US-China Education Review A, January 2024, Vol. 14, No. 1, 44-55
doi: 10.17265/2161-623X/2024.01.005

The Junkyard Courtyard in the Kibbutz Kindergarten in Israel: The Applications of Pedagogy From the Point of View of the Kindergartners

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The "junkyard yard" in the Kibbutz kindergarten reflects a holistic concept that includes nature and its materials on the one hand and the community and the materials that accompany it on the other. This humanistic educational concept, which has its foundation in the kibbutz movement, combines encouragement for artistic experimentation, movement, and planning—defines the set of materials as tools that train the child for a certain action or a socio-dramatic, emotional role, for the practice of agility and thinking training. At the core of the concept, the child is positioned as an independent learner who explores his environment. The scrap yard has many cognitive functions. This combines the approach of Piaget, who sees the encounter with nature as a foundation for a person's personal development through an encounter with balance systems that help him learn regulation, creativity, and initiative. The study included the independently filmed testimony of four gardeners working in four different kindergartens in kibbutzim in the southern and northern regions of the State of Israel. The content of the videos was analyzed using a strategy for qualitative content analysis by the theory anchored in the field. The main findings show the development of diverse cognitive abilities such as: creativity, initiative in many ways, emotional regulation, cooperation, and the ability to solve problems.

Keywords: junkyard, yard, Kibbuts education, humanistic education, self-learning

Introduction

The term "junkyard", which is at the center of this investigation, with its idea, planning and design reflects a holistic perception that includes nature and its materials on the one hand and the community and the materials that accompany it on the other. This humanistic educational perception, which is based on the kibbutz movement, combines encouragement for artistic experience, movement and planning (Hass, 2000) and defines the whole range of materials through every object available to the child that can serve him for something, as a tool that trains him for a certain action or as a tool that determines a socio-dramatic, emotional role for him (Gavish & Hass, 2008). These objects serve pure functional activities that train the child to practice agility and mental training by turning them into something else or exploring them by disassembling and reassembling or connecting with something else (Muskalevit, 1963). At the base of the perception, the child is positioned as an independent learner who explores his environment; in this way, the child is given freedom of action and freedom of expression

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that allow him to shape himself as an independent person who should be given the ability to develop in his own way (Gavish & Hass, 2008; Dror, 2002). Junkyards that are an integral part of the kibbutz educational perception have been known since the early 1940s. Their invention is attributed to Melka Hass from Kibbutz Sde Eliyahu and Miriam Levin from Kibbutz Lehavot Habashan in the northern region in Israel (Aviezer et al., 2021).

The junkyard with its characteristics, which invites the child to self-initiated—free movement in a dynamic and changing space composed of material stimuli foci and with high intensity, has many cognitive roles. Fundamentally, this combination is based on Piaget's view that sees the encounter with nature as a basis for the personal development of man through an encounter with balancing systems that assist him in learning regulation, creativity, and activism (Seton et al., 2011). Thus, this research seeks to add another layer to the discussion and examine whether the implementation of the educational pedagogical principles of the "junkyard" while integrating the use of diverse materials and textures has the potential to develop processes of productive capacities, creativity, initiative, and ability of emotional regulation among young children?

Literature Review

Space and Place

The geographical space composed of all three-dimensional representations contains the representations of space, place and environment and is defined as the location where spatial science relationships occur (Portugali, 2000). According to the physical-geographical perspective, space is a thing—an abstract thing that is measured in mathematical terms, derived from the assumptions of the positivist approach. It is not anchored in time and is "indifferent" to people's concerns (Merleau-Ponty, 1978). According to the phenomenological approach, space constitutes a phenomenon or perhaps a dimension that cannot be separated from human consciousness and the set of actions that accompany it. Space is defined as a dynamic—active essence, dependent on the contexts of time of occurrence, the society inhabiting it and the age of those operating in it. It changes as a function of the conditions in which it exists such as the time of day, seasons, and weather. Also, space does not exist uniformly as one essence, but as a fragmented—shattered and diverse essence. Different human societies operate in it and through it, according to the dimensions existing in their perceptual and tangible personal world. Space is an engine that constitutes culture and serves as a reflection of it. Therefore, the use of it, the choice of location, its planning, design, and population with details must always be in relation to the context: goals, events, and the power relations between people (Tilley, 1994; Relph, 1989).

Space is a phenomenon related to time, society, and societies; different groups and individuals operate in it according to the current dimensions in the subjective world (Tzur, 2010). One of the parameters that seeks to define the perception of mental well-being positions it alongside the spatial reality surrounding human beings and the way it is arranged. Thus, space has the potential to generate a mental experience to the same extent that the mental experience can be expressed in space (Greenfield, 2015). The design of the educational space harbors great potential that can enhance the sense of belonging and commitment to the educational process of those residing in it, and especially the main consumers of space—children (Achiezer et al, 2021). Studies have shown that there is a positive correlation between the length of stay outside the classroom—outdoors, and the positive impact on student learning and their motivation (Greenfeld, 2015; O'Brien, 2009).

Experiential Learning

Jean Piaget, considered one of the fathers of constructivism, gives an important place to the cognitive maturity of the learner and his readiness to deal with abstract and complex knowledge. In his "stages of cognitive

development" theory, he argued that it is difficult to accelerate certain perceptions and understandings before the appropriate developmental stage arrives in which the ability to replace misleading or partial comprehension schemes with more complex and accurate understandings matures. In his view, the learner needs cognitive maturity and the development of a system of abstractions and generalizations in his mind in order not to have to resort to misinterpretation that is not based on a scientific explanation (Aphter et al., 1998). In contrast, Vygotsky (2004) does not see the development of knowledge process as related only to the maturity and age of learners. His conception places greater emphasis on the context in which learning takes place and on the social influences of discourse and thinking in the community in which knowledge is acquired. Thus, there is greater ability to influence learning and promote it externally.

In Vygotsky's approach, the learning process is not perceived only as an intrapersonal task of the learner who internalizes knowledge and explains phenomena to himself. It emphasizes the importance of acquiring knowledge collectively and jointly accumulated in his learning group, which has a crucial role in each student's ability to internalize knowledge and make use of it. Hence, he sees the success of learning as dependent, among other things, on the type of space and learning environment that will be created within the educational framework. The "mediating space" between knowledge at the beginning of the process and their ability to understand and internalize it at the end he calls the "zone of proximal development". The quality of the zone and its effectiveness in accelerating learning depend not only on the ability and willingness of each learner in the group to learn new things, but on the interaction created with the experiences and the type of discourse and dialogue developed in the learning group (Alexander, 2005; Vygotsky, 2004). In contrast to these perceptions, an additional conception emerged representing the current of humanistic psychology, one of whose founders is Carl Rogers. This approach focuses mainly on the various aspects of motivation and the possibilities of the learner's control over the learning process, with the condition for this being the freedom to learn, thus giving him autonomous ability (Alexander, 2015; Bayit-Marom et al., 1992).

The Yard Space

Educational spaces, are a significant factor in the lives of children and teenagers, being a meeting place for different aspects of their lives—academic, emotional and social (Harpaz, 2009). The break in the yard space, which is part of the daily educational routine, is defined as a "space" between educational activities (Lev-Zamir, 2016). The yard affects the educational climate and the cognitive and social development of the students (Gavish & Hass, 2008; Ministry of Education, 2015). The yard must serve the students according to their needs and age and educational institutions, where careful planning of the yard space seems to invite healthy play, positive behavior, leadership development, personal empowerment, problem solving, sensory stimulation and sensory regulation (Dror, 2002; Harpaz, 2009).

The Junkyard

One of the central characteristics of this spatial educational perception whose expression is in the junkyard is the adaptation of its pedagogical characteristics to the changes that defined the kibbutz reality over the years, alongside its updating by current theoretical perceptions, especially those of Piaget, Vygotsky, and Bruner (Hass & Gavish, 2008). The planning of the junkyard represents the connection between the whole of the child's activities, which is a central component in the kibbutz community, and the way to its continuity. The yard constitutes a tangible and conceptual link to the child's environment and his connection to the community by creating connections with the children's house, the kindergarten, and the complete kibbutz space with all its

components and branches (Cahana, 2011). Planning the yard, allocating the unique place for it, maintaining order in it, choosing, and sorting objects and sometimes involving the children, shape the holistic environmental climate: educational and communal of the child (Hass, 2000).

The junkyard, as its name implies, consists of diverse objects that have gone out of use by the community in its various aspects and represented its real and tangible world. The junkyard is allocated a defined and unique area in the kindergarten space, and it provides the child acting in it with free activity for multidimensional creation according to his choice: alone or in a group (Hass, 2000). The activity in the yard is completely unrestricted and is defined by only two basic rules: maintaining safety and mutual respect (Aviezer et al., 2021). The objects making up the junkyard are carefully selected according to defined and clear criteria: previous use as representing a realistic layer, material type, object size, object shape, texture, color. This selection allows an unlimited variety of game uses through undefined objects for the child and others that connect him to the functional context to which the object belongs in community and domestic circles (Hass, 2000).

The junkyard has defined roles as a space that generates independent learning: intrapersonal and group. One of the main goals of this yard is to teach the child responsibility, creativity, and independence. These are achieved through direct development of environmental awareness and sensitivity to changing conditions in it: order, shapes, and textures, thus enabling him to adapt to a dynamic reality (Levin, 1983). An additional role is achieved through the variety of familiar and unfamiliar objects that arouse the child's curiosity and inquiry; these can develop the child cognitively: motoric, emotional, and social. The third role is achieved, which refers to the child's place in the community and as the one defined as its next generation. The junkyard connects the child to the community to which he belongs since the objects mimic its environment and associate the child with key significant figures accompanying him during his life and in the domestic space. Thus, a meaningful personal and local identity is shaped in the child (Aviezer et al., 2021).

In addition, the kindergarten teacher has a crucial role in this process. The educational value of this yard is also measured by the degree of emotional and spiritual involvement of the kindergarten teacher in the kindergarten and the degree of respect she acquires for the yard and the ways of expressing it (Dror, 2002). Her role is to serve as a mediator between the children and the totality of their experiences in the yard. The kindergarten teacher serves as a significant focal point for expanding the experiences accompanied by discourse (Aviezer et al., 2021; Hass & Gavish, 2008).

Research Method and Case Study Presentation

The case study to be analyzed within this work is based on testimonies from four kindergarten teachers who work in the kibbutz education system and present their perception towards integrating a "junkyard" into the kindergarten space. The testimonies of the kindergarten teachers were collected through eight videos they filmed upon the researcher's request. Each kindergarten teacher was asked to film two videos: one, in which they documented their perception as kindergarten teachers towards the junkyard; the second, a video in which they film their work in the junkyard with the children during recess. The videos are accompanied by direct testimony of the kindergarten teachers' words and their presentation as part of the video, testimony accompanied by hearing the kindergarten teacher's voice in relation to filmed situations of the children's activity in the yard, filmed situations of the children without vocal mediation and presentation of situations depicting the involvement of the kindergarten teachers as part of the educational perception mediated within the yard. The average duration of the videos is 20 minutes. The age range of the kindergarten teachers: 34-42, all married and mothers to children. All

kindergarten teachers have academic education, and all have a bachelor's degree in early childhood education. Two kindergarten teachers have a master's degree. Two kindergarten teachers live in the kibbutz where they work, and two kindergarten teachers live in the city near the kibbutz. Two kindergarten teachers work in a kindergarten in southern Israel and two kindergarten teachers work in a kindergarten in northern Israel.

The words of the kindergarten teachers were analyzed using analysis with the help of the qualitative content analysis strategy according to the theory grounded in the field (Shkedi, 2003; Straus & Glazer, 1967) according to the three coding stages: open coding, axial coding, and selective coding. This method uses a process of sorting phenomena, distinguishing, and separating a sequence the data, until finding the meaning of the data through the disclosure of the characteristics found in the data and their classification into groups with a common denominator (categorization). The categorization includes two elements: the process of dividing the data into segments separate and put them into categories that join the sections to each other (Charmaz, 1995; Strauss & Corbin, 1990).

Results and Discussion

Choice of Objects: Between Defined and Undefined as a Tool for Developing Creativity and Learning Regulation

All the kindergarten teachers in the four videos point out the importance of choosing the objects that will populate the junkyard. The choice of objects moves through several criteria dealing with shape and function. The kindergarten teachers note the importance of the material diversity of the objects: wood, metal, plastic, fabrics, and organic materials. They all refer to this subject as an important tool for building creativity in the child: "I choose the objects according to what I think will serve the children... There is no importance to the definition"; "There is no definition for objects—any object can be anything and serve for anything"; "Activity with diverse materials"; "A yard that provides children with experience with many materials at the same time... The yard is a collection of junk from a variety of materials that gives the child endless possibilities to experience".

The findings are in direct agreement with what is known in the scientific literature so far: the junkyard gives the child staying in it the ability to experience real life and learn how it happens through physical creation: creation by hand and constant touching of diverse materials (Fried, 2019). In the junkyard there are only two central rules: mutual respect and safety. This free approach allows children to move to multidimensional and free self-initiated activity alone or in a group (Aviezer et al., 2021). In addition, its characteristics relating to the child as an active and purposeful entity motivated by internal desire, shapes diverse cognitive abilities in him as a system of self-knowledge organization (Gavish & Hass, 2008). This variety of materials, found in the yard and accompanying the child during his stay there, provides the child with many encouragements for varied initiatives that are created naturally and continuously: experiences accompanied by successes alongside failures. These experiences teach the child processes of regulation and renewed experience in relation to his environment (Levin, 1983; Gavish & Hass, 2008).

Developing creativity. The kindergarten teachers refer to the ability to form a creative perception among the children by defining and not defining the objects taken from their familiar surrounding world enveloping them through their presence in the private and familiar home and in changing community spaces such as private and public yards. These diverse objects allow the child to define the object at any given moment as he wishes and without functional context on the one hand and to place it in the adult world according to the definition of its purpose and to experience it on the other hand: "Everyday objects that everyone uses: parents, professionals and

also the children"; "The objects wear out and also because the objects change—composition and location"; "We receive objects from the children's parents from their homes, collect with the children from hikes in the kibbutz and that's how an emotional connection to the objects is created"; "The yard and its planning allows connection to the community—connection with the available community, discourse and exit from the child's personal world"; "Reenactment of experiences from the adult world". There is no definition for objects—any object can be anything and serve for anything.

Their words support what is known in the scientific literature: The junkyard represents an advanced and innovative educational perception even today, based on creating new experiences and linking them to previous experiences. It teaches activism—creativity with the help of experiencing the variety of materials. This process contributes to the development of the child's personality in its many facets (Dror, 2002). The junkyard develops all the child's cognitive skills through intuitive—creative thinking, discernment, and development of environmental knowledge (Cahana, 2011). Also, its structural principles, which present the child with the dichotomy of order and disorder, habit versus flexibility and mental dynamics and dispersion versus concentration, give him freedom of action that establishes creativity and flexible thinking abilities (Hass, 2000). The creativity of the children develops through the characteristics of the yard in which they are allowed to mix, pile up, move, get dirty, combine, and dismantle as they please, as opposed to the activity in the kindergarten's interior space accompanied by rigid rules (Gavish & Hass, 2008). By the very minimal definition of the yard's rules, children are exposed to multidimensional and free self-initiated activity that develops creativity and the ability for varied initiative in the child as an independent learner (Aviezer et al., 2021). The adaptation of the junkyard to the child's developmental stage and its constant change gives children the possibilities to explore the materials in their various shapes, types, and textures. In addition, it provides the ability for constant observation of formation processes. The investigation is carried out by activating all the senses of the child, thus enabling the activation of physical and environmental change processes, and thereby creating a private world tailored to change and preservation (when structures are preserved over time) (Gavish & Hass, 2008).

The role of the junkyard is to help the child freely and independently express all his traits. The yard encourages constant experience and thereby develops courage to experience, cognitive-thought and behavioral release from templates, develops imagination that advances the child to actual performance in real time and teamwork. The dynamic junk environment poses coping with frustrations and learning ways to cope with them (Ben-Ziv et al., 2019). These frustrations are in the thematic context related to the adult world and thus can prepare the child for advanced stages in his adult life. Alongside these, the child experiences many successes that allow him inner observation alongside the formulation of his resilience and sense of security (Gavish & Hass, 2008).

The junkyard composed of a huge variety of objects enables the child investigative processes. These processes accompanied by the child's senses teach him procedural investigation through existing structures formed from different materials. In this way the child develops his private world in the yard and shapes it in relation to dynamic processes occurring by the child himself and by his kindergarten peers and teacher. Thus, through physical and environmental changes, a dynamic, procedural, creative and initiating conception is formulated in the child (Gavish & Hass, 2008). By the very minimal definition of the kindergarten yard's rules, children are exposed to multidimensional and free self-initiated activity that develops creativity and the ability for varied initiative in the child as an independent learner (Aviezer et al., 2021). Moreover, the child's presence in the yard and his activity in it position him as an independent learner who filters, processes, interprets and organizes the knowledge he accumulates from the reciprocal relations maintained with the environment itself.

The yard creates stimulus that provides him with self-learning and from the perception that a person is an active and purposeful learner by virtue of his being (Gavish & Hass, 2008).

Learning regulation through material encounter, spatial variety and reciprocity. All the kindergarten teachers refer to the process of choosing objects and the children's experience with them as a tool that promotes sensory and emotional regulation ability. The child's regulation abilities are formulated in two processes: one, through sensing a variety of textures and touching different materials. In addition to the possibility given to the child to get dirty from deliberate contact for example: sand and water. The second way refers to the distinct difference between the space of the junkyard located outside the kindergarten building, characterized by its dynamic appearance, and the kindergarten's interior space representing a fixed order, different aesthetics, and fixed regularities. In this way, the children learn by themselves definitions of permitted and prohibited, personal and interpersonal boundaries, and the ability for self-measurement: physical and personal: "The children drag, pull, load and build..."; "There are fixed facility bases for motor activity or for the experience of control like high places"; "The children learn regulation, to wait in line, they learn to create dialogue and solve problems—conflicts—mediated and non-mediated"; "There are opportunities for negotiation and dialogue. Finding a solution"; "The children naturally develop an understanding of permitted activity according to type of space"; "The children learn that there is no fear of getting dirty... Behavioral distinction between spaces. It's ok to spill sand but it's prohibited to spill food".

All the ideas arising from the words of the kindergarten teachers are supported in the research literature in the field: The yard trains the children for sensory and motor investigation (Achiezer et al., 2021). According to Piaget, the source of knowledge (in the child) stems from the rich reciprocal relations between him and the environment, which shape adaptation ability and self-regulation abilities like natural systems in him (Seton et al., 2011). The educational role of the junkyard is to enable the child to investigate himself by himself. This process based on defined and undefined "material culture" assists the child in searching for meaning by finding qualities revealed to him through experience: such as courage to try things, creative thinking free from subjugating templates and developing imagination found in the immediate context for performing an action in the field including problem solving (Gavish & Hass, 2008).

Two fundamental elements of Piaget's theory are present in the scrap yard: assimilation and adaptation. Through these two elements the child tries to explain the world and the acquired knowledge. The child adapts his concepts to new experiences in the changing space. When the conceptual meeting of the child is violated through something in the space, the child is obliged to go through more processes to find the balance (Seton et al., 2011).The dynamic kindergarten yard subject to material and environmental changes, similar to the natural environment, manipulates the child's senses and enables him to learn regulation adapted to his stage of development (Gavish & Hass, 2008). Also, according to Piaget, the child's ability to regulate is created thanks to maintaining a balance with the ecological systems that surround him if he meets them (Seton et al., 2011). The child's learning of mutual relationships according to the concept of construction is natural. This is created by motivational processes granted to him by interactions with the natural environment and from internal motivation. These interactions—child and environment and child with the others in the environment—develop in him social abilities and emotional regulation processes achieved by processes of filtering, processing, interpretation, and self-organization with little stimulation originating from external factors (Gavish & Hass, 2008).

According to the scrap yard approach, the child learns the world and knows it as someone who responds to his various activities in it. The child is active in his environment and the mutual stimuli of the child, and his

environment led to his brain "sensory input" that undergoes sensory processing. The child recognizes sensations through actions and thus learns to regulate them and extract information from them (Gavish & Hass, 2008; Aviezer et al., 1994). The child's sensory processing, which is based on constant and changing exposure to a variety of material representations, their recall and free activity, consolidates the stage-adapted development process emotionally, physically, and cognitively (Aviezer et al., 2021; Gavish & Haas, 2008). This complex develops in the child the skills of recognition through intuitive thinking that establishes the ability to distinguish by touch and the development of environmental knowledge (Cahana, 2011).

Interrelationships: Initiative, Collaborations and Problem Solving

The junkyard yard invites diverse interactions between the children and enables them to learn the process of cooperation, teamwork, independent work, and conflict resolution. These capacities are achieved by the changing material dynamism of the garden courtyard. This dynamism includes a changing variety of materials, shapes and changing orders of discount and nudity and invites many possibilities of creative thinking. Due to these endless opportunities that the variety of shapes and types of materials create, various forms of mutual relations between the children are formed such as: teamwork, independent work, waiving mutual discourse, character traits such as leadership and entrepreneurship as well as mutual help. Manifestations of these interrelationships are, for example, manifestations of initiative and entrepreneurship for joint group construction of structures created by several children or a single child. This process promotes group discussion, brainstorming and the ability to put things into action. Mutual relationships that are naturally accompanied by different opinions and objections teach the children through group dynamics processes and sometimes mediated by kindergarteners to compromise, listen, and resolve conflicts: "The big ones manage to build complex structures"; "Selecting materials and presenting requests when missing"; "The yard changes, both because the objects decay and because the objects change"; "It is difficult to explain the order—the order changes"; "The children tidy up the yard with the kindergarteners"; "Regulating waiting in line... creating dialogue and solving problems—conflicts—a mediator and not a mediator"; "The level of games in the yard allows him to apply what he learned in kindergarten"; "The child grows and the yard changes according to the child—spatial change versus the stages of development"

The words of the kindergarteners are validated in the scientific literature and are supported by it: the scrap yard is part of the collective education concept that sees the kindergarten as a "living complex" that regularly maintains a connection between the space of the kindergarten and what happens in it and the community and its diverse spaces of existence. This relationship is also expressed in the set of objects that make up the yard and their relationship to the surrounding plains, to the landscape, to culture and society (Dror, 2002). According to Piaget, on which the pedagogy of the scrapyard formulated by Malka Haas is very much based, conflicts arise for a child when one or more experiences experienced in the space of the yard contradict his system of concepts. In this way, the child must bridge the cognitive gap that has been created and thus learn to create diverse ways to resolve conflicts (Seton et al., 2011).

The assumption emerging in the scientific literature is that every learner has an internal motivation system driven by his natural curiosity (Seaton et al., 2011). The scrap yard is a pedagogical transition space that serves as a link between the dynamic life of the garden and the life of the community, thus enabling the creation of a local identity and the aspiration to create a reciprocal relationship with it in the various encounters with it (Gavish & Hass, 2008). The yard gives the child an experiential variety that promotes the creation of initiative and

multiple activisms through the formation of an autonomous concept that is built by creating self-confidence in the environment in which he works (Aviezer et al., 2021; Dror, 2002).

Through all his experiences with the objects, the child experiences frustrations alongside successes. These experiences allow him to find diverse ways to find tangible solutions given in a direct context (Gavish & Hass, 2008). The yard also encourages him to work in a team, self-esteem, creating extensive mutual communication, creating many initiative processes on various levels: building initiatives, planning, self-talk and group talk, problem solving and the ability to put it into practice (Aviezer et al., 2011; Seton et al., 2011). In addition, the material dynamism of the yard produces a constant environmental sensitivity in the child. The child, as a partner in this dynamism in terms of organization and content, consolidates the ability to adapt to a multidimensional reality that changes regularly and at different times, thereby teaching him to solve problems and conflicts (Aviezer et al., 2021; Fried, 1983).

Structural continuity and building a sense of security. All kindergartens relate to the issue of structural continuity that exists in the scrap yard. The children, surrounded by various objects, some of which have a defined shape and others not, when they—the children are given the ability to define preserve or change it, initiate the construction of different structures with different definitions. These structures, some of them are defined and represent recognized definitions from the children's real world of reality and some of them do not have recognized formal definitions. All the kindergarteners point out the importance of continuity through several goals: giving respect to the children's work by the kindergarteners and other children, building continuous planning abilities, complex thinking of a higher order, mental flexibility and the ability to change an existing thing, strengthening remembering abilities by continuing from where they left off, persistence and ability to implement things: "There are constructions that last for weeks and we preserve them in the yard"; "Continuity game: Continuity—remember what they did and what we built and want to continue the game from that place"; "The child grows and the yard changes according to the child—spatial change versus the stages of development"; "Continuity from the existing we keep their structures"; "The great ones manage to build complex structures, planning and execution".

The scientific literature dealing with the field supports the words of the kindergarten's teachers and the pedagogical concept that accompanies the construction of the yard: the junkyard, based on Piaget's concepts, places at the center the approach according to which the child's development is compared to the stages of building a structure, which is built over time, step by step. Hence the importance of building buildings from scrap over time, while preserving them (Seton et al, 2011). In the yard, a central emphasis is placed on maintaining the continuity achieved by creating a contrast between the differences in order and visibility between the interior of the garden and the junkyard (Aviezer et al, 2021). Also, the whole yard brings the child successes as well as frustrations. This sensory complex allows the child to learn about himself and to make his own choices, thereby forming a sense of security and mental resilience in him (Gavish & Hass, 2008). In addition, the child's sense of autonomy and his sense of security are built by providing the personal choice for self-learning and processual inquiry that does not intervene but is mediated according to need (Fried, 1983; Seton et al., 2011).

Free Motoric Activity, Experience of Control and Measurement of Self-efficacy

All kindergartens teachers refer to the advantage of the scrap yard as a space that allows the child free movement that consolidates his gross and fine motor skills. These abilities are built by the whole of the child's experiences in the yard made according to his personal choice and by self-learning. Learning these abilities of

free movement combined with physical activity according to the child's choice and defining his ability by himself as climbing, descending from high places, moving from place to place, dragging, gathering into a pile and more allow him the ability to self-measure: physically, emotionally and a sense of control: "The shape of the yard gives the child the possibility of calculating and measuring his ability in relation to things"; "There are permanent installation bases. For motor activity or for the experience of control such as high places"; "The children know how to sample heights, measure self-sufficiency, how much they can go up, how to go down, reproduce a movement to go down and, if necessary, ask for help"; "The child experiments with his body with all the possibilities given to him"; "Motor importance.. experimenting with the body… what it can do and how much it can do"; "The role of the kindergarten teacher is to create a challenging environment adapted to the developmental stage the child is in". The scientific literature gives validity to the words of the kindergarteners and supports them: the basic conceptual concept of the scrap yard is to give children free access without dependence that defines their abilities. This concept encourages the children to explore their physical and mental abilities on their own (Aviezer et al., 2021). The totality of the child's actions in the yard and the stimuli created from it transmit sensory input that is processed into a sensory perception that contributes to his focus and ability to identify him through the sensory experience (Bruner, 1963)—and these contribute to train the child to experience gross and fine motor skills (Aviezer et al., 2021).

The child's activity in the scrap yard allows him to learn emotional and motor control through natural processes that exist from the interrelationships between the material characteristics of the yard and the child and his activity in it. These exist through his self-choice to filter, process, interpret and organize the set of objects, their location and characteristics and the knowledge that is formed in the child (Fried, 1983; Gavish & Hass, 2008). Moreover, the yard trains the child in social physical experience, motoric, and sensory self-exploration and in the experience of physical autonomy while forming dimensions of trust in "myself" and in the surrounding environment (Aviezer et al., 2021; Cahana, 2011).

Self-play accompanies mediation and progression of thinking levels. All the kindergarteners relate to the importance of the kindergartener's role as a knowledge mediator in the scrap yard. All of them note the mostly interfered natural behavior of the kindergartener while she was in the scrap yard. All of them refer to the fact that their non-static presence in the yard, the one asking questions regarding the child's actions promotes the child's experience and raises him to a higher level. All the kindergarteners refer to the importance of locating the situation that can promote recognition processes through asking questions by the kindergartener and creating curiosity, investigative thinking, mental flexibility, and the ability to execute: "Mediation—a very important issue to raise the level of the game to participate with the children"; "Regulating waiting in line. Creating dialogue and solving problems—conflicts—a mediator and not a mediator"; "Mediator game: a boy who knocked on the table—was invited to knock on all kinds of materials to experiment with sounds"; "The role of the kindergarten teacher is to create a challenging environment adapted to the developmental stage the child is in"; "Kindergartens set an example for children"; "Mediator game—facilitator—asking questions—investigation—solving problems".

The concept of the gardener's role in relation to the scrap yard as expressed in the words of the gardeners is supported by the scientific literature: the gardener's role is in the ongoing maintenance of the yard and its constant renewal (Gavish & Haas, 2008). This process reflects initiative to children. The kindergarten teacher must constantly think about her ways of mediating in the yard that accompanies the children's spontaneous activity, and it is this process that allows them to get the most out of it (Gavish & Hass, 2008). The yard, with the active

mediation of the kindergarten teacher, contributes to the development of cognition by sharpening the ability to discern and developing physical and social knowledge (Cahana, 2011).

The role of the kindergarten teacher is to fully support the exploitation of the child's abilities by her active involvement while observing, listening and being sensitive to what is happening (Aviezer et al., 2021). The kindergarten teacher who serves as a role model for the children helps them focus, get excited and expand their knowledge base (Bruner, 1963; Gavish & Haas, 2008). Her exciting reactions in relation to the children's activities encourage them to continue creating and clarify the world of conceptualization of their activities and thus also promote learning to solve problems (Aviezer et al., 2021; Levin, 1983).

Summary

The findings of the analysis of the case presented here showed a close connection between the construction of the scrap yard that combines a variety of materials collected from the community's environment, rich in representations of shapes and textures and the formation of diverse cognitive processes that originate in a dynamic environment, rich in stimuli and as a result, the development of sensory regulation abilities and the development of creative thinking, flexible and entrepreneurial. It turned out that the spatial dynamism that characterizes the yard that combines spatial and material changes (the variety of objects) invites the child to deal with a changing reality that helps him process the constant and powerful sensory information and teaches him to face challenges and solve them. It was also found that the variety of defined and undefined forms invites activity and flexible creative thinking, when it was found that this feature encourages the children to create and take initiative and to build structures whose construction process is sometimes short-lived and some are long-term, allowing the observation of the process corresponding to the step-by-step development of the child. In addition, it was accepted that unmediated learning encourages exploration: environmental and physical of the child himself—as a means of developing measurement learning and from it, the child's spatial and motor control ability. Another important fact that came up deals with the role of the kindergarten teacher as a mediator of knowledge and an encourager of higher order thinking. The place of the scrap yard is getting smaller and smaller, and due to its many advantages, it should be reconsidered and considered to integrate it into spaces that are not necessarily rural, thereby encouraging many children to these social and intellectual building processes.

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