

Calendar for Term 2

Term opens:
Tuesday 7 May 2019

Public holiday:
30 May 2019

Travelling classroom 3
24 to 28 June 2019

Mid term break:
(school closes) Friday 28
June 2019
(Re opens) on Monday 8
July 2019

Public holiday:
Wednesday 22 July 2019.

Travelling classroom 4:
School trip to Maputo
5 to 8 August 2019

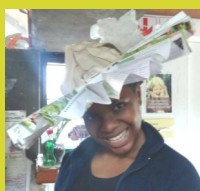
Term closes: Friday 8
August 2019.



Getting the garden going.



Thursday is welding.



Parent workshop –
Creative hats



CP student busy online.

LILIMA MONTESSORI HIGH NEWSLETTER

VOLUME 1 ISSUE 3

FIRST TERM 2019

Who attends Montessori parent days?

Written by Julie Hertslett

(yoga and physical health teacher)

I went!-Three times! Along with some other parents, teachers and even some of the students!

Each meeting covers a theme directed to inform those present, on the direction the school is taking. I get to catch up to where the students currently are.

We get deeper into what Montessori learning is, the Careers programme, and those blessed acronyms! CPR; IC; MYP; IB; DC! We get a taste of the Interactive classroom where “Children are respected more than they currently are”.

Lynn sets us an ‘Icebreaker.’ The latest one was to design, make and model a sun hat, in a team, to spec, with the use of only sticky tape and a magazine – within half an hour!

We are surrounded by examples of activities from the terms work, art work, theatre props; a rainbow of files, in between ancient objects, artefacts, and ever present tortoise-shell cat.

With tea coffee and snacks we are issued with notes to keep, a questionnaire and monogramed yellow pencil to return at the end. These meetings feel as if they attach the guides, students and parents together into a more cohesive Montessori Family. It helps solidify what I believe is attainable by the students and guides. Whatever has been missed or misunderstood can be covered and made clear here. Questions are welcome!

For a school of nearly 30 students only a handful of us interested parents get to experience (and enjoy!) what the teaching body presents. We get to judge, scrutinise and study every word and every feature of Lynn, Mduduzi, Christine and Nqaba as they present the different sections on the topic of the meeting. We get to see what our kids see daily.

I get enthralled by their investment in their charges, I cry at some of the video blurbs they choose to highlight what drives them as Montessori teachers; and laugh at the different anecdotes used to motivate a point of change for those teachers. We learn more about our students, their

school, and their achievements!

It is also interesting to hear what other parents’ concerns and issues are. The Guides illuminate their gifts and wealth of knowledge they share with the students- with a sense of deep confidence, so necessary for a pioneer school.

Being a product of a pioneer primary school I realise what my parents may have been feeling those years back and thank them for taking that chance. (Sifundzani Garage school classrooms.) I’m looking forward for my boy to be old enough for Lilima!



The Careers programme

This term Lilima enrolled the first 7 students in the two year school leavers, Careers Programme course.

This programme is made up of several components including a minimum of two IB Diploma courses, an online Level 4 Diploma in Technology (career study), an internship, community service projects and other projects to

develop personal and professional skills.

The IB Diploma subjects are being studied on line through a UK online school called Pamoja. This is part of a collaboration with Waterford Kamhlaba and the students will write their final IB examinations next year at Waterford.

The students have chosen a

diverse array of career studies such as Graphic design, Applied Chemistry, Computer engineering, Event management and Sports Science and have placements in local businesses for their internships.

The school will be hosting events organised by these students as part of their professional skills projects.

Visiting lectures– (written by Savannah and Bonga)



Fantastic stage make up!
How to do theatre and
film special effects.

In the first term Lilima hosted two experts in their field who shared their knowledge and experience.

3D Design and modeling.

Tobias Nagel is a 3D designer from the Netherlands who came to teach us how to use Rhinoceros, a sculpting software. He is a carpenter by trade and had designed the interiors of boats manually before a friend introduced him to the program. He then taught himself how to use it and 11 years later says he still learns new things from it. He now lectures

at universities teaching them how to use Rhinoceros. The information created in the program can be sent to a 3D printer and printed out with the exact dimensions intended. Tobias showed us how this was possible by showing us a multifaceted star he had designed and printed. He uses the same process to design and cut steel and wooden plates to fit in the boats interiors. The interior designing process is highly detailed and it can take anywhere from 250 to 350 hours to complete. Tobias downloaded the software for us and we learned the basics such as how to trans-

form and translate shapes, how to duplicate and mirror them, to rotate them, how to cut out specific areas from existing shapes, similar to carving and he introduced point snaps which cause a point on a shape to teleport or "snap" into place.

Special effects stage make up

We were also treated to a demonstration of special effects for stage and film through make up.

Setsabile Tsela a specialist stage and TV makeup artist showed us how to create realistic "fake" injuries and amputations through clever techniques.

Market days- (written by Zoe and Tish)



"Market day on the
lawn.
Luckily everyone
managed to find
enough customers
to make a profit"

Coming towards the end of first term Market day has been a huge success. All the students have worked extremely hard in accomplishing their businesses. Despite the challenges they all come across everyone was brave and faced them all very well. These challenges included trying to find customers to buy their products, advertising the product well and ensuring it was ready on time. All students attended market day. At the

first one, some made a profit and some made a loss. On the second one we all powered through and managed to make some good money. The students were all proud of what they had achieved and they had a good day.

We also had a miniature talent show during our second market as entertainment, which led to the customers staying a bit longer. Customers bought more

to enjoy the show and we had some people dancing singing and other rapping and showing off their talent.

The market days bring families together where everyone shows their support and can be proud of the students efforts. It is fun for everyone and we can say that this terms markets were a success.



Intercessions-travelling or outdoor classroom

The ground
was definitely
too cold for
this warthog
in Mlilwane



At Lilima the intercessions form a very important part of our curriculum. It is where the students learn "out of the classroom" on the school trips. These travelling classrooms allow the students to apply theory to context.

The themes that are studied through the term are examined and ob-

served in real life.

These outdoor classrooms are not just "standard school trips" but impart life skills and are a valuable learning experience.

We would like to remind the parents that it is a requirement that all the students attend the Middle Years Programme intercessions.



Outdoor classroom at Mlilwane

"Must we always teach our children with books? Let them look at the mountains and the stars up above. Let them look at the beauty of the waters and the trees and flowers on earth. They will then begin to think, and to think is the beginning of a real education."
- DAVID POLIS

Travelling classrooms at Malolotja and Mlilwane



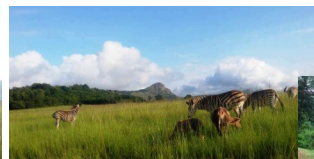
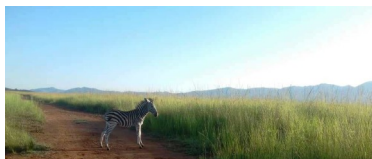
Savannah's reflections on the intercession at Malolotja:

This intercession has been a really weird one! I don't even know how it was possible to fit so much drama into three days. When we were down by the river I started thinking about how nice it would be to be a bird. You could just fly around, no

responsibilities and your only worry would be when your next meal came around. That's it.

Even if it was possible to magically turn into a bird and play away for ever I don't think I would take the opportunity. We have become so intelligent that we now need to engineer our own problems. The problems we would have as a bird have already been solved. What we have is never enough, we can always improve.

I wonder how long it will be before our generation are the bird people.



Wish they could be.

Are we moving towards freedom or are we building a prison for ourselves? Maybe knowledge is the key, maybe it only lets us see our cages.



"The child who has felt a strong love for his or her surroundings and for all living creatures, and who has discovered joy and enthusiasm in their work, gives us reason to hope that humanity can develop in a new direction."

Maria Montessori

MYP subject themes

This term's academic study across all 8 subjects included two themes. Firstly **I Machine** which falls under the IB global context of *Scientific and technical innovation*. Here the students explored the questions;

What is the relationship between man and machine?

What is the role of the machine in our culture?

Is the future world big enough for both Man and Machine?

How do number machines work?

The second theme was **Illusion vs. Reality** as part of the global context *Orientation in Time and Space*, investigating questions like;

What is reality and how is it constructed?

What tools can the individual use to judge the difference, or draw a line between illusion and reality?

Are we living in a simulated environment?

Why do we need numbers? Are they real?



Visual Art—illusion and reality and Yebo Art gallery, Silk screen printing



The Lego league—(written by Sphiwo, Ethan, Noah, Callan and Richard)

In the Lego league competition we got to learn how to programme a robot made out of Lego, to move it using different sensors with measurement of distance and angles. We were able to make a robot that moves like a toy car. The sensors we used were gyro sensors and ultrasonic sensors. Each team was given Lego and sensors to make the robot.

Gabriel and Callan were the builders, Ethan, Noah, Luthando and Richard

were coding for Team Terabyte. Sphiwo and Josh were the researchers and Delight and Letitia were doing the core values. That was our whole team. Being part of the Lego league competition was very interesting and we had a lot of challenges to face. Preparing for the competi-



tion we felt a lot of pressure to be ready for the competition but we managed to pull ourselves together as a team and did well in the competition.

The competition was such a good experience and we all enjoyed it. We have learnt all about people and teamwork. We had a lot of weaknesses and that made us work harder so at the end we had more strengths than weaknesses.



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Hand in hand we learn.



GALLERY

Term 1 visual arts projects

