

The Quiet Place

Overall aims:

- Explore the principle no 2 of a circular economy: keep materials in use
- Explore the concept of self regulation
- Deepen understanding of the neuroscience of emotions
- Deepen understanding of the respiratory system
- Deepen understanding of the relationship between the respiratory system and the brain
- Make predictions
- Enhance fine motor confidence
- Promote entrepreneurship
- Identify opportunities to repurpose materials

2 Vocabulary - keywords

Self regulate, Amygdala, prefrontal cortex, respiration, meditation, overstimulation, Repurpose,

3 Sustainable abilities developed

- Systems thinking
- Anticipatory competency
- Normative competency:
- Strategic competency:
- Collaboration
- Critical thinking
- Self-awareness

4 Pillars of sustainability included

- Economic
- Ecological
- Social

5 STEAM domains

Science, Technology, Arts, Engineering, Math



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

6 Teaching methodologies/activity outline

The teacher designates a documentarian.

The teacher activates prior knowledge by asking the children about different emotions and explain the neuroscience behind overwhelming emotions. (See “The Cauliflower Brain”, “Don’t Flip your Lid”, “Deep Breaths”)

Using stories/digital resources/role play, the teacher explains how quiet and solitude can help people find calm.

The educator uses the NASA best engineering model as a framework for the project
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 that is within design constraints.

TEST - children evaluate the solution through testing; they collect and analyse data; they summarize 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 designing out waste and pollution and keeping materials in use, therefore all materials must come from the setting, children’s homes, freecycle sites and/or charity shops. Additionally, at this stage, the teacher leads a discussion and invites the children to help develop the rules of the quiet space.

- 1) Absolute silence in the quiet space?
- 2) Nothing is to be brought into the quiet space, no books, paper, pencils, toys?
- 3) A child who enters can choose whether they want to be alone or share the space by putting up a sign?

7 Expected learning outcomes

The child will be able to:

- design and build the Quiet Place
- explain its purpose
- explain the design and build
- discuss the trouble shooting process
- learn from mistakes
- assess the Quiet Space effectiveness



8	Assessment Find “teachable moments” to suggest the use of the Quiet Space. During class meetings, discuss the effectiveness of the Quiet Space. Assign a documentarian and ask them to interview children before and after they go into the Quiet Space.
9	Equipment and materials to be used in learning unit (tools, ingredients etc) repurposed fabric, repurposed furniture, pegs, broomsticks, screws, nails, screwdriver, hammer
10	Kind of setting - lab, kitchen, outdoor etc. Indoors or outdoors,
11	References - source: https://sensoryintelligence.com/the-benefits-of-a-quiet-space-in-your-classroom/

