

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD2020
ENVIRONMENTS**

HOURS: 30

Credits: 2

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

PREREQUISITES: Students must be eligible for enrolment in CD2140/216/ (Spring Nursery) Immediately following completion of CD2020

TEXT: None

COURSE DESCRIPTION:

"Creative play is an opportunity for children to manipulate their environment to achieve their own ends and to sense the fact that the world around them can be changed and not taken as given."

Robin Moore
Planning for Play (p. 76)

This course investigates the relationship between the environment and the behaviour of young children, and explores techniques for creating flexible spaces which will respond to individual and group needs. It is divided into two parts:

Community Research Lab: Through analysis of a child's experience in a broad range of man-built environments, the student will develop an understanding of social attitudes towards children and their families which environmental conventions reflect.

Specific Space Design Lab: The children's environments component will provide the opportunity to explore and develop process-oriented spaces and equipment for young children. It will also focus on the relationship between environmental design of spaces for children and programme planning.

COURSE OUTLINE REVISED: JUNE, 1992

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COMPETENCIES

COMPETENCY 1

Community Research Lab:

The students will develop an awareness of elements which affect the range and quality of children's experience in housing, public, educational and institutional environments.

COMPETENCY 2

The student will develop an understanding of issues in planning public, domestic and institutional man-built environments which affect children's lives.

COMPETENCY 3

Specific Space Design Lab:

The student will be able to define elements which affect the quality of a young child's environment in educational and caregiving settings.

COMPETENCY 4

The student will demonstrate an understanding of the environmental needs of young children through the design, implementation and evaluation of one physical component of a specific space for children.

COMPETENCY 5

The student will know resources within the community which can provide basic materials used in the construction/implementation of process-oriented environments for children.

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COMPETENCY 1

The student will develop an awareness of elements which affect the range and quality of children's experience in housing, public, educational, and institutional environments.

Subtopics

1. The components which comprise a human environment.
2. The potential impact of specific environmental components on the development of the individual.
3. The relationship between one's environmental history and the decisions one makes as an environmental planner.
4. The play ranges of young children:
 - a) definition
 - b) types
 - c) factors which may affect a child's play range.

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COMPETENCY 2

The student will develop an understanding of issues in planning public, domestic, and institutional man-built environments which affect children's lives.

Subtopics

1. Environmental stressors which may affect children's lives, i.e. crowding, noise, temperature.
2. The evaluation of man-built environments in terms of the positive and negative effects these facilities may have on young children.
3. The Designing of playgrounds for young children:
 - a) developmental goals of playgrounds;
 - b) components of a well-designed playground;
 - c) traditional, adventure, creative playgrounds.

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COMPETENCY 3

The student will be able to define elements which affect the quality of a young child's environment in educational and caregiving settings.

Subtopics

1. The physical components of quality indoor environments for young children:
 - a) softness/hardness
 - b) intrusion/seclusion
 - c) open/closed environments
 - d) high/low mobility equipment
 - e) simplicity/complexity
2. The aesthetics of children's environments.
3. Room arrangement strategies for preschool settings.

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COMPETENCY 4

The student will demonstrate an understanding of the environmental needs of young children through the design, implementation, and evaluation of one physical component of a specific space for children.

Subtopics

1. Goals for a specific preschool environment. (e.g. Spring Nursery).
2. Using goals to design an indoor environment for young children.
3. The Evaluation of a specific preschool environment.

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COMPETENCY 5

The student will know resources within the community which can provide basic materials used in the construction/implementation of process-oriented environments for children.

Subtopics

1. Free, quality materials for use in a preschool programme.
2. Prop boxes:
 - a) defining the term "prop box";
 - b) establishing goals for a prop box;
 - c) designing and evaluating a prop box.