



Nightingale Notes

October 2019

Annual Family Picnic

November

- 4 Eagle Bookmobile
- 8 Owl Farm Day
- 11 Eagle Bookmobile
- 12-13 Falcons Ohio Youth & Government Seminar
- 15 Eagle Farm Day
- 18 Eagle Bookmobile
- 22 Owl Farm Day
- 25 Eagle Bookmobile
- 26 Wings to CTC
- 27-29 Thanksgiving Break**

December

- 2-6 Holiday Gift Shop**
- 16 Eagle Bookmobile
- 19 Winter Break Starts**

What a great picnic on Sunday! We had beautiful weather, delicious food, great fun with a great turnout! Many families shared how great it was to come together and share food and festivities. Parents shared that they were happy to meet the kids that their child always talks about when they recount their day. Others shared how great it was to meet other Montessori families that choose this experience for their children too. We had a "never-ending" face-painting line, great singing from the Eagles and Chickadees, a fabulous turnout for the raffle, both in donations and in participation. The Wings' micro-business reports they were happy to share their projects and made sales. We sold trees, bubbles and fresh OJ. Many expressed how they are looking forward to next year's picnic!

Thank You!

We had a great raffle. We had a tremendous response in donations and great participation! We made \$485! Thank you to all NM families that participated and congratulations to those that won a basket!

We would like to thank all of our donors:

Heather Crawford, parent of Eagles, Gavin and Devyn
Saundra Gibson, grandmother of Chickadee, Sevyann
Adam and Alumna, Mia Frantz (and Bryce Hill), parents of Hummingbird,
Rosie and Chickadee, Marie
Chelsie Davis, Eagle teacher
Amber Evans, parent of Eagle, Braxtyn
Jeanette Wagner, parent of Falcon, Sterling and Owl, Nicholas
Mark and Barbara Konecki, in-laws of Wing teacher, Becky
Joseph and Angie Frost, parent of Falcon, Kyleigh
Karen Faust, NM Newsletter Publisher
Kasey Hamman, Hummingbird teacher
Corrine Klang, parent of Chickadee, Kennedy
Mystery donor of sports memorabilia
Heron Berry Farm
Short Stop Pizza
The Hickory Inn
Chuck-E-Cheese
Olive Garden
Stella Bleu Bistro
Champion City Guide and Supply
Courtyard by Marriott
Champion City Kings
Northridge Lanes
Victory Lanes
The Chiller Ice Rink
Tropical Smoothie
Mother Stewart's Brewery



Wings Microbusiness.



The Eagle and Chickadee Choir.



Heron Berry Farmers Meg, Sean and Collin



Spring wins the games!



Kennedy gets her face painted.



Fresh squeezed OJ.



Be in a bubble!



Arlo races!

Fall Picnic

Updates and Progress for our 2525 Campus!

Funding Approved for Chickadee Pod!

We excitedly announce that we have received funding from Richwood Bank, our neighbor, and are ready to add another class to our 2525 Campus. The Chickadees will join the Wings at the 2525 Campus next fall!

Security System Installed!

With NM matching 13% of funds the Bureau of Workmen Compensation grant of \$40,000 was awarded and we have **completed the security project for the entire 2525 Campus.** Plug Smart Security and Access Controls Business Unit installed a new TruVision Security Camera System and a TruPortal Access System. Additionally, there is an integrated burglar alarm system. They installed access control at the main doors and contacts to monitor door position at all other doors. The burglar alarm includes glass break detectors to monitor all perimeter glass window areas. A network video recorder for the camera system allows for a thirty-day recording storage period. Onsite training for NM staff is to come soon!

NM North Campus Has Internet!

Similarly, Nightingale was awarded about ⅓ of the full cost (\$35,000) of the wiring for internet of the 2525 Campus. Work was finished at the beginning of the school year so the **entire building now has working internet.** This money comes from the Universal Service Administration Company through the E-Rate program of the FCC. This year NM has also been awarded an ongoing monthly amount to lower our broadband internet costs.

Springfield neighbors begin investment in the move of Nightingale Montessori to North Limestone.

Charles Crabill, an original neighbor of our property, made available to us 3.6 woodland acres on our northern boundary for one seventh of the original cost to him! Jared Martin, the supremely qualified horticulturalist on staff is elated at the prospect of bringing specialized knowledge to our high school students relative to unique features of the newly acquired terrain. Richwood Bank, across the street from our new school site has offered a loan to cover expenses incurred with the establishment of our high school at the north end and those associated with the N.M. pre-primary at the south end. Pictured is the excavation of old root invaded clay sewer lines with replacement of new functional pipes.

Holiday Gift Shop Coming Soon!



The **Holiday Gift Shop** is a shopping experience your child can have in which they can independently pick out a gift for someone special in their lives. You will be given an envelope to indicate who they will be shopping for and a budget amount for each person. Wing

students will help your child shop, wrap the gifts and label the tags. Your child can practice independence while shopping, surprise their loved ones with their special choices, and gain experience with the joy of giving.

The **Wings** will help all of the younger students shop for gifts. The **Holiday Gift Shop** will be available to students during the week of December 2nd - 6th. The order of shoppers will depend on the receipt of their envelope and their availability due to academic schedules. Gifts will be sent home with your child the day they visit the shop.

The **Holiday Gift Shop** will be selling only **Fair Trade and Locally Made** items. Many of the locally made items will be from the **Wing** micro-business projects. **Fair Trade** is a system of exchange that honors producers, communities, consumers, and the environment. It is a model for the global economy rooted in people-to-people connections, justice, and sustainability. When you make a **Fair Trade or Locally made** purchase you are supporting: **A Fair Price for Products, Investment in People and Communities, Environmental Sustainability, and Economic Empowerment of Small Scale Producers.**





Coming Soon to Nightingale...

This Spring will be our introductory season into Girls on the Run. Girls on the Run is a non-profit organization that empowers **3rd through 8th grade females**, through comradery with one another, and a shared common goal of finishing a 5k walk/run. As a curriculum based program, this experience will enrich your child's perspective of self and those around them.

Key Dates:

Registration opens: 1 December 2019, **Registration closes:** January 31st, **Season Kick Off:** week of 10 Feb 2020 & **Final 5k:** May 9th @ Fifth-Third Field.

The Link for Girl registration is: <https://www.raceplanner.com/register/index/Spring2020registration>

Overview

This season that runs from February to May is, in essence, a couch to 5k program for your **girls grades 3rd through 8th**. The feats they will overcome in just these short 3 months will strengthen their mindset and overall well-being. Practice will be held twice a week for 90 minute time frames. Girls on the Run supplies our team with scenario based interactive learning lesson plans that make this program so unique. Through these scenario based lessons, the girls are going to learn how to appreciate themselves, treat others with kindness and admiration, and encourage one another to succeed.

Goal

To enrich each **girl** in a way that she walks away recognizing **growth**.

Second Eagle Farm Day

These kids are so nice! We did chores: DaeSha, Morgan, Damarion and Eli all fed goats. Vivian fed the chickens and Morgan gave them water. They played in the pasture for a little bit. The Osage oranges are lots of fun. Later they collected some to put in the barn as rat repellent, but they also enjoyed playing ball with them. We took a tour, they were very interested and listened well. We made it to both the hollow tree and the swinging vine. Most of them opted to walk back through the creek, so that was fun. We headed back to the house, some people changed clothes, then we divided up into groups. Haley and Tim took a lumber moving group to get ready for bridge work. Chelsie took a group of gardeners to harvest tomatoes, peppers, pumpkins, tomatillos and herbs in case it frosts Saturday night. I took a few to make lip balm, and we rotated a few times. DaeSha was very helpful and had good initiative. She was trying to clean up before we were even done and Kenley, Rylee, Gavin and River helped. We all headed back to the creek and played until lunch time and then we came back up to the house to eat. After lunch some went back to the creek with Chelsie while others enjoyed the goats, chickens, swings and the climber. That pretty much rounded out the day. They weren't too happy about leaving, but they complied and did a pretty good job gathering their things and loading up. It was a fun day.

Third Owl Farm Day

What a sweet group! When planning this day I thought it would be amazing if we got everything done on a short Friday, and they did! We started with chores. Yahir pointed out the goat poop, not really trying to be funny, but poop just tends to be funny to most people. Meanwhile, they watched me feed the goats, since no one felt comfortable enough to do it yet. But, when Katy brought Yahir back he was willing to give one of the kids (baby goats) medicine. He got less comfortable when the kid started bah-bah-ing in complaint so Tavion finished up the job. Luke went outside to open the door and let the goats out and to fill their outside bucket. That took some figuring out, but he got the job done. Since several of them were new we went on a tour and ended up at the creek. I gave them a choice of walking back through the creek, which had very little water in it, or on the path on the side of the creek. For the first time ever they all chose to walk in the creek. Katy helped Braum who was pretty nervous, but it was closer to keep going than to turn back and he persevered. We went back to the house, got dry shoes for everyone, and divided into project groups. Tim and Katy had a group hauling lumber down to the bridge site. Tim particularly noted that Tavion was a hard worker! Janiya and I picked tomatillos and peppers for salsa, and also a ripe pumpkin to put in the cellar. Braum, Luke, and Yahir picked some overripe pumpkins and squash and took them to the chickens. They were hungry after that so we had lunch a little early. After lunch, some folks returned to bridge work and others worked with me in the kitchen. We canned apple butter which I started in the crock pot last night, and made salsa verde. They got to taste both. Yahir and I finished putting in the

last jar just before it was time to go. It was a very productive and fun day!



Yahir makes apple butter.



Devin is getting water for the animals.



Janiya is making salsa.

Annual Picnic

Gourmet Grub participants were happy to demonstrate, sample and collect donations for fresh squeezed orange juice using our amazing citrus juicer. This juicer was provided to us through a Grant from the Children's Hunger Alliance in the 2017-2018 school year. Students washed and prepared over three hundred oranges to offer this activity to our Nightingale Community. Thank you Student Chefs.



Guest Mariah runs the juicing stand at the fall picnic. Thank you for the donations and hard work! We generated over 50# of peels to add to our compost.



Hummingbird Germanie learns to count oranges for our picnic.

Chickadees enjoy another beautiful fall day installing a fruit tree guild in the courtyard. Learning the basics of "Lasagna Gardening" (a no dig, no till organic garden that adds layers over time). Our values in waste reduction, recycling and using existing materials are reinforced by utilizing cardboard materials from our food purchasing as the base layer. We then layer soil, and compost created on site to fertilize the soil before planting and dividing plants to continue our garden expansion. Good Job Chickadees!



Gourmet Grub



Aaliyah and Dashayla prepare vegetables for lunch practicing safe knife skills. Our student chefs prepare at the minimum 15 pounds of fresh vegetables and fruits daily for our lunch and snack programs.

October is Farm to School Month! Students participated in the Great Lakes Apple Crunch to celebrate, by tasting and learning about different varieties of apples!

Developing Independence

"Let us say it straight out - The child wants to do everything all by himself." - **Maria Montessori**

Dr. Maria Montessori believed, "any child who is self-sufficient, who can tie his shoes, dress or undress himself, reflects in his joy and sense of achievement the image of human dignity, which is derived from a sense of independence." Like **Maria Montessori**, the **Hummingbird** staff acknowledges the importance of enabling young children to competently do things for themselves. Four key principles we use in the **Hummingbirds** to guide our students to independence include: a prepared environment, individual instruction using step-by-step lessons, slowing down to allow our toddlers to work at their pace, and embracing error!

One of the major steps to independence is the ability to undress and dress oneself. Since the first day of the school year, the **Hummingbirds** have developed the routine of hanging their items on their individual hooks and taking off their shoes when entering the classroom each morning. The recent change in weather has provided the children with the ability to add the extra step of hanging up a sweater or jacket to their morning routine. When it is time to go outside, the children are encouraged to attempt to put their items on themselves and are provided with assistance when needed. The two-year-olds have recently begun working on fastening velcro, snaps, and buttons using dressing frames.

Soon, they will be manipulating these types of fasteners on their own clothing!

Toddlers are naturally eager to learn how to do new things. Fostering this eagerness to become independent has huge benefits. When a toddler feels more in control of a situation or task, power struggles will decrease. A toddler who is busy with her/his own activities will have less frequent temper tantrums. Children who feel capable, develop self-confidence. Self-confidence leads to success. Success contributes to self-esteem. Self-esteem further encourages the inborn craving to learn more.



Alivia practices buttoning.



Reznor practices opening velcro.

Hummingbird News



Annie snaps the dressing frame.

Changes in the Hummingbirds

The **Hummingbirds** welcomed a new student, **Asher Sanders**, this month. **Asher** recently moved to Ohio with his parents, **Carly** and **Stu**. The **Sanders** family has joined the **Nightingale Montessori** family from Birmingham, Alabama. **Asher** has been a wonderful new addition to our environment, and we look forward to continuing to work with him!



The **Hummingbirds** said goodbye to **Germanie May** on the 17th of this month. **Germanie** is moving to Arizona with her mother, father, and sister.

The **Hummingbirds** send our best wishes to **Germanie** and her family. We will miss her presence in our environment, but look forward to receiving updates!



Vivian matches by color.



Charlie sorts images by concept.



Callie stacks blocks.



Rosie stacks rings.



Germanie matches by texture.



Felix matches objects by concept.



Hazel works with the depth
peg board.



Paxton practices using scissors.

Halloween

The fact that a praying mantis has seven noses on its belly and with its triangular head and bulging eyes is more of a reality terror in its world than a costumed triangular witch hat is in ours. We want to keep the true experience of awe of our real world by not numbing kids to their true inheritance of a fantastical universe worthy of their wide eyed amazement. The **Chickadees** will not be celebrating Halloween in the traditional commercial way of make believe by presenting themselves in scary or fantastical costumes and expecting sugary treats. Montessori emphasizes the magic of life as real phenomenon.

However we will incorporate some of the customary elements into our geometry, cultural and practical life curriculum. Did you know kids enjoy pronouncing “equilateral triangles” which are the common shape for pumpkin eyes? The isosceles triangle makes a nice nose. While a scalene triangle can make a wry grin! In the days leading up to Halloween we will enjoy the opportunity to carve pumpkins, and roast pumpkin seeds. Some creepy crawlies lookalikes will appear within our fine motor activities. We might try to learn how to weave under the tutelage of the large model spider watching from her string web!



Kennedy K makes the letter.

Chickadee News



Brooks works in our new garden site.



Skye and Marie practice for the picnic relay



Addy ties Sevynn's shoe.



Merry, Marie, and Skye amazed by number order.



Jovie and Marie take on the balance beam challenge.



Merry and Joey tackle dish duty.



Mia, Lucy, Tristan and Kennedy
W. shuck corn.



Evan and Arlo change the
rainbow to a snowman.



Athena shows the power of
tactile sense.



Brooks and Leo concentrate.

Writing at Home

Maria Montessori highlights how learning through the hands feeds the soul. One of the aspects of learning through the hands that often comes up is “writing” and “handwriting.” This aspect of the curriculum definitely involves the hands, but much more. If you want to know how you can help your child’s handwriting and writing development at home, here are a few suggestions.

Construction

Your child needs strong fine motor skills to be able to write comfortably and neatly. One of the ways they get these strong skills is to build with small pieces often. This could be building with legos, blocks, small pebbles to make a mosaic, or even taking off and putting on the toothpaste lid while they brush their teeth day and night.

Using Writing Tools

In this developmental plane, children are ready for pencils and pens of all sizes. Ensure your child has proper pencil grip because this will be forming a new habit, and you want it to always be the correct way. Do not fear to correct, this is important to do it right. Allow your child to encounter different types of writing tools- such as pens, pencils, markers, dry erase texture, chalk- and more!

Journaling

Your child will have a developmentally appropriate journal at school. It would be a great idea to keep one at home too! Journaling is a great way to increase writing interest. For advanced writers, helping your child have a private diary at home can be a great way to let their worries or concerns out and not keep them bottled inside.

If writing is an area of concern for your child, please contact us. We would enjoy giving you suggestions and working closely with you to help your child be successful.

Thank You!

The Eagle class would like to thank **Marilyn Riley, mother of Wing, Aidan**, for the gift of many knitted winter hats in all sizes and colors! We look forward to being warm when the cold weather soon comes.



Frank Lloyd Wright blocks call for intense concentration.



Braxtyn makes a last wiggle of his tooth. Some days many Eagle teeth come out



Eagles feeling powerful and HUGE during stretching before exercising. In addition to the insights the Eagles are gaining into the importance of exercise for their bodies, they are delving into nutrition and the specific functions of taste buds and other digestive processes.

Eagle News



The Uninterrupted Work Period

The Owl schedule is designed so that each student's personal schedule allows for a maximum of an uninterrupted work period each day. The uninterrupted work period is vital for Montessori classrooms. In Montessori classrooms, an extended period of "free choice" time called the "uninterrupted work period" recognizes and respects individual variations in the learning process. During the work period, students have time to select and work through various tasks and responsibilities at their own pace, without interruption. A child's work cycle involves selecting an activity, performing the activity for as long as they are interested in it, cleaning up the activity and returning it to the shelf, then selecting another activity. During the work period, teachers support and monitor the students' work and provide individual and small-group lessons. The uninterrupted work period facilitates the development of coordination, concentration, and independence.

The Owl students have weekly tickets set with goals they are trying to accomplish throughout the week. The goals are set for the individual challenge level of the student and the uninterrupted work period allows the students time to complete their individual goals. Students have class time scheduled for lessons and new knowledge. Unfinished work from class time is often a chosen work during the open work period. Students' lessons and open work periods vary each day. Students work in small groups, choose independent work, and self-check their work. The teachers/guides are there working along with the students. As Montessorians we value the uninterrupted work period and strive to provide students with the time they need to successfully complete their independent weekly goals.



Rayven, Jasmine, Vivian, Chino and Sam from the Solid Waste District working on a recycling bead making project.

Solid Waste District Visits

The Clark County Solid Waste District visited the Owl classroom on Friday, October 11th. After a presentation on the three "R's" (reducing, reusing, recycling) the Owls were introduced to a fun craft of making beads out of recycled magazines. With this craft the Owls reduced, reused, and recycled. The Owl class was proud to share Nightingale's values and process of the three "R's" with Sam from the Solid Waste District.



Sam from the Solid Waste District talking to the Owl Class.



Jasmine using her open work period to focus on math.

Ohio Youth & Government Seminar



Eight Falcon students have been selected to take part in the 2nd Annual Ohio Youth & Government Seminar. This incredible opportunity is provided by the Youth Leadership

Association based in Point Pleasant, West Virginia. The three day program comes at a very affordable cost to Nightingale as the hotel and program cost is heavily subsidized by the Youth Leadership Association.

Students will learn about state government by observing it and interacting with its leaders. Falcons will observe the operation and various branches of state government, question its leaders, interact with media representatives and lobbyists, and generally gain an understanding of the function and operation of government by experiencing it. Current issues and bills in the legislature will be highlighted as well as court cases and executive actions.

Montessori Secondary I Adolescent Program at NM

The adolescent program at Nightingale Montessori is built upon the foundations of the elementary environments. Montessori adolescents continue to learn with intrinsic motivation not for letter grades or gold stars. Conversations with the teachers and written remarks on papers compliment the most important barometer of success: the student's own knowledge that he has put forth his best effort. The mixed-age class supports each student in applying himself in a unique way to a group experience. Longer blocks of time each day for subject areas such as Grammar, Language Arts, Occupations/ Sciences, and Art allow enough time for each student to follow personal threads of interest without interruption.

Students treat each other with respect and are comfortable with the knowledge that each person has different strengths and challenges. The manipulative materials of the elementary level are still present, but adolescents have moved beyond their applications and are now solidly comfortable with the more adult learning techniques of reading, discussion, and application to a task.

We strive not to teach only facts that are isolated from life outside the classroom but to offer lessons with practical applications that allow students to make improvements in that community. "What will I use this for? How can this help others?" are often-asked questions of the adolescent, as he is determined to use knowledge to DO something in the world. Projects such as building and maintaining a large garden, or baking bread, are real world opportunities for many lessons in science, language arts, and practical life skills. Students work as a group to find ways of making money, their first direct experiences of the economic connections in a society. The success of earning money for a job well-done is a strong source

of validation for the adolescent's skills and contributions. **Falcons** will be hosting a yard sale at 2525 on Oct. 30 to provide hands on experience with customer service and money transactions and to support our field trip fund. Field trips provide a real-world classroom learning experience and help support the growing independence of an adolescent.



Sanaa chooses shelf work for an English extension



Dustin works independently on his goals

What Happens When Montessori Meets Teenagers?

What are the components of the academic program?

Each quarter, a theme is chosen that encompasses the material being studied in individual classes that also reflects the realities of the adolescent world. The beginning of each quarter is designated as Explore Week, which will be used for activities that the normal school schedule does not allow for, such as preparation for student-led conferences, community building activities, field studies, and more.

On a day-to-day level, the classroom is prepared for the student to come in and engage right away. The teacher sets the objective and supplies materials throughout the room, but each student has a unique work plan that requires them to plan and prioritize how they'll meet the objective. Students work in uninterrupted, independent blocks, allowing them to engage with their work, collaborate with others, or participate in small group lessons and one-on-one instruction.

What does a typical classroom look like?

A "prepared environment" is a core component of Montessori. Teachers strive to have attractive lighting, something to soften the feel of the classroom. Kids sit down at group tables, which encourages collaboration. Every room has a rug, different chair choices or mats to allow for flexible seating and different forms of grouping. Another component of Montessori is the exemplar or control of error. In middle school, that looks like folders throughout the room with answer keys, or an exemplar piece of writing, so kids can guide their own instruction.

The vast majority of Montessori schools serve younger kids. What did Maria Montessori have to say about teens?

One of her only writings on adolescence is an essay called Erdkinder, or Earth Child. She believed adolescents need to go out and have experiences where they learn to be self-sufficient. How we interpret that is to get our kids off campus and connecting with nature. *The Falcons had a fall camping trip* where they each were part of a different crew caring for themselves and each other—like cooking, or cleaning, or setting up the cabins. She also believed that physically challenging experiences are really important to the development of the whole child. So, on the last day of the trip, *the Falcons reflected around a campfire and addressed what challenge they overcame.*

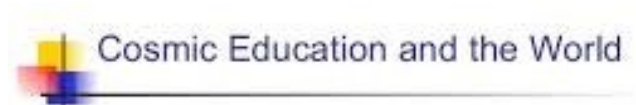
Is there a social justice component in the Falcons?

Montessori is known for peacemaking. We believe it takes equity to achieve peace, and to achieve equity takes action. *The diversity in the Falcon class of 33 students reflects 13 students that did not have earlier Montessori programs, 9 students of color and a diverse socio-economic and learning community. As a community we have many conversations about power, privilege and allyship.*

What is a favorite Montessori moment?

I love that one of our tenets is about "cosmic education" - pondering yourself as a tiny being in this vast universe. We have conversations about our place in the universe, and that can connect to conversations about peace and sustainability. Kids are able to ask themselves, "Rather than waiting for a better world, how do we create the world we want to see?"

Adapted from Teach for America, Leah Fabel, June 11, 2018 at Camelback Montessori with Danchi Nguyen



Maria Montessori believed that Cosmic Education produces a new kind of human being - a new stage of evolution - where we become *conscious* of our unity:

- with other humans
- with all life and planet Earth
- with the universe itself



Ethics in a Complex World

"The child, in fact, once he feels sure of himself, will no longer seek the approval of authority after every step."

~ Maria Montessori

In the **Hummingbird**, **Chickadee**, **Eagle**, and **Owl** classrooms, the students are working on the process of normalization, often summed up by the phrase coined by Maria Montessori "help me to do it by myself." At these ages, teachers prepare an environment that encourages physical and intellectual independence in the children. When the children become adolescents, they have new goals that their inner self is driving them towards on the way to adulthood. Marta Donahoe, one of the pioneers of adolescent Montessori education, uses the phrase "help me to think for myself" to describe the process of valorization that adolescents are undergoing. She goes on to say that adolescents reach valorization when, "they are able to experience the joy that comes from successfully meeting challenges, and the character building that is the result of their restitution when they have made poor decisions."

One way that teachers prepare the environment for adolescents to encourage them to grow towards valorization is by providing them a framework for thinking about moral reasoning and ethics. The idea is not to tell students what is right and what is wrong, but to encourage students to develop these distinctions for themselves. We encourage them not to see ethics as black and white, but to consider the grey areas where things are not always so clear, and then arrive at their own determinations of right and wrong based on the situation.



Leighannah, Aidan Schindler, Elijah, and a Wittenberg student compare on their rankings of Alligator River characters.

For this month and next, the Wing class has partnered with **Nancy McHugh**, a philosophy professor from Wittenberg University (and mother of **NM Alumna, Arden**) and her freshman introductory philosophy class to provide a unique learning opportunity for both groups of students. **Nancy** and the Wittenberg students are leading a series of ethics workshops for the **Wing** students. At the first session, groups of students worked through a dilemma called "Alligator River" where they examined the decisions of five characters in a story, and had to rank the characters from "most awful" to "least awful" based on

their decisions and motivations. It was interesting for students to realize that the "why" is just as important as the "what" when it comes to ethics. Thinking about these ideas objectively regarding others will also help them to make sound moral decisions when faced with their own dilemmas which are sure to crop up throughout life. We are all looking forward to finding out what challenging topics the next workshop will address when we meet on Wittenberg's campus during **Explore Week**.



Beck, Rodnesha, and Malin discuss Alligator River with Wittenberg students.

Micro Business

The Micro Business class had a great day at this year's picnic. We had some of our original products for sale as well as some new ones. This year in addition to the benches and cutting boards, we also had candles, lip balm, coasters, marble boxes and crocheted hats and bags. Our total sales for the day were \$425.00 from the shop and the greenhouse. We took orders for two wood benches, sold two trees and 16 candles. Rodnesha took several orders for hats and bags including an order for 20 bags for the Chickadee class.

The feedback from the staff and parents was very positive. Several parents commented on how great it is that the students are coming up with creative ideas and making products to sell.

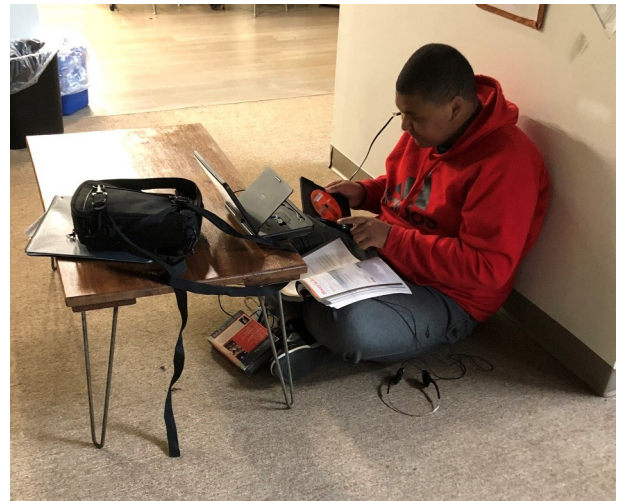
Nathan Schindler, Zach Weaver, Emily Combs, and Arianna Jackson handled the sales of products and did a great job. It is very inspiring to see day to day how much interest in taking responsibility for these projects the wings continue to have. One of the main goals of adolescent Montessori education is to let students learn through trial and error to take on real practical life and financially significant projects. When our students graduate or move on to another school, our hope is that their time with us would have prepared them to think critically about the big picture of their lives- how they will provide for themselves and their families while also doing meaningful work.



Nathan routing edges on bench.



Russell routing edges on bench.



Jamarcus enjoying floor seating using microbusiness made table.



Nathan and Aydon assembling bench.



Aidan Schindler sanding bench.