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# Learning Guide 3.2 Environment- Ask the Experts

## **Objectives**

* Describe environmental practices.
* Identify key characteristics of recommended practices related to environment.

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| **Related Content:** [Module 3, Lesson 1 Ask the Experts](http://rpm.fpg.unc.edu/module-3-Environment-plan/lesson-1-ask-expert)  **Instructional Method:** Discovery  **Level:** Intermediate  **Estimated Time Needed:** 5 min. instructor preparation; 20 min. learner activity |

## **Description**

In this lesson, learners will understand why environment practices are important in their work with children by considering:

* What are environmental practices?
* What does the research say about effective environmental practices?
* What are the implications for how we work with young children, particularly children with disabilities, and their families?

## **Materials/Resources**

## [Handout 3.1 Environment ‒ Ask the Expert](http://rpm.fpg.unc.edu/resources/handout-3-1-environment-ask-expert)s

## Learning Guide [3.1 Activity Handout](http://rpm.fpg.unc.edu/resources/activity-3-1)

## **Facilitator Instructions**

1. Have learners review Handout 3.1: Environment – Ask the Expert.
2. Have learners complete the questions on the activity handout using the above handout as reference.
3. Provide Feedback

## **Suggested Assessment**

**Performance Indicator**: Learners will be able to identify the key characteristics of environments in early childhood settings: **promote access** and **increase participation**.

## **Distance Learning Tips**

* Learners can respond online or using the PDF Form; which can be printed, emailed, or submitted online.
* Learners can complete the activity individually, in pairs, or in small groups.

## **Learning Guide 3.1 Activity Handout**

**Name(s):**

**Date:**

**Directions:**   
Refer to the following handout to help answer these questions: Handout 3.1 Environment ‒ Ask the Experts.

1. What are environmental practices?
2. What does the research say about effective environmental practices?
3. What are the implications for how we work with young children, particularly children with disabilities, and their families?