

Week 1 Dropbox Assignment – Where I Lie on the Continuum of Contrasting Climates for Children

I believe I mostly create a supportive climate for children, because I make decisions in the classroom that are for adults to make, entering the children's play following their play and scaffolding their learning. As an adult I choose that in the classroom we take care of each other, our feelings, and our materials. When child 1 was being rough with materials, wanting to knock over a child 2's creation, and shoot the child, I joined in their play. I modeled how my character could (respecting the materials by moving them gently) walk up to the second child's house, knock on the door, and ask if I could come outside to play. Child 1 imitated me and asked to join in the play. I participated for a moment, then exited the play to let the children continue to develop the play from there while I observed and joined in with another group of children.

I often need to intervene in my classroom when children are not making safe choices, for example when they are in conflicts over sharing materials and ideas of how to use materials. I think I can create a more supportive climate by remembering to put the children at the center of the conflict resolution process rather than solving the conflict for them. Another way that I can work to create a more supportive climate is to remember to keep children's interests and opportunities for children control at the forefront of my involvement in their play.