

# Buddy Bench

<b>1</b>	<p><b>Overall aims:</b></p> <ul style="list-style-type: none"> <li>• Define terms isolation, inclusion, connection, data, evaluate</li> <li>• Strengthen understanding of community</li> <li>• Develop understanding of systems as a support</li> <li>• Develop an understanding of the relationship between brain activity and connectivity</li> <li>• Make predictions</li> <li>• Enhance fine motor confidence</li> <li>• Promote entrepreneurship</li> <li>• identify opportunities to repurpose materials</li> </ul>
<b>2</b>	<p><b>Vocabulary - keywords</b></p> <p>Self regulation, density, angles, weight bearing, construction, site, prototype, trouble shooting,</p>
<b>3</b>	<p><b>Sustainable abilities developed</b></p> <ul style="list-style-type: none"> <li>• Systems thinking</li> <li>• Anticipatory competency</li> <li>• Normative competency:</li> <li>• Strategic competency:</li> <li>• Critical thinking</li> <li>• Self-awareness</li> </ul>
<b>4</b>	<p><b>Pillars of sustainability included</b></p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Ecological</li> <li>• Social</li> </ul>
<b>5</b>	<p><b>STEAM domains</b></p> <p>Science, Technology, Arts, Math</p>
<b>6</b>	<p><b>Teaching methodologies/activity outline</b></p> <p>This is best carried out at Saimhain, Halloween, end of October, the mid point between the the autumnal equinox (September 21st-23rd) and the winter solstice. At this point the</p>



children will have begun to settle into some friendships and the teacher will have developed relationships with the children.

The teacher designates a documentarian and activates prior knowledge by using puppets/story/role play to talk about feeling isolated. (This can be a difficult subject for some children, the playful approach can bring levity and comfort)

The teacher asks open ended questions "Can anyone describe to me what it feels like to feel lonely?"

(Here, if the teacher has introduced the amygdala and prefrontal cortex puppets in the learning resource "Cauliflower Brain" they can use these to discuss what the amygdala and prefrontal cortex do in times of loneliness.)

"How do we tell someone that we feel lonely?"

"How can we recognise if someone feels lonely and isolated?"

"What can we do to help them?"

"How can we help everyone in our class to feel connected instead of isolated?"

The teacher supports the children in generating ideas.

during the discussion, the teacher suggests a buddy bench and elucidates the concept through the use of digital resources, stories, songs, role play.

The teacher shares this with parents so that they may collaborate in preparing the children for the use of the buddy bench.

Rules of the buddy bench:

1. If you are sitting on the bench, play with the first classmate who invites you.
2. While you are sitting on the bench, look around for a game you can join.
3. Two friends sitting on the bench can turn to each other and invite each other to play.
4. The bench isn't for socializing.

The teacher employs the NASA best engineering model for bench construction.

ASK- children identify the problem, requirements that must be met and constraints that must be considered

IMAGINE- children brainstorm solutions and research ideas. They also identify what others have done.

PLAN- children choose two to three of the best ideas from their brainstormed list and sketch possible designs, ultimately choosing a single design to prototype

CREATE - children build a working model, or prototype that aligns with design requirements and is within design constraints.

TEST children evaluate the solution through testing, they collect and analyse data; they summarise strengths and weaknesses of their design that were revealed during testing

IMPROVE Based on the results of their tests, children make improvements on their design. They also identify changes they will make and justify their revisions

At the ASK stage, constraints include materials coming only from the setting, children's homes, charity shops and freecycle sites.



	At the IMAGINE stage, identify what others have done when they buy new purpose built buddy benches. Where did those materials come from? How were they transported?
<b>7</b>	<p><b>Expected learning outcomes</b></p> <p><b>The child will be able to:</b></p> <ul style="list-style-type: none"> <li>• carry out the building project using the NASA framework</li> <li>• explain why they chose the materials, the site and the design</li> <li>• explain the importance of troubleshooting, evaluating solutions and making improvements to design</li> <li>• explain the buddy bench as a system</li> <li>• Evaluate the effectiveness of the buddy bench</li> </ul>
<b>8</b>	<p><b>Assessment</b></p> <p>Search for “teachable moments” throughout everyday routines and activities to explore opportunities to use the buddy bench. During class meetings, the children will discuss the effect of the buddy bench on the classroom. What other systems could support the community?</p>
<b>9</b>	<p><b>Equipment and materials to be used in learning unit (tools, ingredients etc)</b></p> <p>wood, stone, old furniture, hammer, nails, screws, drill, saw, measuring tape</p>
<b>10</b>	<p><b>Kind of setting - lab, kitchen, outdoor etc.</b></p> <p>Indoors or outdoors, workshop</p>
<b>11</b>	<p><b>References - source:</b></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1156319.pdf">https://files.eric.ed.gov/fulltext/EJ1156319.pdf</a></p>

