

# Kinma

Kinma Newsletter T1 Week 6, Thursday 3rd March, 2016



Playgroup on a Monday from 9.30 – very popular with over 20 families joining each week. Come and have a look and a play.

WHAT'S ON	
07.03.16	Yurt Farm afternoon tea 1.45 in hall
09.03.16	9.30-11am : Open Morning
10.03.16	Pre-school parent meeting
11.03.16	Primary excursion to the MCA
12.03.16	9-11am - Bush Regeneration
15.03.16	7pm Board Meeting
18.03.16	Tinkering
20.03.16	9am-12pm Kinma Community Day - Information Sharing
02.04.16	Kinma Care Day 9.30am
22.03.16	Preschool alumni afternoon tea
24.03.16	Poetry Festival
25.03.16	Good Friday – Public Holiday
28.03.16	Easter Monday - Public Holiday
04.04.16 to 06.04.16	YURT FARM – Primary Camp
08.04.16	Term 1 ends
27.04.16	Term 2 starts
01.07.16	Term 2 ends
27.07.16	Term 3 starts
23.09.16	Term 3 ends
11.10.16	Term 4 starts
16.12.16	Term 4 ends



# Admin

Dear parents

A couple of parents came and chatted with me recently and brought to my attention that there are some concerns and questions in our community about our upcoming school camp at the Yurt Farm. They raised a number of questions that had been put forward to them, some they could answer, others they could not.

Following discussion at our primary staff meeting we feel strongly that we want everyone to feel heard. The staff would therefore like to hold a Yurt Farm afternoon tea and would love to invite you all to come along, so that you have an opportunity to ask any questions and brainstorm with us.

The Yurt Farm experience is a kind of Kinma tradition that was happening prior to my commencement (yes a long time ago!), but this does not mean that we cannot enliven the tradition or alter it to allow it to be embraced as our new tradition.

We will look to meet on Monday 7<sup>th</sup> March 1.45 for 2pm start to do the following or some of:

- Answer questions for new families
- Look at benefits of the Yurt Farm
- Look at challenges of the Yurt Farm
- Re- define what it is that we want to get from the Yurt Farm
- Question whether there is another facility that can do what we want

The camp will be going ahead this year on Monday to Wednesday 4<sup>th</sup> – 6<sup>th</sup> April .

We also remind all that here is the option for students whose families find it difficult to go to the yurt farm, due to other commitments or other family members being at Kinma for these days.

If you cannot make this time we will gather up all the information that we take from this meeting and have it available for parents to add to and read over. Looking forward to seeing as many as possible at the hall on the 7th.

Julie C

<p><b>Kinma Board</b>  <b>Nick Georges</b>, Chairperson            T: 0412 106 633            E: <a href="mailto:nick.georges@gmail.com">nick.georges@gmail.com</a>  <b>Ginny Neighbour</b>,            Deputy Chairperson &amp;            Governance            T: 9880 2492            E: <a href="mailto:ginny.neighbour@gmail.com">ginny.neighbour@gmail.com</a>  <b>Stephen Cole</b>, Treasurer            T: 0432 032 343            E:  <a href="mailto:stephen.cole1910@gmail.com">stephen.cole1910@gmail.com</a></p>	<p><b>Steve Dixon</b>, Fundraising            T: 0412 949 441            E:  <a href="mailto:stevengarrydixon@me.com">stevengarrydixon@me.com</a>  <b>Lisa Graaug</b>,            Education Committee            T: 0409 924 630            E: <a href="mailto:lisa@yogainstitute.com.au">lisa@yogainstitute.com.au</a></p>	<p><b>Jonathan Kelt</b>,            Education Committee            T: 0425 225 174            E:  <a href="mailto:jonathankelt@mac.com">jonathankelt@mac.com</a>  <b>Bea Pierce</b>, Marketing            T: 0405 346 018            E: <a href="mailto:ninianlif@gmail.com">ninianlif@gmail.com</a></p>	<p><b>Pam Webster</b>,            Director Emeritus            E:  <a href="mailto:pamwebs@gmail.com">pamwebs@gmail.com</a></p>
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# Group 2

Hi all,

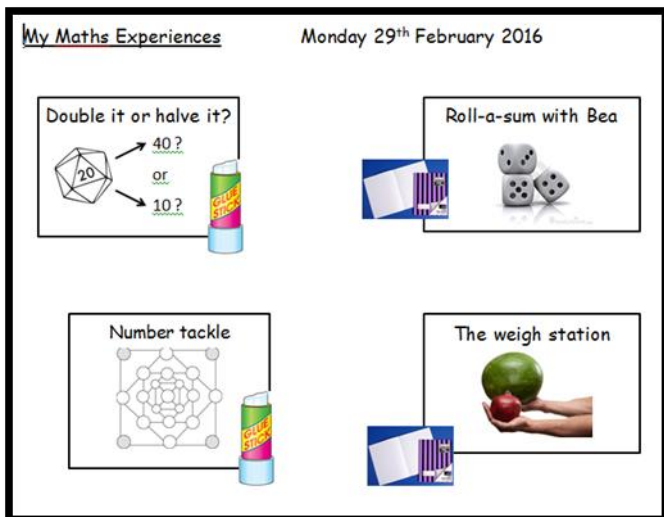
Over the last three weeks Group 2 has been a-buzz with the beginning of our small maths (Nuzzles) and English (Creatures) groups, these run over 3-4 sessions per week.

In Nuzzles children are either working with Bea on addition and mass (with some subtraction) or with Tristan on multiplication and division.

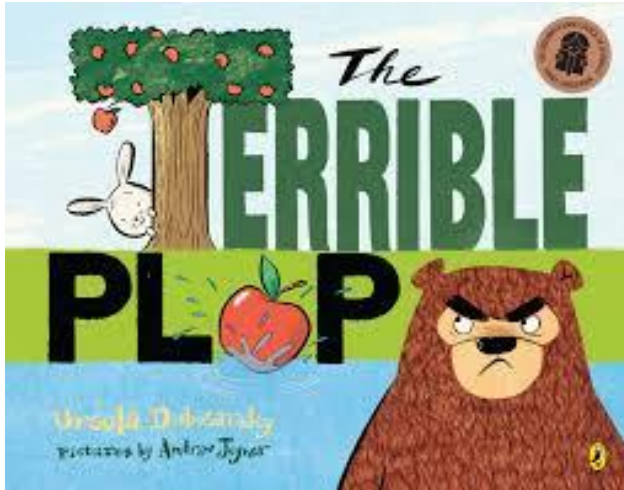
Within their groups children use a map to orient themselves and find their way among the many stations on offer. There are a range of activities that allow for children to practice new skills, work on open ended problems or solve puzzles. For example, moving clockwise from the top left we have this week's map of activities; Bodhi, Nathanael and Heath playing "Packing my bag" – a game that combines addition and mass to pack a bag with exactly 500g of items; triominoes – a very popular but tricky game; and Ella and Turiee working on money maths, adding the value of coins.

**Don't forget!!**

**Permission notes back to teachers for our trip to the MCA next week!**

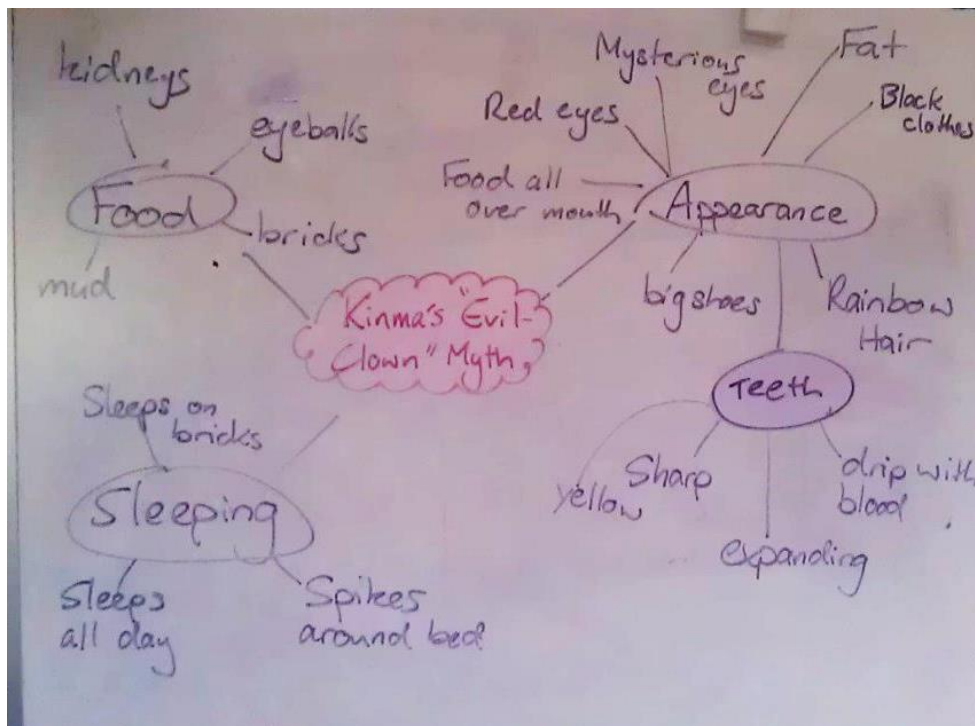


In our English groups, children studying mythical creatures have been exploring what myths are and how they are made. One way to view a myth is as an attempt by a group of people to understand something unusual about our world. They can also be ideas that are passed down to other people who have never experienced the event or thing that needed the explanation in the first place.

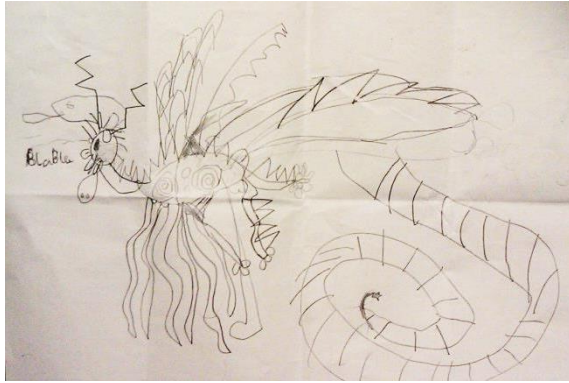


We discussed the power of these passed down (often incorrect) beliefs after reading the book *The Terrible Plop*.

We created concept maps from our ideas about werewolves.

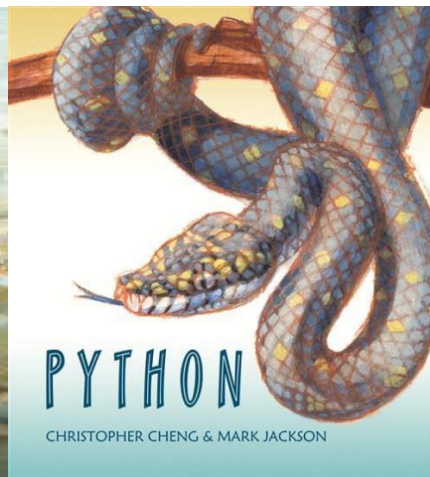
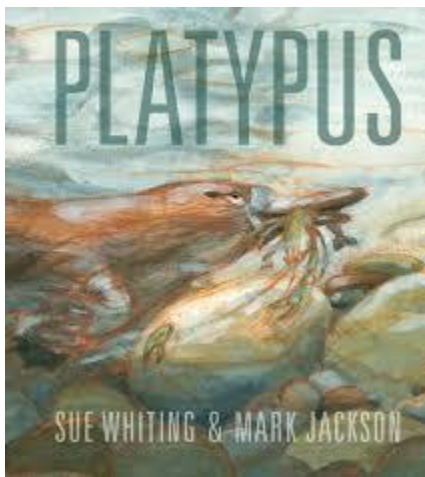


We explored the longstanding Kinma myth of the Evil Clown, who is supposed to live below the Group 2 classroom.

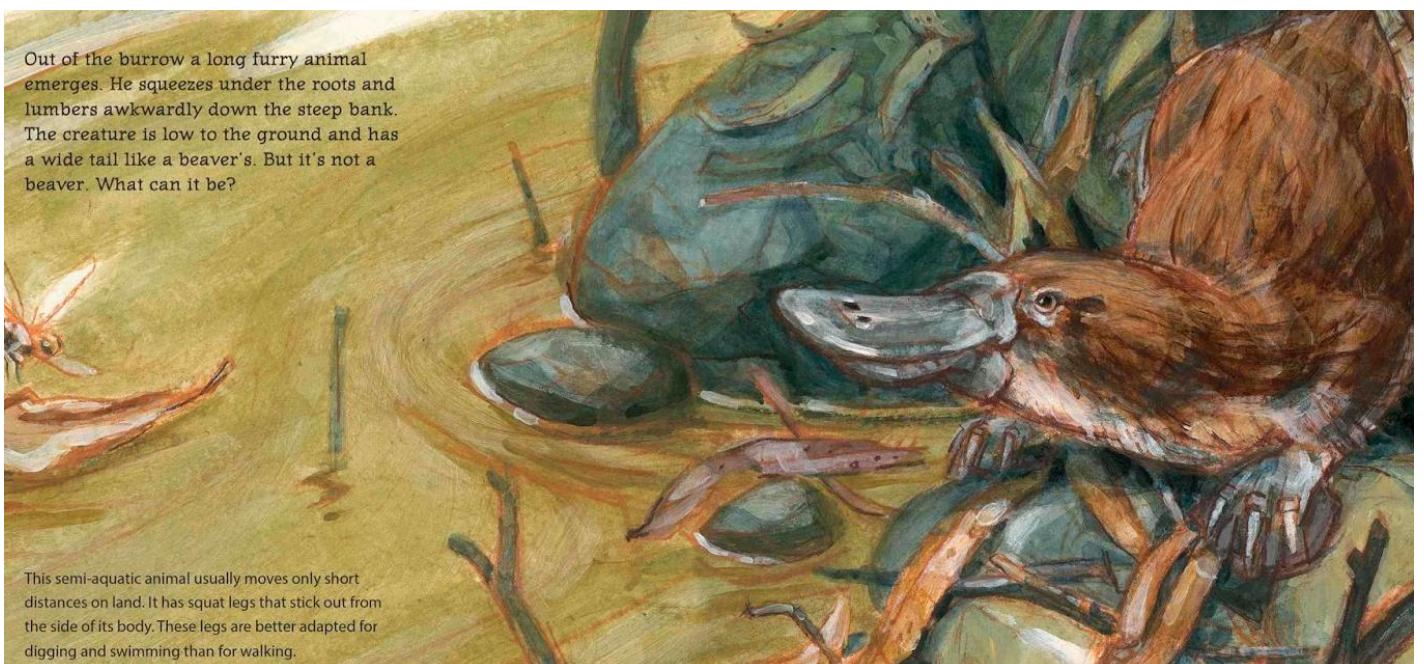


We used a method called **Exquisite corpse**, developed by the Surrealists, to create artworks of new imaginary creatures. This involved each of the fifteen students having 30 seconds to add new body parts and other details to the Animal. Since then we have brainstormed our ideas about these creatures, organising them in concept maps and are now writing the first draft of an information report.

Children in the real creatures group have been studying the platypus and a regular Kinma visitor, the diamond python. We have used the texts “Platypus” by Sue Whiting and “Python” by Christopher Cheng as springboards to our research and investigation.



With their beautiful illustrations and unique style these books have really captured the imagination of the group. Both books are written in two parts, firstly as a non-fiction narrative and then complementing this, is a short factual paragraph on each page. We have discussed why the author would do this and how their word choices differ depending on the style being employed. Children quickly noticed the difference between the two parts of the text.



Out of the burrow a long furry animal emerges. He squeezes under the roots and lumbers awkwardly down the steep bank. The creature is low to the ground and has a wide tail like a beaver's. But it's not a beaver. What can it be?

This semi-aquatic animal usually moves only short distances on land. It has squat legs that stick out from the side of its body. These legs are better adapted for digging and swimming than for walking.

“Look, it says ‘he’ that means it’s about a character”

As we looked further into the book, children commented that information texts talk in general about a species, whereas a story is about a particular character. This led to many more observations about the difference between the two parts of the text:

“the writing is different in each section, the font is a different size and shape”

“the sentence starters are different. In the info part it usually starts with ‘Platypuses’ or ‘They’. The story has lots of different sentence starters”

“There are more ‘and’s in the story part, it has longer sentences, but then sometimes very short sentences, even just one word!”



These observations and discussions have supported us towards writing our own information texts as we pick out particular features and try to emulate these in our writing. With the newer members of the group 2 cohort we have been looking at writing in complete sentences with punctuation and correct use of capital letters. Others have been learning about using topic sentences and paragraphing to organise their writing.



Perhaps we will continue our studies of real animals with the latest Kinma visitor!

Last week we heralded in the start of the Tinkering year with a bonanza of a day! It was great to have a pod run by a Group 2er – Mirror drawing by Bodhi. Thanks to all who came along to help out. Here is Matias enjoying his first Kinma Tinkering Day!

We have another special guest in Group 2 at the moment. Kimberley is an intern who joins us for the next four weeks from the University of New England. She is a mum with a background in Naturopathy and has interests in ancient cultures and renewable energies. She is in her final year of studies and has joined us in Group 2 to learn the Kinma approach to teaching and to share her fabulous wealth of experience and understanding.

Au revoir for now,  
B, T, K and the gang 😊

# Group 3

## URGENT HELP NEEDED

Late last week I received an sms from Luis, the Director of GREEN TL “call me – problema bot”! (big problem) A large tree has fallen onto the GREEN TL office, my home in Oecusse. Luis has been busy getting it removed and saving all the water testing equipment and office gear but now we need to do repairs!



Early estimates suggest that \$5000 will be required for the repairs, more if the damage is extensive. We will need to buy wooden poles, cement blocks, corrugated iron, nails, pay for labour, transport costs and so on!

It is vital that repairs are carried out quickly as it is the Wet season in Oecusse and GREEN TL does not need water damage adding to our problems! The verandah is a meeting and workshop space and of course the office is essential for storage of equipment. Luis is there to oversee all that needs to be done!

KINMA has been raising funds for this project for the last 6 years which means that, due to your compassion, 12 families now have bio sand filtration units and clean water, reducing the incidence of water borne disease, especially in the children.

Any donations to help get the office and house back to working order will be greatly appreciated, until that is done my local staff cannot get on with their vital life-saving project.

Donations can be made by going to the OzGREEN website where there is a crowdfunding campaign, simply follow the link.

Or if you require tax deductibility donate via Rotary Australia World Community Service. Go to **RAWCS** website, click the donate button, enter project number 50, years 11-12 and Sustainable Villages East Timor will appear. After you have made the donation a tax deductible receipt will be sent

Thank you for attention to this!

Judy Charnaud;

Program Manager,

OzGREEN Oecusse.



As some families would be aware, Kinma has been supporting the East Timor water filtration project via Judy Charnaud of OZ GREEN for 6 years. Judy has become a friend of Kinma, working with our group 3 children each year on the vital importance of water in their lives.... and of course in the lives of all living beings. She spends 6 months a year with the East Timor community in Oecusse and supports a range of sustainability and education projects.

Our group 3 children research a range of issues on water over the years and annually make a set of posters of their findings. These posters have a real purpose. They are taken to 4 shopping malls in our area and on World Water Day, the children chat to shoppers and collect funds for the water filtration units, which one by one are allowing the families in the area to have clean water.

We will shortly be starting up our annual flow into the project, culminating on March 23rd with our collection day and Judy's visit.

Very sadly, as you can read in Judy's flyer attached, the extreme weather conditions in the region over the last week have destroyed the OZ GREEN learning space, office and Judy's very spartan accommodation. It is in this space that the filtration units are assembled and all machinery and parts stored.

I am keenly aware that there are countless needy projects vying for our attention. If at this time you may have a little to spare and if you feel that you could add to our collection, perhaps you could follow the links suggested by Judy in the flyer and make a contribution to support the reparations.

Thank you in advance, juli g



# Education Co-ordinator



## LEARNING FORUM



Are we choosing the food we eat? How much sugar is in the food we buy? What does the sugar do inside our bodies? What are ways to measure the impact of sugar? These and a host of other questions are addressed by the Sugar film we watched together at the Learning forum on Monday night. We were assaulted by facts and figures, images and emotive footage and different styles of scientific material. We found ourselves wondering about how we feed our families. Parents, grandparents and staff gathered to watch and chat

Are we choosing the food we eat?

It is possibly this question that most intrigues me. Not only because food is the obvious fuel for the body and brain but because it begs a much larger question about responsibility for behaviour, actions and essentially our values that underlie both.

Let me share just one example... Most of us walk in a supermarket thinking that the produce there must be reasonable for consumption. However, the labelling, the advertising, the packaging and a host of other factors are at play effecting us- directly and indirectly so. Apparently 20% of food items in an average supermarket have ZERO sugar content, making 8 out of every 10 items picked up by most people, keepers of some sugar content. While the product labelled sugar is obviously sugar, many other items such as sauces, juices, 'lite' yoghurts and 'natural' mueslis, are not quite so obviously containers of large quantities of sugar. The names for sugar are growing and we are not teaching such systematically nor are we made aware of such. In fact the situation is quite the reverse. Large corporations, whose money fuel the supermarket space will do whatever it takes to keep such information from us, firing us with so much other data to redirect our attention. In addition, they hire scientists to phrase information in such a way as to maximise their profits, not our wellbeing.

It truly begs the question of what is response-able. We are only capable of making ABLE responses to that which we are aware. If our ACCESS to information is limited, if our very KNOWLEDGE is blocked, surely there are limitations to our responses. Lastly, and most importantly, some issues lie beyond personal responsibility- They lie in the realm of public policy. HIV moved from personal responsibility to public policy when it started to threaten large enough numbers of people. Lustog makes this point well in the TED talk SUGAR- THE ELEPHANT IN THE KITCHEN. For those who have only 22 minutes ( and not an hour and a half to watch the full SUGAR film, this is a reasonable summation )

<https://www.youtube.com/watch?v=gmC4Rm5cpOI>

One thing we can do to build personal responsibility is cultivating the questioning, exploring mindset in place of the assumption frame. It is one of Kinma's *raison d'être*'s. What is important to us, the educators of Kinma, and obviously the families who sat with us on Monday night, is that the children who leave here can THINK and have the STRENGTH OF SELF to make decisions for their wellbeing and those they care for. Will my child make a reasonable choice when they are at a friend's place? How will they make their way through the maze of data thrown at them? Who will they trust as reasonable people to support their decision making process? As I sat watching SUGAR and listened to the families and staff it was the implications for schools and families of HOW we answer the above that kept me awake.

Two practical short term actions were set up. Firstly, a recipe bank of healthy foods. Two conditions-1) that at least our own children enjoy it ( hence it's been tested on our own children)- then maybe others children will like it and maybe they will not – but it's worth a try! 2)We are aiming for natural foods ( fruits, vegetables, spices, seeds, meats, eggs, oils, grains) with no sugar. We understand that not all people eat all of those foods but as long as there is clear demarcation

of ingredients people are clear to choose. All recipes can be sent to my email ([julig@kinma.nsw.edu.au](mailto:julig@kinma.nsw.edu.au)) and I will pass onto Amanda ( mum of Leon, Sol and Tai) who is collating them.

Second, a list of ideas/ questions from the night

- Do we take young children to a supermarket? Older children may benefit from dialogue eg: factors effecting purchase.
- Beware passing on shame, guilt, neuroses about food eg: Making children feel awful because they ate some 'less beneficial food' at a party. Is the emotional damage worse than the effect of the food?
- How much to talk about it? Dialogue preferable but likewise be aware of too much talk.
- Moderation? What does it look like? Obviously different for each family? Discussing food as a family is of value
- Why is celebration so often associated with sugar?
- What is the base level of sugar of ourselves and our children?
- Do we role model healthy eating? Do we role model shame, guilt, neuroses about food to our children?
- How do we teach our children – long term – not only about food decisions but about making decisions per se?

I recommend that you watch the film with a group of others so that you too can chat through your thinking and listen to the thinking of others.

A huge thanks to all who came. The input was heartfelt, the attitude open and vulnerable and the support offered to one another, welcomed.

Juli g



Snack attack is now a flat \$5 regardless of what bits your child is having, and we are no longer serving juice. Parents making Snack Attack - please put out water for the kids to drink.

Snack Attack has been a part of Kinma for a very long time...and how wonderful for the children to have their parents come in and fill the air with a good home-cooked meal. There have been some amazing foods and traditional goodies that parents have become loved and famous for.

There are 64 children in the Primary and 28 in Preschool, approx. 10 adults on Wednesdays.

We have 17 gluten-free, 10 dairy-free children, and 3 vegetarians. If your child is any or all of these 3, please let me know.

Usually we have 2-3 parents that come in on a Wednesday and one makes the Main and the other Dessert...or you do it all together on the day. It is a great way to meet and get to know the parents of Kinma and spend the day with the children.

Like everything at Kinma it is a very relaxed easy day. There are not many rules, all we ask is for it not to be too junky and offer vegetarian, dairy-free and gluten-free options.

The kids really enjoy Snack attack, and it's great when we can make Snack Attack happen every week. Below are the dates for Term 1 Snack Attack.

#### SNACK ATTACK TERM 1, 2016

Feb 10	Nic, Liz & Kathleen
Feb 17	Rachel P, Alix G & Katerina
Feb 24	Lisa G, Sam F, Sona & Gloria
Mar 2	Amanda RB, Akualera & Richard
Mar 9	Hayley & Julie
Mar 16	Karen, Lesley, Michelle D, & Felicity B
Mar 23	Beck, Gemma & Rosie
Mar 30	Preschool
April 6	Yurt Farm – no Snack Attack

*Some examples of successful meals have included Chicken wings/ drumsticks and salad, tacos, nachos, pasta dishes, pizza, sushi, quiche, fruit and yoghurt, baked apples with cream/yoghurt, natural ice blocks... and much more.*

*All expenses for ingredients are reimbursable.*

If you have any questions or want to contribute please email me at [hayleyjl@tpg.com.au](mailto:hayleyjl@tpg.com.au) or call 0435 145 486.

Thanks,  
Hayley Lewis (Turiee's mum)

# Extras

Warringah Council Presents

## TRANSITION TO HIGH SCHOOL

*For parents and carers of children in Years 6 - 8 looking to enhance their child's early high school experience.*

*Tue 8 Mar*

*6.30 - 8.30pm*

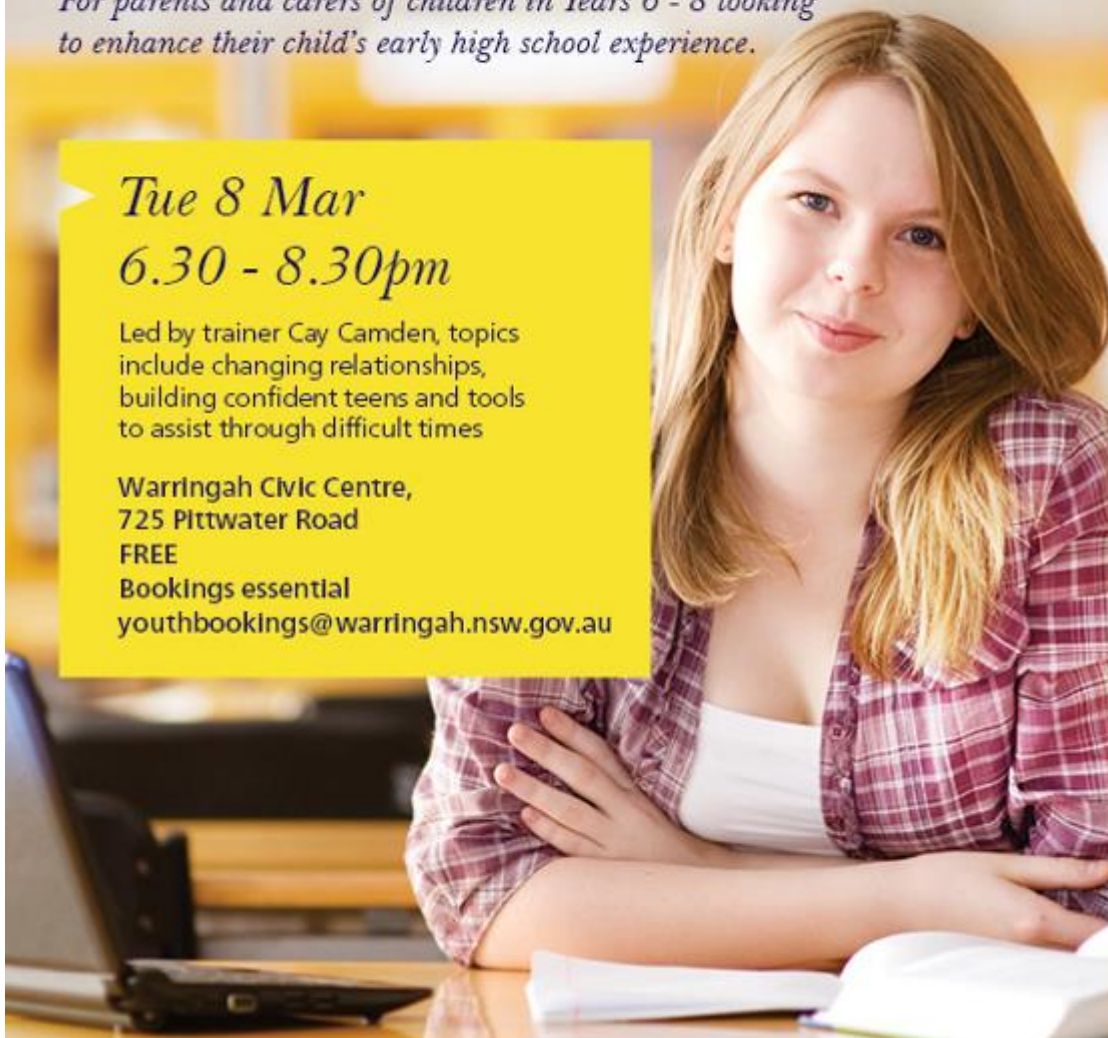
Led by trainer Cay Camden, topics include changing relationships, building confident teens and tools to assist through difficult times

Warringah Civic Centre,  
725 Pittwater Road

FREE

Bookings essential

[youthbookings@warringah.nsw.gov.au](mailto:youthbookings@warringah.nsw.gov.au)



## Northern Beaches



## Support Group

*A problem shared is a problem halved*

The Northern Beaches ADHD Support Group is a voluntary, parent-run group offering support for parents of children/teenagers with ADHD via monthly meetings. The group provides a safe & supportive environment to discuss and learn more about ADHD.

**SPEAKER EVENING WITH  
DR LEILA MASSON**



**“5 EASY STEPS TO START HELPING YOUR CHILD WITH ADHD”**

Dr Leila Masson, integrative Paediatrician, combines Allopathic Medicine with a nutritional and biomedical approach treating the whole child, not just the symptom & supporting the family on their path to optimal health.

In this talk Dr Masson will discuss an optimal diet, nutritional supplements, sleep, ways to reduce stress & additional therapies that may improve learning, behaviour, focus & attention.

**Tuesday, 8<sup>th</sup> March 2016 @ 7.00-9.00pm**  
**The Pittwater RSL, Main Sail Room, 82 Mona Vale Road, Mona Vale**

**\$5 CONTRIBUTION ON THE NIGHT**

Ticket reservations essential via the website or  
<http://www.eventbrite.com.au/org/4222746751>

Register on 



Facebook: <https://www.facebook.com/BeachesADHDsupport>  
Facebook Forum: <https://www.facebook.com/groups/BeachesADHDsupportgroup/>  
Email: [nbadhdsupportgroup@hotmail.com](mailto:nbadhdsupportgroup@hotmail.com)  
Website: [www.northernbeachesadhdsgroup.com.au](http://www.northernbeachesadhdsgroup.com.au)  
We sell the Entertainment Book online via our website



ADHD Guide

Your guide to ADHD information,  
services & resources in the Northern  
Sydney region.  
[www.adhdguide.com.au](http://www.adhdguide.com.au)



Venue kindly sponsored by  
Pittwater RSL Club

**WORKSHOPS MANLY**

Hi Parents,

**Take a break from being a fabulous parent and do something for yourself!**

We run art and lifestyle courses for adults in the heart of manly, our classes range from short evening courses to weekend workshops and are held either at our studio, or offsite at iconic manly venues. Some examples of our courses:

- Quit the Sugar Habit
- AirBnB Your Home
- Build your own Terrariums
- Charcoal Drawing
- Get Naked with Your Food – Raw Foods
- Fermenting Your own Kombucha
- Singles Nights

Be it - art, furniture, lifestyle or a useless fad - we have a course for it!

**WORKSHOPS MANLY**

[www.workshopsmanly.com.au](http://www.workshopsmanly.com.au)

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