



85

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! 85 Developmental in action: a senior room of a two-teacher school (1987) – the holistic before the fall Part 8

WEEK 9

Kia ora tamariki ma

Your maths is going well. I like the way people are following their interests and doing things they might not usually get time to do. That is why I have given you plenty of time. The maths interviews have been very helpful to me and I'm pleased that most people have thought about their difficulties and strengths in mathematics and are prepared to talk about them. These interviews are taking longer than I thought, so it will be some time before I get through everyone.

Do you think they have been a help to you?

After your interview make a paper-strip comment telling me what you think. Include any thoughts you have and, perhaps, some mathematical aims for the rest of the year.

Our theme this week is health and physical education.

We will be:

- Fitness testing
- Practising skills
- Playing games in small groups
- Considering how fitness relates to our health muscles heart lungs.

Consider these questions about your muscular system:

- How are you able to move different parts of your body?
- Where would you find tendons in your body and what is their purpose?
- What is the difference between voluntary and involuntary muscles?
- What happens to muscles in your arm for instance when you straighten?

Your circulatory system is very important:

- What is the purpose of your heart?
- What is the piece of machinery which does a similar job?
- What happens to our blood when it leaves our heart?
- What are the differences between veins and arteries?
- Match up the pictures attached to get some of the answers.

This is the week before the Easter break.

If you would like to bring an egg and some onion skins on Thursday we will have some fun and discuss old customs relating to Easter (Read *School Journal*, Pt 2, No 1, 1983).

The smoke from the burn-off was fantastic wasn't it? The different colours were beautiful especially the way they changed all the time. As Lee wrote yesterday 'People look on with awe at the power that the smoke has. Could it mean you could change the colour of the sky? Of course not, but what a silent, slightly menacing presence.'

When I was a boy I remember the sky being coloured by smoke for days from bushfires in Australia. There are very good stories and articles I would like you to read: 'Fire watcher', 'The Day the Sky Turned Brown', 'The Bushfire Burning the Bush', and 'Fire at Inglewood'.

People in the Royal Forest and Bird Society aren't happy about fires and neither am I for that matter. What do you think?

Did you know?

Penicillin, the first antibiotic, was discovered in 1928 by accident. A shallow dish for bacteriological experiments was left uncovered unintentionally by Alexander Fleming in his laboratory in England. An experimenter upstairs was careless with the mould he was using and it drifted in through the open window and landed on Fleming's uncovered staphylococci culture. The following day the Scottish bacteriologist found a clear area where the penicillin in the mould had been killing the bacteria. (We'll grow some mould in the classroom.)

Influenza was so named because the cause of the disease was supposedly the evil influence of the stars. This influence was believed also to be the cause of plagues and pestilences.

And in conclusion:



As part of a current study of the social context of a war memorial pou (flag pole) sited in the school grounds, several children have begun a web search to investigate 'Memorials and Monuments' in other communities and the various forms they take. Preliminary questions and statements are listed on a chart. Aspects discussed include the placement and structure of community memorials, the part songs or stories play, what 'memory' means, the reasons for memorials, and the materials used in their construction. They have studied photographs of other local memorials and produced annotated drawings and plans for an imagined memorial for past pupils. A marquette (model) has been made from clay with a plan to place a glaze-fired version on a school waharoa (gateway).

This is an example of the way, in all the curriculum areas, I base learning on genuine challenges and problems, in this instance, the visual arts. Some may call it inquiry learning, I and the threshold timetable veer away from that label and just call it learning.

And such is our classroom.

