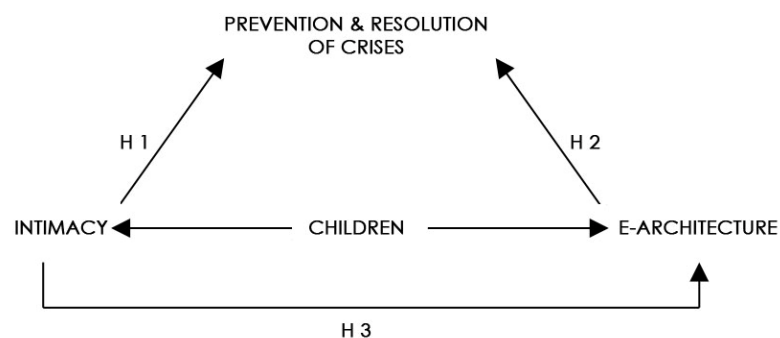


E – ARCHITECTURE: ECOLOGICAL INTERDEPENDENCE BETWEEN INTIMATE SPHERE AND COLLECTIVES ORGANIZATIONS FOR PREVENTION AND RESOLUTION OF CRISES

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Abstract. My thesis's project focuses on three hypothesizes (Fig.1): e-architecture, intimacy, prevention and resolution of crises. In the center of my research's preoccupations is the children's perception of environment.



Natural or man-induced major risks represent a threat that must be addressed insofar as they put thousands of human lives at risk, involve huge physical damage and may traumatize entire communities. I believe that the urgency of the problem calls for extensive scientific research efforts and I wish to contribute to them with my project. The 1st hypothesis pertains to importance of spatial choices for preserve the children's intimacy and attenuate the shock after a case of natural disaster. The idea is to find the places or the more important elements of places where the children feel the better and to take from this a proposition. The question is if the architectural and urban research's solutions will let do better takes care of children in case of natural disaster? The 2nd hypothesis relate to concept of new teaching tool in the area of natural disaster prevention. The objective of this concept is to create a virtual village that will serve as a teaching aid for children

learning how to react in the event of a natural disaster occurrence. In the contemporary epoch of globalization, the systems of information and communication accentuate the children's isolation tendency. The contemporary epoch's children discuss with virtual persons and comprehend the world through the new technology's things. For adapt the concept to the contemporary era, the project's idea is to set up a virtual village – a 3D platform – where to children will have an opportunity to project themselves in order to integrate various environments, visualize themselves, move and interact accordingly. Great importance will be attached to the presence of familiar landmarks so that children feel immediately at home and are able to identify such components as if they were in their everyday environment. Interactive games will provide children with basic knowledge on various natural risks they may face in real life and will learn about the means that are available to them to protect themselves. I believe it is extremely important to ensure that the teaching platform is consistent with children's idealized vision of their environments. Accordingly, Thai and Japanese children will be invited to take part in the development of the virtual 3D village. Wherefore, the important question is: how to do the architectural project of the child friendly virtual city? What is the child's contact with the city and with urban places? How does the child construct the picture of the city? I want to study the areas, which could be considered to be the most familiar areas for a child: a house, a school, and an itinerary of the home at the school, a district, and ecc. However, the 'virtual' life's method cause the real social life's and traditional relationship's losses. Therefore, is it possible to create the child friendly virtual city? 3rd hypothesis focus is on the ways in which and how to experiment with ideas and practices that seek an application of the results of 1st hypothesis to my concept of e-architecture. For summarize, I would like to study (by a sequence of activities – inquiries with children) the most important for children urban elements: Activity 1 – a drawing the journey from home to the school. Children will be asked to draw their way, spaces they are crossing, buildings they are passing by, etc. This will enable us to get an insight into the urban environment of the inquired children. Activity 2 - a rowing immediate environment of the children – those close to a child in the order of the degree of intimacy or familiarity. This study is intended to analyze those individuals of whom children would think first upon natural disaster occurrence and who, by the same, would be likely to save them. Activity 3 - a school's plan drawn with three colors to distinguish between areas wherein children are 'at home', public areas and areas that are forbidden to children. The activity 4 - a drawings made at home representing child's home with the same instructions that the school's plane.

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