

How would you
create a healthy,
holistic atmosphere
for children that
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**ASSIGN
BUSTER**

[Your full February 26, How would you create a healthy, holistic atmosphere for children that should addresses their physical, cognitive, and socio-emotional needs that could help them learn in a school environment?

According to Miller, “ holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace”. Holistic tradition persuades students to work in groups and engage in vigorous group activities to discuss and experiment with their topic while focusing on the practical illustrations. The teacher serves as a facilitator rather than an instructing boss, and this aids the students in better communicating with the teacher and with other members of the group, and in getting an improved understanding of complicated problems related to their curriculum. An ideal curriculum would have the students focus not only on the theoretical segment of the subject but also upon the practical objectives that can also be applied to “ their personal and professional lives” (Adamson). A healthy, holistic atmosphere encourages the students to work in groups in an informal environment where teacher does not act as a boss or a dictator; rather, the students act as their own instructors. They discuss the topic among themselves; ask each other questions; and, try to come up with the best possible solutions. This way, they learn to better communicate with peers and get to know each other better along with achieving a clearer concept about the topic in hand. An ideal environment should so much keep the student occupied with the topic that they want to stay in the class even after the class is over so that they can argue about the uncertain concepts with the teacher. However, even

when the students are working in groups, a teacher should be there to supervise them without letting the students feel that they are being bossed and dictated. It should be made sure that a collaborative environment is promoted where students learn by talking and talk by learning. They feel empowered when they are given the chance to have the classroom all by themselves where they can sit in whichever manner they want and engage in healthy discussions full of enthusiasm. Practical learning should be made possible which is helpful for the students even later in life. Moreover, there should be no division between high-ability and low-ability students. Even if tracking is applied within classes, still this is the function of an ideal holistic environment to help each and every student take part in the group discussions without lowering their self-respect and without making the high-ability students feel privileged. Thus, all students tend to have a parallel collaborative environment for learning. Also, focus should not be only on lesson procedures and syllabus; rather, extracurricular activities should also be arranged for the students and “ approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates” should also be incorporated in the curriculum (Qualifications and Curriculum Authority). This is how we can help create a healthy, holistic environment where students can improve their physical, cognitive and socio-emotional abilities. Works Cited Adamson, Scott. “ Linear Tradition.” Curriculum Platform. N. p., 2009. Web. 26 Feb 2011. . Miller, Ron. “ Holistic Education.” A Brief Introduction to Holistic Education. Infed, 2000. Web. 26 Feb 2011. . Qualifications and Curriculum

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