
Brockwood Park School

September & October Newsletter



Krishnamurti: So please tell me if you feel at home - I'm not saying you do or don't, it's up to you to tell me. If you don't want to tell me, that's all right too. If you feel at home here, are you also responsible?

Questioner: If I'm not, I won't feel at home.

Krishnamurti: That's why I am asking. I carry a piece of furniture from this room to the next and I bang it and I don't care. If it's my home I am going to take care - you follow? So that is what I mean by responsive, responsible. When you feel at home you look after things, you look after yourself, you don't want to hurt your mother, make too much work for her. It's a kind of mutual, affectionate, creative movement. Don't you know all these things? The moment you feel at home, what takes place?

Questioner: Affection.

Krishnamurti: Affection, isn't it? Then you can say to me: for goodness sake don't break up that furniture; and because I feel at home I won't get hurt. I wonder if you understand what I am talking about? So where you are at home the seed begins to germinate, you don't have to cultivate it, it begins to flower. Is that what is happening with all of you? If you don't feel at home here find out whose fault it is, whether it is yours or somebody else's; correct it, don't sit back and say, "Well, I don't feel at home" - do something about it. When you grow up you will leave this place and you will have to face the world. And if you haven't this seed in you here, the world is going to destroy you. They will trample on you, they are wolves, murderers - don't mistake it. This feeling that you are completely relaxed, completely at home - in the sense I am using that word - that brings about the responsibility which is affectionate. Do you understand this? Please do. And when you have that seed and it is flowering here, then you will keep it going all your life. But if it doesn't operate, then the world will destroy you; the world makes you what it wants you to be: a cunning animal.

So let's find out if you are at home here and if you aren't, why not? Affection is non-dependency, I don't know if you realize this. Some of you are going to get married; you will say to your wife, "I love you, darling." Then you go off to the office or to some other kind of work, and there you are full of anxiety, wanting to further yourself, full

of ambition, greedy. Back home you say, "Darling, I love you." You see the absurdity of it? That's what is going on in the world. In that there is attachment, jealousy, fear, anxiety: she mustn't look at anybody else except me.

If parents really cared for their children there would be no wars. They would say, "Live, don't kill, live." There would be no army - see what would happen. So what is generally called home is not a home at all. Therefore this must be your home; you spend eight or nine months of the year here and it's your responsibility - we know what that means - to make it your home, to tell me, or Mrs. Simmons or whoever, "This is not my home because you're not doing certain things" - you follow? Then you share in this. Are you just listening, or are you taking part? Apply yourself, create, don't let everybody else do all the work and say, "Yes, I am very comfortable here, this is my home." Then it's not your home, because you haven't built it.

You see, from an early age I have been living in other people's houses and I have never had a place of which I could say, "This is my home." But there is the feeling that you are at home wherever you are because you are responsible, you are affectionate. Home is not a creation of sentimentality, it is a creation of fact - the fact that I feel at home. That is, I am free I am responsible, I am affectionate. Total responsibility is the feeling of being at home.

J. Krishnamurti Beginnings of Learning Part I Chapter 1 School Dialogue Brockwood Park 22nd May 1973

Inquiry Time



September 11th: What is Inquiry Time for?

We had 4 staff and 4 students discussing what Inquiry Time is in front of the whole school. Then, the dialogue opened up to the rest to participate. Once we finished everyone had 10 minutes to write down an important question that could be used in future Inquiry Times. We gathered around 90 questions.

September 18th: Is our thinking original or do we get influenced by others? Free will vs determination - do we have 'free will' or are our thoughts, words and actions dictated by our conditioning and past? (Question 25 & 47 of the list of questions)

We discussed the topic in small groups. Some questions came up during the dialogue: What is free will? Is choice a sign of freedom? Is there something original in us which is not conditioned by anything? It is a challenge to do something without expecting anything in return.

September 25th: The previous day, the whole school watched a documentary called 'Embrace' about women's body image.

The video was powerful and showed the struggle of some women with their body. We split up into small groups to discuss the video and the questions that arose for us. There was an acknowledgement of the pressure that women have in relation to their

body and how that pressure affects them, particularly around the teenager years. An inner conflict that is extended to boys in a different expression. Perfection does not exist, nevertheless we can dream about it and enter into an internal never-ending inner struggle. To come into terms with our own reality is a healthy way of living.

October 2nd: How can I become more secure and self-confident, how can I learn to trust my own judgement? (Question 5 of the list of questions).

We split up into small groups to explore the topic. Do we trust ourselves? Can we learn to trust ourselves? Insecurity is a feeling difficult to handle as it exposes us deeply in front of the others. Very quickly we want our security back. To face this feeling and observe it is crucial in order not to be caught in it. Why are we so afraid of making mistakes? Can I observe them and learn from them? It is important to learn to think for ourselves in an independent manner.

October 9th: What does being a boy and a girl mean in the modern world?

The previous day in ATWAM the boys and girls got together in separate groups and discussed the topic. We watched separate videos and had presentations followed by lively discussions. During Inquiry Time next morning the whole school came together to explore the topic. Different cliches and fixed images about each other came up. We felt that fundamental differences, apart from biological ones, between male and female are hard to find if we look deeper. Male and female have been equally conditioned by their respective environments which put us all into boxes. The male and female principles are in each person.

October 16th: Care

A couple of students presented the topic in a deliberately messy Assembly Hall. We split into groups to explore further the topic and came back together to clean it up. We all feel at home here, does it automatically translate into caring for the place and the people living here? People have different tolerance levels of disorder and that can bring some tension. Nevertheless, living and working together means a commitment to communicate and listen to each other. This in itself is part of the order and care we want to have in the school.

A Wonderful New Website

We are pleased to announce the launch of a brand new school website to mark our 50th anniversary. Brockwood is thriving and this stunning new site is a testament to this, offering a window into the whole of school life. Over a year in the making, the site is jam-packed-full of interviews, videos, information and links, giving a comprehensive view of the unique and uplifting nature of Brockwood Park School at fifty.



Visit www.brockwood.org.uk

Videos: Brockwood's 50th reunion

The School celebrated its 50th year this summer and hosted a reunion which saw hundreds of Alumni return here. Below are some videos which were recorded during the event.

Reunion Music Video

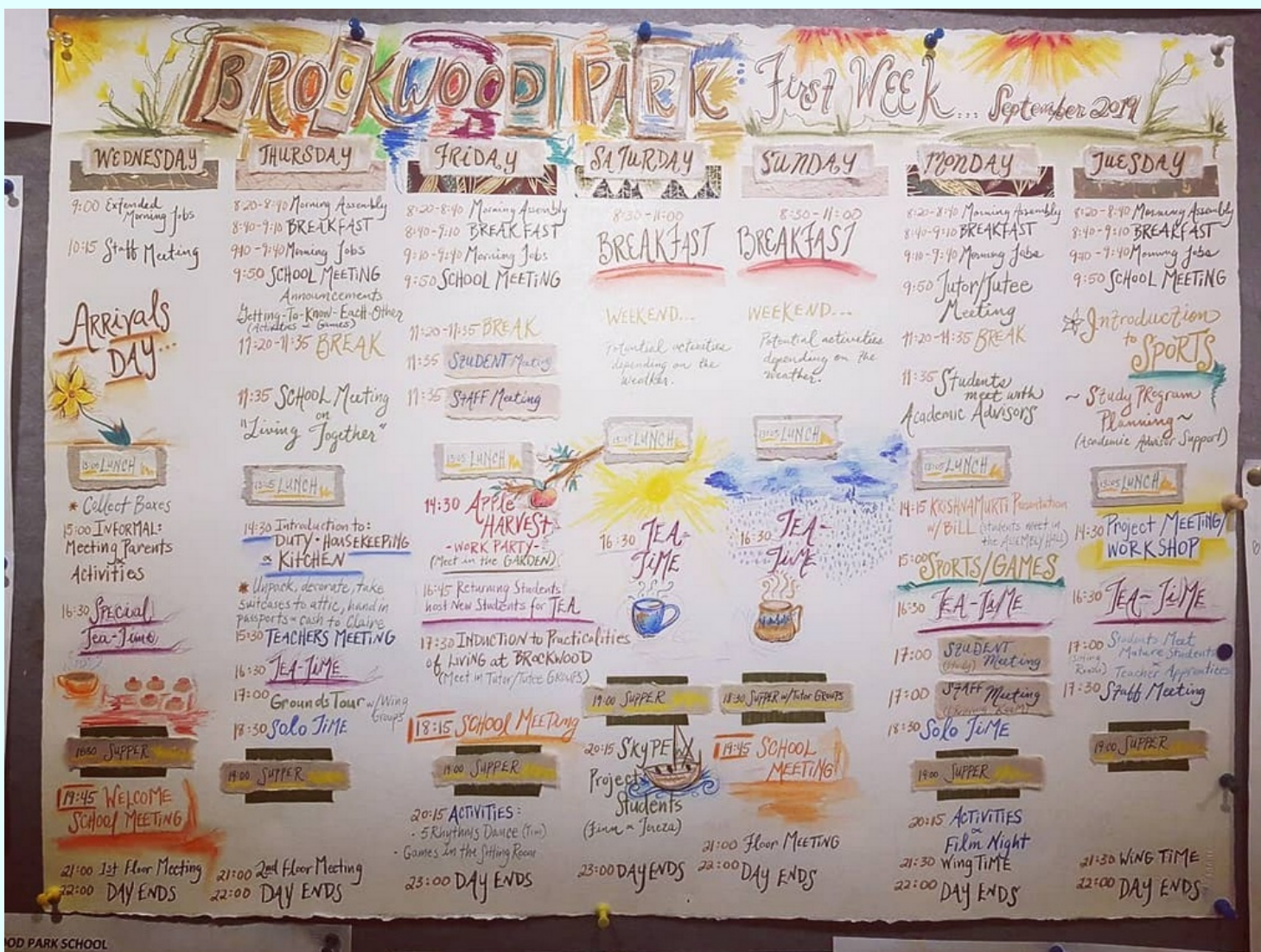
With a backing track which was performed live in the Reunion marquee, this short video tries to give a glimpse of this extraordinary reunion, the wonderful people who attended and the joy this gathering brought.



Brockwood's Unique Nature

The beginning of the School and its unique intent are the focus of Principal, Antonio Autor's presentation. The talk following by School Bursar, Mina Masoumian, provides an organisational overview of the School.





September 4th to 14th

1st Day · Wednesday, 4th September

- arrival and settling

2nd Day · Thursday, 5th September

- Announcements (fire drill, allergies, sign in/out) - Javi (fire drills), Svetlana (allergies), X (sign in/out)
- Getting to know each other (activities): Students who are arriving early/on Monday will plan this.
- "Living Together" School Meeting: Antonio is planning this and will touch base with some staff re this
- Introduction to Duty, Housekeeping, Kitchen: Olie (Duty and Housekeeping) and Osian (Kitchen)
- Solo time for all students and staff
- Curriculum Presentation
- Afternoon Work Party/Apple Harvest
- Dance and Games in the sitting room after dinner

Weekend

- Saturday: Skype with Project students Finn and Tereza in the evening
- Everyone to stay on site: Getting to know each other

Monday 9th September

- Presentation on Krishnamurti and Brockwood
- Sports/Games
- Activities and film night

Tuesday 10th September

- Academic Advising - draft timetables/course choices
- Project Meeting/workshop

Wednesday 11th September

- All Day Hike for entire School

Thursday 12th September

- Introduction to places: Emma S, Jennifer and Ashleigh (Art Barn), Andrew (Woodwork), Tom (Bike shed)
- Gym Introduction: Javi

- Sports/Games with Mature Students
- Project Meeting/workshop

Friday 13th September

- Inquiry Time: Antonio to organise
- Afternoon Work Party and Apple Harvest
- Film night

September 16th - 21st

Core Art: Monday 16th: In this session we got to know each other by conducting speed-portraits of each other, moving seats after 3 minutes, and trying different drawing mediums and their effects. We discussed together the intentions of Core Art, as a place to explore our creativity and to find out about ourselves. Each shared a bit about their past experiences of art, what they may have found enjoyable or challenging, and something of what they are interested in when it comes to the visual arts.

Elective Art: Tuesday 17th: In this session we started with a meditative drawing exercise, starting blindfolded and being guided around the body. The pencil on the page corresponds with where our awareness is. Many things come up, such as what is the difference between awareness and seeing, and what is perception. We then investigated an object while still blindfolded, drawing as an investigative tool, then spending time with our object with the return of sight. In the second half we shared together our interest in art making, what excites us and what we would like to get out of this year together.

Core Humanities: Taking the topic of home we are starting to see how this topic affects us physically, but also emotionally and psychologically. We were looking at the possibility that home might not be a fixed place but something that moves and is connected to people. We were also considering how we would be affected if our 'home' was taken away, like those that have been impacted by nuclear disasters such as Chernobyl.

Elective Humanities: Introducing the topic of Cities to the Elective class, we were reflecting on the inter-connectivity of the world today. Mega cities are a part of this phenomenon and it is fascinating to see how they impact on the world in both positive and exciting ways, but also negative and detrimental ways.

Core H+M: 19th: In the first session of the year, the class focused on the question "what is health". Students came up with their own definitions of health which were subsequently shared and discussed.

Elective H+M: 19th: In the first session of the year served as an introductory class to get to know each other and decide on topics and interests.

Biology A2: Results from the previous week were analyzed and further experiments were set up to see if we could get a different measure for germinating seeds with cotyledons in the dark and in the light. This would allow us to investigate the balance between photosynthesis and respiration.

Biology AS: Low and high power plans. Essential skills for a budding biologist.

Econ A2: September 17th: the class was introduced to the various forms of Economic Efficiency including Productive, Allocative and Dynamic.

English (Reading): We introduced the class to our interests and the concept of the class that we would create a 'hub' where they are all working on separate things based on what interests them and tutors suggest tasks, offer support as and when it is needed. Their interest will fuel their work and all is fine as long as they are developing their English skills

English Writing: Introduced concept of class. To introduce basic rules of writing and practice them over the first half term before splitting into groups with a more creative or academic focus depending on students interest. We wanted to get an idea of their writing level, so introduced a Ray Bradbury short story about climate change and asked them to write essays linked to that theme in time for next lesson.

History AS: The topic of the British Empire in the late 19th Century is the content that will be covered for the next 6 weeks in class. It will be explored from a range of different perspectives and today there was a focus on the scramble for Africa that occurred in the late 1800s. European dominance went unquestioned in an age when it was considered the right of white man to control and redefine inferior native people. We were exploring this topic through looking at primary historical sources.

September 22nd - 30th

Core Science: Archimedes and the Syracuse: We launched into our exploration of science today following the story of how we discovered the laws of the universe throughout our history. We

began with Archimedes in 250BCE and the story of his cracking of the riddle of how to float a giant ship that his king wanted to build as a gift for the Egyptian king Ptolemy. Eureka!

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Elective Science: Is soil alive? Do bacteria breath? After a discussion about what life is, we decided to set up respirometers to investigate whether soil causes any change to the composition of oxygen over time. Results will be in next week...

Core Art: 23rd: In this session we stood at easels and with charcoal explored the expression of the body through gesture drawings. The class was focused and intense, and we started with a longer sitting for a blind contour drawing. In the second half, we discussed about how to start a personal project and about gathering inspiration and resources. The students got stuck in with their ideas and had one to one tutorials with the teacher (Ashleigh) and teacher apprentice (Miriam).

Elective Art: 24th: This session we explored Kinesthetic drawing - drawing with other parts of our body (our feet, hips,shoulders) and paired up to take turns leading a mimic game. The focus was on embodying our intentions and exploring movement, and feeling the edge of the unknown through meeting our partner's creative moment. Then we embarked on a solo work, tracing our body on a large piece of paper and with the same medium in both hands, exploring the space around it. The second half of the morning was spent starting our personal investigation.

Core Humanities: To help students get to know Brockwood and investigate this house as their home we have been looking at the history of the school and the gardens. Fascinating to use the house and grounds as a historical source to discover how Brockwood would have functioned as a home to the families that lived here in the past.

Elective Humanties: Taking the topic of cities and analyzing it in class using the case study of London. We started to do this through a historical perspective focusing on what life would have been like in Medieval London. Filth and grime seemed to be recurring themes!

Core H+M: 26th: Today, the movement aspect of the class was introduced. Starting with an exploration of many different ways of sitting on the floor, we went through a whole variety of different movement practices and exercises to keep the body healthy and mobile. This included mobility exercises for the hips and shoulders, an arm swing routine as well as simple spinal mobility and spinal wave exercises. The class was concluded with a partner clapping game that challenges coordination. This enabled students to understand in a fun way that in (motor) learning, failure is (a necessary) part of the learning process.

26th: Today, the movement aspect of the class was introduced. Starting with an exploration of many different ways of sitting on the floor, we went through a whole variety of different movement practices and exercises to keep the body healthy and mobile. This included mobility exercises for the hips and shoulders, an arm swing routine as well as simple spinal mobility and spinal wave exercises. The class was concluded with a partner clapping game that challenges coordination. This enabled students to understand in a fun way that in (motor) learning, failure is (a necessary) part of the learning process.

Elective Health and Movement: 26th: For the first few weeks of the year, the class will focus on the topic "movement - brain - development" which explores connections between the brain development and movement. In this first movement session, we engaged in a practice that made us aware of our senses, challenged our coordination, balance and orientation and made us come into contact with the limits of our strength and flexibility. To accompany the movement session, we read the introduction of the book "Brain" by David Eagleman and discussed the concept of "livewiring" of human brains as opposed to "hardwiring". This is intimately connected to the concept of neuroplasticity and the fact that human brains (and bodies) have almost infinite possibilities to get shaped according to the environment they get exposed to during lifetime.

Biology A2: As we head towards the end of our time studying Respiration, we turned to the investigation of the rate of respiration using different techniques, namely the decolouring of a REDOX dye DCPiP in the presence of respiring yeast under different conditions.

Biology AS: The stage micrometer, calibrating eye peice graticules and the mystery of plasmolysis revealed. Lots of practice with tiny fiddly slide preparation and technical drawings.

Econ A2: The class learnt about market failure due to the existence of externalities (third-party spillover effects due to consumption and production - for example, water pollution due to disposal of factory waste into rivers).

English (Reading): We have established groups based on interests (football, dance, theatre, reading, poetry, short stories, wood-work, fashion etc) and have started to set tasks for different groups. There has been some listening and reacting to establish the groups, as some students found that they weren't as interested in certain topics as they originally thought. Examples of tasks are Football group writing essay 'Who is better Messi or Ronaldo'. Dance group comparing Bob Fosse musical to modern day. Poetry group = read two classic poems on emotions and writing their own

versions of poetry based on emotion.

English Writing: Introduced a bare bones essay structure (hook/ explanation/ essay statement/ 3 topics sentences with evidence and explanations/conclusions). We read a very clear essay that followed that structure. We invited them to look specifically at topic sentences and to create their own based very quickly in the class. For homework we asked them to write an essay following the structure that answered the question I would rather be a zombie than a vampire.

History A2: The British Empire from 1914-1947 went through significant changes and fascinating to see that even after the loss of India in 1947 it was still seen to be strong and effective as a system of political and economic governance. We were exploring this in class, looking to discover the key strengths and weakness of the Empire at this time.

Drama: We wordless begun a session by throwing an imaginary ball to each other. We established that with focus, belief and teamwork we can make the invisible visible. We moved into different games and exercises designed to build a team mentality and to help understand the fundamentals of how we access a theatre workshop and what our intentions were. We will have 4 weeks to create an ensemble feeling before we sign collective agreements and officially launch 'Brockwood Theatre Company'

Projects: Alot of prep was done by the students before lessons began. They filled in extensive project proposals and all came to this first session ready to start. We had planned study skills sessions for the first half term after feedback from last year but it felt like all the students were super motivated and not having the same difficulties as project students last year. We agreed that from now on we would limit group sessions to 15 minutes unless there was a specific need or requirement. This would maximise the time they have to work on individual projects. The next section will give examples of projects being undertaken.

Core Art: Saturday 28th (Open Day) :This session we focused on arranging still life's in the most unusual way possible in small groups. We then spent 5 minutes drawing on one page with a particular medium, before leaving it behind and moving on tp the next one. Thus, everyone created a multitude of drawings together! In this collaboration many things came up, especially our attachment and ownership over tools and our work. The take-away homework was to create a collaborative drawing with another, passing it between both artists a few times. In the second half students continued to develop ideas for their personal work.

English (Reading): We decided to take this week to watch the film 'Bend it like Beckham' and give related tasks. This was because the film seemed to capture all of the topics/themes being explored by the groups. The only 2 groups who were given the option to not were photography and craft as their was less obvious links. The film overrun 20 mins but nobody moved as they were engrossed. Follow on tasks for everyone included an essay about the emotions you would feel if you were stopped from doing something you love. Dance group task = create and describe Indian dance routine. Fashion = reading task about Indian fashion and 'design your ideal sari'

Drama: This session was difficult but provided alot of learning. The company arrived with the same excitement but had not remembered that the energizing session we shared last week came because of alot of investment and focus. They expected it just 'to happen'. We had an unplanned break in which people were invited to reflect on what was causing the activities to break down. We talked openly about it and the recovered the rest of the session.

Projects: Nea, is working to develop a show with the young learners at Inwoods Small School. She is heavily invested in studying Drama. Gaia is reading her great grandfathers 500 page memoirs for the first time. Each page is filling her up with unknown information from her families past and uncovering nuggets of curiosity poetically/historically/personally. It's a real emotional journey for her and encompasses many different subjects. Lewis is preparing nutritional information to be used by the school and people with specialist diets. Mervan is writing large scale philosophy essays based on his areas of interests and plans to run a mini-enquiry time during his showback...there are many more examples.

October 1st - 6th

Elective Art: In this session we continued to look at the human body outside of ourselves, with portraiture and 3 long sittings. This was a chance to have a slow and gentle drawing session, to focus on one thing for a length of time, and find out where our strengths are and what we would like to improve at.

Core Health and Movement: 3rd: This time, the class continued to look at the question of what is health, comparing our definitions with other definitions such as the one of the World Health Organisation. Students also thought of all the different factors that influence health, and came up with their own guidelines of a healthy lifestyle. Another part of the class focused around the question "what is movement". Here, differences between movement and exercise were explored and discussed.

Core Science: Who was the first scientist to pioneer the scientific method? We began with explorations into the life of Zheng Heng in 3rd century China and then investigated the findings of Alhazen, the author of The Book of Optics which he wrote in Iraq 1500 years ago. We investigated his findings by building pinhole cameras to see if light does indeed travel in straight lines.

Elective Science: Bio projects take shape with lots of idea about growing seeds in different conditions, playing different music to them and surrounding them with rude or pleasant words. We also began looking at ways of testing the urine of patients with diabetes and hypertension. Staff contributors were happy to oblige with samples...or were the 'samples' made from weak tea with added components? We'll never know.

Core Humanities: While looking into the topic of 'Home' through an historical perspective, we explored how Brockwood would have been in the 18th Century. We looked at the social class system of the time. Students then visited Uppark House which is another 18th Century manor house, preserved very much like a home rather than Brockwood which became a school. (Photos by Arya TA).

Elective Humanities: Continuing on the topic of Cities, the class looked into the dark history of Medieval London during the Plague times! We watched a documentary and then discussed some historical 'reasons' that were given for the plague, such as "the Jews poisoning the wells of the Christians" and "wearing tight clothing is a sin hence the plague as a punishment from God" !

Biology A2: Extracting the photosynthetic pigments from leaves by chromatography. Crushing, grinding, dabbing, running and recording the surprisingly wide array of pigments which allow plants to capture the energy from the sun.

Biology AS: What are we made of? Testing for a range of different sugars, proteins and fats using tests that reveal more than expected about the nature of our physical bodies and the building blocks that we make then from.

English (Reading): We worked back in our individual groups this week. Rosa joined us late after absence and is writing a comparative essay on Fosse Dance. Dance group were given free reign in choosing an subject to do a presentation and then essay in (we wanted them to extend their writing). They unexpectedly chose a different topic (the impact of fashion on the environment). Poetry group finished rewriting their favorite songs to have a completely different subject/feeling.

English Writing: Evaluate their last essays together and looked specifically at opening 'hooks' together. Chris announced he was leaving Brockwood to go to Mars and essay was set for students to apply to go with him (based on a real article).

Drama: Excellent session in which we did improvisation and focus games. We through 3 different coloured balls around in an order around the circle and then everybody walked into different parts of the hall but kept the same order of passing the balls. This would have been impossible in week 1. The group began regulating themselves and others to ensure that activities could not break down (eg. accepting when they were 'out' in a game'.

Elective Health and Movement 3rd: In this class, the class continued its exploration of the connection between brain and movement. A further reading of the book "Brain" (Eagleman) and a screening of the TED talk "The real reason for brains" by Daniel Wolpert enriched the discussions. The neuroscientist Wolpert argues that the main function of the human brain is to produce complex and adaptable movement and whereas scientists are able to programme machines that beat the world's best chess players, they can still not produce robots who can perform basic movement tasks (such as lifting and putting down a teacup) with the proficiency of a 4-year-old child. The class discussed terms and concepts such as neurons, synapses, neuroplasticity and others.

October 7th - 13th

Core Science: The world of Microscopy and the inventions and drawings of Robert Hooke

Elective Science: Tinkle testing! Some of the urine was now in a sorry state but at least we managed to diagnose which staff had which diseases - who knows, we may have saved thier lives...

Core Humanities: Continuing on the topic, the class recap-ed on the trip to the Uppark House. We then went on a tour of Brockwood to see any similarities between both the homes. Students then did a worksheet.

Core Art: 7th: Miriam led this session, and introduced us to the world of map-making! Some were information based, others were imaginary or made from memory, made with a range of different media. We then set about creating our own, with a combination of media. Some chose cardboard and thumbtacks, staples as a drawing tool, others chose paint and marker. Some were wacky, some were refined, some 2D, others 3D! It was a hive of colours activity, with different 'stations' for the materials.

Elective Art: Tues 8th: It was time for some first hand experience sketching in the field, so we hopped in the mini bus and ventured to The Grange outside Alresford. The site included a huge, empty Neo-classical building nestled in a valley by a broad river used for outdoor opera and theatre events. Sitting under massive pillars which framed the sky, we had plenty to sketch including plenty of swans, Canadian geese, horses and sparkling waters.

Core Health and Movement: 10th: The class started with a short discussion on the concept of homeostasis which will be taken up again in another class. Then, the concept of balance and balancing was discussed before the class engaged in an extensive movement session with a focus on balancing. This included exercises that challenged the three systems of balance: vision, the vestibular system and proprioception. Students spent many minutes standing on one leg while being challenged by their partners with eyes open or closed. The last exercise made students into sculptors. Partner A (sculptor) could creatively form Partner B, who was standing on one leg and balancing, into a random sculpture.

Elective Health and Movement: 4th: In this session, the class discussed some basic facts about the nervous system and its subdivisions, and then looked into the topic of "body maps" and the "cortical homunculus". This says that all the areas of the body are represented topographically in certain areas of the brain, namely the sensory and the motor cortex. More sensitive or finely controlled areas of the body are represented in a more detailed way in the brain. This can change with practice and exposure. We looked at the example of a man who was born without arms but managed to become a virtuous guitar player using only his feet - meaning that his brain's maps of his feet will be much bigger and more detailed than those of an average person. This part of the class was combined with a variety of movement exercises.

Biology A2: An attempt was made today to recreate the notoriously sensitive Hill Reaction. All was set up but results were....inconclusive. A good discussion followed on the common response to data.

Biology AS: A range of sugar concentrations were established by serial dilution today and then exposed to benedicts reagent in order to create a semi-quantitative range of colours against which unknown concentrations could be compared. Initial difficulties resulted in the conclusion that a non-reducing sugar had accidentally been used!

English (Reading): Poetry/Short story group read a short story by gabriel garcia marquez. It was a very complex level and they related well to it's mystery and depth. They wrote their responses to the poem before starting their own short stories for homework. Craft group where with Andrew. Fashion group were writing their essays and short stories. We have established a table with Arya (TA) for them to go when they need specific support for grammar/vocab etc. She provides worksheets and checks them through with them. The dance turned eco-warrior group completed their clear presentation about impact of fashion on environment and are finishing their essay on the subject before the end of the class.

English Writing: Looked at last essays. Spoke about conclusions. Group wrote conclusions based on essay example about why they should eat pizza. Explained that they could now write essays that follow the same structure but can be longer (not limited to one sentence for essay statement/explanation/evidence). They read another short story on the theme of jealousy and bullying and were given related essays to write.

History AS: It is fascinating to see how influential individuals were at helping to expand and create the British Empire. In class we were looking at the role of explorers like David Livingstone and Richard Burton as well as the role that religion played in sending missionaries to shape and influence the new colonies cultures and belief systems.

Drama: The class were very self-regulating. They undertook detailed, complex work on focus and improvisation without any barriers. We were able to cover alot of ground quickly (including singing a staggered choral song with all groups walking around the room but keeping in time). We finished by discussing agreements we think we should keep to and signing our pledge to become 'Brockwood Theater Company' Arno, a graphics student has designed us a logo.

October 14th - 20th

Core Science: Skype a Scientist with Clare Garcin who has discovered a new stem cell and shared her understanding of how to reprogram skin to heal using hair follicles. This lead to a great debate on the rights and wrongs of designer babies.

Elective Science: Into our first project session. Over the next 5 sessions, students have time to craft their own projects and work to gather valid data on a range of different questions. These include, does changing the sound surrounding growing plants change the health of the plants? Do words have an effect on form of ice crystals? Do herbal remedies actually work? What is the effect of caffeine on the body? and Why do different coloured objects appear different colours in different coloured lights?

Biology A2: The Spearman's rank to determine the significance of 2 apparently correlated variables.

Biology AS: Into enzymes - mind maps, discussions and preliminary investigations using bacterial amylase and starch solutions.

History A2: In A2 History it is fascinating to see how World War Two was such a significant factor in the decline and eventual collapse of the British Empire. Each colony was impacted differently but all were significantly changed by the events of the War.

Drama: Will be a stick workshop (grotovski focus) where we throw, evade and occasional hit sticks together + a bit of work on text and subtext.

October 21st Workshop Week Begins

Sunday 26th Half Term begins.

Workshop Week

Shortly before the October break, the usual Brockwood schedule stops and workshops run in the span of a week. There were eighteen facilitators in total this year who joined us either for the week or for a day or two to run workshops in their area of expertise. The kind of exposure to other areas of study brings a freshness to Brockwood during this time and even inspires students to continue exploring further in the skills they encountered that week. An array of subjects and specialisations were introduced. We would like to thank all the facilitators for all that they brought to Brockwood during this special week

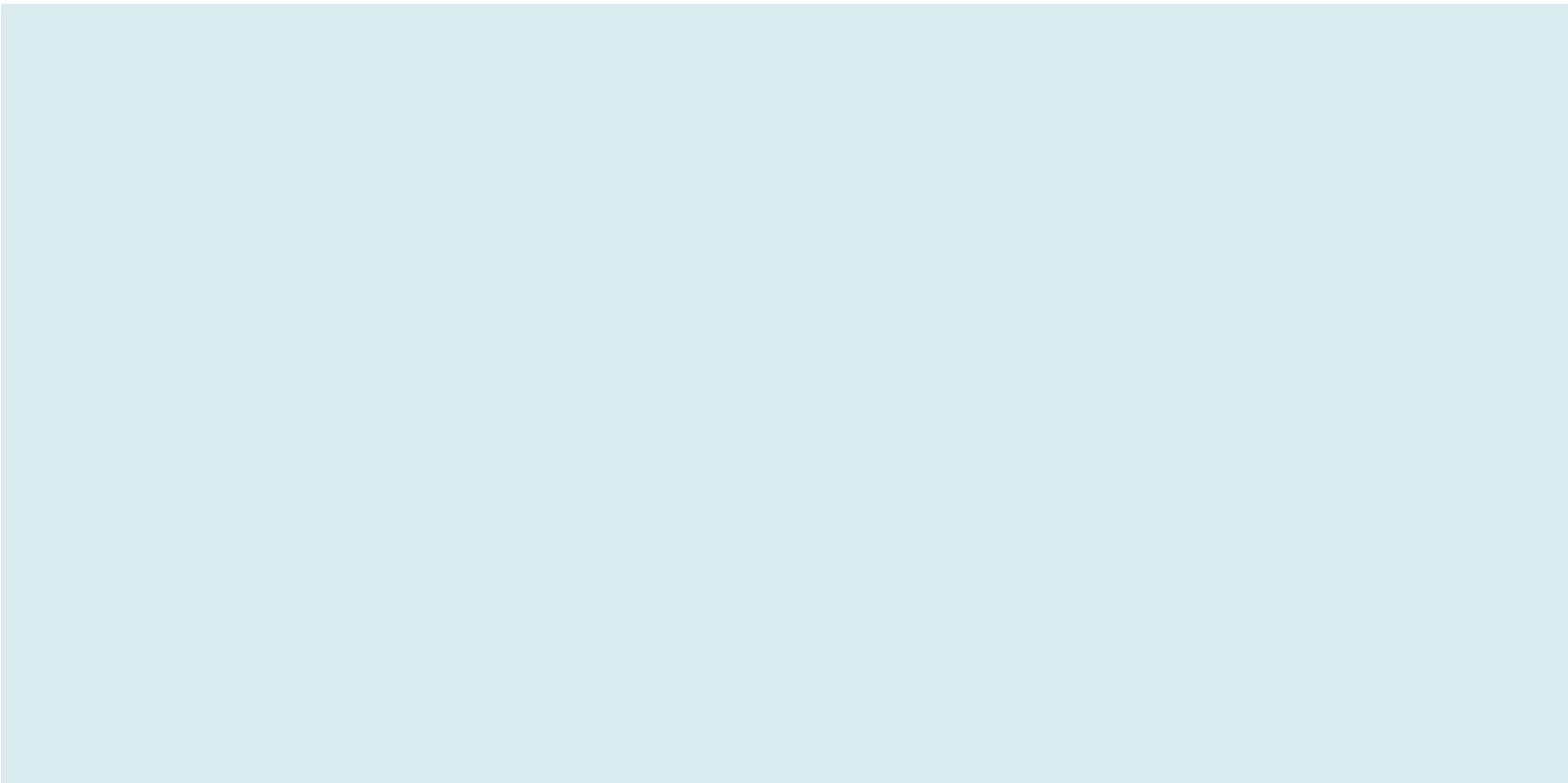
[Don't Panic, It's Organic!](#)

A word from the Kitchen

"The Brockwood kitchen have recently brought on board Riverford Organics as a supplier of fresh produce. They are a leading organic vegetable producer in the UK with farms in Devon and France. Of course we aim to grow as much as we can ourselves. Brockwood's walled garden has yielded some beautiful organic produce this year. The freshness of which is excellent as it is often on our plates only **four hours** after harvest. It is a challenging time in food-production and food-security. There are many pressures on cost. At Brockwood we are doing our best to maintain the pledge of using organic as much as is possible and we continue to endeavor to nourish and care for the community as best we can.": Chef Robert in coordination with the Kitchen Staff.

School Gallery

The Brockwood Gallery has some new Talent onboard! Most of the photos which follow were taken by students Julia and Giacomo, who are now helping us to capture some of Brockwood's magical moments. Our thanks go to them both for these wonderful shots.





September hikes not only get the blood flowing, they give great opportunity to get to know the local area and other members of the community.



Art Class during our Open Day



Cooking together is almost always a pleasure, especially while making meringues in Brockwood's Kitchen



Students pick, cut, chop and chat together during our annual Apple Harvest festival



Apples have no place to hide with Nils on the job



Selecting the best apples, we produce delicious and nutritious sauces, jams and juice



Student Vincent takes some time to regale us on the Assembly Hall's grand piano



Teacher Thomas and student Simon take their discussion out in the sun beneath the Magnolia tree



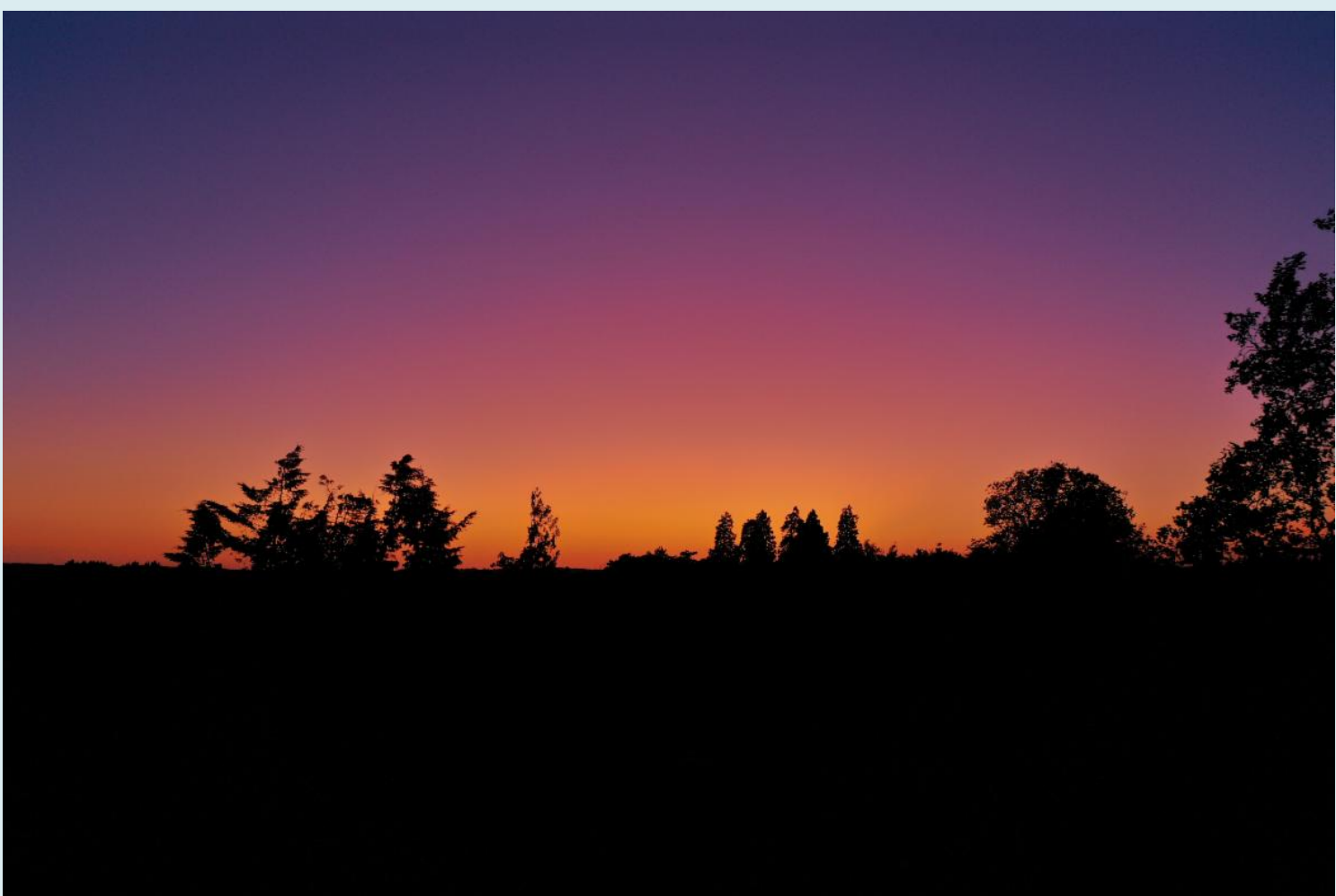
Graphic Design class: Vincent learns the finer point of Graphic Typography from teacher Mick.



Brandon, Simon and Oscar take a well-needed rest during Human Ecology class.



Teacher Apprentice Raymond and Mature Student Adam getting up to musical mischief in the Studio



The last of the evening light. Captured in all its splendour by student Giacomo.

Blackberry-Picking

By Seamus Heaney

Late August, given heavy rain and sun
 For a full week, the blackberries would ripen.
 At first, just one, a glossy purple clot
 Among others, red, green, hard as a knot.
 You ate that first one and its flesh was sweet
 Like thickened wine: summer's blood was in it
 Leaving stains upon the tongue and lust for
 Picking. Then red ones inked up and that hunger
 Sent us out with milk cans, pea tins, jam-pots
 Where briars scratched and wet grass bleached our boots.

Round hayfields, cornfields and potato-drills
We trekked and picked until the cans were full,
Until the tinkling bottom had been covered
With green ones, and on top big dark blobs burned
Like a plate of eyes. Our hands were peppered
With thorn pricks, our palms sticky as Bluebeard's.

We hoarded the fresh berries in the byre.
But when the bath was filled we found a fur,
A rat-grey fungus, glutting on our cache.
The juice was stinking too. Once off the bush
The fruit fermented, the sweet flesh would turn sour.
I always felt like crying. It wasn't fair
That all the lovely canfuls smelt of rot.
Each year I hoped they'd keep, knew they would not.

Visit our website at
brockwood.org.uk

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