



<https://www.youtube.com/watch?v=kt-NO5-LdPw>

Act of Kindergarten § 2:

The kindergarten shall give children the opportunity to play, express their self and have meaningful experiences and activities in a safe and concomitantly challenging environment.

There must be enough area, equipment and opportunity for exploration

Frameworks (2017:19):

The physical environment in the kindergarten should be safe and challenging and give the children versatile learning experiences. The staff shall design the physical environment so that all children are allowed to participate actively in the play and other activities, and that plays and materials are accessible to the children.



The «third» educator

- › The importance of space and opportunity
- › The "silent" pedagogy and our help in the educational work
- › The room - the kindergartens' identity?
- › *One can not communicate!*
- › «Function and special rooms are an exclusivity that steals valuable children's play area, especially if the rooms are unavailable at certain times of the day» (Wilhelmsen, 2013).
- › Spacious habits and routines = The rooms are authority markers that help maintain standards, routines and expected role distributions



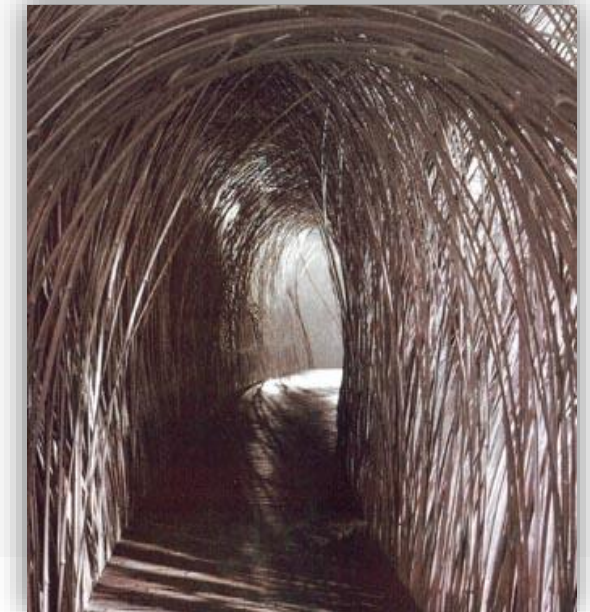
Importance of time and space

- › System or arrangement
- › Time and space in a historical perspective
- › A closed room
- › Sharing of rooms
- › Refined time sharing
- › Regulation of time, space and equipment
- › Regulation of rooms and educational materials
- › Regulation of time
- › Adaptations and opportunities



Children create room

- › Children are searching and creating rooms. They create! Dim rooms, secret rooms that nobody knows where to find, and rooms that give overview and views.
- › Do children have the opportunity to create those rooms? In the room where they can shut something (or maybe someone) out? And close something/someone inside.
- › Intimate rooms where children meet for close proximity? And room for lonely fantasy play.



Perspective on things

Too often, our relationship is that they (children) are not able to act or interact. For the children, however, things are not just objects they handle, things interact with the children. Things become subjects in relation to the children.

- › Material that inspire and catches attention
- › "Clean" is available, "dirty" is unavailable
- › A little variation?
- › What about technical, scientific and experimental material?
- › Small material for hypothesis testing



