

Important dates:

School opens for the third term.
Tuesday 8 September 2020

Half term:
22—27 October 2020

School Closes:
4 December 2020

Lilima Montessori High Newsletter

Volume 4 issue 2

Second term 2020

Being physically active is key

Cultivate every opportunity for your adolescent to move....

invite your children to go on a walk with you, respect their "no" and try everyday.

For more information:

Montessori Parent Coronavirus Survival Guide
<https://www.trilliummontessori.org/survival-guide>

Thriving in challenging times

As parents of adolescents we applaud your commitment to your children's well being during these times of unpredictable change. We as a Montessori community have reflected on the past term and offer some strategies going forward to improve the learning experience for the students as well as some suggestions for strategies to try at home as well.

This article includes information shared from the Montessori Parent Coronavirus Survival Guide (T Oesting and Seemi Abdullah) and the American Montessori Society (AMS) Learning from home Handbook.

Starting in September all the students will be able to attend school for a 4 hour shift

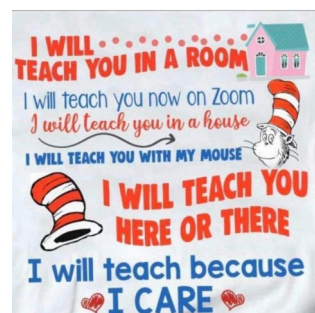
(morning 8 – 12 or afternoon 12 – 4) on Tuesdays and Thursdays. The details of the shifts will be shared at the start of term. On these face to face days we will be able to deliver the Visual Art, Dance, Music, Drama and Physical health programmes effectively.

Next term our theme involves the heroic journey and we are working towards completing a film production instead of our theatre performance and we would like the students to be able to:

Schedule their own time, review the expectations of the study guides, work solidly for about 4 hours a day, submit or review the assigned work according to

guidelines and compose and maintain a portfolio of their work to bring to school when they attend weekly.

If possible parents are invited to check in with your children each morning to plan school work time and work space. It is helpful to maintain daily conversations about progress. In addition since we are not able to employ our usual school cook teams, we suggest you invite your children to prepare a meal for the family at least once a week and to contribute to the household chores.



Why online schooling can be difficult for teenagers

Adolescents acquire culture and construct a sense of well being through their interactions with others. If they are unable to interact with their peers at school it becomes difficult for them. We need to create a sense of emotional wellbeing so that they

may feel nurtured and understood unconditionally. Their behavior is their way of communicating and all behavior has a root cause. We need to observe their needs, validate their emotions while upholding limits and responding to charged

emotions with empathy, kindness and space.

Adolescents are also striving for independence and our role as parents is to create the conditions that minimize the dangers and amplify their successes.

News flash



Welcome Emma! Mimi's baby is our newest Limila family member. Born 13 August 2020.

In this edition of the newsletter we profile some of our part time staff

This year's graduates wrote their Pamoja final mock exams in July/August and are ready to complete in November. We look forward to celebrating their graduation at the end of this coming term.



Bheki and Musa
Tinzaba temdzabu

Themes for Term 3

Every term we focus on a global context or theme.

This final term the we explore the global contexts of **Identities and Relationships and Fairness and Development** .

As a means of exploration we will look at the Hero's Journey according to Joseph Campbell. The Hero's Journey, also known as the monomyth, is a story of a common individual's quest that is

wrought with trials but concludes in victory and transformation. This quest typically ends as a full circle with the individual's return to the very spot from which they began their journey. This cyclical process has three parts separation, initiation, and return.

Studying the hero's journey, as it is universally portrayed in literature and movies around the world, is a symbolic re-

flection of each of our journeys through life.

During these complicated times of dramatic change, in addition to the tumultuous challenges of the adolescent, this is a suitable lesson for that deep dive into global citizenry.

It also provides an opportunity to examine the development of power and privilege and the global impact on humanity and the resultant inequality.

Virginia da Conceicao—Portuguese

Virginia is a teacher, lecturer, translator-interpretor and a pastor.

She is from Ronga land in southern Mozambique where she learned Portuguese and English and was given the opportunity to work for SADC teaching Portuguese and English.

Virginia was selected to travel

to France to learn and instruct French language and on her return to Mozambique was invited to teach Portuguese here in Eswatini where she now lives.

She currently teaches at Sifundzani High School and at Lilima.



Bheki Nhleko– Performing Arts (music)

Bheki Nhleko, is a talented musician, actor and craftsman. His main instrument is the flute but he is also an expert on African musical instruments and he builds marimbas and other percussion instruments. He studied at Christian University and specialised in orchestral and choral performance and music theory. Bheki has been part of the Bushfire workshops for the past 10 years and he has performed

widely in Eswatini and South Africa. He is part of the band, Tinzaba temdzabu, performing with Musa Zikalala and Xolani Tsela. He has acted and was part of EU Filmlab production of "Human" a story of the struggles of a young blind boy. He wrote the soundtrack for "Tibi tendlu", a documentary focusing on the abuse of women in Eswatini. Bheki is currently working with Eswatini singer

and songwriter, Boloja, on a children's puppet show series for ETV funded by UNICEF, SOS and World Vision. The series consists of 15 episodes with guest artists and Bheki has designed and handmade all the



Nhlanhla Vusimuzi Simelane—Performing Arts (dance)

Nhlanhla is a dancer, actor and vocalist. He has worked with groups such as Pelepele and Africa Umoja in South Africa. For the past 4 years he has been conducting dance classes for children in pre schools through a programme called the Dance Nation Academy. He has worked with the Alliance Francaise and has performed internationally in France,

Spain and the Netherlands at the Fesitavals du sud and festival Des cultures du monde de Gemenos.

This year he auditioned and was shortlisted for Mufasa’s part in the South African pro-

duction of the Lion King.



“Creating visually uncluttered spaces reduces stress, increases exploration and builds manageable expectations”

Julie Hertslet-Visual Arts and Physical Health

Julie is a trained, but also gifted artist! (A God granted skillset, with added tertiary education experience). She is a multimedia visual artist and a visualization consultant and has spent the last few years learning and training how to lead Yoga. But most of all she is part of a family, a partner and a parent, and guide at this most extraordinary high school. She is presently

learning new ways to reach out and create a space to inspire and support the kids of today and now. Julie likes what Lilima represents and fancies the Montessori method and is intrigued and excited about the blend of IB and Montessori at Lilima. She also believes in finding the positive in things, treading as lightly as possible on this earth,

being responsible an accountable for our junk; the importance of movement; growing plants, making spaces beautiful, and smiling!



Estelle Lombard– French

We would like to introduce Estelle Lombard who is joining us as our new French language teacher.

Estelle replaces Frances Aaron who will be leaving to concentrate on her NGO working with environmental issues.

Estelle is a native French speaker and has worked in France and South Africa at the Lycee Jules Verne in Pretoria. She has a Mas-

ters degree in Education from the University of Aix Marseille in France. She is adept at using positive reinforcement techniques to encourage student behaviour and growth. She uses her artistic background to foster student curiosity and interest throughout hands on activities and language development. Along with French, Estelle will be coordinating the community service projects for Lilima.



We are very happy to have her join our Montessori community. Welcome Estelle.



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Hand in hand we learn

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Our vision is a peaceful world

which is attained through our children,
 where all forms of life are respected,
 creating an inter-dependent global community.

Our mission is:

To provide children with a safe, courteous,
 respectful environment in which to grow
 intellectually, physically, socially and emotionally;

To nurture their spirit by acknowledging their
 uniqueness and purpose;

To create a positive and significant impact on the
 lives of everyone who is involved in the school
 whatever their role.

Term 2—in pictures

Personal and cultural expression – Building Community – definitions of community and creating an interactive model demonstrating how to build community—Exploring Artistry, craft, creation, beauty, Islamic patterns and design, sculpture.

