TRUE/FALSE

1. T
2. T
3. T
4. T
5. T
6. F
7. T

MULTIPLE CHOICE

8. B
9. A
10. D
11. A
12. D
13. B
14. A
15. C

COMPLETION

16. size, adult-child rations, proper indoor/outdoor space, qualified and consistent staff, etc.
17. physical, interpersonal, temporal
18. physical plant, available resources, program
19. come ahead of time to set up, clean up/restore environment at the end of a session, plan curriculum regularly
20. softness/hardness, open/closed, simple/complex, intrusion/seclusion, high/low mobility

SHORT ANSWER

21. Three ways to consider the environment are:
   Physical: equipment and materials, room arrangement, playground and facilities.
   Temporal: timing for transitions, routines, and activities.
   Interpersonal: number and nature of teachers, ages and number of children, types and style of interactions among them.
22. Program goals should give cues about:
   • where they are free to move and where they cannot go
   • how they will be treated
   • who will be there with them
   • what material and equipment they can use
   • how long they have to play
that they are safe there
what is expected of them

23. The anti-bias and self-help approaches coincide by promoting:
- positive, realistic self-concept
- awareness about self and others
- respect for diversity
- communication and problem-solving skills
- a pluralistic community based on individual development

24. Principles of successful environments and samples of how it looks in the environment are:
- Give children ways to identify their own space—label their cubbies with name, photo
- Give children an opportunity to make choices—give them many materials and interest centers from which to choose
- See that children are responsible for caring for the equipment and materials—establish a cleanup time in the daily schedule and allow children to help restore the room and yard
- Involve children in the process of planning and setting up the environment—let them help decide what they want to learn by developing areas and units around what they bring to class
- Provide children with enough time—allow enough time for children to learn through regular routines, such as eating, dressing, toileting
- Allow children to solve their own problems without adult intervention whenever possible—observe a child struggling with a material before stepping in
- Accept children’s efforts—be ready to allow children to dress themselves, however imperfectly, without criticism
- Communicate expectations—tell them both in verbal and nonverbal ways what you want to see happen, such as “It’s cleanup time; you have plenty of time and don’t have to hurry”
- Be sure staff expectations are consistent—the team should set common goals and reinforce them
- Consider the developmental level of the child—know what is typical and normal for the age of the group you are working with
- Make it safe to make a mistake—when someone spills juice, help them find a sponge and wipe it up without teacher disapproval or anxiety
- Give credit where credit is due—compliment a child when a task is complete or an effort is noticed
- Be sure children have access to enough toys and materials—make sure supplies are stored in such a way that adults do not have to hand them to children every time they will be used
- Let children teach one another—encourage and actively seek out each child's way of doing things, and have them show another

<table>
<thead>
<tr>
<th>25. INFANT-TODDLER</th>
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<tbody>
<tr>
<td>play dough:</td>
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<tr>
<td>water table:</td>
</tr>
<tr>
<td>dolls:</td>
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<tr>
<td>unit blocks:</td>
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<td>books:</td>
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<tr>
<td>balls:</td>
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<tr>
<td><strong>PRESCHOOL</strong></td>
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<td>----------------</td>
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<tr>
<td>play dough: rollers, cutting sticks</td>
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<tr>
<td>water table: cups, plates, sponges</td>
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<tr>
<td>dolls: variety of dolls that are anatomically correct and of several cultures and demonstrated abilities; clothes to dress</td>
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<tr>
<td>unit blocks: several sizes and shapes</td>
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<tr>
<td>books: many picture books</td>
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<tr>
<td>balls: red rubber balls, wiffle balls, and wide bats</td>
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