

# Brockwood Park School

## September Newsletter



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**Krishnamurti:** I am asking what do you mean by learning about cooperation? We both agree, life cannot go on if there is no cooperation. Where do I begin?

**Questioner:** By cooperating.

**Krishnamurti:** What do you mean by that word cooperation, how do you cooperate, with whom, why? Where do I learn it?

**Questioner:** By doing it.

**Krishnamurti:** What do you mean by doing it - investigate, learn.

**Questioner:** Find out why you want to cooperate.

**Krishnamurti:** So are you going to learn? Is the process of learning asking this question? And also, do you have the spirit of cooperation, the feeling? Do you really, deeply want to cooperate? Don't you have to begin there? - to learn whether you really, deep down, want to cooperate. Because if you don't know what it means, you will never know what it means not to cooperate. If the State says, "Go and kill," unless you know what cooperation is, how do you know when not to cooperate? Now tell me, please, how are you going to find out for yourself whether you have the spirit of cooperation - not with me, or about something - but the feeling of it. Isn't that the beginning of learning about cooperation? Where do you begin to learn - from a book? If you say, "Learning begins with a book", then you have the encyclopaedias, a vast knowledge accumulated in pages or in the brain of a teacher, but is that where you begin to learn? For instance, either I believe in an idea, and therefore I want you and others to cooperate with me in carrying out that idea, which is generally called cooperation; because we both believe in that idea, in a principle, in a system. Or, we have the feeling of cooperation - not about what and with whom, but the feeling. Do you deeply

the feeling of cooperation - not about what and with whom, but the feeling. Do you deeply understand the meaning of that word? I mean not only working together but feeling together that certain things must be done - the feeling first, and the action. When you say you want to learn in a community, in a school like this, there is a problem. There are older people and the younger generation, the teacher and the students and others coming here; there must be a way to live happily, intelligently, actively, with a great deal of energy. One must have this feeling, otherwise we'll all pull in different directions. So I want to learn and my first enquiry in learning is to find out if I really want to cooperate, if I really have the feeling of it. Have you? If you don't have it find out why. This extraordinary quality, this feeling for cooperation, building together, doing things together, this is what has built this world.

**J. Krishnamurti, *Beginnings of Learning*, Part I, Chapter 2, School Dialogue Brockwood Park 18th September 1970**

## Inquiry Time



**September 4th. Are we trying to fit into a pattern of society when we make our academic choices?**

We watched a 15-minute Krishnamurti's video in which he challenges the notion of fitting into a social routine or work pattern. Then the whole school discussed the topic. Interesting reflections came up like: we are conditioned by nature to fit into something. The importance of goals in certain aspects of our lives, though questionable for other ones. We only know to do this, if we stop it, then what? Many comments were made about happiness being related to money, status, etc. and how we follow patterns to get there.

**September 12th. What is happiness?**

It was a continuation of the previous IT. We discussed in pairs for 10 minutes the question 'what is happiness?' Then the whole school discussed the topic. Is happiness satisfaction, content, pleasure, the opposite of sadness? Are we associating happiness to some positive emotions and avoid the negative ones? Are we happy when we are liked, when our self image is respected? Are we romanticizing a permanent happiness which does not exist? Can we plan our happiness? Is it part of the goal system that we live in?

**September 19th. Do we need technology to live?**

The topic was presented by students and we split up into small groups. We first defined technology



in order to facilitate further the discussion. We depend on technology at the physical and psychological level. Can we use technology intelligently? Is technology using us or we are using technology? By being sensitive and learning about how we relate to technology, we can establish a healthy relationship with it.

**September 26th. Do we feel equal in Brockwood, in our lives and between men and women?**

The topic was presented by students and we split up into small groups. Does equality mean that we all are the same? Does diversity negate equality? Comparison can lead to inequality. Do we treat everyone in the same way? There is a deep division within us that make us feel different and not equal to others.

## September Events and Happenings

A snapshot

### Wednesday 29/08/2018: Student Arrival Day



**30/08/2018:**

- 'Getting to know each other better' games.
- School Meeting and discussion on 'Living Together'.
- Introduction to Duty/House-care/Kitchen.
- Student given a tour of the Grounds.







Photo above: First Ten Day's Timetable

**31/09/2018:**

- Curriculum Presentation.
- Brockwood's Annual Apple Harvest Festival.



**Weekend 01/09/2018:** Staff member Olya took interested participants on a plant walk around Brockwood's grounds to examine the various plants and herbs which grow here.  
**Weekend 02/09/2018:** Special Supper with Tutor Groups.

**03/09/2018:**

- Tutor/Tutee Introductory Meetings.
- Presentation on Krishnamurti's life.
- Free Dance event in the Assembly-Hall
- Games and activities evening in the Sitting-Room.

**04/09/2018:**



04/09/2018:

- Curriculum meetings with Students
- Study program planning
- Sports and Games in the afternoon.

**05/09/2018:** All day hike for the entire school.

**06/09/2018:**

- Introduction to: Human Ecology program; library; Art-Barn; Project Barn; Clubs.
- Clubs Fair: The students host various clubs at Brockwood which are free for everyone to join. These clubs include: Spanish Club; Book Club; Film Club; Music Theory Club; Music Improv Club, to name but a few.

**07/09/2018:**

- Inquiry-Time.
- Apple Harvest Part 2.



- Movie Night. Brockwood Watched an episode of the highly acclaimed BBC nature documentary *Blue Planet 2* beneath the Branches of the Brockwood Tree.





**Weekend 08/09/2018:** Weekend walk to Old Winchester Hill

**Weekend 09/09/2018:** The first football match of the school year with our neighbours, the Mortons, happened on Sunday 9th September. With the help of the lovely late summer weather, the Brockwood team of students, mature students and staff played a strong match and not only landed a convincing win, but also managed to delight the supporting crowd with some great team play and passing. The next match is already in planning.

**10/09/2018: Human Ecology:** This term, Human Ecology which takes place each Wednesday, follows five directions, including Gardening, Bushcraft, EcoLab, Herbal Medicine and Observation. The warm and dry summer weather continued into September, landing us a helpful hand with the many outdoor endeavors. The sun shone on both of our Apple Festival days, when crates of apples were turned into fresh juice and also juice that we pasteurized for later use. Apples were also processed into sugar-free, yet naturally sweet-tasting sauce, a popular addition to breakfast porridge and afternoon tea. And we had delicious apple crumble on more than one occasion around the Apple Harvest.

There was a real sense of Autumn harvest in our organic veg garden, with kilos of tomatoes, corn and courgettes, beans and pumpkins, beetroot and chard -- all adding



tomatoes, corn and courgettes, beans and pumpkins, beetroot and chard – all adding freshness and nutrition to our meals. In EcoLab, students were experimenting with various food preservation techniques, e.g. making sauerkraut and dehydrated apple rings. In Bushcraft, they learned about making fire and building shelters. Herbal Medicine began with plant walks around the school to identify plants that grow all around us and can be used safely as food and medicine. In Observation, students engaged with nature from a more contemplative base and through all their senses, recording their experiences through art, photography and writing.

## Monday 10/09/2018: Courses Begin!

**10/09/2018:** First **Humanities Class** takes place.

The investigation of life's BIG questions through the Humanities subjects is driving force behind our provision of classes which encapsulate the studies of the subjects of History, Geography, Sociology and Politics. They provide ways of investigating never ending questions about who we are as a species and how we engage with each other, as well as the world around us. It is exciting to see these essential questions starting to come alive in both Core Humanities, where we are looking at the topic of 'Home', as well as in Elective Humanities where we are looking at Cities, using London as a case study. Both these topics will be continued up until Christmas and it will be intriguing to see what we can learn and investigate as the term progresses, both in the class but also from the students own personal study of the topics.

- **Science Class:** In a 'normal' school, Science is taught according to the syllabus. Students are taken through at the pace of the teacher who can adjust the pace a little according to the 'ability' of the class, as long as you complete what is expected by the time that the assessments come round. All too often, deep misconceptions are skipped over in order to stay with the schedule of the year and 'carry on regardless' becomes the mantra.

So what does studying science mean from a student's perspective if there is no curriculum, no exam at the end, no standard to reach or conform to? After 13 years of teaching, Tom, one of our science teachers is shocked to find he does not know the answer to these questions.

A number of Brockwood students end up finding that one expression of their excellence is through completing science A Levels, but how does Brockwood nourish both a love of science as well as a skillful grip on core concepts, and fundamental skills through the Core and Elective courses?

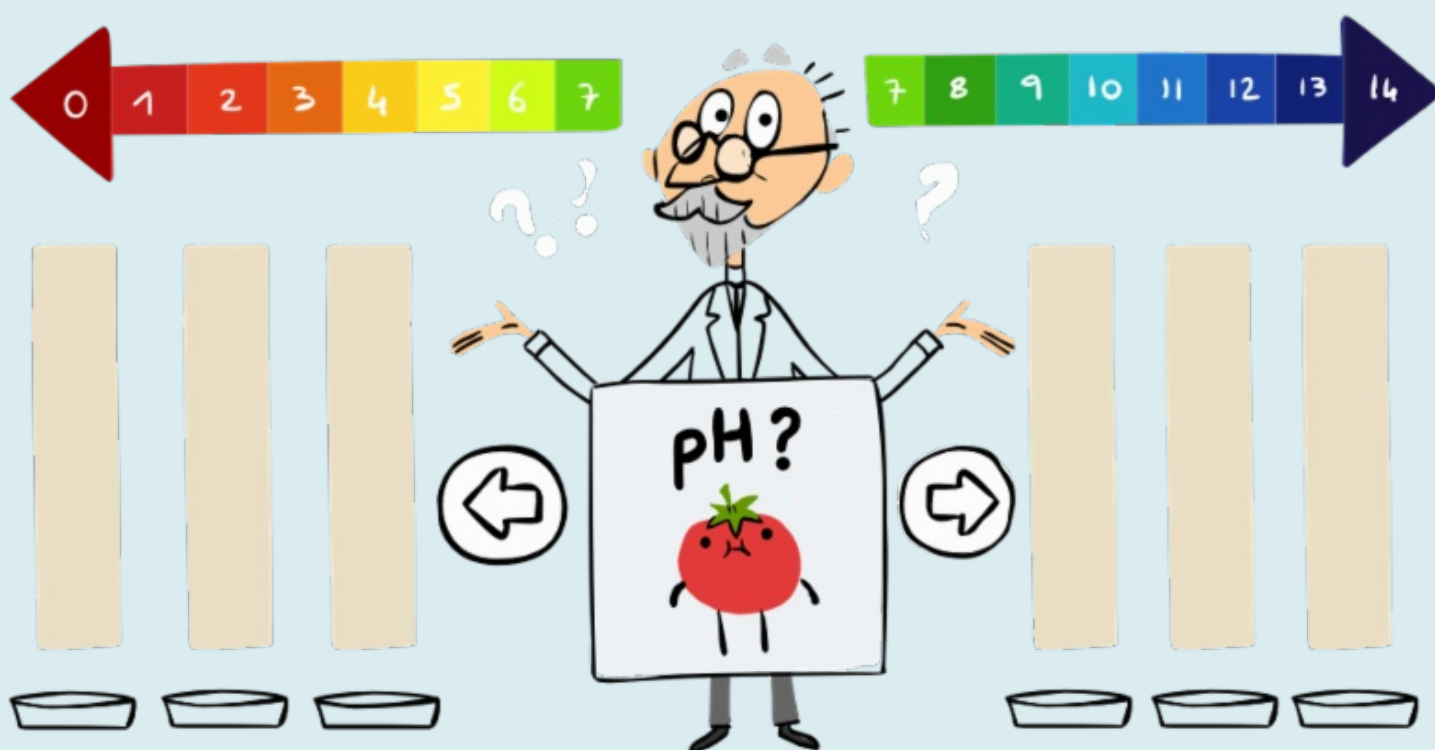
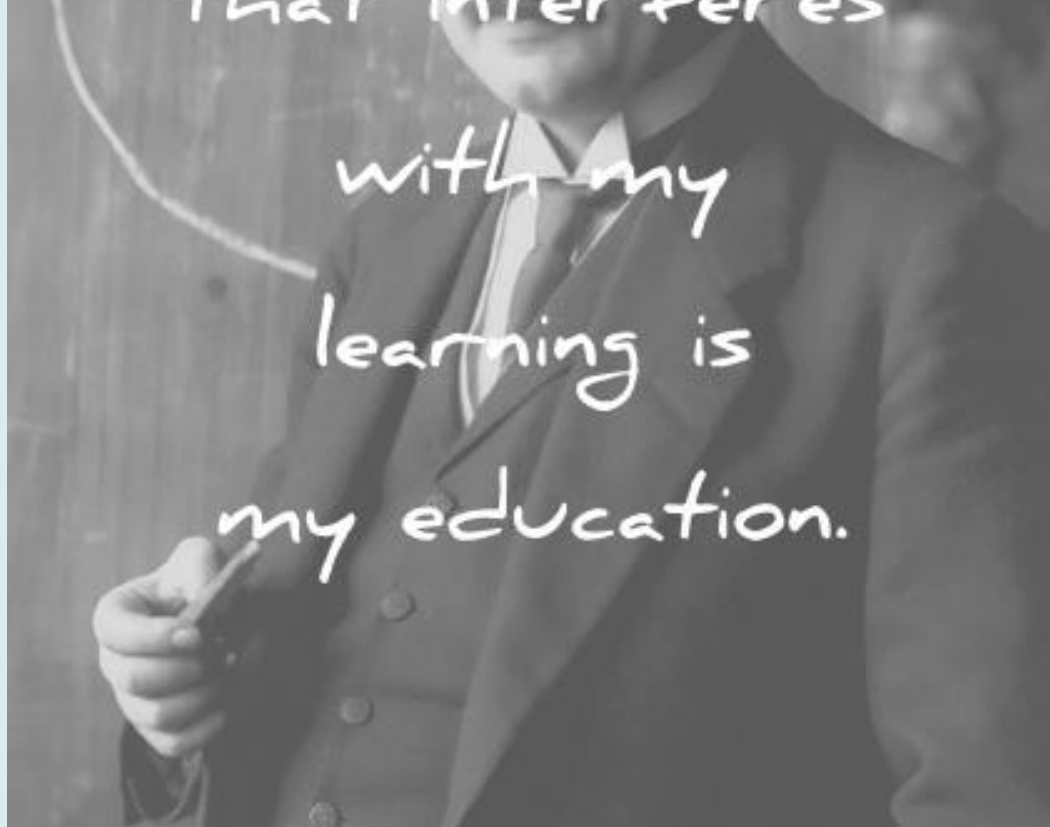
We've begun with key questions:

- What is the relationship between human beings and:
  - The non-living world?



- Other life forms?
- The wider universe?

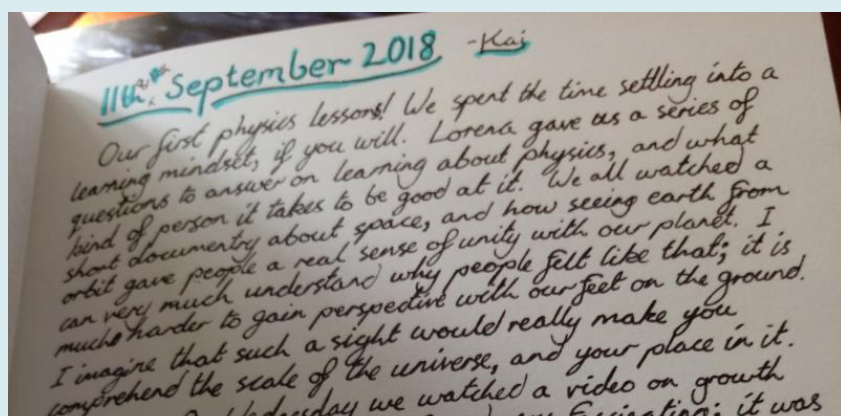
From here, the class has dived into the building blocks of nature, studied how bonds change the fabric of matter, melted through armor-plating with molten iron and fired ethanol rockets from the science tower! With student questions at the heart of lessons, Brockwood can begin to re-define learning science in school.



**11/09/2018:** As introduction to the **AS Physics class**, they watched a short movie (The Overview effect) about changing our view perspective and watching our planet from the space. The class reflected about the benefits, drawbacks and impact of science and technology in the world and society.

- **Math Class:** An introduction was given to the subject and popular misconceptions and fears of the subject were examined. The class walked around the garden observing the relationship of mathematics with nature.

**12/09/2018: AS Physics class:** We talked about the differences between fixed and growth mindset (psychological study applied to learning by Carol Dweck) when facing Physics challenges and how a growth mindset can help us to solve Science problems from different perspectives.





perspectives.

**13/09/2018:**

- **Academic Advisors** met with each of their Students to discuss the their first week of classes.

- **Math Class:** Students learnt how various operations such as multiplication, division and subtraction can all be looked at as variations of addition. Students also used a improvised clinometer to measure the height of a tree.

- **Economics AS level:**

Today the Economics AS-level class looked more closely at the responsiveness of demand for a good with respect to its price - what we call the 'Price Elasticity of Demand'. It is a chance to explore our relationship to the world of goods and services. Some goods we really need so we are less sensitive to changes in their price e.g. toilet roll. For other goods we may be more sensitive to price changes because they are luxuries e.g. iPads.

**14/09/2018:** The **elective Health & Movement class** had its first ever session. The class is a mix of practical movement explorations, short presentations and discussions on important issues from the field of health and movement, and individual student research projects. Students already have a variety of interesting research ideas related to such different areas as dance, yoga and flexibility, programming of training plans and parkour. One student will also use the project part of the class to work on a supported self-study of a Physical Education A Level.

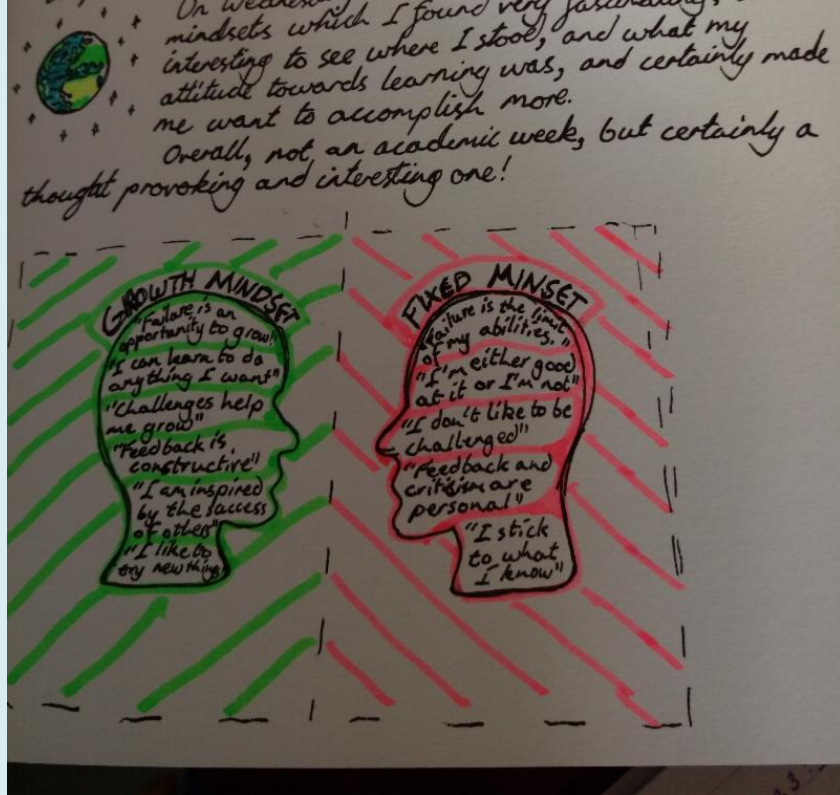
**Weekend 15/09/2018:**

**Weekend 16/09/2018:**

**17/09/2018:** During **English as an Additional Language (EAL)** students, in their respective groups, read and discussed 'Holes' -- a mystery comedy novel written by Louis Sachar; practiced Present Simple and Present Continuous Tenses; and engaged with writing structured essays.

**18/09/2018:**

- **In the Woodwork Barn:** Students began building a sixteen-foot wooden boat... from scratch!





- **AS Physics class:** We derived and understood the equations that describe the motion of any object that moves with constant acceleration.

**19/09/2018:** In **Journalism class** we began to look at bias. What is bias and how might our environments make us biased and encourage us towards holding certain beliefs.

**20/09/2018: Sports Day:** Each Tuesday and Thursday afternoons are sports times for the whole school.

- **Economics A level:** One of the functions of the government is to step in when resources are not allocated efficiently by markets e.g. over-consumption of energy leads to Global Warming. The Economics A-level class looked at the various ways governments can correct these 'market failures' and to what extent they might themselves fail to bring about the best allocation of resources. For example governments may not set the right level of taxation on a carbon emitting firms because they have not calculated the cost of Global Warming correctly - it is after all, an almost impossible thing to evaluate.

**21/09/2018:** Today Academic Advisors met with their Advisees to discuss their timetables and studies.

**Weekend 22/09/2018:** Students and staff attended the **New Scientist Fair** in London.

**Weekend 23/09/2018:**

**24/09/2018:**

- **Design and Technical Drawing Class:** The group examined elements of the their environment and how these were designed. Students identified the Nut/Dried Fruit Tray in the food servery as something which they thought should be redesigned. They then set about coming up with and sketching vastly different designs for its replacement.

- **Art Class:** Students took their easels out in the morning sunshine and painted in our wonderful organic garden.

**25/09/2018:**

- **AS Physics class:** The class studied the combined motion of an object in two different directions and some real applications, like the effect of the wind drift in planes orientation or how birds compensate this wind drift during migration.

- **Math Class:** Students worked on creating a sun dial to estimate the time from the shadow of the sun. Some students measured time by observing the time it takes to empty a bottle of water. Questions on the nature of time were discussed.

**26/09/2018:** Today comprised of classes followed by our weekly Academic Advisor Meetings.

**27/09/2018:**





27/09/2018:

- **Math Class:** A mathematical treasure hunt was conducted. Students worked in teams to solve clues which were questions from various branches of mathematics. Selected questions were then discussed to understand various approaches to solve a problem.

- **Sports:** Today students met for a hike in the area around Brockwood. A lot of the students were asking "where are we going?" and all sorts of other questions before they had even started. Once everyone had arrived that was signed up to go, and were all standing in a half circle looking at the facilitator expectantly, waiting for him to lead them somewhere, he announced that he was not in charge, that he had no interest in leading anyone anywhere, that there was no agenda for the hike, and that perhaps they'd let the wind take them down whichever path it would and off they went.

They passed a tree that's said to be over 600 years old. It's diameter is surreal; 'massive' doesn't begin to describe it, and yet it's only around 40 feet tall. It has a very pronounced presence. Many people touched it, unprompted, without talking about it, almost as if the tree had silently demanded it.



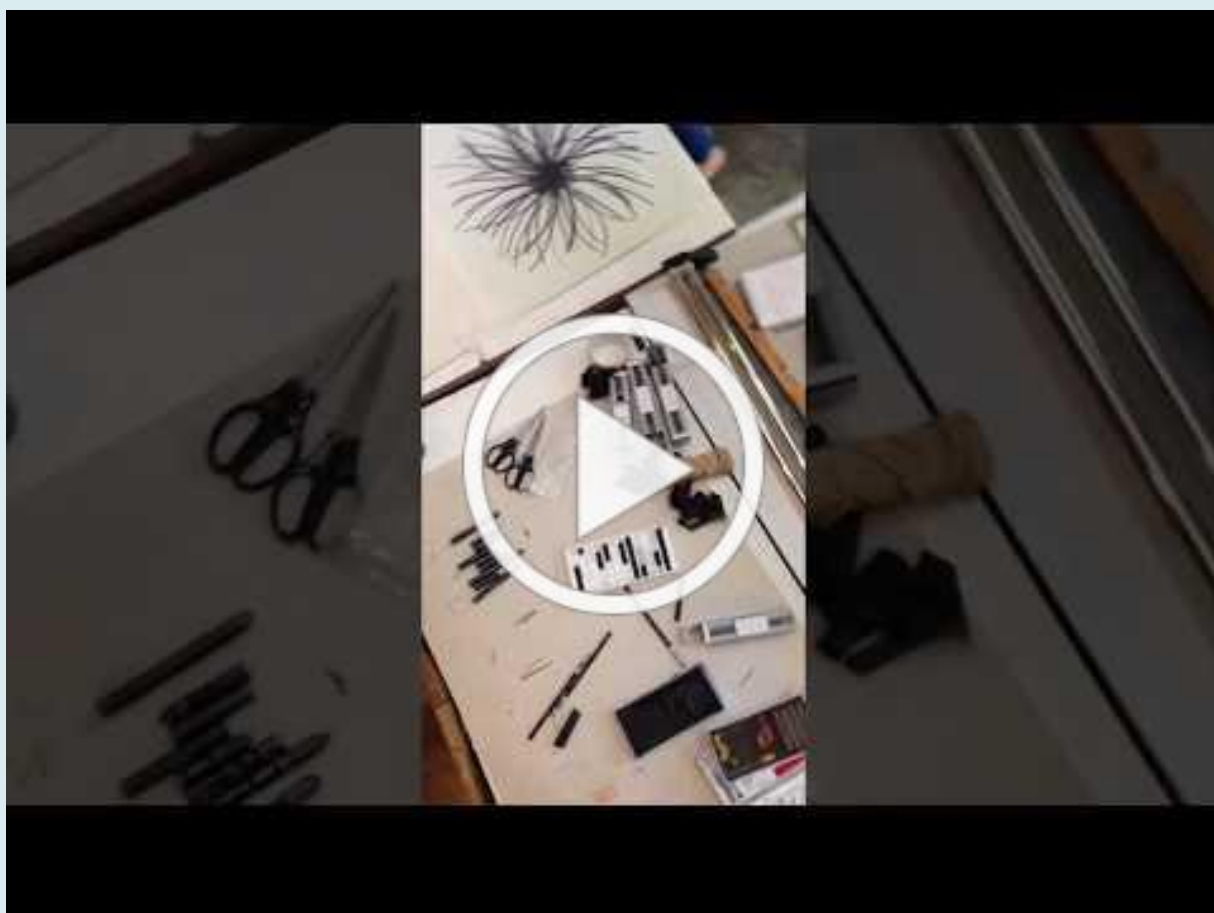
To have the feeling of being disoriented where one lives is thrilling... to be confronted with the concept that we often take for granted that nothing is exactly how it seems is a wondrous thing. It was two hours after we'd started... it felt like 5 minutes or 4 days, but no one seemed to care about the time.

**28/09/2018: The elective Health & Movement class** (which was temporarily joined by some parents who were visiting the school during Open Day) explored the topics of body casts based on an article by biomechanist and author of the book '*Move Your DNA*', Katy Bowman. Based on the concept that "immobilisation leads to tissue adaptation", we looked at the famous example of the 'floppy fin syndrome' in Orcas (killer whales) living in captivity. Scientists have observed that Orcas that live in unnatural environments (theme parks such as SeaWorld) have collapsed dorsal fins due to the lack of natural forces produced by swimming only in shallow waters and in circles. Similarly, not engaging in natural movement patterns (including floor sitting, squatting, hanging, carrying heavy loads, and others) can have devastating effects on

squatting, hanging, carrying heavy loads, and others) can have devastating effects on human health. Conveniences such as chairs, heeled shoes, glasses, thick mattresses, belts, compression garments can therefore - if used regularly - effectively act as body casts and lead to tissue adaptations with negative health outcomes. To put the theory into practice, the class was concluded with a 20 minute long movement session in the gym in which we explored different arm swing patterns, hanging exercises as well as floor sitting sequences.

## Windows into the Art Barn

### Kinesthetic and Symmetry Drawing Class, Elective Art



As part of the Site Specific module, this Elective Art session focused on exploring the space the body inhabits, and the symmetry of the body and its movement. Half of this activity was a collaborative experience. First they warmed up the body with stretches, then began to explore the movement possibilities by drawing with their feet. Moving on to the wrists, elbows and shoulders, each pair took turns to 'lead' the drawing, and the other creating its symmetry. The last part of the activity was a solo piece, either made on the floor or the wall. First the traced the body, working outward with charcoal in each hand.

### Group Portrait Drawing Exercise







Art portfolio students spent a morning sketching each other in preparation for creating plaster masks. The masks have been an ongoing project that is part of performance art process they have been investigating in this first half of the term. The portrait exercise was a way for students to be aware of how they look at one another, the thoughts, preferences, judgments that may arise during the exercise. Each student sketched another student for roughly 8 minutes before rotating and moving on to the next student. Apart from drawing and looking closely at each other, the students who were sketching were encouraged to look at the images of the faces that the other half of the group had researched in pursuit of developing their mask character.

## School Gallery







Martha, Ruby, and Rowan baking during the Apple Harvest.





Olie and Gemma weeding in the garden.



The Elective Art class experimenting with their body movement and various art mediums during a Friday morning session.



Elle enjoying a break on a tyre swing after a day’s long hike.







Carole and Myrdin enjoying a break during a day hike on Old Winchester Hill.



Gemma and Abhi on West Wittering beach sketching the seascape.





The long hiker’s pause in the sunlight along the strawberry line trail.



Ashleigh and Maggie weeding in the garden beds during the Apple Harvest.





After a morning visit to the Pallant House Gallery.



Samira sketching in her journal while on West Wittering beach.





Vaughan gathering apples to be pressed.



The long hikers taking a break on Old Winchester Hill.



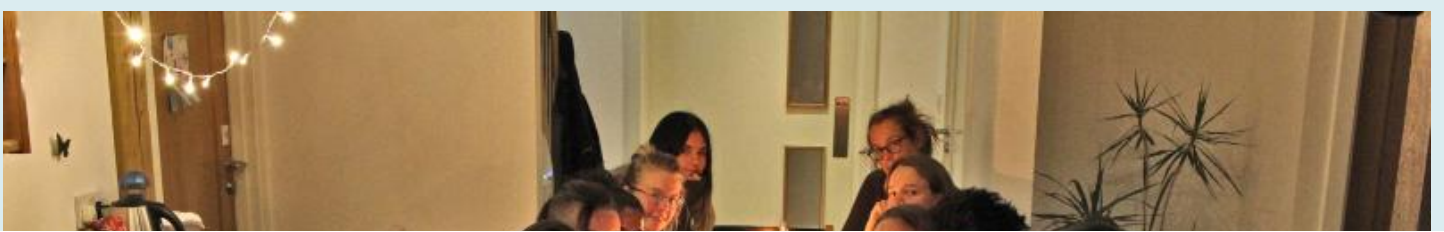




Tara covering the face of Abhi with plaster wrap in preparation for pour a plaster cast.



Myrdin and Michael enjoying the view on Beacon Hill.







The girls in the pavilions wing enjoying some home cooked pizza. It was a night of sharing, laughing and getting to know each other.



Finn sketching in his journal during Human Ecology time. During this session the "Observation" group walked to the blue bell woods to spend some quiet time under the canopy of the trees.







A Sunday outing to West Wittering beach with a group of students, staff, and some parents. Four students spent time digging away and sculpting a sand table for the group eat around.

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[brockwood.org.uk](http://brockwood.org.uk)

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