

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

Chapter 1 : Children's Outdoor Play & Learning Environments: Returning to Nature

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Space Arts and Crafts Moon Rocks Go on a pretend space shuttle to the moon to collect moon rocks you hide. The kids can then paint them. Robots Build Robots from various boxes and tubes. After they are dry, paint them with gold paint or silver. You could do this as a group or individual project. Moon Craters Use the bubble wrap that comes in packages and covered it with plaster of paris. Let dry and peel off. Moon Book Help the children write a story about the moon that goes with a picture of the moon that they painted. Playdough Fun Make stars and planets from playdough. Also use playdough as a backdrop for the sky and add glow in the dark stars. Star Cards Paint glue on index cards and scatter celestial glitter and confetti. Rockets Make a cone shape from construction paper and tape to make a rocket ship. Paint it silver, add glue and glitter stuff with colorful shredded paper with some strips dangling out the bottom. Rocket We created a rocket out of washing machine boxes and used ice cream containers from a local ice cream shop for our helmets. We also created space suits out of white garbage bags using permanent markers. We attempted to eat pudding from ziplock baggies through straws to understand how difficult it is to eat in space. Star Gazers Give each child an empty toilet paper tube. Cover the end of the tube with a piece of black paper. Let the children gently push a toothpick through the black paper to create tiny holes. Give the children markers to decorate their scopes. To use them, have the children hold their scopes up to the light and look through the uncovered end. This will look like a mini-planetarium. Splatter Space Have the children splatter paint a picture. Then tell the students to spread out the star pictures all over their sheet of black construction paper. When they are done give them a piece of white chalk and tell them to connect the stars to form constellation pictures. Then have the children name their constellations. Trace around each shape twice onto aluminum foil and cut out the traced figures. Glue the foil crescents to each side of the cardboard moon. Glue tinsel to each of the cardboard stars. Glue the foil stars to each side of the cardboard stars. Tape a dark-colored thread from each star to the moon. Glue a long piece of thread along the inside curve of the moon. When the glue dries, hang the mobile in your window. Boiling water 2 c. Add salt to water, then stir into flour. Have the children knead the dough until it is a good consistency for shaping. Let them roll the dough out and use cookie cutters to cut out star and circle shapes. Each child should have a couple of stars and a couple of circles. Bake shapes in the oven at degrees for 2 ½ 3 hours, checking frequently after 2 two hours. Paint them another day. Space Helmet You will need: First, make a paper bag space helmet. Glue or tape on straws to simulate wires, tubes, and other important gizmos one would expect to find on a space suit. You can also draw them with crayons or markers. Before your child blasts off, make an air tank out of an oatmeal or cereal box. Make shoulder straps out of yarn or string watch young children. To make an air hose, tape several paper towel tubes together slit the ends to make it easier to combine them , then make cuts every inch or two that almost pass through the tube as if slicing a loaf of French bread. Tape one end to the air tank and the other to the helmet. Keep circle halves cut and ready to use. A coffee can lid makes the perfect size nozzle if cut in half. Give each child a toilet tissue roll and a sheet of aluminum foil to wrap around the roll. Staple together the half circle to make a cone shape. Child should glue the cone onto the roll. They can pretend to pack all necessary items, put on their uniforms and get into a spaceship. Explain lack of gravity and its relationship to movement. Challenge the children to walk, run, skip, hop, gallop, leap, and crawl through space. Go for a long nature walk on the moon and see what kinds of imaginary items children discover. After they return from their visit to outer space, have them close their eyes and try to remember what the life forms looked like. When they open their eyes, they can describe them, draw them on paper, and dictate a description for you to write. Box Rocket Trip We created a rocket out of washing machine boxes and used ice cream containers from a local ice cream shop for our helmets. Meteor Fight Have

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

a good, old-fashioned water balloon fight. This should be optional. Some children will not enjoy having meteors hurled at them. Space Trip Pretend to pack all necessary items, put on their uniforms and get into a spaceship. They make creatures with many heads, eyes on their feet, rainbow colored skin, etc. I hang the creatures on a bulletin board. Moon Walking Place pillows all over the floor. Then cover the pillows and floor with a sheet. Let the children walk over the area. Play space walk music for a real dramatic effect. Have children bring flashlights to school and as you re-tell the story have them shine flashlights on the objects. Block Area Add little space people you can find these at department stores Make space ships to take us to the planets- with legos, blocks, pop beads and peoples. Moving Star Game Fly to one star, land, and discover that the only way to move on that star is to do jumping jacks. The ideas are endless! Space Music You will have to make a music tape before the children arrive for this activity. Tape slow, instrumental music for about twenty seconds. Then, switch to fast, crazy music. Every twenty seconds or so, change the music. Go from slow to fast to medium back to fast. Tell the children to move the way the music makes them want to move. To tie this activity into the space theme, talk to the children about gravity. Explain that on the moon, the astronauts move in slow motion but on the Earth we can move as fast as we like. Space Craft Simulator Every successful mission must be simulated first. Have the children sit very close to each other inside a rope circle. Lead them through a take off, a bumpy ride and a landing. You will have to be animated to pull this off.

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

Chapter 2 : Space and Planets Activities & Fun Ideas for Kids | ChildFun

places and spaces for preschool and primary outdoors Download places and spaces for preschool and primary outdoors or read online books in PDF, EPUB, Tuebl, and Mobi Format. Click Download or Read Online button to get places and spaces for preschool and primary outdoors book now.

Let children dress up as a scarecrow and stand on one leg. Block Center Add some egg cartons and small bowls and a large white bed sheet together with spaceships, astronaut figures, and alien toys. Make some moon sand and place inside a large flat container. Add some astronaut and spaceship toys and some rocks. Let children create craters with the sand. Provide some white and a little bit of black play dough. Let children mix the two colors together and roll it into a ball. Invite children to create some craters to their moon surface. Explain that the Earth is the third planet from the sun in our solar system. Show a solar system poster. Let children find Earth. Make an earth craft. Find your state on the globe and shine a flashlight on it. Let one child hold the flashlight and slowly turn the globe until your state is at the opposite of the light. Explain that when the earth rotates away from the sun, it will get darker and darker and it becomes nighttime. Write the words Night and Day on the board. Ask children which kind of activities they do in each daytime. What kind of things can they see in the day or in the night. Write the answers on the board. Drawing and Writing Activity Let children fold a piece of paper in half. Let them copy and write the words "Night" and "Day" to the top. Encourage children to draw and write about the things they do and see in the different daytimes. Movement Activity Glue a sun and a moon to a craft stick. Hold up the moon and ask children what time of day we see the moon. Then let children pretend to be sleeping. Next, ring a little bell and show the sun. Let children slowly wake and walk around. After a while hold up the moon again. Repeat a couple of times. Divide the paper in to two sections and label the sections with "Night" and "Day. The next day let them paint the night sky with blue paint. Over the next few days, let children draw, paint, and cut out their artworks and glue them to the matching sky. Day and Night Critters Talk about the animals that are active during the day and the animals that sleep during the day.

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

Chapter 3 : calendrierdelascience.com - Making the Most of Outdoor Time with Preschool Children

Enter your mobile number or email address below and we'll send you a link to download the free Kindle App. Then you can start reading Kindle books on your smartphone, tablet, or computer - no Kindle device required.

The environment can serve a valuable purpose when it is set up to expose children to opportunities to explore, question, and develop theories about how things work. Negotiation, language, and cooperation are all skills that develop through diverse opportunities. Adults who are overly intrusive or not involved at all with children are not able to notice what children want to explore and learn about in their surroundings. Here are some key questions to consider in assuring your play space provides opportunities for interactions: Is outdoor time maximized through an intentional, well-planned approach to arranging the space and using the time? Are there opportunities for children to encounter each other on a bench, along a pathway intersection, in a play store, or on a puppet stage? Do children have the freedom to select safe materials to use outdoors to build upon their natural sense of exploration? Does this outdoor space offer enough choices for children? Are there adult-sized places for parents and other visitors to interact with children? Do child and adult interactions seem natural and relaxed, allowing for more creative approaches to learning and problem solving? Are adults following the lead of the child? Play and Learning Settings Play and learning settings are defined spaces that support specific activities or groups of activities with specific toys or play materials. Here are a few key questions for planning play and learning settings: Is there an array of play and learning settings within the outdoor physical play space? Boredom and negative social behavior may result. Is there adequate storage for outdoor play items? Are there enough materials to eliminate potential arguing over supplies or toys? Are there constructed play settings, such as a stage, deck, playhouse, sound wall, or animal habitats? Teaching Example One spring, the teacher noticed that the children were very curious about nature. They picked up worms, they heard the spring birds singing, they picked the first crocuses of the season, and they warmed their shoulders in the sun. To build upon their curiosity, the teacher decided to place several items about the play yard to encourage exploration. He placed plenty of small shovels and seed packets by the four tire gardens, placed several other buckets and shovels near a dirt pile, put magnifying glasses and collecting trays on the picnic table, and placed five sets of binoculars and bird books on the deck. As the children rotated around the play area, teachers asked questions about what the children were noticing or making. Program The outdoor space is an extension of the classroom and should be considered another space for learning. The outdoor program should address the child as a whole physically, emotionally, cognitively, and socially. Teachers may include planned activities, as well as let ideas emerge from interactions that occur while outside. Teachers who closely observe children playing and learning, and who listen to see what children are inquiring about, are better able to plan an effective program. They can use the outdoors effectively as a learning space by preparing it to maximize learning opportunities. Diverse settings within the environment extend child investigation, encourage spontaneous exploration and movement, and enrich interactions. Diverse materials provide children with stimuli for new discoveries and new ways of expressing themselves. Here are a few key points for teachers to consider when planning an outdoor learning program for young children: Does the program allow children to choose from activities and materials that are rotated for a variety of experiences? Are choices provided beyond playing extensively on basic, anchored equipment and open play areas? Diverse choices help children learn problem solving. Has consideration been given to each curriculum area such as art, music, science, language, math to be explored outside? Teaching Example Two teachers planned a picnic outside, but when they began to eat, the children noticed that there were ants. Instead of picking up the blanket and moving the group, the teachers let the children encounter the ants and listened intently to their questions. The teachers decided to build upon their curiosity by planning to capture their questions on a large easel and to discuss their comments the next day. They also planned to bring in large picture books about insects and to provide clay to children who wanted to make their own ant models. These experiences might lead to building an ant farm or other projects.

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

Teachers who are either uninvolved or too intrusive, judgmental, or focused on rules limit the creative learning opportunities that children seek. Teachers who are willing to explore and have a personal sense of wonder are better able to engage children in the world. Responsive teachers ask open-ended questions to stretch the ability of children to wonder even further and to learn by testing the limits of thinking and problem solving through trial and error. Some considerations for teachers include: How do teachers incorporate outdoor play and learning as a regular part of the program and daily schedule? Are teachers learning how to establish quality outdoor play and learning environments? Do teachers refrain from overuse of teacher-led activities that limit the possibilities for individuals, pairs, or larger groups of children to engage in their own self-directed learning? How are teachers missing opportunities to engage with children in play and learning activities by being involved in unrelated tasks like reading a novel or a newspaper?

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

Chapter 4 : Preschool Outdoor Activities That Can Be Done in a Small Space

Get this from a library! Places and spaces for preschool and primary, indoors. [Jeanne Vergeront; National Association for the Education of Young Children.].

All children need a rich early childhood, richness accessible to them: There is a world of things for every child to interact with if permitted: Edith Cobb described play as sort of the fingering over of the environment in sensory terms, a questioning of the power of materials as a preliminary to the creation of a higher organization of meaning, p. Even the poorest environment is rich with the stuff of experience to finger over, if it is made safe. Treasure was something you dug out of the dirt in a chaotic, half-forbidden, forsaken place removed from the ordinary comings and goings of people who earned salaries in the light: The big adult world, the macrocosm, is too large, too complicated, and often threatening to the child who cannot cope with it; and so he focuses on the microcosmic world of play, as Erik Erikson stated some years ago, a world that he can encompass through toys and play materials. To these he imputes his often childish beliefs and expectations and also his feelings, but by repeated explorations he gradually relinquishes some of his more fantastic beliefs. When he tries to make the world conform to his childish beliefs and expectations, he is repeatedly confronted with the actuality of situations and events, and ever-present threats and sometimes painful consequences. But he can do this restructuring of the world only if he is permitted and encouraged to try, to persist until he learns what can and cannot be done; and play provides a minimum of risks and penalties for mistakes. The danger however, is to see play too instrumentally and lose sight of its life-giving value. As David Elkind pointed out: Play may be plunging, mind and senses nakedly open, into experience or a more measured endeavor. Play is self-initiated, spontaneous, and voluntary; the child must remain in control because the play is building upon understandings, cognitive structures, and stress. When forced it really does become work, in a grown up sense. Children need teaching from the adults and other children in their lives. The most effective teaching accompanies active learning. Children need a mixture of direction and freedom, direction that mentors provide by guiding children to a positive direction and by providing the scaffolding sequencing and steps for their emerging ideas and skills. The teacher often has to present children with materials and experiences that allow them to move ahead, rather than simply allowing them to do anything in the hopes of discovery. All exploration is not equal. Children need experiences that offer new problems and subsequently lead to other problems and they need adults and more competent peers to facilitate discovery and mastery. There is one truth about every educational setting: Teachers who stimulate more questions than they ask are truly teaching. It is through people that children become fully human members of society and discover how the social world works and their place in it. A diversity of people both enriches childhood and prepares children for a widening world. Is there that much harm if the outdoors becomes simply a passageway to be hurried through or viewed from a window, or merely a site for exercise or picnics? Our development as human beings is stunted without wide experience in the natural world. How do we become wise or spiritual without understanding our ecosystem and our place in it? How do we become sensual without an outdoor life and an appreciation for hot, wet, fragrant, silky, resilient, oozing, hard and soft, rough and smooth states of matter? How do we become physical and develop a sense of freedom without exposure to wide-open places to run and leap and climb? If a child is not going to be considered an important individual at six months or as a four year old, just one of eight babies or 20 four year olds for a long day, how will he or she develop the sense of security and personal power to navigate life? A child feels significant when she is known, her individual concerns are paid attention to, and she or he is increasingly given some responsibility for something that matters. Every child needs to make his mark and most will—but it is up to us to influence whether the mark will be the frantic bite of the toddler or the defiant assertion of a graffiti artist, or a mark of achievement. Young children have increasingly fewer responsibilities in our society. They rarely experience caring for someone or something, or performing real work that is more than an exercise for their own development. In

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

homes and in programs, children benefit from responsibilities as participating members of the setting. Children need somewheres to be and belong to, somewheres with familiar people and objects made substantial with the weight of meaningful past experiences of love, learning, laughter, and care. A child who attends a child care program from infancy through young school-age years will spend more time in child care than all the hours of schooling, and in their early years may spend more waking hours in child care than at home. Child care centers and homes are places where childhoods happen. Children need to be in programs that respect and support the family that the child comes with; programs that recognize and appreciate individual and cultural differences, values, and ideas. Isolated families do not flourish. At his funeral he was eulogized by his principal dancer and successor, Judith Jamison. We help provide them security and the freedom to adventure. At both a conscious and unconscious level, the child has to feel secure here and now, but at the same time learn that the world out there is not an insurmountable risk, but a place that she can and will learn to manage, learn from, be a part of, and love. The drive to protect our children is profound and easily can extend to scotchguarding their lives. It is messy and loud and profane. There are people with warts and frowns, and decidedly mixed virtues. Scrubbing and polishing every raw experience in the name of health and safety, or protecting innocence scrapes away the natural luster of childhood. Some of the wonders and joys of childhood that fuel the best in our adult selves is unavoidably birthed in bumps and bruises and tears. Visit us at www.

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

Chapter 5 : places and spaces for preschool and primary outdoors | Download eBook pdf, epub, tuebl, mobi

Places and Spaces for Preschool and Primary Outdoors (Outdoors/Naeyc #) by Vergeront, Jeanne and a great selection of similar Used, New and Collectible Books available now at calendrierdelascience.com

Instead, the fault lies with us for not having nourished the seed properly. My home is tiny. Just one side of a little duplex in the middle of the city with a postage stamp-sized yard. Setting up a space to accommodate 6 young children within my living space has indeed, been a challenge. Our days run smoothly, clean-up is relatively simple, and the kids are happy. And so here it is. You use what will work for your space. Ideas for these bags are all over the internet. But where do you store all these wonderful little kits? If I have to find a spot for one more plastic bin, I might just lose my mind. Add some binder rings and some little clips from the stationery store, and there you have it! The smalls unclasp the bags when they feel inclined, and re-clip them when they are finished. Here is another example of repurposing—where do I store all my craft paper, stickers, foam stamps, etc? Here on my landing in shoe racks, of course! They are only inches deep and have a very small profile, but they hold so much. Here are a couple more simple examples—I think you get the idea. Get down on your knees if you have to. Imagine the most comfortable, welcoming, easy access room with as little restrictions as possible, and start from there. There are a few spaces within your space that I think are essential. One of them is a comfy reading and resting area. This area should be soft. It should be inviting. It should make you want to curl up and spend the afternoon there. This is what our comfy corner looks like—This is our toddlers favourite area. Some come to snuggle and suck their thumbs. Some will bring their baby dolls and tuck them in the pillows. Some come to flop around and giggle when their hair gets static-y. Another space I think every learning environment needs, is a child-friendly art centre. In this space, materials should all be within reach. Yes, even the markers and paints AND glue. If you feel like reading, you grab a book. If you want a glass of water, you get a cup and you get water. If you feel like writing in your notebook, you grab a pen and your book and away you go. How would it feel if you had to ask someone every time you wanted to do something? Children feel the same way. Our art centre is open whenever we are in the play room. The children are welcome to work at whatever they find in the little bins, without restriction. I change the bins from time to time—the bits and bobs in the collage bins change the most. Playdough and all the tools are always there, as well as the clay and paper. The bottom blue bin is paper scraps from previous projects. The children can choose paper from the scrap bin and are encouraged to put the cuttings and scraps back in that bin so we minimize waste. We call our space the Wall of Fame—I purchased white press board letters from Wal-Mart and painted them with my kids one Saturday afternoon. I photographed each child and had their photos printed on laminated foam core. I hung them on the wall along with artwork from each child. Older children just need space. They need to be able to work with legos and marbles, and little army men, or count their coins and do a puzzle without having to worry about babies getting into it. The landing, of course—We call this the landing zone. They can lose their landing privileges from time to time if they are not following the day home rules. This rarely happens, as they know how precious this space is when the toddlers take over the main floor in the mornings! Where do I put everything?? Everyone who knows children, knows they come with stuff. And how will the children have space to work with all this stuff everywhere? Well, it takes time, and trial, and error. I have a chalkboard made from an old window frame and chalkboard paint for greetings, menu and activity plans. I pounded nails into the chalkboard frame and hung clips from them to hang the newsletters for parents to take home. Each child has their own coat hook which I also attached to the chalkboard to keep from making more holes in my wall, and their own bin for storage. The bins contain their extra set of clothing, diapers, wipes, change pads, etc. I have also added toys at the front door to help welcome the newbies who are more reluctant to be separated from their parents. In the main room, I keep toys and the sensory table. I really, really, really wanted an easel in my home. I posted about it a while back, you can take a look if you like. When we go downstairs and the fun begins in earnest—I keep the sensory bins under the

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

table. You may notice that our table has no chairs. This is on purpose. Chairs take up space. Chairs get in the way. Toddlers fall off their chairs. The bigger kids like to sit on the big bouncy balls when they are working at the table. This is so much better for their posture AND the balls can be played with when they are not acting as chairs! I use circle carpets for the children to take their jobs to and work without being bothered. Once a child has claimed a spot, any other child must be invited to join. We have a limit of 2 children per work spot. The children also need to clean up their job before they can choose a different one. For the toddlers, this takes an awful lot of reminding, but they are learning! These carpets also serve as yoga mats in our practice, and hopping circles in playful games. I placed 2 melamine boards purchased at Home Depot on the floor to protect my carpet from playdough crumbs, glue drips, and paint smears. I put a bit of non-slip padding under the table legs and under the circle carpets. You probably noticed that I am a label freak. Lord help me if I ever got a label maker! I also have a storage room beside the dress-ups that I have lined from floor to ceiling with shelves! It holds playpens, rotated toys, more craft supplies, and ice cream buckets filled with sensory items that I rotate in and out of bins. I forgot to snap a photo of that room, though! And I think that about does it! When our children are happy, content, busy, and learning well, so are we. Thanks so much for stopping by! If you have a minute, grab a cup of tea, click on the image below, and head over to read some really great posts.

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

Chapter 6 : An Educator's Guide to Creating Learning Spaces in Small Places | Small Potatoes

Places and spaces for preschool and primary, indoors Item Preview.

Outdoor spaces designed by children would not only be fully naturalized with plants, trees, flowers, water, dirt, sand, mud, animals and insects, but also would be rich with a wide variety of play opportunities of every imaginable type. If children could design their outdoor play spaces, they would be rich developmentally appropriate learning environments where children would want to stay all day. Playground Paradigm Paralysis We are all creatures of our experience, and our common experiences usually shape the conventional wisdom, or paradigms, by which we operate. When most adults were children, playgrounds were asphalt areas with gross motor play equipment such as swings, jungle gyms and slides where they went for recess. So when it comes time to plan and design a playground, the paradigm is to search through the catalogues of playground equipment, pick a piece or two that looks good to the adult and place it in an outdoor space which resembles their childhood memories of playgrounds. Then once or twice a day, teachers let children go outside for a recess from their classroom activities to play on the equipment. Today, fortunately, most playground equipment is becoming much safer than when adults grew up. National standards encourage the installation of safety fall surfaces and ADA is making the equipment more accessible. However, limiting outdoor playgrounds to gross motor activities and manufactured equipment falls way short of the potential of outdoor areas to be rich play and learning environments for children. This playground design paradigm paralysis also denies children their birthright to experience the entire natural outdoors which includes vegetation, animals, insects water and sand, not just the sun and air that manufactured playgrounds offer. It is a well accepted principal in early childhood education that children learn best through free play and discovery. Quality play involves the whole child: Children used to have access to the world at large, whether it was the sidewalks, streets, alleys, vacant lots and parks of the inner city or the fields, forests, streams and yards of suburbia and the rural countryside. Children could play, explore and interact with the natural world with little or no restriction or supervision. The lives of children today are much more structured and supervised, with few opportunities for free play. Their physical boundaries have shrunk. Children have little time for free play any more. With budgets for city and state governments slashed, public parks and outdoor playgrounds have deteriorated and been abandoned. Childhood and outdoor play are no longer synonymous. Today, many children live what one play authority has referred to as a childhood of imprisonment. We were fascinated when the research consistently showed that children had a strong preference to play outdoors in natural landscapes, and that parents generally supported this kind of play. The Love of Outdoors Two new disciplines, eco-psychology⁶ and evolutionary psychology, are now suggesting that humans are genetically programmed by evolution with an affinity for the natural outdoors. Evolutionary psychologists use the term biophilia⁷ to refer to this innate, hereditary emotional attraction of humans to nature and other living organisms. Researchers say that for more than 99 percent of human history, people lived in hunter-gatherer bands totally and intimately involved in nature. So in relative terms, urban societies have existed for scarcely more than a blink of time. The Aversion to Nature However, if this human natural attraction to nature is not given opportunities to be exercised and flourish during the early years of life, the opposite, biophobia, an aversion to nature, may develop. Biophobia ranges from discomfort in natural places to active scorn for whatever is not man-made, managed or air conditioned. Biophobia is also manifest in the tendency to regard nature as nothing more than a disposable resource. In today's society, environmental education requires that in schools, children have regular personal interaction with as diverse a natural setting as possible. The natural world is essential to the emotional health of children. Outdoor space allows children to gradually experiment with increasing distance from their caretaker. This is particularly important for children who live in small and crowded homes. The sensory experiences are different, and different standards of play apply. Activities which may be frowned on indoors can be safely tolerated outdoors. Children have greater freedom not only to run and shout, but also

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

to interact with and manipulate the environment. Natural outdoor environments have three qualities that are unique and appealing to children as play environments - their unending diversity; the fact that they are not created by adults; and their feeling of timelessness - the landscapes, trees, rivers described in fairy tales and myths still exist today. Adults typically see nature as background for what they are doing. Children experience nature, not as background for events, but rather as a stimulator and experiential component of their activities. Nature for the child is sheer sensory experience. Children have a unique, direct and experiential way of knowing the natural world as a place of beauty, mystery and wonder. Natural elements provide for open-ended play that emphasize unstructured creative exploration with diverse materials. The high levels of complexity and variety nature offers invites longer and more complex play. Because of their interactive properties, plants stimulate discovery, dramatic pretend play, and imagination. Plants, in a pleasant environment with a mix of sun, shade, color, texture, fragrance, and softness of enclosure also encourage a sense of peacefulness. Some authorities call them naturalized outdoor classrooms or naturalized playgrounds. There is a sense of wildness about an discovery play garden. Conventional play design focuses on manufactured and tightly designed play equipment. Conversely in a discovery play garden, although there may be some conventional play equipment, many of the spaces are informal and naturalistic so they will stimulate high quality free play and discovery learning. Discovery play gardens are much looser in design because children value unmanicured places and the adventure and mystery of hiding places and wild, spacious, uneven areas broken by clusters of plants. Children need tools, open space, challenge and opportunities to control and manipulate the environment. Suransky calls this "history making power"³⁷ - the power for the child to imprint themselves upon the landscape, endow the landscape with significance and experience their own actions as transforming the environment. Loose parts have infinite play possibilities, and their total lack of structure and script allows children to make of them whatever their imaginations desire. It is also desirable to integrate the outdoors with the indoor classroom with one sense of place and identity, so the transition between the two will be almost seamless. Design that allows children to go freely back and forth between inside and outside encourages children to experiment with autonomy from adults, both physically and symbolically. Things children like in their outdoor environments include: The structures and equipment do not all need to be manufactured. As much as possible, they should be made of natural materials such as logs, stumps and boulders and use the landscape in natural ways with berms and mounds. Natural environments allow for investigation and discovery by children with different learning styles. In fact, the identity of many of the play areas can be created through ecological theming with vegetation. For example, an interactive water play can be set in a bog or stream habitat. It is also important to incorporate ecological areas that utilize indigenous vegetation and settings so children can experience, learn about and develop an appreciation of their local environment. Naturalized outdoor play spaces are rich learning environments for all age children. They contain a hidden curriculum that speaks to children through their special way of knowing nature. Every learning center and activity that can be created in the indoor classroom can be created in the outdoors. Specialized areas can even be designed to meet the developmental needs of infants and toddlers. Cost Discovery play gardens do not cost more to build than conventional playgrounds. Rather than spend most of the budget on conventional manufactured playground equipment, moneys are shifted to landscaping and creating play areas using natural materials. To accomplish this, a much higher percentage of the budget must be allocated for professional design services than with a dominantly equipment-based playground. Participatory Design Participatory design - having children, teachers, parents and maintenance staff participate in the design process - is essential to the success of any discovery play garden. Teachers input is needed so they will take ownership of the discovery play garden as an outdoor classroom and utilize it to support their curriculum goals. Maintenance staff need to participate to assure that they will support the space and provide the maintenance required. User participation in the design process also helps to assure that the design will be culturally respectful. Discovery play gardens offer children chances to manipulate the environment and explore, to wonder and experiment, to pretend, to understand themselves, and to interact with nature, animals and interesting insects and with other

DOWNLOAD PDF PLACES AND SPACES FOR PRESCHOOL AND PRIMARY (OUTDOORS)

children. To contact Vicki, click here. Davis Magazine, v9, n2, , University of California, Davis. David eds , New York, Plenum,

Chapter 7 : let the children play: How to Create a Natural Outdoor Play Space. Part 1

Places and Spaces for Preschool and Primary Indoors. by Jeanne Vergeront (Author) â€° Visit Amazon's Jeanne Vergeront Page. Find all the books, read about the author.

Chapter 8 : Space and Astronauts Preschool Activities, Lessons, Games, and Printables | KidsSoup

Jeanne Vergeront is the author of Places & Spaces for Preschool & Primary (avg rating, 1 rating, 0 reviews, published) and Places and Spaces fo.

Chapter 9 : Jeanne Vergeront (Author of Places & Spaces for Preschool & Primary)

The most important reason for promoting time outdoors for kindergarten and primary school children is to provide children with opportunities to engage in physical activities that build stamina, practice skills, and engage in rich learning activities such as planning and planting a garden.