

The St Michael Steiner School

Friday Bulletin

26th June 2020

Dear parents

This week, we have had Kindergartens and most of Classes 1 - 5 at school, each group with its own area of the school and grounds, different entrances, exits and access routes to/from the building, different toilets and taps and different finishing times, in order to minimise contact between them without compromising the children's experience of the school day more than is absolutely necessary.

We have not staggered the start times in the morning because children, anyway, arrive at different times between 8 and 8:30, and there is never congestion at the gate in the mornings.

There are, of course, siblings who connect groups with each other, and because we are asked to advise you to avoid public transport, there is lift sharing going on across groups as well. So contact can't be completely eradicated.

However, the children are now so used to washing their hands, that they almost never have to be reminded, and the new classrooms, play areas and routes through the school are a novelty, so everyone is keeping to the plan without any problems, and the children generally seem very happy to be back.

You will have seen pictures of people congregating at the beach in the last week. We need to ask that you don't expose your children to those situations, for the sake of everyone. We would not want to have to close down again before the end of term.

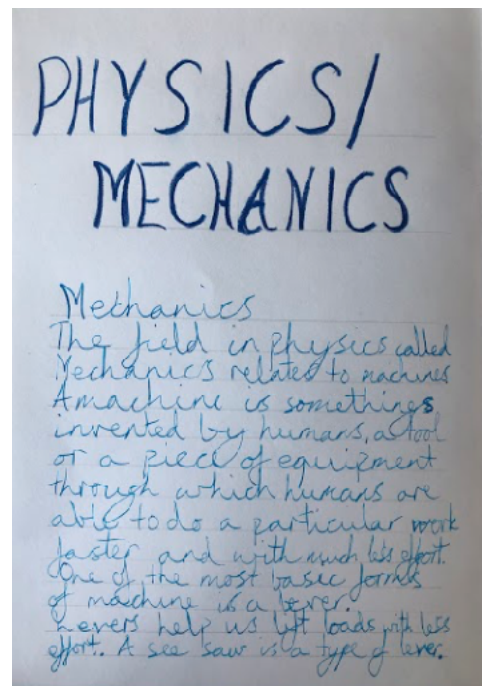
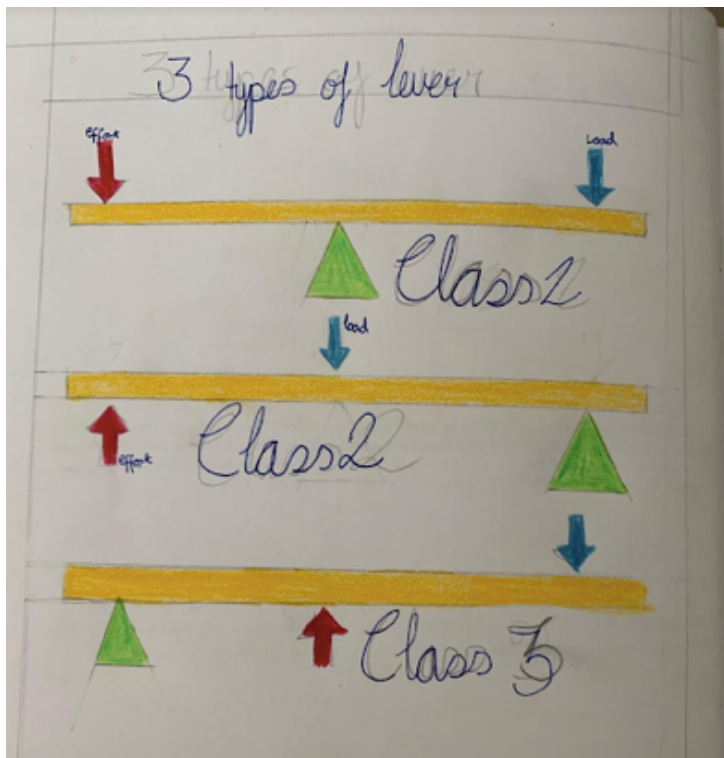
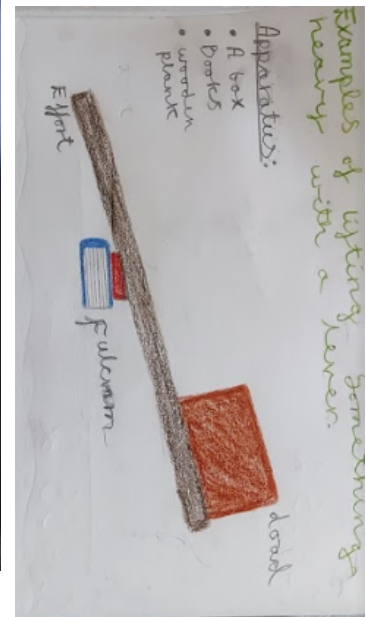
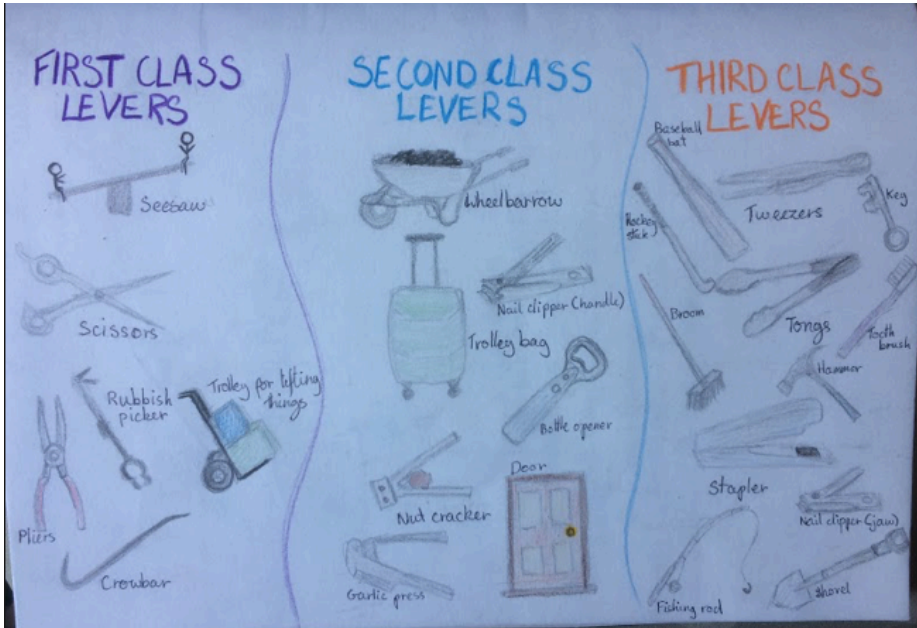
The College of Teachers



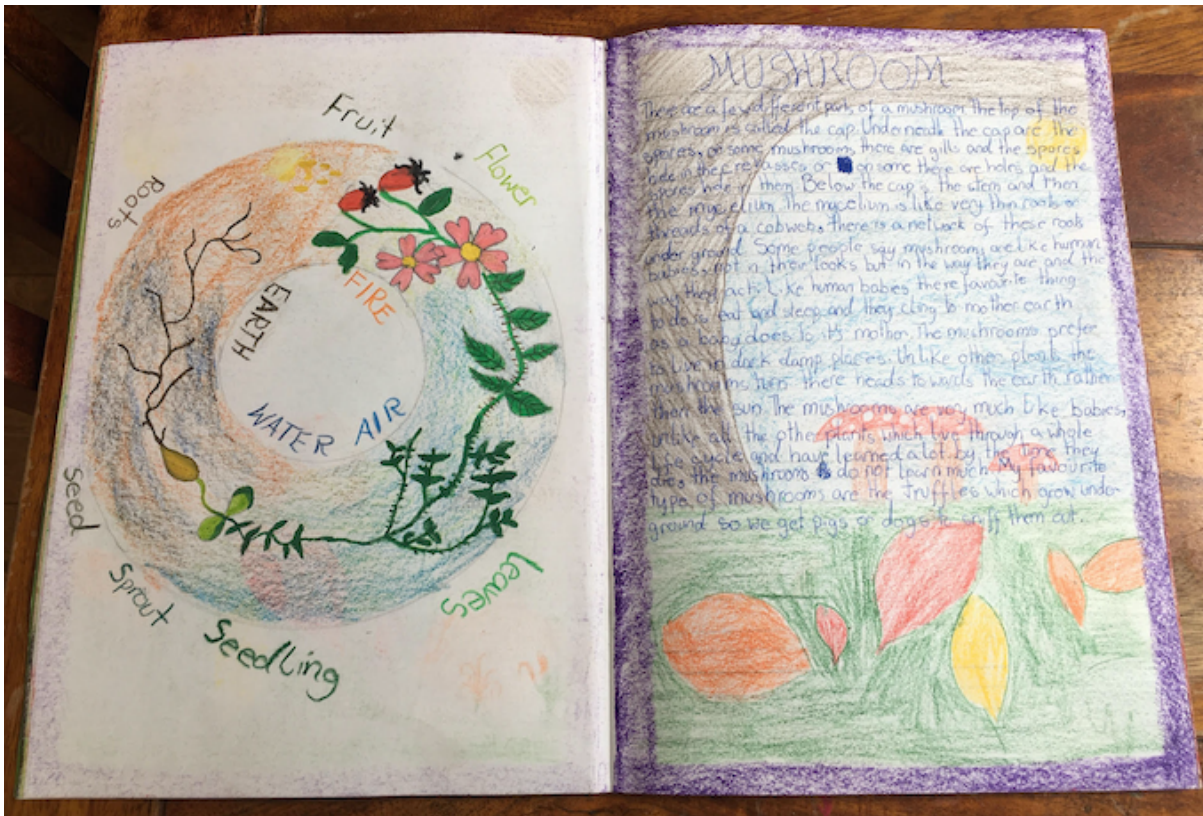
Class 7 Physics

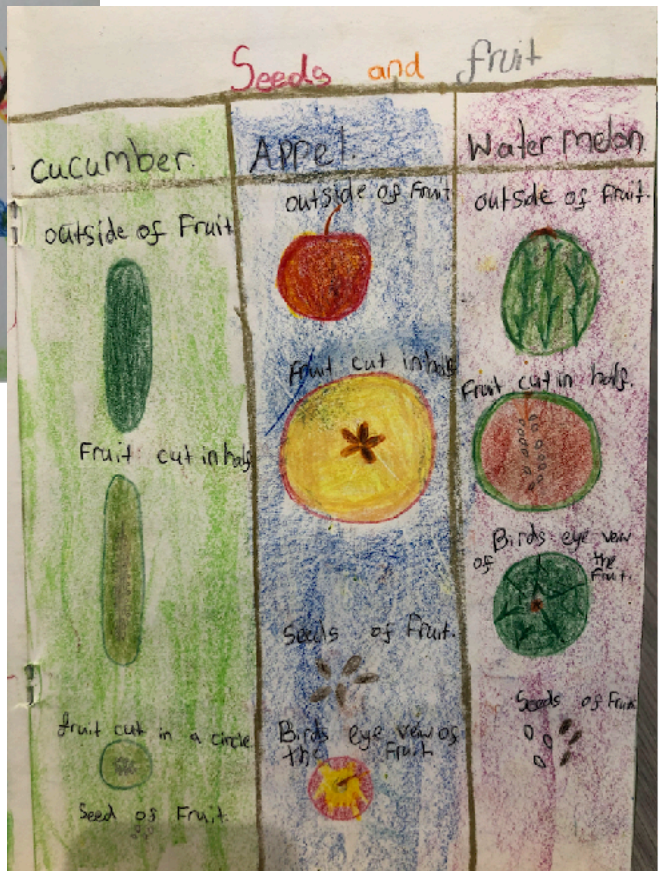
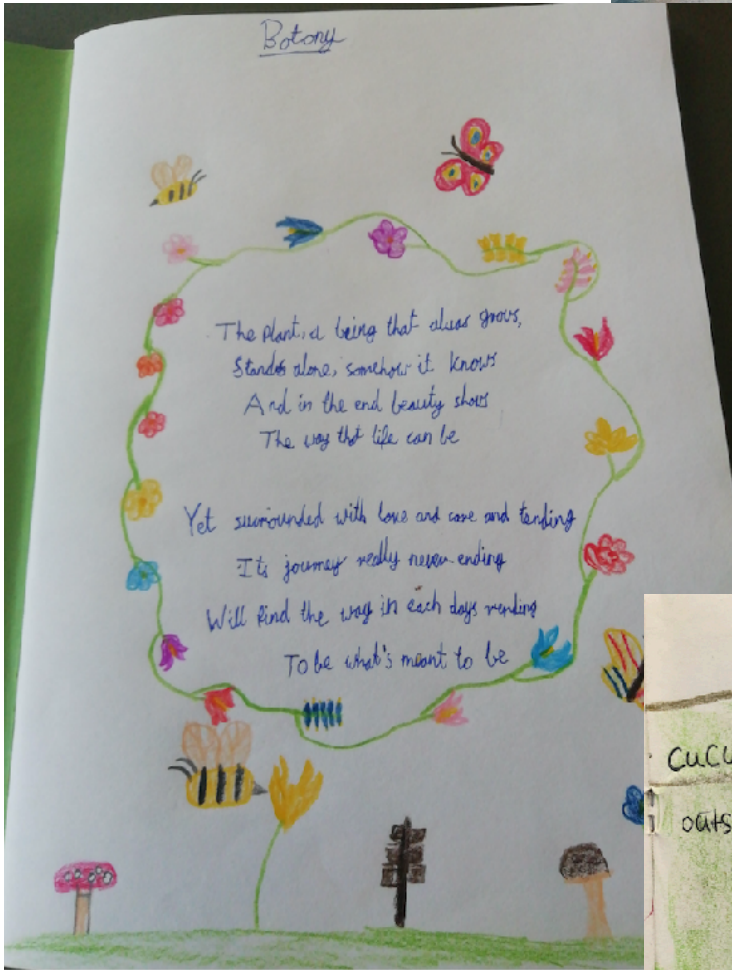
Science in the Middle school is mainly an experience of the senses. Through experiments and different activities, the students are meant to observe very carefully and arrive at conclusions themselves.

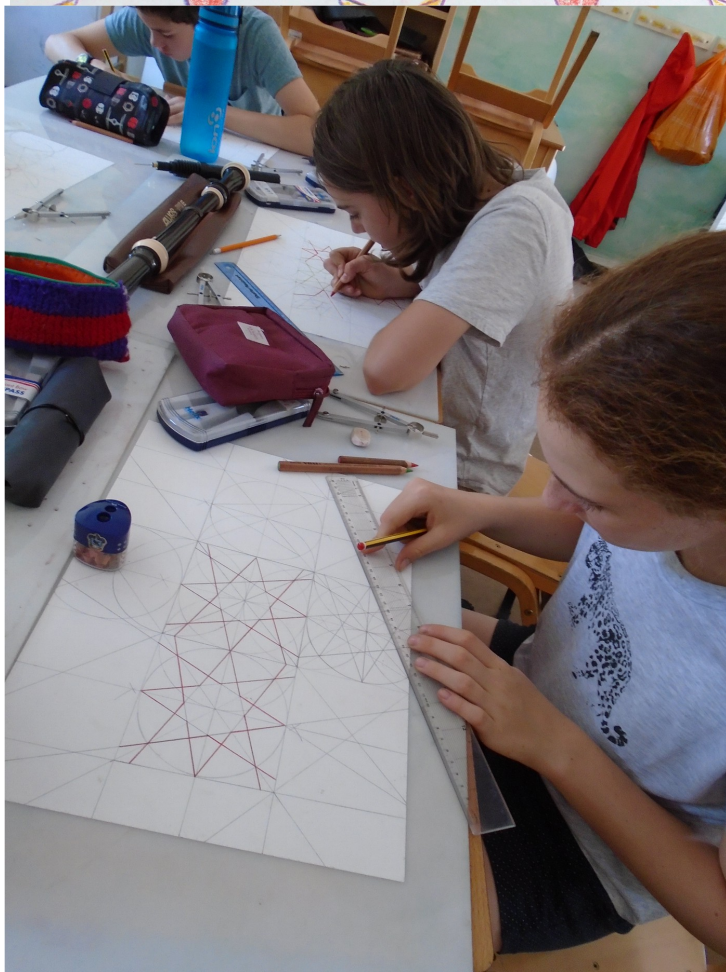
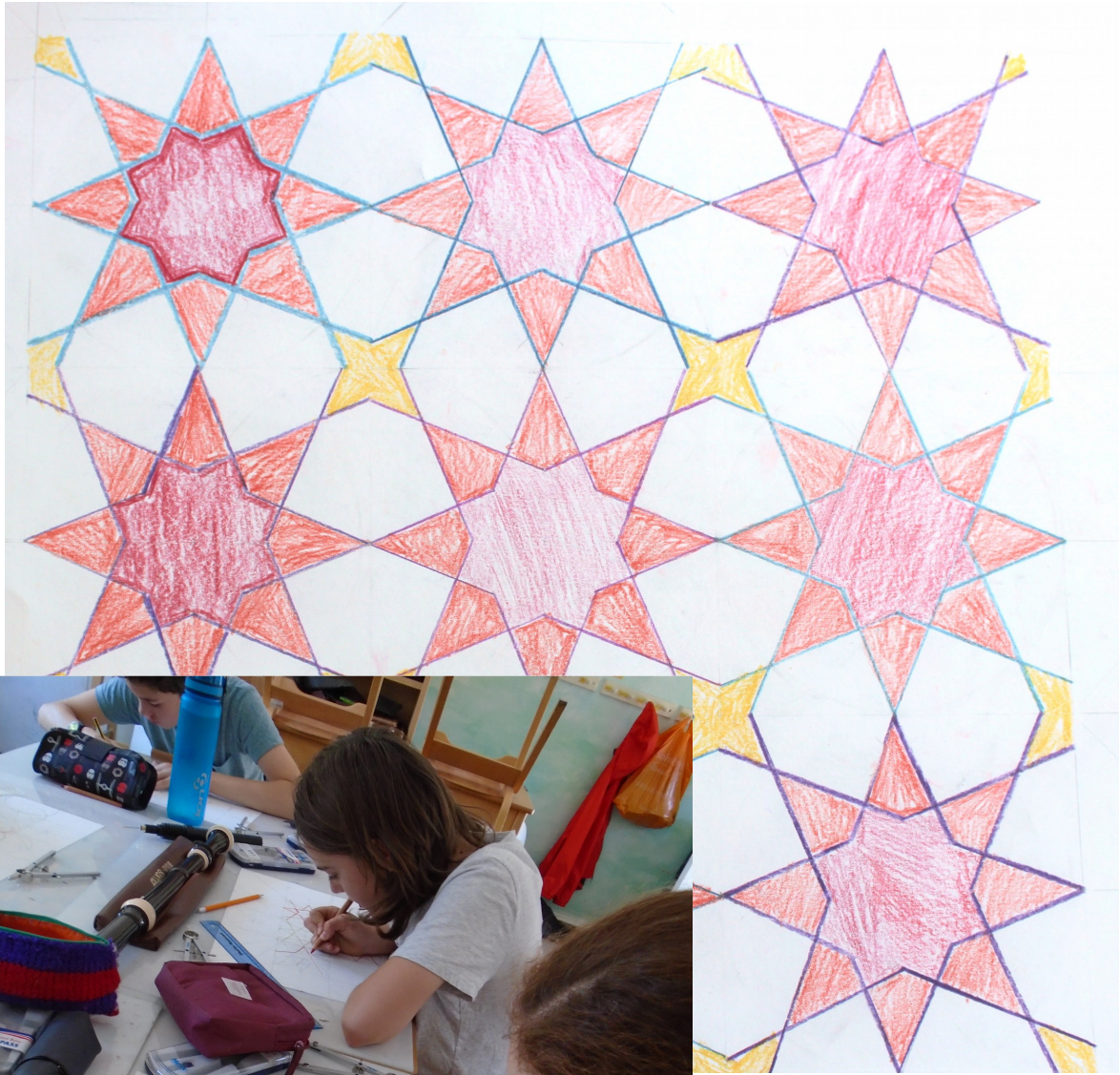
Teaching Class 7 Mechanics from a distance has been quite challenging. Activities that were supposed to happen with the whole Class together are happening individually at home and that definitely takes away from the experience. Nevertheless the students have done very well trying to create their own lever with a bar of toberone, a ruler and some coins or a broomstick and going around the house identifying different kinds of levers.



Class 5 Botany

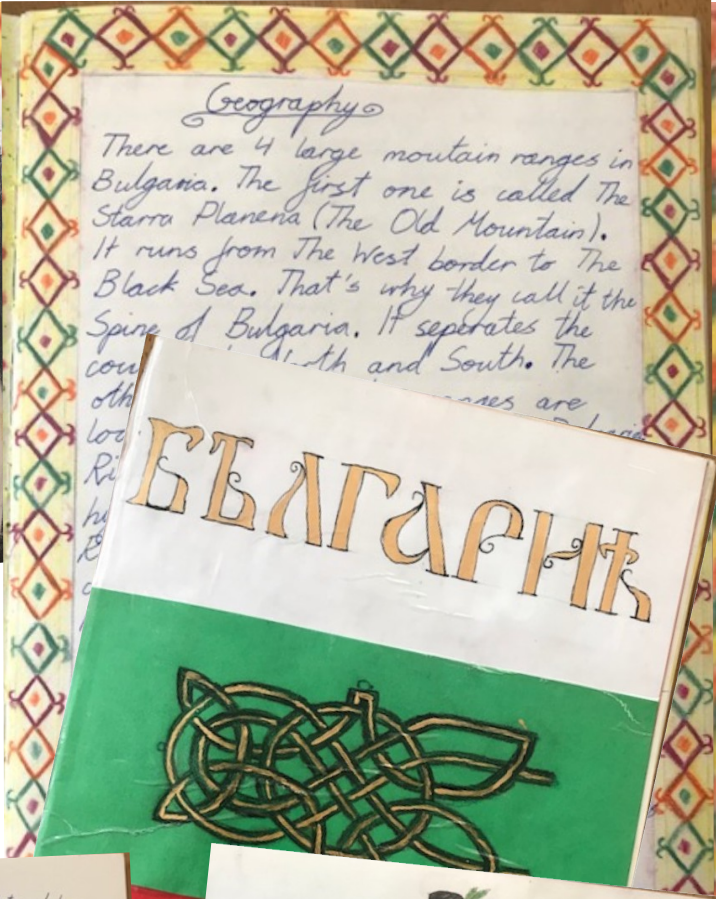
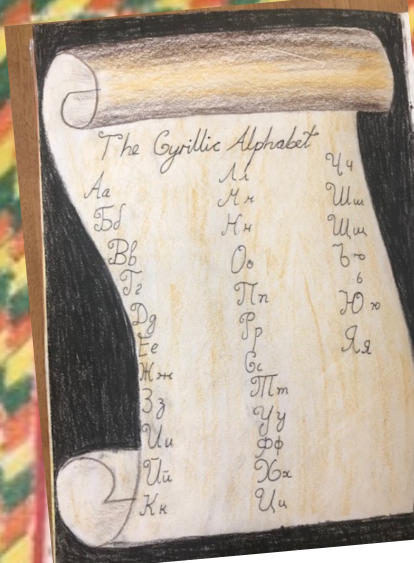




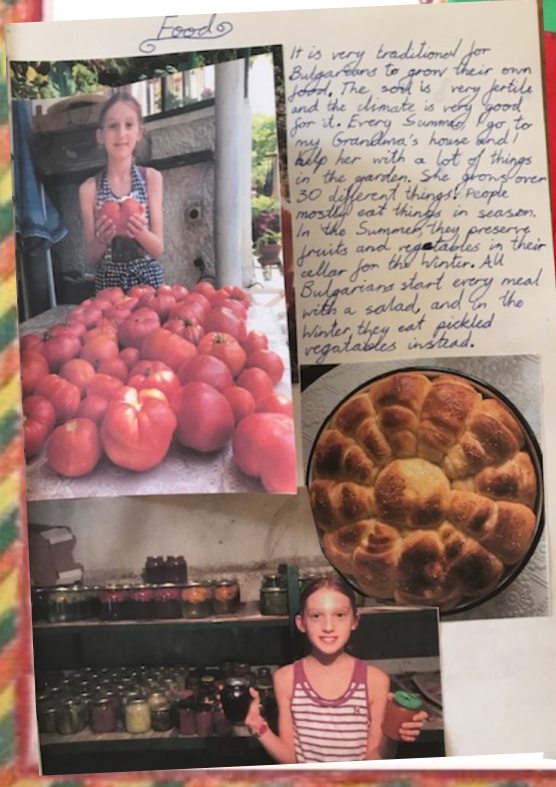


Geometric designs in class 6

Above: pattern
inspired by the
Great Mosque of
Cordoba, by
Florence.



Selina's project on Bulgaria
(class six)



Class 7 chemistry

Doing chemistry at home meant each student did all experiments themselves. These would normally have been carried out together at school, typically in pairs, groups or as demonstrations in the classroom or around a fire. This challenge of zooming with a class, doing very practical and sometimes 'dangerous' work made me really think even more about what a class 7 students' needs are in relation to chemistry. Typically we look at acidity/alkalinity, combustion and the lime cycle. Experiments relating to these 3 themes were able to be done at home. A class's first meeting with a discipline means it needs to be accessible for all, using ingredients they have experienced before or which are easily available at home or from their environment. The other key ingredient of this lesson, at this time, for students is that it hones their observations skills; saying what they perceive with their senses, not what they think they are expected to see, or what they have heard from other sources. Obviously we can talk about theories/ideas and relate them to historical experiences but it is the students' time to be the



'scientist'.

A goodybag of items was provided for each student containing tongs, gauze, a candle and a tile. It was for them to find the rest of the I think they had fun. Here is some of their work.

Using red cabbage juice indicator and testing various items from around the house was there first task...

EURYTHMY RETREAT

EXPLORING THE *DIVINE FEMININE*
AND *DIVINE MASCULINE* WITHIN
AND BRINGING THEIR SACRED
DANCE INTO EXPRESSION
THROUGH ENSOULED MOVEMENT.

DATE: 21ST-23^D AUGUST
2020

TIME: 10.30-12.00/16.30-18.00



MICHÈLE HUNTER
mhunterlife@gmail.com

Mobile: 07947040554

LOCATION

PEREDUR CENTRE FOR THE ARTS

WEST HOATHLY ROAD- EAST
GRINSTEAD- RH19 4NF

We will spend the first session exploring the theme in movement and becoming gently aware of the wisdom within our bodies. In the second session we will deepen our explorations through a creative process and bring the divine within into expression through ensouled moving partnerships.

Rates: Residential: £300 including workshops and 2 nights' accommodation (self-catering facilities onsite)

Early birds before 21st July: £260

Non-residential is possible too, please ask me.

No experience necessary and all experience welcome.



Dear Parents,

I am offering the following therapeutic eurythmy sessions which are based on exercises Dr. Steiner gave 100 years ago, as the world faced the ravages of WW1 and the spread of Spanish Flu.

You are all welcome to join at any time as the exercises are slow and easy to penetrate at any stage.

No eurythmy experience necessary just the will and desire to do it.

The earlier you can start the better, as you then benefit from the growing forces, which you perceive over time and repetition of the sequence.

Do invite friends and family to join as this is particularly relevant for our times.

Tuesdays at 4.30 pm: A new sequence of exercises for strengthening the "I" and growing resilience, building the Immune system, and overcoming fear and nervousness. From 2nd June to 7th July

Thursdays at 4.30 pm: A sequence of exercises for strengthening the "I" and resilience, building the Immune system, and protecting against viral infections. From 14th May to 18th June.

email: mhunter1life@aol.com And I shall send you the links every week.

I look forward to seeing you there.

With warmth,
Michèle

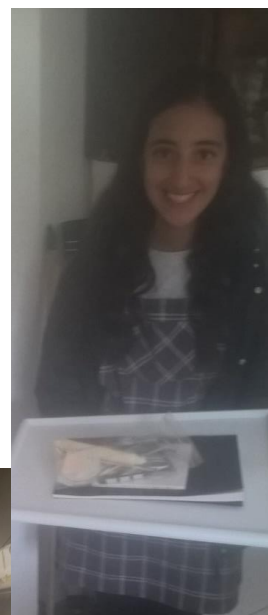
The St Michael Steiner School, Park Road, Hanworth Park, London TW13 6PN

Tel: 020 8893 1299 Email: info@stmichaelsteiner.hounslow.sch.uk Website: www.stmichaelsteiner.hounslow.sch.uk

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Class 7 chemistry

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A goodybag of items was provided for each student containing tongs, gauze, a candle and a tile, the rest of the ingredients was for them to find....I think they had fun...some of their work is below....

Using red cabbage juice indicator and testing various items from around the house was there first task...

Study of the candle

OBSERVATIONS

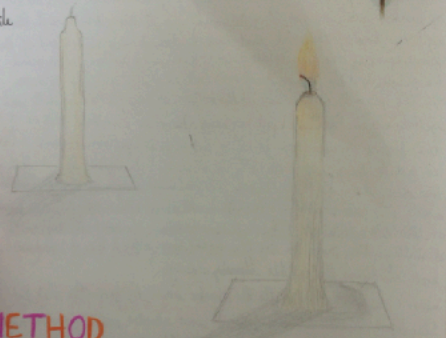
When the candle was unlit the wax was a creamy-white colour and the wick was white. When I lit the wick the light of the flame made the bottom of the candle darker and the top a golden colour. I smelt a faint smell of burning wax and the top of the candle a small pool of melted wax was forming. The wick was turning black as it burnt and the top of the wick, that was bent and came slightly out of the flame, was an orangey-white colour. There was a yellow glow around the flame, and the flame itself was tall and straight. The colours of the flame were ~~blue~~ at the bottom, orange in the middle and yellow at the top. When I put my hand above the candle it felt as if the flame carried on going up but it was invisible because it was so hot. As time went on the wick started straightening and bent the other way and the flame started ~~again~~ flickering every now and again so that the round shadow that the flame made on the tile shrank. I also observed that the wick started slowly disintegrating from the top - I wouldn't have noticed this if I had not been studying the candle ~~so~~ closely.

When I blew out the candle the smoke went up from the wick in beautiful spirals, and the melted wax started solidifying. The round shadow that the flame made on the tile disappeared and the candle went back to its original colour.

The Candle

APPARATUS

A candle
A match
A tile



METHOD

I stuck the candle to the tile by burning the bottom of the candle with a match and pressing it onto the middle of the tile, making sure the wax had hardened before releasing it.

I lit the candle and let it burn for about ten minutes, noting everything that happened. I then blew out the candle, again observing what I saw.



Observations

When I lit the candle the wick went from white to black then gray and curled up at the end.

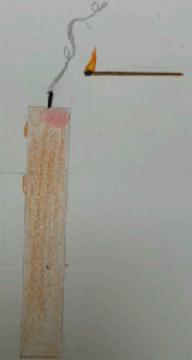
The flame is purple at the bottom, the middle is brown-gray and the top is yellow-orange. Around the flame there is something like a bubble of light surrounding it. The actual flame is itself not a level shape. The wax round the candle started melting when there was like a puddle around the wick, the wax then started dripping on the sides.

The last thing I observed was how the colour of the candle changed. The candle's original colour was cream but when I lit it, it turned a lighter shade, and at the top it had a pinky and purple colour.

Jumping Flame

Apparatus

Candle
Match
tile



Making charcoal



Class 4

