

Term 2  
06.06.2023



# MONTESSORI MATTERS

STUDENT EDITION!



# Mother's Day Baskets

Noa Hilder

This year, we made Mother's Day baskets to sell. We made different scented candles by melting wax, and carefully hand pouring each individual candle. We also made earrings using embroidery thread and metal rings. The bath bombs were hard to make, and we eventually had to crumble them up as they weren't staying together. We used the bath bomb crumbs to make bath salts instead. We also experimented with different chocolate techniques combining cocoa powder, coconut oil and honey to make small individual chocolates. Lastly we potted some individual succulents to go in the Mothers Day baskets with our other creations.



We spent \$846.81 on ingredients altogether. Two types of baskets were made; one larger one that costed \$30 and a smaller one for \$15. We made a total of \$1095.00 income, making \$248.19 profit. Next time, we will most likely simplify the items, as it was very time consuming and tedious for not much of a profit.



# KAURNA EXCURSION

By Liam Young



As well as the excursion into the city with "Walking Together With Kurna", all Year 7, 8 and 9 students were educated by Kurna Elder Uncle Tamaru, who came to the Middle School for a morning. During his time at the Middle School, he taught all the students Kurna history, culture and language, aided with a variety of activities, pictures, stories and interesting Kurna artefacts.



Late last term, all the Year 8s and 9s went on a full-day excursion into Adelaide CBD. Driven into the city by James and Siobhan on rented mini-buses, the students first arrived in Victoria Square. There, they met Drew and Liesl, two members of "Walking Together With Kurna", a group that run workshops, excursions and incursions to educate children about Kurna culture then and now. Drew, a Kurna, Ngarrindjeri man, and Liesl, a childhood educator who is passionate about Aboriginal culture, taught the students about various Kurna artefacts, and Kurna culture. These included the Wadna (Boomerang), Wakalti (Kurna Bark Shield), and the importance of areas such as Karrawirra Pari (River Torrens), Tartanya (Adelaide Plains), and Tarnda Kanya (Red Kangaroo Rock).



The aim of this excursion was to help educate the students more about the Kurna culture and lifestyle before the invasion of the European colonists in 1836, as well as how Kurna culture and sacred sites were impacted by the invasion. The culmination of these Kurna excursions and incursions was the Year 8 and 9 students presenting the information they had collected throughout the term in any media style of their choosing. Some of the most impressive presentations were well created and fully edited Kurna documentaries that showcased Kurna life before and after invasion, and how they were impacted, as well as how Kurna culture survives today.

# INTERGENERATIONAL WEEK

*By Marlon Smith*



From the 24th to the 30th of April was Intergenerational Week. Throughout the first week of Term 2 the students took part in activities with our neighbours, the residents at Kalyra. We used this time together to interact and get to know some of the residents, as we haven't had much interaction with them due to Covid-19.



On Wednesday, the school band travelled over to Kalyra to perform for the residents. They were also accompanied by some "band fans" to cheer them on amongst the residents.

On Thursday, the students made pizzas with the residents and cooked them in our pizza oven. This allowed both the residents and the students to help each other with tasks. One resident named David helped with rolling the dough out (pictured above) and even let us know that he used to be a baker. Meanwhile, other students assisted in topping the pizzas with the residents.



On Friday the students played games with the residents instead of our normal PE session. The students participated in 4 different activities: playing table tennis, using their gym, playing a bouncy balloon game with pool noodles and finally, carpet bowls (lawn bowls indoors).

In the future we are planning to continue to interact and spend time with the residents. We have already formed a plan to have students participate in bingo with the residents every second week.

On the other weeks we have decided to have a students versus residents carpet bowls tournament with the winning side taking home a trophy.



# SMMS RECONCILIATION TEAM

BY ZAVIER



## WHAT IS RECONCILIATION?

Reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander people for the benefit of all Australians.

For many Australians especially Indigenous people, many have fallen into a depression because of Australia's brutal colonial history

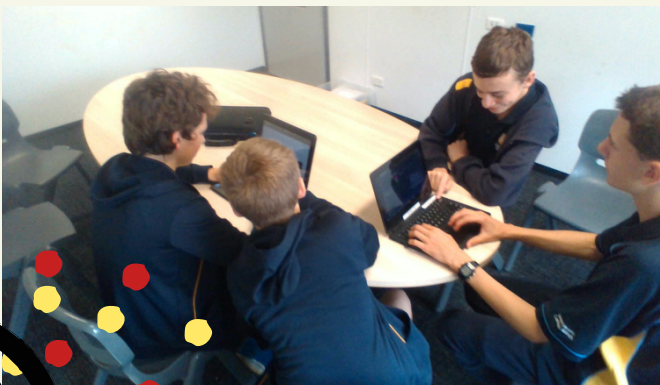
## WHAT WE HAVE DONE SO FAR

So far the RAP team have proposed the idea of adding an Aboriginal and Torres Strait Islander flags to the Middle School. We are also organising a Power Point about reconciliation to present to the class to inform them on how they can reconcile by themselves. In the foreseeable future we aim to add more things to the school related to reconciliation.



## WHAT IS THE RAP TEAM?

The SMMS RAP Team is a group of students who have volunteered to make the school and the community a better place through reconciliation. This group of students will hold a RAP meeting 2 or 3 times a term, in those meetings the RAP team will discuss new ways to help reconcile or work on existing reconciliation projects .



BY JAI

# ENGLISH



## Sharing of knowledge

For the second part of the unit, Year 8 and 9 English students will be tasked with developing a lesson to deliver to younger students. They will have to think carefully about their content they decide to teach, as well as gaining skills required to deliver an engaging lesson. It also will provide our students with good presentation skills, as well as learning even more teamwork skills. In addition, this will allow our students to have great communication skills between themselves and a younger audience.

## Writing skills

In English this term the Year 8 and 9 students have been learning to write useful text types such as resumes, cover letters and formal emails. Most students agree that this would be beneficial to learn for the future as it supports adolescents, as that is the age most people get their first part-time job. This is the first half of the unit, which we will be continuing for the rest of the term. So far we have learnt how to write and structure a resume. In the near future we will be tasked with using those resumes to apply for a fake job, as well as using our skills to practice a mock interview.

