



**Title:** Playing with Architecture: Space and Time in Education

### **Abstract**

Playing with Architecture assumes a critical and projective perspective of the space and the time involved in its appropriation as they pertain to children's education. By starting with the assumption that conscious children will become more knowledgeable and demanding adults, this approach explains how architecture can be defined based on active didactics and pedagogies of intervention within the context of the school, in close interaction with the communities of teachers and educators.

Since space is the first scale of relationship with the world from the various forms of apprehension, perception, and awareness, it is proposed to present creative strategies assuming this appropriation and valuation from an early age. Therefore, the game will be assumed to be the most effective playful strategy. Educational strategies with architecture in intrinsic interaction with the school community will drive the construction of this awareness of the surrounding space on various scales: the closest to the body, the building context, and the general view of the world we live in.

This approach intends to promote understanding of how these types of strategies could be utilized to establish a critical conscience concerning the relevance of the quality of the surrounding environment, simulating the promotion of a ludic educational strategy in direct collaboration with educators.

**Keywords:** Architecture, Playing, Childhood, Education, Formation