

Meraki Nursery School

Description

SFC-1064

Learning and exploration gather in Meraki Nursery School a playful environment equipped with multiple atmospheres, paths and spaces that invite children to freely interact with others, play, jump, run, sit, go up and down, observe and rest. An alternative way of learning movement.

Children's growth and their needs are the main source of inspiration for the design of each of the spaces that are part of the nursing school. These spaces were design drawn from the understanding of the behaviors developed by children ranged from two to seven years old (socialization and communication, sensory motor functions and playing, intuition and organization). The spaces encourage activities in order to improve such behaviors. This diversified environment allows tangible and intangible exploration with the purpose of stimulate the senses. Thus, the essence of the spaces themselves convey emotions and feelings so that they are lived from the children's own experience and perception.

The project integrates the concept of 'in between space', understood on the one hand as a 'transition', a space that fosters connections (interior-exterior). The project is to be set in the city, as a space that articulates its nearby environment comprised of trees, it becomes a neuralgic point of encounter and socialization for the neighborhood and allows children to experience this outdoor space freely. On the other hand, the 'in between space' takes place inside the project, understood as an 'ambiguous space' that does not have a specific use, but thanks

to its nature, children intuitively appropriate it, give it different uses from their imagination, these spaces are temporarily inhabited and stimulate socialization and interaction of children.

Regarding the aforementioned purposes, the project values the idea of space as a 'third educator', (Methodology developed by Loris Malaguzzi), where children are the protagonists and each of them learns what they want to learn from their own experience, capabilities and imagination. The role of teachers is to be agents, so that children can learn in different ways; however, it is the children who decide what to do, how to move and which path to choose. From this perspective, it can be said that it is possible to educate and foster creativity with Architecture, understanding that education is not only directed to a logical-rational scheme, but that emotions and feelings are also part of an educational project, especially in early childhood a stage in which children build the foundations of their personality and develop life-long skills.

The design proposal is comprised by a holistic vision, which integrates the children, their development and their space. This is to recover and revitalize the essence of childhood and its role in our society:

'When losing cities, children have lost possibility of living necessary experiences for them, for their correct development, such as games, exploration and adventure. Moreover, cities have also lost security, solidarity and social control. Children need city and the city needs children'.

Francesco Tonucci.