

LYNFIELD  
COLLEGE



# Innovative Learning Programme

## August 2022



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## August 2022 Newsletter

Tēnā koutou katoa. Kia orana. Talofa lava. Malo e lelei. Ni Sa Bula Vinaka. Namaste. Ni Hao - 你好. Staff and students are excited to share and report on the learning opportunities and experiences from Term Two. This second Innovative Learning newsletter for the year includes articles written by students from 9IL and 10IL. The staff and students in both Innovative Learning classes are proud of the work students doing and are excited about our next steps in Term Three.



### The 10IL teachers for 2022

Mr Southern (Science), Mr Cheung (Maths), Mr Bower (Social Studies), Ms Wensor (Technology), Ms Moss (English)

Absent: Ms Fe'ao (Health and Physical Education).

### The 9IL teachers for 2022

Mr Smith (Health & PE), Mr Lai (English), Ms Shahsavar (Science), Mr Joseph (Maths), Ms Bell (Mātauranga Māori), Mr Yearbury (Technology).

Absent: Whaea Leuga (Mātauranga Māori), Mr Walters (Social Studies).



# Learning to Live

Thank you to all who contributed to this newsletter by writing articles, taking photos, editing and proofreading. Selena Surendran, Ahana Lal, Tilly Walsh, Maya Inoguchi, Leora and Nessa Isaac, Nimisha Pathipaka, Venya Chamallamudi, Caitlin Hsiao, Nabeeha Kamran, Aryan Saadat, Christian Lialiga, Lin Zheng, Reem Said, Sahil Vagh, Nandana Syamaprasad, Ryaan Malik, Shiv Patel, Taanish Vasudeva, Nicolas Martens, Whaea Leuga, Mr Walters, Mr Bower and Ms Hunt.

# 9IL: Sustainable City Project

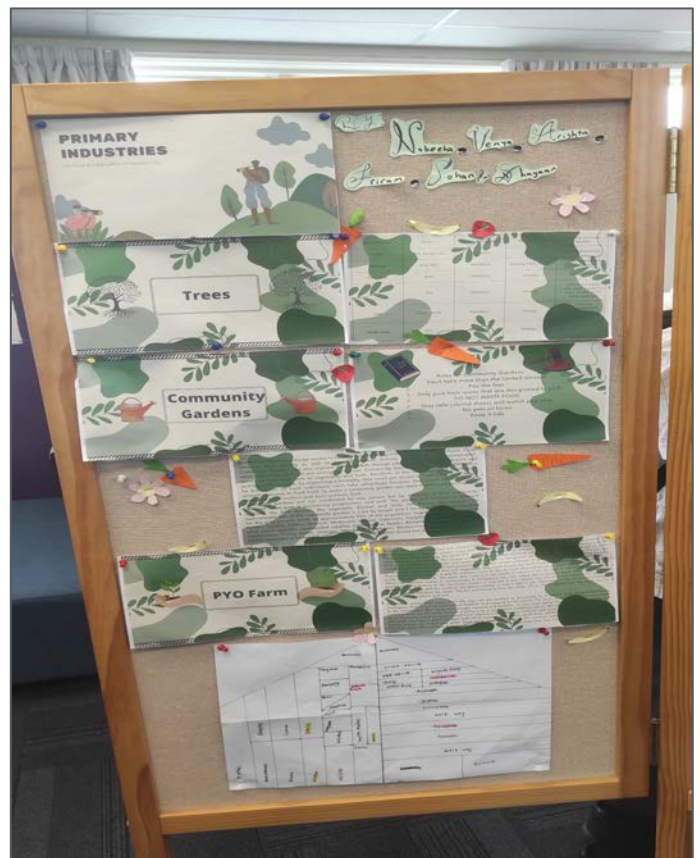


By Caitlin Hsao and Lin Zheng - 9IL

Our Term 2 project was to design a sustainable, eco-friendly city based in 2050. We named the city Hauraro. Our class was split into six groups, each in charge of a certain part of the city. There was energy, housing and amenities, parks and recreation, transport, hauora and communities, primary industries. Each group had a group manager, who made sure that everyone was pulling their weight and doing the work.

This project involved all the skills we had learnt from every subject. For maths we did budgeting, for science we did materials, Technology was contributed by including and researching new emerging technologies. Mr Walters had taught us mapping skills which came in very handy when drawing out the map of our city. English was mostly being able to put our work in presentations and PE was being able to work together and communicate with each other. Afterwards, the 10IL class came in to look at our work. It was really interesting and informative to hear their opinions and how our project differed to a similar one they did last year.

Overall this experience was like a rollercoaster that tested all our skills in the right ways. The final project definitely showed off how much we had learnt and how well we worked together as a class.



# 10IL: Monster Masks



**By Tilly Walsh and Maya Inoguchi - 10IL**

Over the past term, the overall concept for English and Technology has been “Who are we? And Who do we want to be?” This project was an integration between the novel Frankenstein by Mary Shelley, and the representation of physical and social characteristics that would be communicated through a monster mask. Using our knowledge from both Frankenstein (novel), and textile patterns/designs, we were able to create our own personalised monsters. We researched the history of masks/mask wearing, created a modern monster character profile (describing personality traits, features, etc), mood boards and so on. Our simple ideas turned to rough sketches, then plans, and soon we were ready to start making our monster masks!



To create our masks, we needed to learn about the different materials and how to manipulate them in such a way as to create texture and shape for our monster. To make the base of our masks, we collected pieces of tin foil and moulded it around our faces to define the shapes of our noses, eyes and mouths. Next we ripped up small pieces of newspaper and dipped them into clear pva glue and smoothed them onto our masks. Paper mache was a great technique to use as it created a strong structure for the base. After they had dried, the masks were either painted, needle felted, glued, and/or decorated. Some other techniques we used were heat guns on fabric to create a bubbly effect and polymorph pellets to create facial features. We also had sequins, pipe cleaners, glitter, beads, cotton, and so many other materials to use to create our monsters!



With our finished creations, we were able to display the unique masks on the walls of the 9/10IL classroom. Personally, I thought this design project quite interesting but found that it was difficult for me to express my thoughts into draft drawings and then into the final mask. The majority of the class enjoyed this project and utilised their creative skills to create the coolest designs.

# 9IL: Marae Visit and the Industrial Revolution



On Friday 17 June, Lynfield College ECE visited Te Ringa Āwhina Marae where Tuakana-Teina was demonstrated. Our LC akonga, including 9IL, taught the younger tamariki waiata, tititorea, haka and Reo Māori through games. It was great to have a full wharenui as we have been unable to host roopu for the past couple of years. The Lynfield ECE Marae visit is an awesome tradition we've had for many years! Ngaa mihi to all of the kaiako, whanau and akonga who helped to make this happen. Mā whero, mā pango ka oti ai te mahi. With red and black the work will be complete

## ***The Industrial Revolution***

**By Milly Skeates - 9IL**

In the beginning of term 2 we explored the industrial revolution and the issues that came with it. It was a fascinating time period and an engaging subject to study that always made me want to learn more. It also wonderfully intertwines with many areas and subjects.

One of the many activities we did was watching in depth videos/documentaries which followed with engaging quizzes to test our knowledge. We also learned about the massive increase of urban growth, life expectancy and the fast growing cotton industry with its cotton mills, child labour and more. This helped us to understand how the world developed into the modern society it is today. In addition, it also greatly helped us in understanding the problems of unsustainable development that we overcame in the City Building Project.

# 10IL: Chris Harris – Guest Speaker on Human Rights

**By Nimisha Pathipaka and Nessa Isaac - 10IL**

For Term 2 in Social Studies, we started the term learning about the Universal Declaration of Human Rights (1948) and we then investigated various case studies. One of these was the Nazi persecution of the Jews in Germany and then in the rest of Europe during World War Two. On Thursday 19th May 2022, we had the opportunity to listen to Executive Director of Humanity Matters, Mr Chris Harris, who talked to us about the medical experiments that were carried out by the Nazis during the Holocaust. Mr Harris' knowledge and insight of this topic was comprehensive. We were able to make links and connections between what we were learning about in English and Technology to the content in Social Studies and Health and Physical Education.

Mr Harris explained the reasons why the Nazis carried out their terrible experiments on their victims. The Nazis did not see the Jews as human beings worthy of dignity and human rights. The Nazi doctors and scientists were like Victor Frankenstein but much worse. Mr Harris answered many of our questions on the day and he also agreed to a follow up interview with us. He is passionate about education for human rights and ethics.



The Innovative Learning Programme includes:

- *Project-based activities where students follow the design process and see an idea through to completion.*
- *Collaborative learning and action, guiding students to work together effectively.*
- *Critical thinking and problem-solving.*
- *Learning content and skills in a different way to other Year 9 classes, as they apply to the integrated topics.*
- *Social action to raise awareness about current issues affecting our local, national and global communities.*
- *Opportunities for Education Outside the Classroom (EOTC).*
- *Guest speakers and facilitators to enhance and build on classroom learning.*

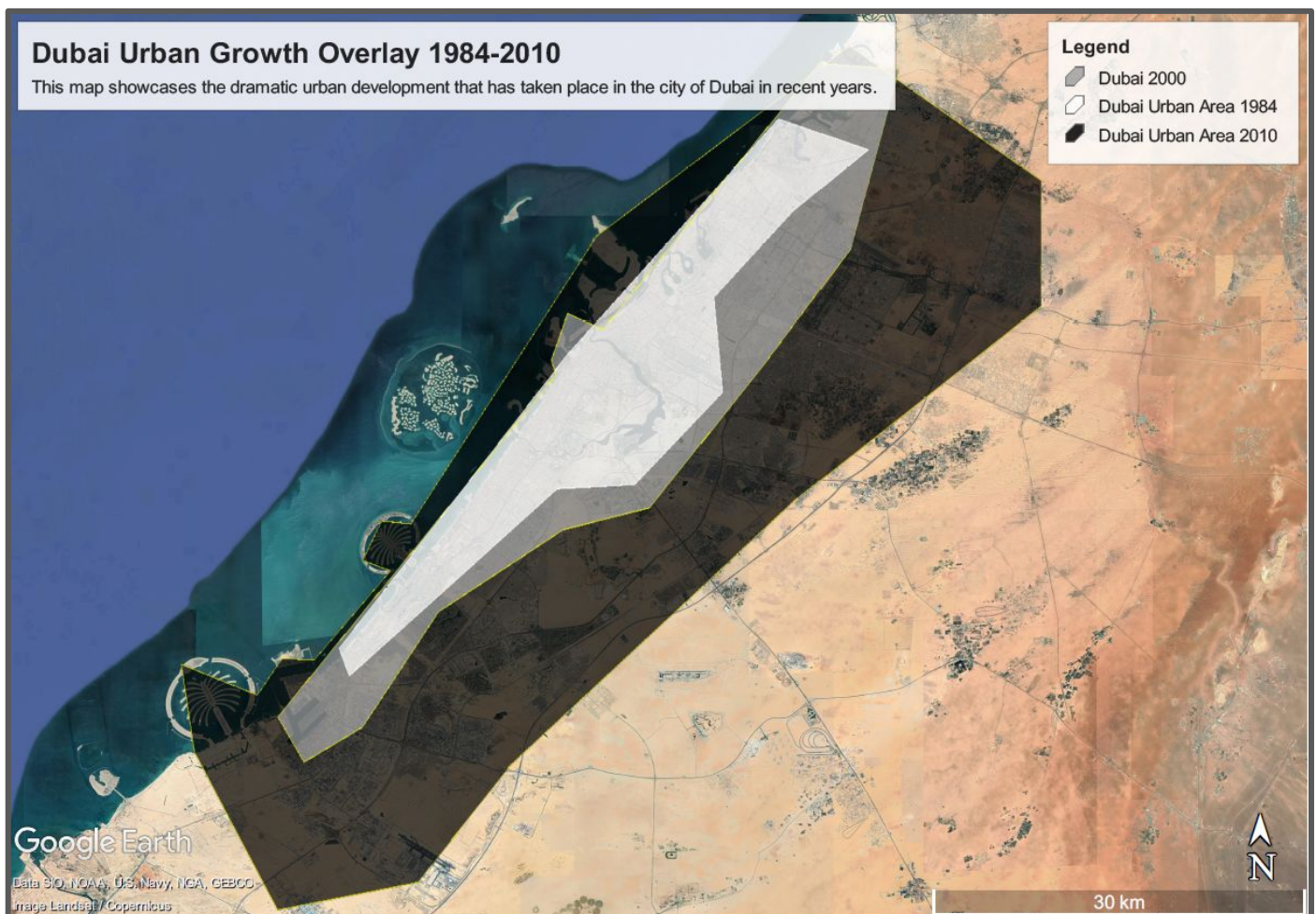
# 9IL: GIS and Mapping Urban Growth

## **Google Earth Mapping and Urbanisation**

**By Nabeeha Kamran - 9IL**

Earlier this year in Term 2, students in 9IL explored the world using Google Earth pro. We investigated Dubai's urban and population growth from 1984 to 2020. Using polygons to help define the city's borders at the time, we viewed the city's renovation from a bird's-eye view. Next, we examined various suburbs throughout Auckland and did the same. My group chose to view the development in Flatbush. We noticed that Flat Bush had a very rapid development occur in in between the years of 2005-2022.

We enjoyed the interactivenss of the lesson, learning to use Google Earth Pro, exploring places, and finding our own houses on google earth, and I wouldn't be honest if I didn't include the spinnny chairs included in the room. These two Social Studies lessons were one of my favourites in Term 2. What made this lesson so engaging for me was that we weren't watching a simple video or presentation, we were learning a new skill. We were in a different room with a different setting than we were used to, and we got to trial and experience something completely new that we've never done before.



# 10IL: What happens to our muscles in sport?

**By Ahana Lal and Shiv Patel - 10IL**

In 10IL last term our main topic in English was on the novel *Frankenstein* by Mary Shelley. In Health and Physical Education, we have been learning about how the human body works and in particular, how muscles are used in specific sports and what muscles are paired with those working muscles. We had the option of choosing between basketball, AFL and netball.

Our group chose Basketball, as we were all interested in this sport. During our time on this, we mostly focused on which muscles we are using when taking a shot. For this we had found a strategy called B.E.E.F. which stands for “Balance”, “Eyes”, “Elbow”, and “Follow-Through” – the core fundamentals of shooting a basketball. We also learned that when bending down to take a shot, we are using our hamstrings and at the same time our quadriceps are the muscles that are relaxing. Then when we take the shot, our quadriceps are in use and the hamstrings relax. A similar thing happens in the arms, when bending our elbows back to take a shot the biceps are being used and the triceps are relaxing. Once we release the ball the triceps are used and the biceps relax.



In our groups of five, we were able to confidently focus on the skills we needed to practice. We were also able to carry out drills that suited our sport. For Netball, we worked on chest passes, catching, defending and shooting. In each P.E. lesson we took photos of each of us doing our drills to document our improvement in the skill improvement booklet. From here as a group we look at what muscles were used and what evaluations we could do to make better improvement for next time.

This helps by writing a constructive answer to how each of us do. Learning about muscles in P.E. tied in with our theme of *Frankenstein* with the human body and muscles. To go into further depth of skills, we looked at the muscle pairing which is the agonist, the one muscle that is being used, and how its partner muscle, the antagonist, which is the muscle that is not being used. We learned about the muscles in our bodies and what properties they have, to what they do in our chosen sport and how they can help us. I found this to be a fun way to learn about muscles that are in our body and how they relate to sport skills.



# 9IL: Mob Football and Unique Sports

**By Venya Chamallamudi - 9IL**

With all of our diverse sporting abilities and leadership qualities, P.E. with 9IL has been a fantastic experience. In Term 2, one thing that 9IL has enjoyed the most in P.E. was Mob Football. It was a new game that we decided to trial as part of the topic about social class in Great Britain during the period known as the Industrial Revolution. During this time the sport of football developed from what we call “Mob Football” into the modern 11 on 11 version of the game today. We loosely based our version of the game on a bizarre city wide game called Shrovetide Football (if you haven’t seen it, watch it on YouTube!).

The first P.E. lesson we tried, everyone was quite unfamiliar with the game and we were trying to adapt to the new rules. Over the course of the next few P.E. lessons we progressively improved and customised the game by proposing rule modifications. In the end the game was played over the entire field and even the courts! This made the game much more interesting and personalised to 9IL. It also made the game much more challenging for the teams to win. Playing mob football was a great experience and we all had a lot of fun. Everyone was engaged in the game which made it much more riveting.

**Note from Mr Walters - Staff**

These sessions were engaging to watch and to be a part of. The students were able to quickly overcome confusion and even frustration to adapt their strategies to the new sport. The sidesteps on display were almost as marvellous to watch as the teamwork that was being shown by the students.



# 10IL: Dr David Mayeda, Senior Lecturer Sociology



## By Selena Surendran - 10IL

On Tuesday 26th July, Dr David Mayeda came to visit 10IL to talk to us about his work and research on human rights and contemporary social issues. Dr Mayeda is a Professor at the University of Auckland. He is a senior lecturer in Sociology and specialises in Ethnic and Gender studies. This was such a wonderful opportunity for 10IL, as his lecture gave us a deeper understanding of human rights that complemented our learning in Social Studies.

The afternoon started with a special welcome for Dr Mayeda and he began with his lecture. It was a very detailed and interesting presentation. Dr Mayeda works with charitable organisations to carry out research projects. He and his team of researchers interview people that have experienced an abuse of their human rights. Dr. Mayeda answered many of our questions about the human rights topics that we are researching for our folio boards. He was also kind enough to bring two of his graduate students from the University of Auckland. Edgar and Amanda talked to us about life at university. I know that everyone in 10IL was able to get a lot out of Dr Mayeda's lecture and that we all learned something relevant that will help us in the research project work for our human rights folio boards.

Our Innovative Learning students will develop qualities such as:

- *Responsibility for themselves and others.*
- *Responsiveness to new ideas.*
- *Compassion and engagement with the wider community.*
- *Independent work ethic and time-management skills.*
- *Flexibility and adaptiveness.*
- *Resilience and perseverance.*
- *Confidence to be more creative.*



# 9IL: Lab work

By Caitlin Hsiao - 9IL

In Science this term we have covered many different topics such as light, energy, physical and chemical change, and mirrors. We have spent many sessions in the lab doing practicals to help us better understand the topics we discuss in class.

Some experiments we did include separating different materials that have been either physically or chemically combined by boiling, filtering, burning etc. We also did heat and electricity conductivity testing and dissecting cow eyes. The class has enjoyed dissecting the cow eyes the most. As we took them apart, we discussed the purpose of different parts and if/how they differ from our eyes. We started by cutting off the meat and fat around the eyeball, then cutting around the iris. After doing that, a black, inky, liquidy substance exploded out of the eye; this is what helps to hold the shape. In here you can find the lens, which is used to focus light.

Working in the lab was one of the most enjoyable parts of science this term as we got to try new and different things whilst having lots of fun.



# 10IL: What Teamwork Looks Like

**By Danne Darlin - 10IL**

Innovative learning is the cornerstone for project based activities. It is with this project based system and the high level of cooperation between each subject that brings teamwork to our class. While the mainstream classes of Lynfield College are doing individual assignments and the disciplinary curriculum, we in IL train our skills with working with others by doing group projects. A group project that we did that still sticks with me till this day is a city project. It was the perfect mixture of maths, Science, English, Technology, P.E. and Social Studies. We all were assigned into groups with people we do not talk much to. This pushed our teamwork skills and helped us to be adaptive to change. This elevated our capability of being efficient with what resources we had.

During our week in IL, teamwork is very evident in our P.E lessons. These teamwork activities that we do in P.E help us to form a strong bond with everyone in the class. A team sport that we play is Ki o Rahi. There are the attackers/Taniwha and there are the defenders/Kaitiaki. The Taniwha's job is to intercept the kaitiaki's ball or rip their tags earning them the ball then passing it to the attackers who pass to each other attackers and wait for the perfect moment to strike the goal earning them a point each strike. The kaitiaki's job is to touch POs/Stations, dodge the taniwhas and accumulate points and by passing the key to 3 players before they run into the middle and score those points that they got. Then two defenders/Goalkeepers have to defend the goal from the taniwhas who are attacking it and trying to score.



**Note from Mr Walters - Staff 9IL**

In addition to the fine words from Danne, the 10IL class showed outstanding teamwork and collegiality by visiting the 9IL students at the end of the City Building Project. The 10IL students had completed a very similar project in the year before and thus were able to provide the most appropriate and thought provoking feedback to the 9IL students.

10IL took time out of their busy schedule to listen to the presentations from the various 9IL City Builders and made sure to highlight how impressed they were with the planning and work that the 9IL students put into this project. Furthermore, several 10IL students asked key questions that challenged 9IL students to think about and consider what impacts certain decisions would have on the sustainability of the entire city. The opportunity to engage in this process was important to add to the development of critical thinking skills for students in both classes.