ECE 102 Chapter 9
Test Questions

True/False
*Indicate whether the sentence or statement is true or false.*

___ 1. Teachers, parents, director, support staff (such as janitor or cook) all need storage space for personal and curriculum materials, a place to stay and get resources, welcoming, and communications.

___ 2. The anti-bias curriculum encourages people to develop skills for identifying and countering the hurtful impact of bias.

___ 3. A successful early childhood environment helps children see that culture consists of the various ways people do similar activities.

___ 4. A transition in a daily schedule will mark the end of one activity and the beginning of another.

___ 5. Children need to feel secure about beginnings and endings, so teachers ensure that children are met and greeted, and the day is brought to closure with time allowed for dismissal.

___ 6. A prepared environment is not so important, so teachers can usually leave their programs right when the children do.

___ 7. To create a positive interpersonal environment, teachers must ensure a feeling of mutual respect between themselves and children, as well as among the children themselves.

Multiple Choice
*Identify the letter of the choice that best completes the statement or answers the question.*

___ 8. The environment in an early childhood setting is defined as ____.
   a. the area around the outside of the building  
   b. the sum total of the physical and human qualities that creates a space for children  
   c. the classroom and materials  
   d. the yard, parking lot, and ways to get to the school

___ 9. A routine includes ____.
   a. consistency of daily repeated activities  
   b. a variety of choices  
   c. coming to school  
   d. new ideas for the children

___ 10. An anti-bias environment encourages children and adults ____.
   a. to be against unfair political practices  
   b. to bring up the exotic aspects of other lands  
   c. to help children notice how different they are from their parents  
   d. to explore the differences and similarities among individuals and groups

___ 11. Health and safety requirements include ____.
   a. lighting and ventilation concerns  
   b. making sure children do not get into arguments and fights  
   c. clay disposal  
   d. keeping children from getting sick

___ 12. A program geared toward the safety of children will attend to ____.
   a. face masks  
   b. latex gloves  
   c. daily screening check  
   d. covered electrical outlets
13. Choose the option that does not reflect a multi-cultural environment.
   a. pictures of people are representative of a multi-cultural community
   b. the block corner is full of cars
   c. the dolls represent a variety of racial groups accurately
   d. stories are about a variety of people and family configurations

14. Schedules for children reflect the values and structure of the program. Select the statement that describes both the value and how the daily schedule will help define it.
   a. Children need consistency and a sense of order, so plan time for routines and transitions and keep the schedule similar or the same daily
   b. Children need help pacing themselves, so be sure to have most of the day active, with the bulk of the program outdoors
   c. A penny saved is a penny earned
   d. The individual is important, so give each child individual attention every day

15. The interpersonal environment is ____.
   a. the materials in dramatic play
   b. the routines and transitions around self-care
   c. the feeling and tone of the program
   d. the relationships between the adults who work with children and their parents

Completion
Complete each sentence or statement.

16. To ensure a quality experience for all children, research shows these conditions matter ________.
17. Three ways to consider the environment are ____________________, ____________________, and ____________________.
18. While there are endless variations in planning for children, the common elements of ____________________, ____________________, and ____________________ must be considered.
19. What teachers do to provide a prepared environment is ____________________, ____________________, and ____________________.
20. The five dimensions of the environment that should be considered are ____________________, ____________________, ____________________, ____________________, and ________.

Short Answer

21. Describe three ways to consider the total environment and what features each includes.
22. Program goals are reflected in the messages the environment gives to children that should give cues about what?
23. How does the anti-bias curriculum go hand in hand with self-help principles?
24. Successful environments consistently follow several principles. Give at least three principles and an example of how each is reflected in daily classroom life.
25. The following list consists of basic materials in an early childhood classroom for three- to five-year-olds.
Preschool Infant-Toddler School-Age
Playdough (art)
water table (discovery)
dolls (dramatic play)
unit blocks (manipulatives)
books (language)
balls (outdoors)

Suggest adaptations for an infant-toddler center and a program for school-age children.