

SPACES FOR CHILDREN

THE BUILT ENVIRONMENT
AND CHILD DEVELOPMENT

Edited by  **CAROL SIMON WEINSTEIN**
and
THOMAS G. DAVID

Spaces For Children The Built Environment And Child Development

T.G. David,C.S. Weinstein



Spaces For Children The Built Environment And Child Development:

Spaces for Children T.G. David,C.S. Weinstein,2013-11-11 As a developmental psychologist with a strong interest in children's response to the physical environment I take particular pleasure in writing a foreword to the present volume It provides impressive evidence of the concern that workers in environmental psychology and environmental design are displaying for the child as a user of the designed environment and indicates a recognition of the need to apply theory and findings from developmental and environmental psychology to the design of environments for children This seems to me to mark a shift in focus and concern from the earlier days of the interaction between environmental designers and psychologists that occurred some two decades ago and provided the impetus for the establishment of environmental psychology as a subdiscipline Whether because children though they are consumers of designed environments are not the architect's clients or because it seemed easier to work with adults who could be asked to make ratings of environmental spaces and comment on them at length a focus on the child in interaction with environments was comparatively slow in developing in the field of environment and behavior As the chapters of the present volume indicate that situation is no longer true today and this is a change that all concerned with the well being and optimal functioning of children will welcome Spaces for Children

T.G. David,C.S. Weinstein,2012-10-20 As a developmental psychologist with a strong interest in children's response to the physical environment I take particular pleasure in writing a foreword to the present volume It provides impressive evidence of the concern that workers in environmental psychology and environmental design are displaying for the child as a user of the designed environment and indicates a recognition of the need to apply theory and findings from developmental and environmental psychology to the design of environments for children This seems to me to mark a shift in focus and concern from the earlier days of the interaction between environmental designers and psychologists that occurred some two decades ago and provided the impetus for the establishment of environmental psychology as a subdiscipline Whether because children though they are consumers of designed environments are not the architect's clients or because it seemed easier to work with adults who could be asked to make ratings of environmental spaces and comment on them at length a focus on the child in interaction with environments was comparatively slow in developing in the field of environment and behavior As the chapters of the present volume indicate that situation is no longer true today and this is a change that all concerned with the well being and optimal functioning of children will welcome **Spaces for Children**

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Children, Cities, and Psychological Theories Dietmar Görlitz, 1998 Twelve popular theories in psychology are presented and their applicability to issues of child development in urban environments is tested. Each contribution is commented by colleagues. Aspects of variety studies.

Children's Spaces Mark Dudek, 2012-05-04 Discover the impact of emerging childcare strategy on architecture and design internationally. Learn from the broad knowledge of the well-respected contributors. Specific policy information provides design guidance.

Professional Practice in Facility Programming (Routledge Revivals) Wolfgang Preiser, 2015-06-11 This compelling resource which was first published in 1993 was the first book on facility programming to design parameters and specifications over a broad range of project types. The book's practical how-to approach is exceedingly beneficial to professionals and students involved with a wide variety of building types from corporate facilities to parks, day care centres, health centres and correctional facilities. It also covers the fine points of working with clients. The contributors provide real-world case studies endowing the reader with the tools necessary to reap a deeper understanding and a more critical assessment of the major programming approaches today. *Professional Practice in Facility Programming* is a uniquely current self-contained resource that will prove invaluable to a wide cross-section of practitioners and students.

Transforming Children's Spaces Alison Clark, 2010-02-25 How can young children play an active role in developing the design of learning environments? What methods can be used to bring together children's and practitioners' views about their environment? What insights can young children offer into good designs for these children's spaces? With the expansion of early childhood education and the move to extended schools, more young children will spend more time than ever before in institutions. Based on two actual building projects, this book is the first of its kind to demonstrate the possibilities of including young children's perspectives in the design and review of children's spaces. Situated at the heart of the debate about the relationship between the built environment and its impact on children's learning and wellbeing, *Transforming Children's Spaces* provides insights into how young children see their environment, discusses children's aspirations for future spaces, develops the Mosaic approach pioneered by the author as a method for listening to young children and adults. Emphasising the importance of visual and verbal methods of communication, this fascinating book demonstrates how practitioners and young children can articulate their perspectives and shows how participatory methods can support new relationships between children.

practitioners and architects This book is essential reading for those who work in children's spaces and for those who design them as well as being of general interest to those studying education and childhood studies

Landscapes for Learning
Sharon Stine, 1996-12-06 Ask people what they remember most about the physical surroundings of their childhood and they're likely to describe a special place: a school yard, a patch of woods, a community garden. For it is outside space that is most conducive to the ebb and flow of spontaneous activities, offers rich and often surprising sensory input, and provides endless possibilities for exploration. If the classroom is the place where children are taught, the outdoors is where they learn on their own. A growing legion of landscape architects is exploring and exploiting the ability to create outdoor environments that optimize the learning experience and mirror the ideas, values, attitudes, and cultures of those who inhabit them. In *Landscapes for Learning*, Dr. Sharon Stine presents 11 case studies of the very best of these design projects from around the world. Her findings describe not only design concepts and end results, rich outdoor learning environments, but more importantly, the processes that led to the creation of these environments. She examines the roles of designers, teachers, and the children themselves, and how their interaction affects the planning, building, and use of the space. Dr. Stine shows how the most successful designs address the needs of both the children, whose job it is to mess up the space, and the adults who supervise them. She defines nine pairs of contrasting elements that are essential to any play environment and uses these both as the basis for her analyses of particular environments and as the foundation of a common language that designers and educators can use when developing a new design. She also addresses the issues of safety and security and demonstrates that learning environments can be stimulating, interesting links with the natural world, and safe places for children to run free. *Landscapes for Learning* is the ideal source for landscape architects, architects, planners, school administrators, and teachers who want to collaborate in the development of useful, intriguing outdoor environments for students in day care, preschool, elementary school, junior high, and high school. Discover the keys to creating delightful, stimulating, challenging, and educational outdoor environments for children and youth. This unique volume explores the vital and growing movement that is transforming school yards, day care facilities, and museum grounds around the world. Dr. Sharon Stine presents detailed analyses of a wide variety of outdoor environments for children and the principles and processes that enabled their design, creation, and ongoing operation. Special features of this book include: Eleven case studies of outstanding outdoor environments for children and youth, both contemporary and historical. More than 140 photos and line drawings that illustrate the application of specific design principles. Nine pairs of contrasting elements essential in any play environment that form the basis of a shared language for the design and analysis of outdoor learning environments. In-depth analyses of the development and evolution of outside space in two schools over a period of 80 years. And much more.

Creating a Sense of Place in School Environments
Sun-Young Rieh, 2020-04-01 *Creating a Sense of Place in School Environments* guides its readers to the characteristics that tend to generate a sense of place through children's vivid descriptions of their school and provides a

body of critical information that can be employed to design a better school environment that can imprint cherished childhood memories. The childhood school environment calls for special attention regarding the sense of place it creates. The sense of place in childhood both affects children's current quality of life and frames their lasting world view. It is well known that children's cognitive development is closely related to their place attachment to their surroundings and that children's adaptation to a given environment depends on how such place attachment can be created. Therefore, it is natural that people's identity in the world is the accumulation of their experience of place while in childhood. Cross-checking between the imprint of adults' memories of places in school and children's current lived experience of their favorite school place confirmed that certain spatial configurations which the author herein refers to as place generators can generate positive attributes of physical settings that construct a sense of place and last as lifelong memories. It is an ideal read for academics, students, and professionals.

Public Places and Spaces Irwin Altman, Erwin H. Zube, 2012-12-06. This tenth volume in the series addresses an important topic of research, design, and policy in the environment and behavior field. Public places and spaces include a sweeping array of settings including urban streets, plazas, and squares, malls, parks, and other locales, and natural settings such as aquatic environments, national parks, and forests, and wilderness areas. The importance of public settings is highlighted by difficult questions of access, control, and management, unique needs, and problems of different users, including women, the handicapped, and various ethnic groups, and the dramatic re-shaping of our public environments that has occurred and will continue to occur in the foreseeable future. The wide-ranging scope of the topic of public places and spaces demands the attention of many disciplines, and researchers, designers, managers, and policymakers. As in previous volumes in the series, the authors in the present volume come from a variety of disciplinary backgrounds, research, and design orientations, and affiliations. They have backgrounds in, or are affiliated with, such fields as architecture, geography, landscape architecture, natural resources, psychology, sociology, and urban design. Many more disciplines obviously contribute to our understanding and design of public places and spaces, so that the contributors to this volume reflect only a sample of the possibilities and present state of knowledge about public settings.

Handbook of Adolescent Development Research and Its Impact on Global Policy Jennifer E. Lansford, Prerna Banati, 2018-03-01. Of the 1.2 billion adolescents in the world today, 90% live in low and middle income countries. These adolescents face many challenges in their lives. Enrollment in secondary schools is still low in many parts of the world, with illiteracy rates approaching 30% in the least developed countries. Further, adolescents not in school are more vulnerable to trafficking, recruitment into armed conflict, and child labor. Many adolescent girls marry and begin bearing children at a young age, contributing to the perpetuation of poverty and health problems. Despite these many challenges, adolescents also represent a resource to be cultivated through educational opportunities and vocational training to move them toward economic independence through initiatives to improve their reproductive health and through positive interpersonal relationships to help them avoid risky behaviors and make positive decisions about their

futures Edited by Jennifer E Lansford and Prerna Banati the Handbook of Adolescent Development Research and its Impact on Global Policy tackles both the challenges and the promise of adolescence by presenting cutting edge research on social emotional behavioral cognitive and physical development In addition to providing actionable strategies for policy makers and practitioners this volume consciously adopts a positive framing of adolescence representing young people as opportunities rather than threats Throughout the book readers will find a valuable investment at the individual and societal levels as a way to contribute to a positive shift in the public discourse around young people today Exploring Outdoor Play in the Early Years Trisha Maynard, Jane Waters, 2014-06-16 Outdoor play is a significant and essential aspect of a young child's development and enjoys a renewed emphasis in early years practice in keeping with the core principles embedded within the early years tradition However this emphasis may sit uneasily alongside a requirement to focus on the development of literacy and numeracy skills and supporting outdoor play can raise a number of thorny issues such as freedom safety and risk This book challenges the reader to consider Why outdoor play is seen to be of significance within early childhood Whether this view is justified what are the benefits of outdoor play The implications for practitioners who may be facing conflicting pressures in their work with young children In particular the writers skilfully blend theory research and practical guidance to address three important issues What constitutes good outdoor provision for young children and babies How do we respect and respond to the young child in outdoor provision How do we support risky play within the bounds of a statutory curriculum or regulatory regime Incorporating chapters from internationally renowned authors working in this field this book is recommended both for practitioners involved in early years education and care and for students at foundation degree and post graduate levels This is a thought provoking book that draws on research to encourage the reader to reflect on the essence of outdoor play in early childhood Recognising that within our society assumptions are made about outdoors and about childhood this book challenges the reader to reflect on outdoor provision from a number of perspectives The outdoor environment matters to young children This book not only makes the case for outdoor play it considers what that actually looks like in the UK and internationally and asks us to reflect on the implications for our own working practices Maynard and Waters set out to provoke critical reflection and inspire practitioners they have certainly achieved their aim and this book is a welcome addition to the debate about outdoors in the early years Gail Ryder Richardson Early Years Consultant and Trainer Outdoor Matters Contributors Valerie Huggins Sara Knight Helen Little Trisha Maynard Ellen Beate Hansen Sandseter Alison Stephenson Helen Tovey Sue Waite Jane Waters Jan White Karen Wickett Helen Woolley and Shirley Wyver **From Bureaucracy to Bullets** Bree Akesson, Andrew R. Basso, 2022-02-11 There are currently a record setting number of forcibly displaced persons in the world This number continues to rise as solutions to alleviate humanitarian catastrophes of large scale violence and displacement continue to fail The likelihood of the displaced returning to their homes is becoming increasingly unlikely In many cases their homes have been destroyed as the result of violence Why are the homes of certain

populations targeted for destruction What are the impacts of loss of home upon children adults families communities and societies If having a home is a fundamental human right then why is the destruction of home not viewed as a rights violation and punished accordingly From Bureaucracy to Bullets answers these questions and more by focusing on the violent practice of extreme domicile or the intentional destruction of the home as a central and overlooked human rights issue

Architecture as a Way of Seeing and Learning Nerea Amorós Elorduy,2021-08-16 At the beginning of 2020 66 long term refugee camps existed along the East African Rift Millions of young children have been born at the camps and have grown up there yet it is unknown how their surrounding built environments affect their learning and development Architecture as a Way of Seeing and Learning presents an architect s take on questions many academics and humanitarians ask Is it relevant to look at camps through an urban lens and focus on their built environment Which analytical benefits can architectural and design tools provide to refugee assistance and specifically to young children s learning And which advantages can assemblage thinking and situated knowledges bring about in analysing understanding and transforming long term refugee camps Responding to the extreme lack of information about East African camps Nerea Amor s Elorduy has built contextualised knowledge nuanced situated and participatory to describe study and transform the East African long term camps and uncover hidden agencies in refugee assistance She uses architecture as a means to create new knowledge collectively include more local voices and speculate on how to improve the educational landscape for young children With this book Amor s Elorduy brings nuance contextualisation and empathy to the study and management of long term refugee camps in East Africa It is empathy she argues that will help change mindsets decolonise humanitarian refugee assistance and its study Crossing architecture humanitarian aid and early childhood development this book offers many practical learnings

Early Childhood Playgrounds Prue Walsh,2016-05-05 The outdoor play environment has an integral role to play in a child s learning across the pivotal early childhood years An outside space that is well designed allows for enriching stimulating and challenging play experiences that meet children s ongoing developmental needs Early Childhood Playgrounds provides a step by step guide to planning designing and creating an outdoor learning environment for young children Written by an experienced practitioner that has consulted on over 2000 early childhood settings and schools internationally this book considers all aspects of the outdoor learning environment and provides practical support on planning procedures and ideas for designs a wide variety of play within a playground through the inclusion of quiet open and active play areas stimulating and challenging play a natural environment that will provide interest and sustainability spaces for toddlers and babies playground needs for children with additional needs This book will be fascinating reading for those studying early childhood and practitioners looking into the ways and means of setting up improving or expanding their outdoor play facilities It is also geared towards other disciplines making it an essential guide for architects and planning professionals wanting to gain a greater understanding of play and the vital role it takes in meeting children s needs and development *Kindergarten*

Architecture Mark Dudek,2014-01-09 This fully illustrated guide to the planning and design of pre school facilities for children is supported by a broad range of case studies drawn from around the world Both new buildings and adapted premises are covered Essays on social development and childcare put the projects in context Based on extensive research Kindergarten Architecture offers the designer a unique survey of the best designs in kindergarten architecture Two new kindergarten buildings are added to the case study section and the author provides guidance on the practical implications of recent changes to pre school education Contains two new case studies 1 Corning Child Development Centre New York and 2 Bornehaven De Fire Arstider Copenhagen *Routledge Revivals: School Design (1994)* Henry Sanoff,2017-07-05 Educators often overlook the positive impact of changing the environment of the school itself when considering how to improve the quality of education First published in 1994 School Design shows how to create more effective schools through a design process that involves teachers students parents administrators and architects It reveals how to create school environments that develop the whole child instil enthusiasm for learning and encourage positive social relationships Readers discover how to integrate design research design participation and design development to optimize school settings Using a number of case studies detailed practical methods show how to Link behavioural objectives to spatial needs Achieve spatial efficacy without compromising education Match children s developmental needs to facility requirements Promote greater variety in physical facilities to accommodate various teaching and learning styles Gain more valuable feedback from teachers parents students and local citizens on building performance In response to tight school budgets Henry Sanoff discusses how relatively minor design modifications can have a major positive effect on school performance This path breaking volume will provide architects teachers and school administrators with a wide array of insights into creating spaces that promote better learning

Integrating Programming, Evaluation and Participation in Design (Routledge Revivals) Henry Sanoff,2016-07-01 First published in 1992 this book is about making connections that may lead towards a new professionalism since the past several decades have given rise mainly to new kinds of specialists in the areas of programming evaluation and participation The implications for such integration are far reaching with profound future effects on the physical environment the design professions and the education of designers The book is split into four sections dealing with facility programming several forms of evaluation participatory design and the application of Theory Z principles This book will be of interest to students of architecture and design **Healthy Cities** Namir Khan,Willem H. Vanderburg,2001 Modern cities can be designed to constitute a more supportive environment for a great many activities provide a more livable habitat and reduce the burden imposed on the biosphere They can be made healthier in terms of the definition by World Health Organization and more sustainable by means of new and emerging preventive approaches Healthy Cities focuses on those preventive approaches that can make cities healthier and more sustainable This book as well as the two companion volumes Sustainable Energy and Sustainable Production is the result of a twelve year research project carried out at the Center for Technology and Social

Development at the University of Toronto The research findings led to the development of a new conceptual framework and strategy aimed at converting technological and economic growth into development that would gradually become more sustainable

Schemas in the Early Years Cath Arnold, 2022-08-10 Evolved through conversations with key early childhood education experts Schemas in the Early Years focuses on the value of repeated patterns of action or schemas in young children's play It stimulates readers to ask questions of themselves to watch children closely and to create a dialogue with parents and other educators as well Contributors to this fascinating book discuss their observation of children in naturalistic situations when they are deeply involved in play and identify topics or themes that can be linked to and inspire professional development opportunities This book provides an antidote to beginning with the curriculum rather than the child and really considers children as learners Each chapter focuses on young children and schemas considering a wide age range from babies to children attending statutory schooling Schemas in the Early Years is an accessible and inspiring text and serves as essential reading for educators wanting to think further and in more depth about schemas Newcomers to schema theory or anyone currently using schema theory to understand children will also find these enquiries useful All royalties from the sale of this book will be donated to Shelter the housing and homelessness charity

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