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# **Globalization & Sustainable Development**

Author

**Dr. Omprakash Dubey (Guru)**



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## EXPLORING YOUR ROLE IN DESIGNING A SAFE-HEALTHY AND APPROPRIATE EARLY CHILDHOOD ENVIRONMENT

Dr. Anjna Nema  
Department of Home Science  
Govt. Girls College, Sagar (M.P.)

Early childhood environments are spaces when all children learn to live, grow, and learn together. With in these spaces children need to become competent learners. Creating a good environment for all children" invites young children to action. This requires not only a substantial collection of concrete resources and equipment, but also a great deal of skill and knowledge on the part of the teacher who plans and evaluates developmentally appropriate indoor and out door environments has a set of dispositions that enable the teacher to be a creative problem solver, a negotiator and a reflective practitioner.

### Learning outcome:

- (1) Appreciate the influences of the environment on children's behavior and learning
- (2) Use criteria to select and evaluate materials for play and learning.
- (3) Explore the early childhood educator's role in providing safe, healthy and appropriate setting for children's learning.
- (4) Apply principles of design to planning and evaluating indoor and out-door settings.
- (5) Adapt environments to meet the needs of all children.

### Environment:

Good environments invite children to discover, invent create and learn together in a community that is caring respectful and supportive. By environment we mean the combination of planned

arrangement of physical particular program, center, or school system. Environment is the sum total of these influences that affect particular individuals and group of people. Yet each environment is unique because of how these influences interact. One useful way to think about environment is to consider its different parts:- Physical, human and curricular. The Physical environment includes such features as the space, room arrangement, equipment and materials, The human environment comprises the social atmosphere and interactions between and among children and adults and the curricular environment includes the curriculum content, experiences, routines, schedules values, goals and daily organization. Each part must be considered when you design the whole learning environment for young children.

### Principles of Environmental Design and Materials Selection:

Designing environment for young children is based on what are know about children's growth, development and learning. These principles of environment design apply to all early childhood settings. The differences in early childhood environments can be found in the types and uses of age-appropriate materials as well as how the different team members and families participate to make that environment unique. The following research based principles of environmental design will guide your development of a positive, environment for all children.

### Good early childhood Environments are organized, stimulating and Aesthetically pleasing:

For children to respond Favorably to an environment, It must be predictable and comprehensible to them. Predictable environments have simple routines and feel secure and safe, also have flexible structures that make it easy for everyone to work and be productive good environments are also pleasant places to be. They often have lining green plants, attractive colors, comfortable

furniture, soft lighting and colors, open spaces and clean fragrance. A pleasant environment for living and learning invites both adults and children in to the learning process.

**Good early childhood environments create a caring community of learners:**

Early childhood settings must support positive relationships between and among adults and children, children and children, and teachers and families. Children need consistent, positive relationships with a limited number of adults and other children in a respectful setting to develop healthy relationships with others, and to learn about themselves and their world.

**Good Early Childhood Environments reflect clear program Goals:**

The goals of every program are expressed directly in the arrangement and relationship of the environment. While the goals of early childhood programs and individual classrooms vary widely because of age, community, culture and experience, goals are essential to creating environments.

**Good early childhood environments protect children's health and safety:**

Childhood environment must be designed to support children's physical and appropriate entrances and exits. It also includes food, clothing, shelter, rest, medical care, and a balance between active sensory stimulation and quiet opportunities for relation.

**Good early Childhood environments provide appropriate Materials and equipment:**

The material and Equipment in the early childhood environment are learning tool that suggest what children can do. They also support children's physical, intellectual, social and emotional development. Materials are class room, items, such as a crayons, paints, and paper that are regularly replaced or

replenished equipment refers to large, more costly items such as furniture and outdoor structures. The best materials for all children should be attractive, have strong, sensory appeal invite children to imagine and create their own ideas and interpretations and allow for active exploration.

**The role of Teacher in Designing a Safe, Healthy and Appropriate Learning Environment:**

Designing an appropriate environment is an important skill for early childhood educators.

(1) Arrange space to meet the needs of all learners.

(2) Use time flexibly.

(3) Select appropriate learning materials.

(4) Create a positive climate to learning.

(5) Show students that you care about when and what they are learning.

(6) Connect with the children's families.

**Planning and Evaluating Indoor and outdoor Environments:**

Planning the classroom environment is one of the most visible outcomes of teacher's efforts. A well-planned environment provides a safe, supportive place for children to live, learn and grow. Provides a balance of teacher-directed and child-initiated activities and invites children to use materials in purposeful and meaningful and organizes the environment determines how children grow, develop and learn. It also determines the quality of the environment. Planning is necessary to encourage children to learn at their own pace to provide appropriate experiences and to offer options for pursuing special interests. We will examine the nature of both indoor and outdoor environments.

The indoor environment is the place in which children acquire skills concepts and attitudes about the world. It is in fact, children's home for learning that occurs each day. There should be planned opportunities for children to develop self-help skills, make good learning choices, become self directed and feel competent

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and confident, in this way schools facilitate children's learning from the home environment to the school environment to the school environment.

### Conclusion:

Early childhood environments are spaces when all children learn to live, grow, and learn together. Within these spaces children need to become confident and competent learners. Creating a good environment for all children" invites young children to action' This requires not only a substantial collection of concrete resources and equipment, but also a great deal of skill and knowledge on the part of the teacher. A teacher who plans and evaluates developmentally appropriate indoor and outdoor environments has a set of dispositions that enable the teacher to be a creative problem solver, a negotiator and a reflective practitioner.

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