

# How Is It Possible to Enhance the Relationships Between Children and Environmental Things?

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## Abstract

The children are usually curious about their environment and the items found around of them. To ask questions to figure out the new situations they encounter is their main learning way. The child development and education not only describes developmental phenomena for but also facilitates observations of and analyses of what children say, do, and create, ensuring that educators can make informed decisions that meet children's and adolescent's needs. In this process their environmental values can strongly influence the learning processes of children and environmental things provides abundant opportunities for children to develop cognitively, socially, and physically in healthy ways. It is well known that children in generally come to preschool settings with experiences and skills that need to be acknowledged and guided toward new learning opportunities. In this case their imaginative and exploratory skills should be taken seriously by teachers. The classroom environments should provide many opportunities for children to develop their social interactions, encourage social and cognitive competence development, and promote positive climate and trust. It is well known that living prominently helps children to cultivate their capacity for learning by providing many highly stimulating and engaging opportunities to structure their knowledge. The young children continually confronts opportunities to assign names and categories to basic and nearly ubiquitous features of his or her life, including trees, bushes, plants, flowers, birds, mammals, habitats, and landscapes. Interactions between children and teacher have a critical role in the preschool children's learning environments. In this case preschool children voluntarily approach teachers to establish bonds with them, and, in turn, teachers in preschool settings tend to provide emotionally supportive, learning-friendly, and child-centered classroom environments to facilitate children's learning abilities and processes. In the present study we discussed how possible to improve learning activities preschool child in schools. Our students used to observe and help preschool children during their experiences. We are considered have a look in this work what could to contribute preschool children learning activities with environmental values.

**Keywords:** Preschool children, environmental education, plants, animals, values

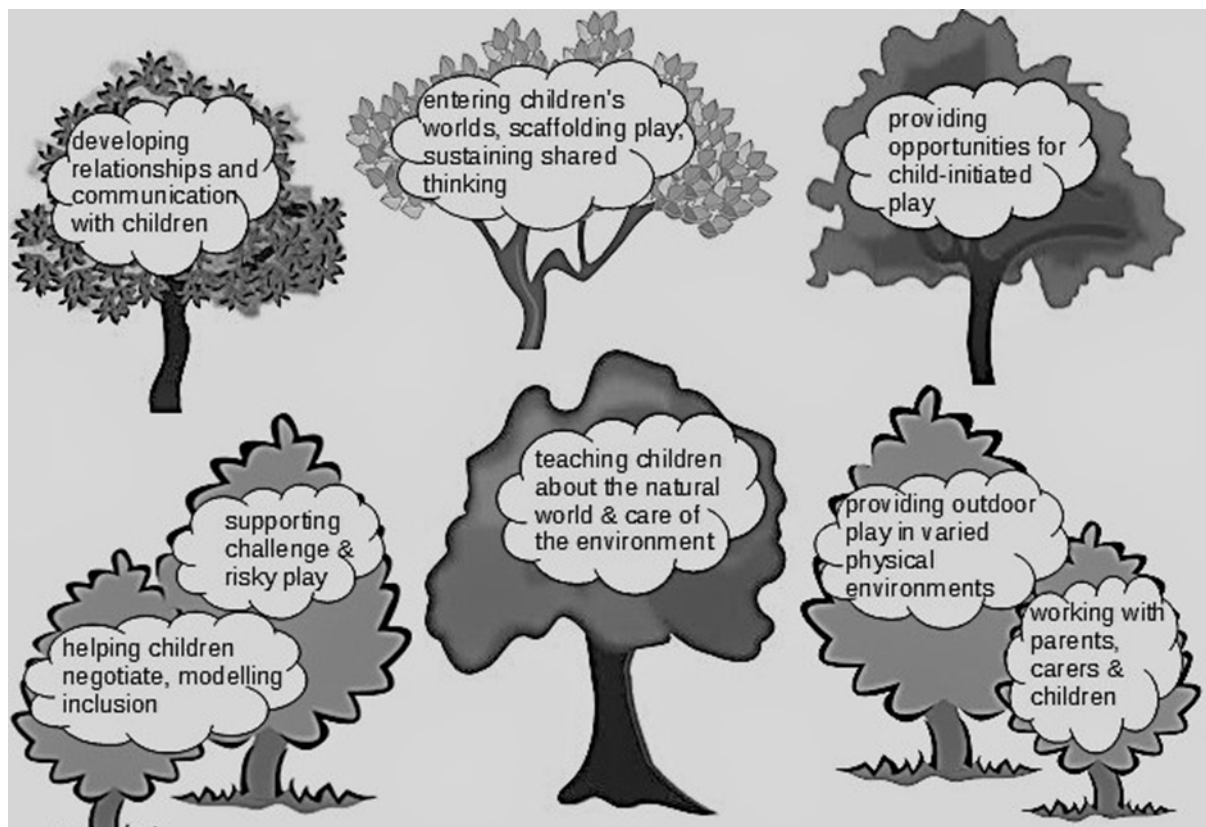
## 1. Introduction

More than three million children under five die each year from environment-related causes and conditions. This makes the environment one of the most critical contributors to the global toll of more than ten million child deaths annually -- as well as a very important factor in the health and well-being of their mothers. Polluted indoor and outdoor air, contaminated water, lack of adequate sanitation, toxic hazards, disease vectors, ultraviolet radiation, and degraded ecosystems are all important environmental risk factors for children and in most cases for their mothers as well.

Particularly in developing countries, environmental hazards and pollution is a major contributor to childhood deaths, illnesses and disability from acute respiratory disease, diarrhoeal diseases, physical injuries, poisonings, insect-borne diseases and perinatal infections. Childhood death and illness from causes such as poverty and malnutrition are also associated with unsustainable patterns of development and degraded urban or rural environments

Also, the quality and stability of a child's human relationships in the early years lay the foundation for a wide range of later developmental outcomes. Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development social, emotional, physical, behavioural, and moral. The self-confidence and mental health, motivation are basic to learn, achievement in school and later in life.

Children who develop warm, positive relationships with their kindergarten teachers are more excited about learning, more positive about coming to school, more self-confident, and achieve more in the classroom. Young children also learn a great deal from each other. They learn how to share, to engage in reciprocal interactions to take the needs and desires of others into account, and to manage their own impulses. Just being around other children, The development of friendships is essential, as children learn and play more competently in the rapport created with friends rather than when they are dealing with the social challenges of interacting with casual acquaintances or unfamiliar peers (Rose-Krasnor, 1997; Rubin et al. 1998).



**Figure 1. Children needs a suitable growing environment.**

Animal studies have shown that the quality of the mother-infant relationship can influence gene expression in areas of the brain that regulate social and emotional function and can even lead to changes in brain structure. The nature of the relationship also can have long-term influences (into adulthood) on how the body copes with stress, both physically and emotionally (Sanchez et al., 1998; Shonkoff & Meisels, 2000).

The quality in early child care and education, for example, is often defined in terms of adult child ratios, group size, physical facilities, and, more recently, cognitively oriented curriculum. But “quality” is perceived differently when we view child care as a prominent feature of the environment of relationships in which young children develop.

It is necessary and coordinates research and global knowledge-sharing about the long-term impacts of major environmental hazards on child health. For instance, long term children's studies to examine the relationship between environmental factors, childhood health and development are being promoted in ten pilot countries, where thousands of pregnant women and their children will be recruited in the next few years (WHO, 2002).

## 2. Findings & Discussion

Health-damaging exposure to environmental risks can begin before birth. Lead in air, mercury in food and other chemicals can result in long-term, often irreversible effects, such as infertility, miscarriage, and birth defects. Women's exposure to pesticides, solvents and persistent organic pollutants may potentially affect the health of the fetus. Additionally, while the overall benefits of breastfeeding are recognized, the health of the new-born may be affected by high levels of contaminants in breast milk. Small children, whose bodies are rapidly developing, are particularly susceptible - and in some instances the health impacts may only emerge later in life.

Indoor air pollution associated with the still-widespread use of biomass fuels kills nearly one million children annually, mostly as a result of acute respiratory infections. Mothers, in charge of cooking or resting close to the hearth after having given birth, are most at risk of developing chronic respiratory disease. Malaria, which may be exacerbated as a result of poor water management and storage, inadequate housing, deforestation and loss of biodiversity, kills an estimated one million children under five annually, mostly in Africa.

Unintentional physical injuries, which may be related to household or community environmental hazards, kill nearly 300 000 children annually: 60 000 are attributed to drowning, 40 000 to fires, 16 000 to falls, 16 000 to poisonings, 50 000 to road traffic incidents and over 100 000 are due to other unintentional injuries.

Furthermore, children as young as five years old sometimes work in hazardous settings. Pregnant women living and working in hazardous environments and poor mothers and their children are at a higher risk, as they are exposed to the most degraded environments, are often unaware of the health implications, and lack access to

information on potential solutions.



**Figure 2. Children are holding hands with clean environment.**

Improving children and mothers' environmental health by addressing and tackling issues are affecting their health, presents an essential contribution towards the achievement of the Millennium Development Goals (MDGs).

In many cases, low-cost solutions for environment and health problems exist. For instance, simple filtration and disinfection of water at the household level dramatically improves the microbial quality of water, and reduces the risk of diarrheal disease at low cost. Improved stoves reduce exposures to indoor air pollution. Better storage and safe use of chemicals at community level reduces exposures to toxic chemicals, especially among toddlers, who explore, touch and taste the products found at home. Personal protection from malaria through the use of insecticide-treated mosquito nets has a proven track record of saving lives, particularly children's.

Education is also key to mothers who receive the information they need to understand the environmental risks present in their homes and communities are better equipped to take appropriate action to reduce or eliminate exposure.

There are over 600 million children under five in the world today. They represent the future of the planet and boundless human potential. However, only mothers who are themselves healthy, and in a position to provide a healthy, clean and safe environment can preserve their child's right to life. In order to achieve this goal, it is important for decision-makers at international, regional and national levels, together with non-governmental organizations, communities and families to join efforts in recognizing and addressing key environmental hazards. This may include policy action, advocacy, prevention, and grassroots participation.

### 3. References

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