



## Newsletter

Term 1—April 2021  
Volume 5, Issue 1

# Lilima Montessori High

## Sibebe star gazing—intersession Term 1

April is usually a good time to look at stars, because its dry, not too cold, and the air is often clear as most people are not burning fires yet.

We had perfect star gazing conditions for the Lilima Montessori intersession camp at the top of Sibebe, at the Omakelwane sanctuary.

I brought my 8 inch reflector telescope, which is a beast that weighs 23kg.

We first looked at Mars, which is quite far from Earth at the moment, and also it is the only planet we can see right now that we don't have to get up at 4am to view. Because there was no moon out, we were able to turn the telescope to the so-called "deep sky objects". These are features that can only be seen from a dark sky location, as we had.

We saw the globular cluster Omega Centauri, which appears as a tight yet fuzzy ball of stars. This ball of billions of stars is speculated to be a galaxy all of its own that orbits our galaxy.

We then turned the scope to the Jewel Box, which is an open cluster of stars only seen from the southern hemisphere. It contains a pink star, a blue star and yellow and white stars in a tight group, making for a beautiful colour contrast.

Looking with the naked eye, we could easily identify the constellations of Orion, Scorpius, and the Southern Cross. We had a laser pointer on hand, so stars could be accurately pointed out. The students were shown how to identify due south, which is done by drawing an imaginary line from the Southern Cross and the point between the pointer stars, also called Alpha Centauri and Beta Centauri. Where these two imaginary lines intersect is due south.

We could also easily make out the Magellanic clouds, which are two galaxies near to our own Milky Way.

The telescope revealed to the students the nebula in Orion, which appears as a cloud of glowing gas.

Some of the students opted to brave the cold a bit longer, and they were rewarded with a view of Alpha Centauri at a very high magnification. This is the closest star to us and one of the brightest in the sky. Only when you put a telescope on it are you able to see that it is more than one star, and it is always magical to "split" Alpha Centauri and see two stars in the telescope eyepiece.

Finally, the students looked at the densest part of the Milky Way through the eyepiece, and as they looked I swept the scope across the sky to show millions and millions of stars passing through.

I hope to be back at a future camp to show the students the magnificence of the moon, Jupiter, and Saturn's rings through my telescope.

*Debbie Love is an amateur astronomer and we were privileged to have her with us on the intersession sharing her knowledge.*





## TERM 1—2021 MOSTLY AT HOME

Term one of 2021 began in January with distance learning again and without exception, the students were all very happy to be physically back at school when it finally opened in March. It was not easy to orientate the new students and parents into the way that a Montessori High school operates without face to face engagement. Although we did hold a parents day it was apparent that many of the new learners struggled with the concept of studio time and some of the Montessori/IB processes and terminology.

Fortunately once opened this will become more apparent and the first week of the

second term we will be revisiting some of these essentials as well as solidifying the use of G Suite and Google Classroom and other online tools so that should another lockdown occur and schools be forced to go back on line, students will be well equipped to work at home in a blended learning setting.

In addition to student orientation next term, we will be holding individual student led parent conferences to clarify the learning and assessment processes and student journals.

Please do contact the guides if you have any questions about our programmes.

*“In order to keep up with evolving humanity, Education should continue throughout life.” Maria Montessori*



### THINKERS

### BALANCED

### INQUIRERS

### PRINCIPLED

### OPEN MINDED

### REFLECTIVE

### RISK TAKERS

### KNOWLEDGABLE

### COMMUNICATORS

## THE IB LEARNER PROFILE

The IB learner profile is at the heart of the IB pedagogy and as a school community we need to become familiar with this. These 10 attributes may be illustrated as follows: Students become:

**Thinkers** - learning to think for themselves: *“Man only exists when he thinks” – Jacques-Henri Meister.*  
**Education is not about absorbing knowledge without ever questioning it.**

**Caring** - and altruistic: *“Science without conscience is the soul’s perdition” – François Rabelais.*  
**We have to use our knowledge in a way that is not solely egotistical and self-centred.**

**Inquirers** - and scientists: *“The true scientist never loses the faculty of amazement. It is the essence of his being” – Hans Selye.*  
**To be amazed, and never stop questioning, is the only way we can hope to understand the complex phenomena of the world we live in.**

**Open –minded** - and consider all options: *“A mind is like a parachute; it doesn’t work if it is not open” – Frank Zappa*  
**We see better through an open window than a closed one.**

**Principled** - and integrated: *“Nothing is at last sacred but the integrity of your own mind” – Ralph Waldo Emerson.*  
**If every individual had this quality at their own level, the world would be a much better place for everyone!**

**Balanced** - intellectually, physically and emotionally: *“It is as noble to aim towards balance as towards perfection, since keeping balance is a perfection” – Jean Grenier.*  
**A harmonious development of all aspects of the self is one of the common points of boundless wisdom.**

**Knowledgeable** - and informed: *“Well informed, people are citizens; ill informed, they become subjects” – Alfred Sauvy.*  
**To understand the information and knowledge available, and to understand how it is produced to be able to critique it and form one’s own opinion.**

**Reflective** - and thoughtful: *“Learning without thought is labour lost; thought without learning is perilous” – Confucius.*  
**Don’t jump to conclusions too quickly.**

**Risk Takers** - daring and innovative: *“Fortune favours the brave” – Proverb*  
**Put forward bold hypotheses, think outside the box, even if you’re not sure of being right.**

**Communicators** - know how to collaborate and consider other perspectives:  
*“The human need for language is not simply for the transmission of meaning, it is at the same time listening to and affirming a person’s existence”. – Gao Xingjian, .*  
**Self-centred knowledge does not serve the community!**



### Staff news:

We would like to wish Pernille Hansen, who moved to Denmark this month, everything of the best and introduce Hannah who will be replacing her as our school counsellor.



My name is Hannah Meggitt-Nxumalo and I graduated with a Bachelor's in Psychology. I am passionate about mental health and wellbeing in young people. I hope to reduce the stigma surrounding these topics in Eswatini through open and honest conversation. I think it is important for young people to engage with their own wellbeing and learn healthy coping mechanisms.

I look forward to joining the Lilima community and getting to know the learners.

### IMPORTANT DATES:

School opens for the second term on Tuesday 18 May 2021

Mid term break Friday 25 June to Monday 5 July

Term closes Friday 6 August 2021

## ESSENTIAL MONTESSORI TERMS

On our Lilima study guides you may have noticed reference to the “**three period lesson**”. This is a key component of Maria Montessori’s teaching and was developed by Edouard Seguin, a French physician who worked with special needs children in France and the United States during the late 19th century. He discovered ways to increase children’s cognitive abilities and believed in the importance of developing their self-reliance and independence. Seguin’s writings were a major inspiration to Maria Montessori and the source of many of her practical ideas. In simple terms it involves using 3 steps to mastering the vocabulary and concepts of the subject of inquiry.

**1st period lesson** – Introduction (**This is...**)

(naming) involves the introduction and vocabulary of the inquiry. The factual questions.

**2nd period lesson** – Association/Recognition (**Show me...**)

(recognising) is about recognition and research, the process of understanding.

**3rd period lesson** – Recall (**What is this...?**) (mastery of the material, remembering or cognition) presenting the information as it has been understood.

Another essential aspect of the Montessori method is the timetabled **studio time** or **3 hour work cycle**. Maria Montessori observed that children in a prepared environment, uninterrupted by the adult, would concentrate for some time, followed by a period of false fatigue then return to focusing on more **work**. This **work cycle** lasted about 2.5-3 hours. Creating a timetable that allows the students to be more involved in their individual learning process provides the opportunity for them to be involved decision making. It fosters independence, allowing for more freedom to choose which work they will do and when, as well as the freedom to concentrate without interruption.

This leads to greater self management skills and provides the learners with a strong foundation in the executive skills, needed in the world of work after they graduate.





## GUEST SPEAKERS

Twice a term the school invites guest speakers from the workplace. With the advent of online or remote schooling the use of zoom as a communication medium enabled the school to continue to give the students the opportunity to meet new guests.

In the first part of the term we were privileged to interview **Floewe** (real name Fikile Dladla-Nxumalo). She is one of the country's most gifted vocalists and composers who began composing and writing music when she was 15 years old. She draws her musical aspirations from artists such as Simphiwe Dana, Siphokazi, the late Miriam Makeba and Jill Scott. Her music career began in high school, having participated in the school choir. She realised she had an interest in music and eventually trained as a soloist. Shortly afterwards, she won the 1995 Soloist of The Year award at Evelyn Baring High school.

After her high school, she saw an article in a newspaper citing that local artist Vamoose was looking for a vocalist and rapper to replace the late Qoshile Dladlu. She called the organisers and was requested to sing over the phone. She sang and was instantly approved. She left for Mbabane the following weekend and thus marking the beginning of her musical journey. The group was successful and performed at many events including M-Net Face of Africa Contest.

In 1999, she went solo and recorded an RnB album titled 'Be My Friend' at SBIS Studios in Swaziland under the guidance

of Yanza music. She launched her solo career by making a transition from hip-hop to RnB. She continued performing her compositions and began writing her songs in her native language with a touch of English. Her first composition in vernacular was a song on domestic violence (16 days of activism against gender based violence) titled 'Ngilamleleni' earned her recognition from the U.S. Embassy and UNDP.

In December 2013, she released a new album titled 'Mayibuye'. The 12-track project featured a number of artists including Bholoja, Msimisi, Sakkie and



Lebombo. In May 2015, she had her first live show of "Be My Friend" at the Royal Swazi Spa Convention Centre.

She has collaborated on stage with artists such as Afro-jazz singer, Siphokazi Maraqana, Selaelo Selota, US Hip Hop Artist Toni Blackman to name a few. She has also done jingles for KFC, ILO, LUSWETI and more. She has also performed at one of Swaziland's biggest festivals Bushfire in collaboration with Lilanga and Temaswati Project. She is releasing her latest new album on April 30th at Computronics.



## JOY ACTIVIST—SUE JAMESON - LAUGHTER COACH - .

Sue Jameson is a professional speaker, joy activist and laughter coach. She agreed to do a zoom session with all the students as part of our carnival theme and she inspired us to consider how necessary laughter is in our lives. Sue pointed out that the amount of times that we laugh in a day is much more when we are children and this diminishes as we grow older. She showed us that laughter is good medicine. It draws people together in ways that trigger healthy physical and emotional changes in the body. Laughter strengthens your immune system, boosts mood, diminishes pain, and protects you from the damaging effects of stress. Nothing works faster or more dependably to bring your mind and body back into balance than a good laugh. Humor lightens your burdens, inspires hope, connects you to others, and keeps you grounded, focused, and alert. It also helps you release anger and forgive sooner.



## FOOD CONNECTIONS

The first theme in the term under the global context of globalisation and sustainability involved explorations of the consumption of natural resources and public goods. All aspects of food and food culture were investigated from aesthetics to nutrition to songs about various foods.

For the intersession the students travelled to Edladleni Restaurant where Dolores Goddery and her manager Gabsile hosted a day of cooking and learning about indigenous Eswatini food and why we need to save our heirloom seeds. They demonstrated the large range of local varieties of greens, legumes and pulses.

Those who stayed at school honed their cutting skills and explored aesthetics of food art and designed amazing food sculptures and pastry models. They also started up a new composting space for our revived school vegetable garden which is now producing fresh lettuce for the school lunch.

Being back at school has enabled our school cook teams to prepare lunch again and next term we hope to include fresh organic produce from the school garden on a daily basis.



**“Joy, feeling one's own value, being appreciated and loved by others, feeling useful and capable of production are all factors of enormous value for the human soul” *Maria Montessori***

## CARNIVAL

In the second part of our term we explored belief systems, ritual and play and the culture of carnival around the world. This falls under the global context of Personal and Cultural expression.

It was an opportunity to develop artistic creativity in all the arts, the students learned different techniques of mask making and they developed prototypes for large puppets/installations to build, in the next term, that can be showcased at Bushfire next year.

Original songs and dances were choreographed and presented.

At the intersession which was held up behind Sibebe in the Omakelwane sanctuary the students were able to hike and camp in the beautiful hills of Dlangeni.

On the second day they took part in a “Geocache” navigation

course, developing skills to determine simple location and navigation using “old fashioned manual” compasses. This proved to be more difficult than expected and highlighted the need for teamwork.

The learners experienced 3 days spent without screen time and cell phones and the weather was perfect for the stargazing through the telescope.

It was also a great opportunity for the students to establish friendships and reconnect after the isolation of the school closure and online learning.

All in all it was a very memorable intersession and culminated with some beautiful songs from our students and Bheki Nhleko our talented music guide.



## Lilima Montessori High School

is an association not for gain in terms of Section 17 of the Eswatini Companies Act No 8 of 2009 specifically for operation as a non-profit high school.

### 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.

The board of Lilima Montessori High School has made a commitment to establishing a school which will provide:

A holistic Montessori/International Baccalaureate or (IB) education which recognizes the physical, emotional, social, entrepreneurial and intellectual capacities of the students awakening the inner potential of the human spirit.

Suitably qualified, inspired and compassionate teachers who are committed to collaborative learning and growth.

The students with a dynamic, prepared environment which meets the specific needs of each adolescent and young adult.

And inspire the students with a global perspective encouraging an awareness of their continual social responsibility.



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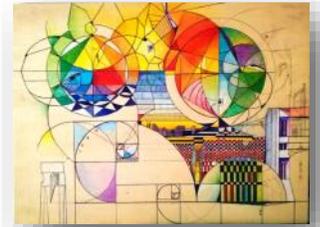
*Website:* [www.lilima.org](http://www.lilima.org)



Hand in hand  
we learn

## SACRED GEOMETRY– STUDENT GALLERY

Galileo once said, “Mathematics is the alphabet with which God has written the universe.” Artists, musicians, and philosophers have long evoked the power of sacred geometry in their work, from Da Vinci to Pythagoras. The fibonacci sequence, for instance, is inherent in everything from a simple pine cone, to a snail shell, to the human body, to the Great Pyramids at Giza. Plato’s solids (platonic shapes) are said to form the basis for every design in the universe, even down to a molecular scale.



Sacred geometric patterns exist all around us, creating the fundamental structure and templates of life in the universe. The patterns can be broken down into a language of mathematics that rules the entirety of our visible and invisible world.

Here are some of the students maths geometry explorations from this term.

