

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

HOURS: 30

Credits: 2

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

PREREQUISITES: Students must be eligible for enrolment in CD2140/2160/ (Spring Nursery) immediately following completion of CD2020

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, 1995

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UNITS

UNIT 1

The learner will demonstrate an awareness of elements which may affect the range and quality of children's play experiences.

UNIT 2

The learner will demonstrate an understanding of the potential impact that man-built environments have on the development and behaviour of young children.

UNIT 3

The learner will demonstrate an understanding of elements which affect the quality of educational and caregiving environments designed for young children.

UNIT 4

The learner will be able to design, establish, and evaluate a process-oriented environment which responds to the developmental needs of young children.

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Unit One: The learner will demonstrate an understanding of elements which affect the range and quality of children's play experiences.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Explain how their own environmental history has affected their development as a unique individual.
2. Identify factors which may affect the extent of children's play ranges and the quality of play which takes place within those ranges.
3. Explain the relationship between play ranges and child development.

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Unit Two: The learner will demonstrate understanding of the potential impact that man-built environments in general have on the development and behaviour of young children.

Objectives: Upon successful completion of this unit the learner will be able to:

- 1.. Identify the components which work together to create an environment.
- 2.. Explain how specific elements of an indoor environment can affect human behaviour and development.
3. Identify ways in which man-built outdoor play spaces can affect the behaviour and development of young children.

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Unit Three: The learner will demonstrate an understanding of elements which affect the quality of a young child's environment in educational and caregiving settings.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Explain how an aesthetic environment contributes to the development of young children.
2. Identify ways to provide a balance between softness and hardness in educational and caregiving settings for young children.
3. Explain the difference between an open and closed environment as it pertains to educational and caregiving settings.
4. Identify ways to provide a variety of simple, complex and super play units within educational and caregiving settings.
5. Identify ways to provide a variety of high and low mobility materials in educational and caregiving settings.

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Unit Four: The learner will be able to design, establish, maintain and evaluate a process-oriented environment which responds to the developmental needs of young children.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Identify appropriate goals for a specific educational/caregiving environment, e.g. Spring Nursery.
2. Use appropriate goals to design and establish a preschool environment which supports and facilitates children's development.
3. Use their knowledge of environmental psychology to evaluate a specific preschool environment.

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Upon successful completion of this course, students will have acquired and demonstrated specific knowledge, skills and attitudes.

They will gain knowledge of:

1. The ways in which one's environmental history can affect one's growth and development.
2. Environmental design terminology such as: aesthetics, play ranges, environmental stressors, psychology of arrival.
3. The relationship between children's play ranges and children's growth and development.
4. Factors which may affect the extent of a child's play ranges and the quality of play which takes place in those environments.
5. The ways in which man-built environments can support and facilitate children's growth and development.

They will gain skill in:

1. Developing and using appropriate environmental goals to direct the designing of educational/caregiving settings.
2. Applying environmental theory to the design of educational/caregiving settings for young children.
3. Evaluating man-built environments to determine how they meet the needs of young children and their caregivers.

They will develop attitudes which reflect:

1. An understanding of how the physical environments of young children affect their development and well-being.
2. An ability to see environments from a child's perspective.
3. A commitment to providing preschool environments which support and facilitate the development of young children.