

Cloud Gazing

1	<p>Overall aims:</p> <ul style="list-style-type: none"> • Define anxiety, reaction, self regulation, respiration • Reinforce understanding of the functions of the amygdala and the cerebral cortex • Develop understanding of the relationship between the respiratory system and the brain • Deepen understanding of cause and effect • Make predictions • Enhance fine motor confidence
2	<p>Vocabulary - keywords</p> <p>Self regulation, Stratus, Cirrus, Cumulus, Nimbus</p>
3	<p>Sustainable abilities developed</p> <ul style="list-style-type: none"> • Systems thinking • Anticipatory competency • Normative competency: • Strategic competency: • Critical thinking • Self-awareness
4	<p>Pillars of sustainability included</p> <ul style="list-style-type: none"> • Economic • Ecological • Social
5	<p>STEAM domains</p> <p>Science, Technology, Arts</p>
6	<p>Teaching methodologies/activity outline</p> <p>This is best carried out at the autumnal equinox (September 21st-23rd). The teacher designates a documentarian and activates prior knowledge by asking the children: "When you feel anxious, like you are going to "flip your lid", what do you do to calm down? What helps you take deep breaths? What helps you quiet your mind?"</p>



	<p>Here the teacher can support a discussion around evaluating the different ways people choose to calm down. If some participants bring up eating or passively watching something on a device as a way to self regulate, the teacher can support the discussion by asking the children to reflect on the possible outcomes of this kind of self regulation. Is this sustainable? What are some more sustainable ways to self regulate?</p> <p>The teacher supports the discussion and invites the children to join her in cloud gazing, either lying on the ground outside or near a window or skylight. The teacher invites the children to identify different shapes and through natural conversation identifies the different kinds of clouds, Stratus, Cumulus, Cirrus, Nimbus. Depending on the group, the gazing can go on from 5-10 minutes, after which the teacher asks how the children feel, happy, sad, calm, angry, restless, connected. The teacher explains that human beings have always looked to the skies to determine weather, to situate themselves, to find calm.</p>
7	<h3>Expected learning outcomes</h3> <p>The child will be able to:</p> <ul style="list-style-type: none"> ● gain a deeper understanding of self regulation ● become more self aware ● engage in an activity that does not require materials ● understand that there are different ways to self regulate and that some are healthier than others
8	<h3>Assessment</h3> <p>Search for “teachable moments” throughout everyday routines and activities to explore opportunities to self regulate through cloud gazing. Using chalk, paints, crayons, model drawing clouds from observation.</p>
9	<h3>Equipment and materials to be used in learning unit (tools, ingredients etc)</h3> <p>Mats or blankets to lie on paints, chalk, crayon, paper, chalkboard, stone, slate for cloud art.</p>
10	<h3>Kind of setting - lab, kitchen, outdoor etc.</h3> <p>Anywhere the sky is visible</p>
11	<h3>References - source:</h3> <p>https://www.mentallyhealthyschools.org.uk/media/2109/cloudgazing-activity-learning-through-landscapes.pdf</p>





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