



50

Welcome to **ATTACK!** a two-page occasional publication. Most of **ATTACK!** will be concerned with the holistic curriculum which, if acted on, is a fundamental way to undermine the present undemocratic education system. Don't be discouraged if opportunities to teach holistically are limited, do your best, be a guardian, and act as a witness to this culturally significant and inspiring way of teaching and learning. **ATTACK!** is a partner to <https://networkkonnet.wordpress.com>

### **Attack! 50 Albert and the discovery thieves Part 3**

#### **Lesson 4: WALT – To work out what form of travel or communication we will use for our inquiry learning**

Teacher asks the children to write the WALT and Success Criteria into their computer.

Discuss with a neighbour what kind of travel or communication you would like to inquire into.

Lists on the whiteboard the children's names beside their inquiry.

T: No Albert. Time travel is not a sensible idea. Look at the WALT. It says travel or communication. Time travel is a fanciful idea.

T: No Albert. A passenger on a train and someone standing on a platform is not an important idea about travel and communication.

T: I'll put you down for trains.

The inquiry continues over the next few weeks. The children also take the inquiry material home with the likelihood of significant parental involvement.



**[This is described as inquiry learning. I describe it as old-style projects done electronically; cutting and pasting; learning how to copy; non-problem solving. Those who advise on inquiry learning have recognised there is a difficulty in making inquiry learning fresh, involving, and challenging, and have suggested increasingly sophisticated ideas and structures as a result. The difficulty, though, is that the internet is set up to provide immediate answers to problems. In attempting to allay this, the inquiry questions posed have required of children more rigorous searching, but this has put weighty demands on children's reading abilities to the detriment of engagement.]**

**As is described elsewhere in this Attack! series (1-4 13 21 31 33-37) the way to successful computer use is for computers to be part of studies, not central to them. For this to happen, learning should have shape extending from an introduction, to gaining information, to using that information flexibly, to a conclusion. Put another way, studies need to become activity based with computers used from time-to-time in those activities as suits – probably more intensively at the conclusion.**

**A problem that qualifies as a genuine problem for children has certain characteristics, for instance: it is a genuine problem – not one the children already know the answer to; it is a genuine problem – one that has considerable intellectual challenge; it is a genuine problem – one that requires some genuine thinking at the children's level of thinking; it is a genuine problem – not one that can be downloaded at the click of a couple of keys; it is a genuine problem – one that has considerable affective challenge to it (in other words, stimulates children's curiosity); it is a genuine problem – in that its richness readily lends itself to other lines of investigation. Problems can be explicit or implicit. In children working on explicit problems, the problem is usually best developed after the children have participated in a number of preliminary activities. Problems in other words, should be provided with time to emerge and be refined.**

**Teachers often overlook the subtlety, honesty, and power of implicit problem solving. Being implicit the children are, of course, not made aware of the problem – that would interfere with the process and calculation of response. The problem would usually relate to the value-based**

main aim of a curriculum area and involve the children being moved to that main aim through a series of activities. The process could be seen as just another example of good teaching but in this case heightened by the likelihood of the teacher's increased clarity and intensity of purpose. Children can develop an affective relationship with the topic, a powerful attitude of mind, a deep curiosity – and in those ways reveal their intuitive recognition of the implicit problem and their degree of movement toward resolving it. The solving of the problem can be revealed in such things as the tone of voice of a child talking about the people and situations involved, to insightful responses to open-ended activities provided by the teacher, to expressions in drama and the various arts. Sometimes the teacher can observe a movement of sudden and wonderful comprehension in a child's eyes. For the experience to be transformational it needs to be encompassing in implication, extending far beyond the specific focus of the topic. The experience can also be transformational for the teacher, deepening his or her understanding of children's learning. An example from social studies of such an implicit problem is children being involved in a series of activities exploring the idea of the underlying similarity of all human behaviour as a means to coming to terms with, and appreciating, difference. It is an implicit problem, so the children are never told of the idea being explored or of the intended outcome, they are just exposed to a number of activities that could lead them to a satisfying resolution. The reward for teacher and child can be a wonderful shared experience: the child seeing the world in a different way; and the teacher, children.]

### **Lesson 5: WALT – To express ourselves doing cut paper work**

Teacher asks the children to write the WALT and Success Criteria into their computer.

Gives the children the pieces of small squares cut from coloured paper.

These are your instructions:

*Do a drawing of your travel or communication idea in dark crayon*

*Make the drawing fill the page*

*With your squares paste lighter colours at the top of your drawing*

*Push the paper down so it is neat and tidy*

*Look to the chart for colours that go well together.*

T: No Albert, you can't use ripped paper instead.

T: No Albert, you can only use paper.

T: Yes Albert, you must draw an outline.

T: You can use other colour combinations if you like, but I think you'll find the ones suggested work best.

Apply Success Criteria.

T: Albert, why is lightning heading for your train?

**[This is anti-art and a further example of teachers as discovery thieves. In the arts, as in all curriculum areas, intervention should occur subtly, often individually, sparingly, and judiciously. It is the holistic way. The arts should be about experimentation, trial and error, discovery, and originality of style, not about standardisation, conformity, and pretty art for classroom display.]**

