

玩耍、游戏的意义.

- 长大后不快乐、难适应新环境
- 判断游戏水平 —— 年龄
(大班, 延迟满足 > 小班)
- 游戏营造社会环境, 游戏中学习能力强大.
做人、发现 & 解决问题
碰壁 —— 积累经验.
- 不干预

设计游戏

- 信任、放手
- 观察、介入
兴趣点? 问题挑战? 材料环境满足不同层次需求?
前期经验承接? (亲身经历有利于发现↑)
- 指导、回顾、讨论、反思

自主户外游戏
差异化支持

- 玩法单一 —— 丰富无目的
- 积极的引导利于人形成“有意义”的行动
- 材料多样性、数量适宜.
- 空间疏密度

避免的事.

- 带着固化的目标进入游戏的游戏
- 介入过多, 使游戏变为迎合教师需求被动行为

放手的意义

- 孩子玩得开心时 —— 有价值的学习发生.

- 放下“玩”的功利性
- 保持学习兴趣和探索精神。

今天我学到了：孩子在玩耍中体验到了置身社会的感受。

在设计游戏时，老师、家长应放下“玩”的功利性，注重孩子体验感，减少介入，注重“玩”的经验积累。

Sense the city

- When walking in a city, people sense the environment through past experiences.
- Then they form a sense of belongings and safety
- find interest
- interact with city
- form general memory.

Children sense environment

- Look
- Hear
- Smell
- Touch
- Sixth Sense ✱

How to improve playground

- Design size, color, form, material...
- Research on children's sense and experience
- Notice the way of playing and the picture they form when playing
- face - expression

I learned that children sense the environment through complex and various ways.

Designers should watch carefully children to improve their play ground.

Children's mental and physical features

Visual Scale

- Horizontal Line $\approx 60^\circ$
- Vertical Line $\approx 40^\circ$
- Appeal to the items ^{on} ground and near

Distance Scale

- For closest friends $0 \sim 0.45m$
- Close Friends $0.45 \sim 1.2m$
- Social Distance $1.2 \sim 3.6m$
- Public - - - $3.6 \sim 7.6m$

age/year	3~7	7~12	12
Distance _m	0.46	0.61	Normal

Exercise Area

- In early age: No individual ability
- Child _(0~12 age) 400m
- Teenagers $\geq 1000m$

I learned How children sense the environment through proper distance