



77

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://networkonnet.wordpress.com>

### **Attack! 77 A social studies unit and science unit: a new entrant room (1989)**

**An example of Sue Bradly's social studies planning based on the 'feeling for' approach.**

**Topic:** An Inuit family.

**Resource:** *Eskimo Boy* (from the Bean's series: while the term Eskimo is used in the title, the content is not stereotyped – it is about a boy who lives with his family in a small settlement of wind- and snow-swept wooden houses).

A set of A3 pictures from the book is used for teaching purposes.

**Main aims:** To develop in the children a sympathetic understanding of Otto's way of life.

To develop in the children a feeling for Otto and his family.

To help the children gain information to help them get close to the lives of the Inuit people.

To challenge the children's culture-centredness towards Otto's way of life.

**Key idea:** Members of Otto's family have similar basic needs to us but may have different ways of meeting them.

#### **Activities**

##### **Day 1**

- a. Pictures will be displayed from the beginning of the day. A curiosity-arousing tactic. Late in the day the children will be asked: 'What ideas do you have about these people (as yet unnamed)?' Some children will write by themselves, others will need help. Having senior children available can be particularly useful in these circumstances. Spaces for afterthoughts will be left below the pasted ideas.
- b. Partial disclosure of two pictures in a class session – I will note the children's ideas on a chart.

##### **Day 2**

- a. Some pictures will be displayed around the room. The children will write captions on strips of paper and paste them on to newsprint sheets beside each picture. Help will be available for children who need it.
- b. 'Write questions you would like to ask about the pictures.' Same pictures will be used but new newsprint sheets put up.
- c. 'What do these pictures have in common?' To stop the children trying to work out the 'right' answer, I will explain to them that the pictures have been selected and paired at random. Five pairs of pictures will be displayed. I will note the children's ideas on a chart. At this stage I will tell the children the name of the topic and will discuss Otto and his family. Ice will be passed around for the children to feel. A general sharing session.

##### **Day 3**

- a. As a class, the children will decide on an interesting picture from the set of pictures. The picture will be discussed. Then I will write up the question: 'What is in the foreground?' Children's ideas will be noted on a chart. Then 'What is in the background?'
- b. Three statements will be written up on newsprint sheets with spaces underneath for the children's written responses.

Otto has fun when ...

Otto helps his family by ...

Otto learns when ...

#### **Day 4**

a. I will tell a story from *Eskimo Boy*. Parts of it will be acted by the children.

b. The children will be asked: 'What things does Otto do each day?' The children will write their ideas on strips of paper.

Some children will work by themselves others in small child-formed groups. A group will work with me if they want to.

All the ideas blu-tacked to the wall.

'In what order might Otto do these things?'

In a class session these ideas will be put into a sequence. Further acting will occur.

#### **Day 5**

a. Same process as above to establish a sequence for a day in our lives.

b. A Venn diagram will be displayed. The overall name of the diagram will be: '*Things we do.*' Parts of the diagram will be: '*Things Otto does.*' '*Things we both do.*' '*Things we do.*'

The children will then be asked: 'What things does Otto do?' The children will write their responses and put them on to the part of the diagram they decide is most appropriate. Then: 'What things do we do?' 'What things do we both do?'

#### **Day 6**

a. I will read the story *Very Last Time* by Jan Andrews to the children. Pictures from this story will be displayed. I will give the children multiple copies of captions I have written out – *helping, agreeing, disagreeing, deciding, being brave, rules, being together*. The children will select captions and paste them on to newsprint sheets below the pictures they decide depict these qualities.

b. I will re-read parts of the story. The scene 'Under the sea' will be dramatised then expressed in crayon and dye pictures.

#### **Day 7**

a. The questions from Day 2 will be referred to. The children will select questions they want to answer, then they will research them and have an answer for them.

b. By writing them for themselves or scribed stories, the children will write personal statements about Otto and his life. Drawings will follow.

#### **Day 8**

a. The children's initial statements from Day 1 will be discussed and evaluated. Any change of thinking will be explained by the children.

**An example of Sue Bradly's planning for some science activities based on the *interactive* approach. The activities should be thought of as an *experience* rather than a science topic.**

**The focus for attention:** Electric jugs.

**Aim:** To help the children to develop effective and useful ways to explore and make sense of their world.

To foster the children's interests in technology.

#### **Before experiences**

Experimenting with circuits, batteries, and bulbs.

Discussion on safety with electrical appliances and three-point plugs.

#### **Day 1**

Before views

I will ask: 'When do we need boiling water?'

'How does an electric jug work?'

The children will be asked for their ideas which I will write down on paper cut into electric jug shapes.

### **Exploratory activities**

The children will work in groups of three or four under the supervision of an adult or an older child.

1. Some electric jugs, with lids removed, will be placed on low tables. The water in the jugs will be boiled.

'What did you see?'

'What happened?'

'Why did it happen?'

Key words likely to be used: electricity, plugs, cords, wires, elements, bubbles, steam, wetness, heat, boil, disconnect, cooling.

2. Old electric jugs that have been dismantled will be spread around on the low tables.

The children will discuss.

Key words likely to be used: sockets, elements, plugs, cords, exposed wires, screws, connections.

3. The children will dismantle old electric jugs. Small screwdrivers will be available.

4. Elements will be sawed through to expose their components.

5. The children in groups will do diagrams of the way they think a jug works. I will go around the groups challenging the children with questions.

'Three wires in the cord – and only two plugs?'

'Which parts get hot?'

'Where do the ends of the element go to now?'

### **Days 2 and 3**

#### **Questions**

The questions asked by the children during their initial investigations will have been recorded.

But now a more formal recording of children's questions will take place. The children's names will be put beside their questions.

'What is it you wondered about when looking at the electric jugs?'

'Is there anything you stated earlier that you would like to check out?'

The lists of the children's questions will be displayed on the wall. Room will be left beside the questions so there is a place to put any other questions that occur to the children.

#### **Investigations**

The children will try to answer some of the questions by examining the jugs. This will be done under the supervision of an adult or older child.

Typical questions:

'How does the electricity get in?'

'How does the electricity get out?'

'What makes the red button pop out?'

'How does the red button turn the jug off?'

'What makes the water hot?'

'What does the element do?'

'How long does it take for water to boil?'

'What makes the water boil?'

'What are bubbles?'

'Do the bubbles come right to the top?'

'Does the steam come before or after the water has boiled?'

'What is steam?'

'Where does it go?'

The children will modify their earlier diagrams if they need to.

**After views** (Two or so days after.)

Class discussion:

'What do you know now about electric jugs?'

Any change of thinking will be explained by the children.

**Follow-up**

Put other electric devices on tables for the children to fiddle with.

