Social Issues. 2001;36(2):153-67.

World Health Organisation and the University of Melbourne. Promoting Mental Health: Concepts, Emerging Evidence, Practice. 2004 [cited 2010, March 20].

World Health Organization, Basic Documents (forty-eight Edition) 2014.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (9.Baskı). Seçkin Yayınları, Ankara.

Unit: 9

HEALTH, NUTRITION, AND SAFETY EDUCATION

Written By: Dr. Zafar Iqbal Malik
Reviewed By: Dr. Rahmat Ullah Bhatti

CONTENTS

	Introduction	135
	Objectives	136
9.1	Defining Health	137
9.2	Nutrition	138
9.3	Malnutrition	141
9.4	Safety Education	141
9.5	Summary	143
9.6	Exercises	144
	Bibliography	144

INTRODUCTION

Health is wealth and its immense value to human life has been universally acknowledged. The Universal Declaration of Human Rights Article 25 has also declared it in 1948. Everyone has the right to a standard of living adequate for the health and well-being of himself and his family. People should be provided adequate health facilities including food, clothing, housing, medical care, and necessary social services. The right to security during unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond human control.

The ‘Constitution of the World Health Organization’ which came into effect in 1948 also recognizes health as a basic human right and states that “the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition. With numerous nation-states endorsing the right to health as part of their constitution, these are legally obliged to safeguard access to quality health in a "timely, acceptable and affordable" manner, whilst ensuring provision for the determinants of health.

OBJECTIVES

After completing this unit, the students will be able to:

1. Explain the importance of health
2. Discuss nutrition and its importance.
3. Describe safety education from a children's perspective.

9.1 Defining Health

Defining health has always been a challenging and complicated task for human beings. Identifying how health can be described and measured is therefore essential. Various definitions of health have been established or proposed throughout the world. In simplest words, health is recognized merely as a state where disease is absent. If we go beyond this view and allow us to integrate the physiological, as well as psychological and social components of disease then the definition will be comprehensive. The World Health Organization states that as a basic principle, "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". This declaration could be considered by some as too ambitious and absolute in view of its focus on 'complete' well-being. This might make the statement unsuitable for the more realistically dynamic circumstances where adaptation and self-management might be more feasible; for instance, aging with non-communicable diseases is nowadays considered a common scenario. Health is considered a positive concept, emphasizing social and personal resources, as well as physical capacities. The attention lies on promoting healthy practices, even in situations where disease is already present. This concept leads to the idea of health promotion as a process of enabling people to increase control over and to improve their health.

Physiotherapists play a role in disease prevention and health promotion with the aim of helping individuals maintain or regain their optimal functional capacity. A biopsychosocial model that could be useful for physiotherapists to assess health, functionality and ability is the International Classification of Functioning, Disability and Health which focuses on the effect of disease on function. Patient education or referral to the relevant professional could be part of the physiotherapist's role in standard clinical practice or from within a specialized multidisciplinary public health team. The Universal Declaration of Human Rights is generally agreed to be the foundation of international human rights law and represents the universal recognition that basic rights and fundamental freedoms are inherent to all human beings. It is inalienable and equally applicable to everyone, and that every one of us is born free and equal in dignity and rights regardless of our nationality, place of residence, gender, national or ethnic origin, color, religion, language, sexual orientation, or any other status. Numerous nation states endorsing the right to health as part of their constitution, they are legally obliged to safeguard access to quality health in a "timely, acceptable and affordable" manner, whilst ensuring provision for the determinants of health. Understanding health as a human right creates a legal obligation on states to ensure access to timely, acceptable, and affordable health care of appropriate quality as well as to providing for the underlying determinants of health, such as safe and potable water, sanitation, food, housing, health-related

information and education, and gender equality." World Health Organization "The right to the highest attainable standard of health" implies a clear set of legal obligations on states to ensure appropriate conditions for the enjoyment of health for all people without discrimination. The right to health is one of a set of internationally agreed human rights standards and is inseparable or 'indivisible' from these other rights. This means achieving the right to health is both central to, and dependent upon, the realization of other human rights, to food, housing, work, education, information, and participation. The right to health, as with all other human rights, includes both freedoms and entitlements: Freedoms Include the right to control one's health and body and to be free from interference. Entitlements Include the right to a system of health protection that gives everyone an equal opportunity to enjoy the highest attainable level of health. Paradoxically, mental health is still given inadequate attention in public health, despite the high levels of violence, poverty and social exclusion that contribute to worse mental and physical health outcomes for people with mental health disorders. Violations of human rights contribute to poor health. In short, we can say that health is a state of entire physical, mental, and social wellbeing. It is not just the absence of disease or ailment.

9.2 Nutrition

The overall process of taking in different foods and converting them into energy and other vital nutrients required for life is called nutrition. These nutrients provide the energy necessary for carrying out different tasks in the body. All living organisms need nutrients for proper growth, development and performing different functions of the body.

A child's development depends in large part on his nutrition. Without adequate food, as well as rest, air, clothing, and happy surroundings, a child cannot grow well. He may appear round and fat and still be poorly nourished. His fat may be flabby, his tissues may contain an excess of water, he may not be gaining weight, or he may lack resistance to childhood ailments. The face of a child may look plump, owing to the cast of his features; but when he is stripped, noticeable depressions may appear between the ribs, or other indications may mark him as inadequately nourished.

It is by no means always the children of the poor who are ill-nourished. Many cases of malnourishment are found due to poor planning. Nutrition depends not on what a child eats but on what he digests and assimilates. A thoughtful mother on a low food budget may provide meals that keep her children in better condition than those of the family whose diet, although rich and varied, is poorly planned. In many homes, the mistake is made of including too high a proportion of fats and sweet foods and overbalancing the diet with elements of which the child needs only a small amount.

Rickets, a disease of malnutrition, often used to be seen in children before we knew the importance of vitamin D. This is supplied by exposure to sunlight, by fish-liver oils, or by synthetic vitamin D. Another source is irradiated vitamin D

milk, as either evaporated or whole milk. Because both human and cow's milk is frequently low in vitamin D. It has become customary to give infants and small children vitamin D in the form of cod-liver oil or other fish oils. Since the introduction of this practice in recent years, the incidence of rickets has decreased, and we see fewer skeletal deformities such as bowlegs, pigeon breasts, narrow pelvis, and spinal curvature. The physician should be consulted about the amount of vitamin D to give. It is less necessary to give it in the summer months if the child is well exposed to sunlight. The following are the necessary food substances for human nutrition:

1. Carbohydrates (starches and sugar) such as those found in bread, cereals, rice, and potatoes make up a major item in a young child's diet. They give energy and, besides acting as fuel, may be stored as fats. Starchy foods for children must be well cooked. Cooking helps the process of breaking up the food into its essential elements, which digestion further for their use in the body.
2. Fats furnish a stored-up reserve of fuel for the body. They should be easily digested such as those found in milk, yolk of egg, and butter. The vegetable and nut oils are likewise easily digested. These uncooked fats are desirable also because of their energy value. Because of its greater digestibility when uncooked, fat should be added to children's food after cooking. Foods cooked in fat should be included in the diet of young children only when they are so cooked that the foods do not absorb the fat.
3. Proteins desirable for children are provided by milk, eggs, meat, fish, and animal protein. Grains, peas, and beans provide protein but are somewhat harder to digest. Experiments carried out with young animals show that there is superior growth when the protein is of animal rather than vegetable origin. Vegetable proteins can be used in childhood only to supplement the animal proteins found in meat, eggs, and milk. A child obviously needs a much greater amount of protein, proportionately, than an adult, for it is on this element that he must depend for the growth of tissue and the replacement of worn tissue. As the protein of milk is most easily digested, it is most useful to babies. Between the ages of one and two, the protein in lean meats and fish should be included in the diet. The protein content of egg white is large, but it is advisable to feed egg gradually and in small quantities until it has been established that the child is not allergic to it.
4. Mineral salts like iron, calcium, phosphorus, and iodine are essential for health. The baby is born with sufficient iron in his liver. It lasts there about six months. This is the valuable provision since his first food milk has a very small content of iron. Keeping this in view we should add some food rich in iron at the end of six months. Leafy and dark green vegetables supply iron in generous amounts. The yolk of eggs, liver and dried fruits are also excellent sources of iron. Milk is the most valuable source of calcium is milk, although vegetables and whole grain cereals yield a sufficient amount to be important. The need for such

minerals in the production of bone is well recognized. The balance between calcium and phosphorous in the diet is an important factor in preventing rickets. There is iodine in cod-liver oil. In some regions, the small amount of iodine in the food makes it necessary to add iodine to the diet.

5. Vitamins are found in minute quantities in foods. They are essential to growth, increase resistance to disease, and promote health and vigor. If whole milk, fruits, especially orange or tomato juice, green vegetables, whole grain or enriched cereals, butter, and some source of vitamin D are included in the child's daily diet in sufficient quantities, the necessary vitamins will be supplied.

6. Water is an essential element in the digestive process. Some of the waste materials are carried away in a fluid state. Water forms a part of body tissues and of fluids such as blood and gastric juice. All metabolic and assimilative processes take place in fluids.

The food groups in which these different elements may be found, and which should be included in the child's diet each day are:

Milk Group: 1 point of whole milk daily, or more if no meat or egg is boiled for two minutes even though it has been pasteurized. Cheese or ice cream can be substituted for part of the milk.

Bread: Wheat bread, a day old of whole wheat or enriched flour, Oatmeal, rice, farina, whole grain cereals, rolled rye, barley, or oats. Prepared cereals, such as Pabulum, to which enriching vitamins and minerals have been added, are a great convenience.

Vegetables, fruits, and fruit juices; Peas, carrots, cauliflower, string beans, asparagus, tomatoes. Green leafy vegetables such as turnips or beet tops are valuable for their vitamin and iron content. Deep yellow vegetables like carrots, sweet potatoes, squash, etc. contain vitamin A. Well-cleaned fresh lettuce and cabbage may be given to the child as soon as he is old enough to chew them thoroughly, usually at about two years. Apples stewed own baked. Ripe bananas, oranges, dried prunes, apricots, peaches, etc. Canned fruit stewed with a little sugar. After the age of two any ripe fruit may be given raw unless your physician advises otherwise. Citrus fruits are good sources of vitamin C or ascorbic acid. Canned, fresh, or frozen fruit juices may be used. Pineapple juice, however, is not a substitute for citrus fruit juices.

Meat group: Fresh lean beef, lamb, chicken, whitefish, live, bacon no salt or cured meats except bacon. The lean parts of thoroughly cooked pork.

Fat group: Butter and other fats and oils suitable for children.

Many mothers make themselves unnecessary work by sticking too closely to specific menus for young children, when adaptations of the family meal could be made. If, for example, the adults are to have apple pie for dessert, a few more apples may be baked or stewed for the children. A poached or soft-boiled egg and other meats are not suitable for children. When vegetables are prepared with rich and highly seasoned sauces, such as lettuce, beet greens, or spinach served with vinegar dressing, a little may first be removed, and butter added for the children. Raw cabbage and carrot, celery, or lettuce, ground or cut up fine and given in a sandwich, makes the green vegetable attractive to children.

To get the most nourishment out of foods – particularly vegetables – attention should be paid to their selection, storage, and cooking. Vegetables lose value rapidly, so they should be used as soon after being gathered or bought as possible. To conserve their vitamin and mineral content they should be cooked quickly, in a small amount of water. There are four fundamental factors to be considered in estimating children' food requirements. These are the requirements for the maintenance and growth of body tissues, muscular activity, regulation of body processes, and loss of nutrients in the excreta. Because of his greater needs as a growing organism, the amount of food needed by a child is greater in proportion to his size than that of an adult. The character of his food differs from that of an adult. He needs more liquid food owing to the greater water content of his body, and he needs more growth food. Minerals and vitamins are a vital part of a child's diet in laying down material for his teeth and bones and in maintaining all the normal physiological functions of the body. The transition from a special diet to a general one should be made by the second year. The elements that should be included in daily meals are carbohydrates, fats, proteins, minerals, vitamins, and water.

9.3 Malnutrition

Malnutrition may be the result of one or more of many causes, some of which pertain to feeding such as:

- Lake of a sufficient quantity of food.
- Improper food or poorly balanced diet.
- Children are more likely to refuse vegetables than starchy foods; unless this tendency is overcome, they may get too little of the vitamins and minerals present in vegetables.
- Poor assimilation when food elements are not absorbed into blood and tissues as they should be.
- Disturbances of digestion due to poor teeth, resulting in little irregular mealtimes; allowing children to eat between meals so that they are seldom hungry.
- Aside from these, other causes not so obvious may play an important part:
- Unfortunate living conditions.
- Habitual nervousness, worry, unhappiness, or feelings of in-security.
- Habitual overexcitement and overstimulation, anger, or fear; lack of sufficient rest.
- Malnutrition in a young child has far-reaching results. Not only is his resistance to disease decidedly lessened, but his growth and bodily development in general are slowed up.

9.4 Safety Education

Safety education is the type of education to teach children some specific skills, knowledge and understanding so that they can save themselves in any dangerous or untoward situation. It enables the children to keep themselves and others safe. It also enables them to smell and be aware of the possible hazards at different places in life and to make the prompt and right decisions to tackle them. It helps to adopt and practice hygienic lifestyles. It prepares and equips the children for

different emergency situations. It teaches them how to avoid accidents through early removal of hazards and remedial measures in case of an accident. In schools, there are first aid boxes to give first and temporary care to an injured or sick student. All students are trained to use first aid. It helps a lot before the arrival of a doctor, or someone taken to hospital.

All parents want their children to be safe and sound in and outside the school. It is a worst nightmare for them that their children are to be hurt, abused, or abducted by someone. There are precautions that can be taught to children that will improve their safety and chances of getting away. Children are all taught from a very early age not to bite anybody. This has been a die-hard rule in all societies and households from the beginning of time. For their own safety, children need to learn when and how to bite. During an attack, teeth can make a terrible weapon. Teach your children to use this to their advantage. Biting doesn't have to be limited to the attacker's hands. Teach children that they can bite at arms, legs, stomachs, ears, and necks.

Head hits can be extremely effective as well. For your child to do one properly have him practice it on you. One word of caution, make sure you keep your face averted from your child's head. When an attacker grabs a child, they often do so in a bear hug manner. This means they wrap their arms around the child's body while making the arms impossible to move. In this situation, the child can drop their head forward onto their chest, and then slam it back into the attacker's face with as much force as they possibly can. Have them practice yelling at the same instant to focus their strength. A good solid hit by what all parents know to be a hard head, can cause a broken nose and spilt lip. Both conditions are painful and cause tears and swelling around the face.

Safety means protecting themselves from any danger that may hurt them or endanger their lives. Unsafe practice is a great risk to both life and property. Children are very fond of one wheeling ride recklessly. Such practices not only risk his own life, but also the other road users. Children should be made conscious of getting run over by their same school vans or getting knocked down while crossing the road or getting drowned in die pond or falling from high places or getting electrocuted and so on. Such news appears in the newspapers on a daily basis. Schools should arrange proper training programs for the children to keep them safe from such dangerous situations. Children should be aware of traffic rules. This is because of their lack of knowledge about overall safety that causes accidents. While crossing the busy roads, they must not run across in blind panic. They should wait till the traffic policeman or the green 'Walk' signal appear. Even then look for some vehicle drivers who jump signals and cross the roads with the others.

After reaching the center, pause again till you see no speedy vehicle approach, then cross over. Do not cross by climbing over the central medium fencing the way many people do. Wherever subways are available, use them to cross over. In the absence of both, cross at the Zebra crossing point.

After getting out of the school van, stay away and wait until the van leaves. Then get a good view of the road and cross over. Do not play on the road while waiting for the bus. Walk on the pavement, avoid footboard travel. Many young boys and

girls drive cars and ride two wheelers without a valid license. This will lead to complications. If the children go to school and back home by bicycle, they should be taught the traffic signs and get themselves familiar with all traffic rules. This will help them considerably to be safe on the roads. They should have road safety charts with them to help them to get to know traffic signs.

Children should be taught they should never go alone for a swim. There should always be an elder member with them. Children are advised not to tamper with electrical items. Current has no mercy! Whether young or old, its shock will be devastating. Safety does not end there itself. Even in the bathroom, an accident can occur if the floor is slippery. Similarly, while getting down the staircase, position themselves sideways. This way, a fall will not amount to serious injury. While travelling by bus or by car, children should be advised not to throw any wastepaper outside the window. It may fall on a two-wheeler rider and unseated him/her towards a serious accident. Children should be taught not to disturb or call a person who is driving a vehicle. His sudden movement can divert his attention and cause an accident. Children should have with them an address slip and telephone numbers when going out alone. When there is an abandoned parcel on the ground, on the bus, or at the railway station, children should be taught to move away and not pick it up. They should inform the elders or raise an alarm. It may contain some explosives.

Fire is our friend and foe at the same time. It helps us in cooking our food. It keeps our bedrooms warm in winter. The fire gives energy to our factories. We use fire in many ways. Sometimes, it becomes our enemy. It happens when we are careless while lighting the fire, during the time of its use or putting out the fire after use.

Children need to know how to meet an emergency when a fire breaks out. It may be in the house, school, office or anywhere. In good schools, the students are guided to take immediate action in case of fire. The trained firefighting staff is invited to give instructions to students. They can arrange a firefighting drill for the students. They should try to give practical demonstrations for meeting the emergency. In the fire drill, the firefighting staff tells the students about various kinds of fire, and what to do in case of fire. The first step is how to come out of fire hit house. The smoke is also dangerous because it blocks our breathing. There may be smoke around you. In this case, keep low to the ground when going out of the house. We will breathe in less smoke if we stay close to the ground. Smoke naturally rises so there is less smoke near the ground. Rushing out in panic may cause to hurt us. So, remain careful and cautious while moving away from the danger.

A child's clothes can catch fire by accident. In this situation, don't run! Instead, stop, drop to the ground, cover your face with your hands, and roll. This will cut off the air and put out the flames. An easy way to remember this drill is: Stop, Drop, and Roll. Children should not play with matches, lighters, and other fire sources. If someone burns, take him immediately away from the heat source to stop the burning. Cool the burning place with normal water for 20 minutes. Do not use ice, iced water, or any cream.

9.5 Summary

Let health, nutritious food and safety of our children should always be our first and topmost priority in any situation. Even if it takes some extra time, we should never compromise it. It is rightly said "Better late than never."

9.6 Self Assessment Questions

Answer the following questions in detail:

Q.1: What do you understand by right to health?
Q.2: Explain the relationship between a child's development and nutrition.
Q.3: What are the outcomes of malnutrition?
Q.4 What are the necessary substances of human nutrition?
Q.5: What do you understand by the safety of students?
Q.6: What are the different causes of malnutrition?

Bibliography

Anderson, L. Fullilove, M. Schrimshaw, S. et al. Community interventions to promote healthy social environments: Early childhood development and family housing. Centers for Disease Prevention and Control. 2002. [cited 2010, March 20].

Ann Clare (2012). Creating a Learning Environment for Babies and Toddlers, SAGE, 2012

Arı, R.,& Deniz, M. E. (2008). *Sınıf Yönetimi.* Maya Akademi, Ankara.

Banchi, H. M. (2009). *Learning from the best: overcoming barriers to reforms-based elementary science*.

Borich, G. D. (2014). *Effective Teaching Methods: Reserach-Based Practice*. Pearson, USA.

Breen, R., & Jonsson, J. O. (2005). Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility. *Annu. Rev. Sociol*, 31, 223-243.

Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E, & Karadeniz, Ş.F. (2014). *Bilimsel Araştırma Yöntemleri:* Pegem yayıncılık. Ankara

Clarissa Willis (2009). Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning, Corwin Press

Coulton, C. Korbin, J. Su, M. Neighbourhoods and child maltreatment: a multi-level study. Child Abuse Neglect. 1999; 23(11): 1019-40.

D'Amico, J. ve Gallaway, K. (2008). *Differentiated instruction for the middle school math teacher: Activities and strategies for an inclusive classroom*. Wiley, Hoboken, NJ.

Duru, A. (2010). The Experimental Teaching in Some of Topics Geometry. *Educational Research and Review.* Vol. 5(10), pp. 584-592.

Edwards, B. Bromfield, L. Neighbourhood influences on young children's conduct problems and pro social behaviour: evidence from an Australian national sample. Children and Youth Services Rev. 2009; 31(3): 317-24.

George S. Morrison (2012). Early Childhood Education Today, Pearson, 2012.

Good, T. L., &Brophy, J. E. (2008). *Looking in Classrooms.* Pearson, USA.

Gürbüz, s., & Şahin, F. (2014). *Sosyal Bilimlerde Araştırma Yöntemleri. Felsefe, Yöntem, Analiz.* Seçkin Yayınları.