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# Learning Guide 3.1 Environment- Setting the Stage:

# Pre-Module

## **Objectives**

* Identify the challenges practitioners face when adapting the physical, social, and temporal environment to support children’s learning and development across domains.

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| **Related Content:** [Module 3, Setting the Stage](https://rpm.fpg.unc.edu/setting-stage-environment)**Instructional Method:** Brainstorm**Level:** Beginner**Estimated Time Needed:** 10-15 minutes**Learner Form:** None |

## **Description**

In this activity, learners will complete “talking drawings” to think of how a practitioner might adapt the environment to support a child’s development and learning.

## **Materials/Resources**

* Colored pencils, markers, or crayons
* Blank paper

## **Facilitator Instructions**

1. View Module 3: Environment “Setting the Stage.”
2. Instruct learners to choose from the following questions and create a “talking drawing”\* to brainstorm ideas for how Judy can adapt the environment and support the family in making environmental adaptations. Emphasize that this is simply a brainstorming session and there are no “right” and “wrong” answers.
* How can Judy help Erica make changes to the physical space to facilitate Tyler’s independence?
* What materials might Judy suggest that would help Tyler be able to fully participate in activities?
* Where are there opportunities to make accommodations during Erica and Tyler’s everyday activities and routines?
* In what ways can Erica make sure she is responding appropriately to Tyler’s requests?
1. Ask learners to save or collect the “talking drawings” to revisit after engaging in Module 3 content.

**\***Talking Drawings involve translating the mental images that we develop into simple drawings. The drawings then become the basis for exploring our understanding and a bridge for assisting and enhancing learning.

## **Suggested Assessment**

None

**NOTE:** Remember to complete [Module 3: Environment- Setting the Stage: The Wrap-Up](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/filefield_paths/LearningGuide-3-10-Environment-SettingTheStage-WrapUp.docx) after learners have had the opportunity to engage in module content!

## **Distance Learning Tips**

* Learners can complete their “talking drawings” and upload videos of themselves explaining their “talking drawings.”