

playce

Architecture Education for Children and Young People

Ethical issues/ guidelines

Professionals working with children and young people on the built environment should:

- Respect the ideas and imagination of children and young people.
- Place children and young people at the centre of the process.
- Work with cognisance of individuals' experience and needs in relation to the built environment.
- Be reflective, transparent and aware of their abilities and limitations as educators.
- Not raise unrealistic expectations.
- Promote social, environmental and ecological sustainability.
- Be reflective on cultures, canons and history and encourage questioning of the values of architecture.
- Take cognisance that heritage and culture is an integral part of a community and individuals' ability to develop.
- Ensure that effective and useful strategies and indicators are used for monitoring and evaluation.
- Be aware of and follow the guidelines that fulfil the United Nations Convention on the Rights of the Child.



Soundings 4 workshop materials © 2003

playce

Architecture Education for Children and Young People

an international association of architecture education

PLAYCE is a network of professionals involved in engaging young people in activities related to the built environment and public realm.

Our aims are:

- To raise awareness of the spaces and places in which we live.
- To promote architecture and built environment education.
- To act as an international network of professionals in the field of design, architecture, environment and education.
- To involve members in an open exchange of ideas and experiences of working with young people in a variety of settings.

The way we realize our aims is:

- To organize workshops with professionals and young people together.
- To arrange seminars and conferences on our topic.
- To create publications with different materials related to our topic.



Soundings 4 workshop materials © 2003

Architecture 4 People Challenge workshop in Glasgow 2003

Soundings for Architecture 4, Playford City and Bamberly Park, Ipswich 2003-2004

PLAYce

© Playce

ALVAR AALTO AKATEMIA ACADEMY

PLAYCE was born in Jyväskylä, Finland 27th of August as a result of long discussions among participants who took part in Soundings 4 (2003) and Soundings 5 workshops organized by the Alvar Aalto Academy together with the Alvar Aalto Museum.

PLAYce

© Playce



Readings for Architecture 5, designed for the Department, published 20-21 August 2008. Right: Play, Movement, Architecture of the Future. The Play, Movement, Architecture of the Future. The Play, Movement, Architecture of the Future.

Philosophical and Theoretical Approach to Architectural Education

Architectural Education deals with the built environment; from the smallest details to regional planning; from interior and architectural design to landscape design.

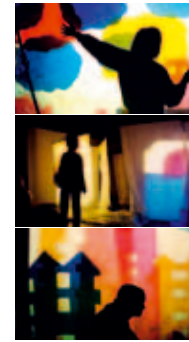
Declarations:

- Architectural culture is a resource for enriching approaches to learning and for promoting creative and critical thinking.
- Architectural education supports children in seeing, critically analysing and evaluating their built environment.
- Architectural education can develop skills for engagement in democratic processes related to the future of the built environment
- The interaction of architectural and children's culture, in a democratic context, has the potential to improve the quality of the built environment.
- Awareness and understanding of the built environment and related processes can instill a desire to participate in changing and improving the built environment.

Playce supports activities that engage children with architecture and the built environment with the following aims:

Architecture-focused aims

- To promote reflection on and constructive criticism of the built environment and related practices.
- To support built environment professionals in working with children in the design process.
- To support multi-disciplinary collaboration between professionals and children.
- To improve the built environment.



Photos © Arup & Arup, School of Architecture for Children on Youth, play and building and used as means to discuss the different processes of architecture.



Photos © Arup & Arup / Laurent Thibaut Contemporary architecture with children



Photos © Arup & Arup / Laurent Thibaut Contemporary architecture with children

Child-focused aims

- To broaden children's experience of the built environment.
- To promote enjoyment and exploration of the built environment.
- To promote the development and use of creative skills and processes.
- To support children's identification with the environment and society.
- To support children in experiencing the richness of cultural diversity.

Education-focused aims

- To support the use of a diversity of approaches to learning.
- To support the use of architectural education in the school curriculum, as a vehicle for multidisciplinary learning.
- To encourage creative and critical thinking.
- To support architectural education in informal education.
- To promote the role of built environment professionals in education.