

HERMOSA MONTESSORI COMMUNITY TIMES



I invite you to follow your student's school activities on our Facebook page. Look for photos and text which can give you a window into your student's day at school.

DATES TO REMEMBER

- Tue Sep 10**
Classroom Group Pictures
- Wed Sep 11**
Individual Pictures
L.E. & M.S.
- Thu Sep 12**
Individual Pictures
U.E. & Pre-K
- Tue-Thu Oct 1-3**
5th Grade Science Camp trip
at Grey Hawk Nature Center
Your extracurricular dollars at work!
- Mon Oct 7**
Fall Break
NO SCHOOL
- Wed Oct 9**
Coffee, Tea and Parenting
9:00-10:00 a.m.
- Wed-Thu Oct 9-10**
Land Lab trip for M.S.
overnight
- Wed Oct 9**
Michael's Class Open House
6:30-7:30 p.m.
- Fri Oct 11**
Carnival
5:30-8:00 p.m.
Everyone is invited!
- Wed Oct 16**
Sheila's Class Open House
6:30-7:30 p.m.
- Thu-Fri Oct 17-18**
Pre & K Conferences
NO SCHOOL for Pre & K only

SEPTEMBER 2013

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The Six Senses of Art *by Sheila*

Each summer, Art teacher Carol Thaler immerses herself in the art world in New York. She participates in continuing education classes and programs at the major museums and galleries, that inspire and guide her teaching upon her return to Tucson. This year, in addition to her watercolor class, she had the opportunity to participate in the Metropolitan Museum of Art's "Making Sense" Colloquium which focused on "Think with the Senses, Feel with the Mind," and "Art in the Present Tense." Other programs included "Giving 'voice' to Perception and Tangibility to Ideas," the "Power of the Unseen," "Using the Senses to Smell, Taste, and Touch," "Painting the Music," and "Finding the Light." This program is well aligned with Hermosa's approach to education, through sensory experience and training.

2013 International Montessori Congress *by Sheila*

Thousands of Montessorians from around the globe, representing 55 countries, gathered together in Portland, Oregon to learn and celebrate the unique Montessori view of childhood and human development. This group included neuropsychologists, policy makers, psychiatrists, authors, teachers, and directors of International and American Montessori organizations. Hermosa teachers Ruth Barré, Maribeth Slagle, Anne Shepherd, and Sheila Stolov joined the participants to learn from the prominent presenters of current research, and best practices in education.



One of the sessions was the "Montessori Elevator Speech" contest with the session hosted by author and Montessori dad Trevor Eissler. The contest was a 60 second video presentation answering the question "What is Montessori?" This breakout session was held in two large rooms of the Portland Convention Center. There were hundreds of entries from around the world, including those from the author himself, and the directors of national and international organizations. Hermosa entered two programs. One of Hermosa's entries opened the session, and one entry won a prize. Congratulations Hermosa! You can view these programs on Hermosa's web page on the YouTube channel.

Teach your children to swim, an ancient text urges parents. This sums up one perspective on childrearing in a single sentence, a parent is obliged to teach his child how to swim. Although this is very good advice for Tucsonans, who live with an abundance of backyard pools, the original author is not concerned with learning the skill of swimming, but with the importance of preparing children to “swim through life” independently. Wendy Mogel, Ph.D. Clinical Psychologist and author of *The Blessing of a Skinned Knee*, writes that parent blogs today indicate that parents are focused on taking their children’s emotional, social, and academic temperature every four or five seconds. She counsels parents to spend no more than 20 minutes a day worrying or thinking about their child’s education.

Many articles have documented that well-intentioned parents are preparing their children to become unable to swim through the waters of life. Titles such as, “It’s Not About You: The Emotional Toll Of Being Too Involved In Your Kid’s Life,” “Putting Parents In Their Place: Outside Class, Too Much Involvement Can Hinder Students Independence, Experts Say,” “Tucking the Kids In-- in the Dorm: Colleges Ward Off Overinvolved Parents,” and finally “Helicopter Parents Now Hover at the Office.” All of these articles have one common theme; parents handling situations that children can handle themselves. Sue Shellenbarger wrote in 2005, “A new generation of over involved parents are flooding campus orientations, meddling in registration and interfering with student’s dealings with professors, administrators and roommates, school officials say. Some of these hovering parents, whose numbers have been rising for several years, are unwittingly undermining their children’s chances of success, campus

administrators say. At the University of Georgia, students who get frustrated or confused during registration have been known to interrupt their advisers to whip out a cell phone, speed dial their parents and hand the phone to the adviser, saying, “talk to my mom,” says Richard Mullendore, a University of Georgia professor and former Vice President, student affairs, at the Universities of Georgia and Mississippi.

A good friend of mine, a former Montessori teacher, now college professor, tells me students commonly complain that they didn’t get the grade they “need” (and didn’t earn) and then proceed to hand her their cell phone saying, “here, talk to my mom!” In 2006, Ms. Shellenbarger wrote, “It’s unbelievable to me that a parent of a 22-year-old is calling on their behalf,” and says Allison Keeton, director of college relations for St. Paul Travelers, after taking many calls from parents, “telling us how great their children are, how great they will be for specific job,” she started calling this generation “the kamikaze parents -- the ones that already mowed down the guidance and admissions offices and now are moving into the workplace.”

“Without saying a word, we constantly show our kids what we believe they can be. They will either live up to our highest expectations...or down to our greatest fears.”
Jim Fay and Charles Fay

The path to self-reliance begins as soon as our children can wiggle out of our arms and start to walk independently. At Hermosa, students as young as three begin to learn in many small steps how to take care of themselves. As they grow developmentally more capable, we give them more opportunities to “test the waters,” and their swimming ability. As some of you have heard me say, letting go is one of the hardest and most important responsibilities of parenting. However, the “payback” is also rewarding and great. It is never too late to start those swimming lessons!

What Teachers Wish Parents Knew *by Maren Schmidt, M. Ed.*

At a teachers' conference a couple of years ago we broke into groups to answer the following question: What are the most important ideas you'd like to communicate to parents of the children you teach?

Here are the thoughts from over one hundred teachers and school administrators.

Respect the work of your child. Children are involved in a huge task of trying to build an adult to live in a world that we cannot begin to imagine.

Be a help to life. When we assist children by creating a place where children can grow to be unique individuals, we not only help that particular child, but we help all life on our planet.

Any unnecessary help is a hindrance. Use it, or lose it. When we offer to do for our children anything they can do for themselves, we slow down their progress of building strong independent people.

You don't have to react to popular culture. Step back, and think about what your child really needs. Does the pop world of toys, movies and teen celebrities support the developmental needs or personality of your child and your family? For example, are cartoons the best way to spend Saturday morning? Is a certain video game important to your family's long-term goals?

Parents need to be the adult in the relationship. Parenting is not about being your child's best buddy. It's about leadership and guiding your child to adulthood.

Don't be afraid to set boundaries. Sometimes we have to be the bad guy by calling our children back to a safe path. Setting firm expectations for behavior helps our children learn to be responsible and to understand the relationship between freedom and responsibility.

Have children take responsibility. Our children are much more capable than for what we give them credit. Give your children responsibility and the freedom to make mistakes within the boundaries that you've set.

Let kids be kids. On the other hand, children aren't little adults. Their needs are much different. Understand developmentally what your child needs, and let your children be kids, not miniature grown-ups.

Understand sleep and nutrition for children. Children need more than eight hours of sleep per night, more so in the range of 10 to 14 hours. Children's diets require complex carbohydrates versus simple sugars. Invest some time to understand dietary and sleep needs of children and how they differ from adults.

Kids need quiet and transition times. Modern-day children seem to have their days, weeks, months and years programmed from getting up to bedtime. "Do nothing" time and adequate time to move from one activity to another helps make for a happier healthier child.

Give your child your quality time. And lots of it. Children require one-on-one adult time to thrive and survive. Today our children have to compete with cell phones, computers, jobs, etc., for parental attention. Block off time each day to focus only on your child's and your relationship. Amazingly, ten minutes of focused time per day can make a huge difference in both your lives.

Teachers have an outside window into the parent/child relationship. As parents, we should think about these points and change our thinking and behavior to help our children become the unique human beings they are working hard to build, minute by minute, activity by activity, day by day.

Hermosa Kids Say the Funniest Things

"We're you born six years ago?" the teacher asked.

"I don't know, I can't remember," replied the student.

Advice Column *by Dr. Charles Fay*

Every day, otherwise strong adults are brought to their knees, desperately attempting to extract their whining, screaming tykes from toy aisles across America. In villages and big cities alike, normally calm and collected adults find themselves resorting to various forms of beggary, bribery, or big-talk-ery, trying in vain to preserve their checkout lane dignity.

Such pain and humiliation need not be! With the following tips, shopping with small children can be joyful rather than jaw-clenching:

Practice the "Uh-Oh Song" at home.

Learn how to get your small child to listen the first time by watching, *Painless Parenting for the Preschool Years*.

Give them a mission prior to leaving home.

Find pictures of the items you need to pick up at the store. Have your child use these images to be your helper at the store.

Set positive expectations in the parking lot.

"I know we are going to have a great time shopping! I'm sure glad you're here to help me find what I need!" Statements such as these are far more effective than, "If you're really good, then I'll get you..." or "If you don't behave I'm going to..."

Keep the pace quick, snappy, and fun.

The faster you move through the store, the fewer problems you'll have.

Let them learn from the cashier.

If your child grabs something they can't have, experiment with saying, "You may have that as long as you can pay for it." Let your child visit with the cashier about how he or she plans to purchase the item...with no money.

Remember that fits now are better than fits at age sixteen.

Every good fit that our kids throw when they are small is one less fit they'll have when they're teens.

My School *by Malina*

My teachers are very nice and the nurse is too. The students are very helpful. Lots of new kids are here. It is fun naming our tables. We had our first project. It was Anna's project. We do music with Mary. We call our buddies mentees. Clara is also nice.

My Project *by Anna*

Last week in art we made flower paintings like Georgia O'Keeffe. They were very amazing and full of color. I did a project. A project is when you pick a subject and write lots of information about your subject. Then you get a poster board and paste interesting pictures on it. In P.E. we got to play with water squirters and our teacher Daniel let us play tag. So the point of the game is not to get squirted.

Middle School News

Taken from *The Middle School Weekly Review*

Triangle Y Trip to Catalina! *by Jill*

Our first big outing of the year will be the overnight trip to Triangle Y! The purpose of our trip is three fold: to build relationships of trust within our community, to decide on a code of conduct plan for the year, and to learn more about our strengths and weaknesses as individuals. While we can accomplish many things in the classroom, the backdrop of nature helps us to let go of some of our fears and be able to step outside our comfort zone as we learn about each other. It takes courage to make new friends and tackle a new year of school challenges! We hope this will be a fun trip for all. At Triangle Y we will be cabin camping and can enjoy swimming, archery, games, a high ropes course, a climbing wall, volleyball/basketball courts, and much more.

How Can I Be A Better Mentor? *by Jill*

During Cycle 1, 8th grade students have been assigned to mentor a 7th grade student in order to help them get used to the rigorous middle school curriculum. It can be a pretty tough job, but our 8th graders have worked hard to smooth the transition. "I try to make friends with my mentee. Because when you know each other better, you get more work done," says Ellie. "Give them tips about how you learned from your mistakes made during your 7th grade year," says Rachael. Caleb, on the other hand, finds it tough being a mentor. "It only gets hard if your mentee doesn't listen to you," he says. The middle school curriculum and environment are very different than the comfortable elementary classroom to which students are accustomed. It can be quite demanding, requiring hours of dedicated study. "It's a lot of work. And you get used to it pretty quickly, but its hard to get it all done," says Skyler. Hang in there, 7th graders! You're doing a great job, and it will get easier!

Natural World in a Nutshell *by Jill*

Natural World this year covers many fascinating topics, from electromagnetism to environmental protection. We begin in Cycle 1 with a look at Newton's Laws, motion, and magnetism. At the end of the unit, students will build their own Rube Goldberg device! In Cycle 2, we will take a look at atomic structure and the qualities of solids, liquids, and gases. The end project for this cycle will involve a in-depth study of the periodic table. In Cycle 3, students will study the creation and careful management of energy. We will also study waves and thermodynamics! This unit will include experiments that study the properties of sound. In Cycle 4, students will build simple machines and investigate the uses and qualities of electricity. To wrap up the year, in Cycle 5 students will consider different sources of energy, including green energy, and answer the question, "What types of energy are best for our future?"

The Heroic Journey *by Jill*

The Heroic Journey is the project students will be working on in Personal World this year. The program is an exciting look at our personal progression through life, a journey that highlights the strengths and weaknesses of the individual and challenges us to overcome our obstacles. Sometimes these obstacles are elements we can control, and at times we are helpless to stop them. However, we do have power to accept these challenges and set goals to help us triumph over them. Another component of the Heroic Journey is understanding what it is like to be in someone else's shoes, which teaches us empathy and compassion for others. It promises to be an exciting year!



Julian and Zeus hard at work. Each day students are allowed individual work time as well as group work time to study collaboratively with their peers.



Gabby takes a moment to sketch the desert.