

2021-2022 Membership Year

Autumn 2021

*Board Notes...from our MMS board admin...**Kathy Smoko*

Although I am not actually an MMS board member, I am very involved with MMS activities and attend every board meeting. I've gotten to know many of you through phone calls or at workshops. This is your chance to get to know me. I am Kathy Smoko, MMS's Administrative Assistant. My daughter, Erika, was born very prematurely. She was barely a pound and a half at birth. Knowing that she would need help to develop, I contacted Early On immediately. Erika began receiving services from the day she came home from the hospital. My journey to seek out every opportunity for her to grow began then. Speech therapy, occupational therapy, physical therapy, sensory therapy... she had it all and then some.



Fast forward three years. One of her therapists suggested that I might enroll Erika in a Montessori program as it had the reputation of seeing children as individuals. Having been rejected several times as "not the right fit for our program," I began to lose hope until I walked into Children's Place Montessori in Farmington.

When the director met Erika her first question to me was, "Has she been evaluated?" I feared we were on our way to another rejection, but she took Erika into the classroom and began to work with her and finally told me she would welcome Erika in their half day program. That was my first exposure to Montessori. Erika attended school at Children's Place for two years. In that time, her extreme activity settled down, she learned to focus on work, and my goal for Erika was fulfilled when she began to read. My biggest fear was that so many doors would be closed to her if she could not read. The Montessori philosophy which "follows the child" was a lifesaver for my daughter. Not that it was an easy task, but the persistence and consistency found in the Montessori environment served my child well. Erika did so well that when she finally entered public school, she did not require any remedial reading services in kindergarten. With multiple support services, she successfully navigated elementary school, middle school and high school, even joining

*MMS
Autumn
Virtual
Workshop
Neuroscience of
Montessori:
Practical
Applications
Nov. 6, 2021
9:00-12:00
Registration Opens
Oct. 15*

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the Farmington High Marching Band. Although there are many things Erika still cannot manage, she now works, is able to arrange for transportation to and from work, participates in Special Olympics and is a whiz on her cell phone!

My interest in Montessori grew from that first experience many years ago. I was so impressed with what a Montessori program offered my child, when an opportunity to work at Children's Place opened up, I began working there, first designing the school's website, then as a lunch aide, classroom assistant / art consultant and finally to my present position as office administrator. My past experience working in IT and the skills I developed as the mother of a special needs child prepared me for the position that requires organization and ability to adjust to changing circumstances. When Michigan Montessori Society announced they were looking for a part time office administrator, Karen suggested I apply. I did and began working for MMS in 2017. I field calls from members and schools, help to organize workshop registration, send out communications, assist with the website (job postings) and manage record keeping. The job is a mixture of PR and keeping things organized.

Working two jobs and caring for Erika keeps me busy, but I do have time for hobbies and other interests. I have taken several classes in photography and take pictures of the children at school to share with parents. In addition to photography, I enjoy baking and finding new recipes. On Saturdays, I volunteer at the Farmington Farmer's Market and have helped Farmer Bill for 20 years. I have been able to expand my culinary skills by making meals with the fresh produce he brings to our community. Erika volunteers there, too, and we enjoy being surrounded by all the friendly faces we meet at that market. Erika and I also volunteer at the Heritage Park Nature Center in Farmington. It is our responsibility to check two of the blue bird boxes the nature center has put up to report on how the birds are nesting.

Being a part of the Michigan Montessori community and helping MMS members has been very rewarding. The board members are supportive and from the first time I met them, I was impressed by their commitment to the Montessori ideals. Hopefully, I have made their job a little easier. Should you ever need anything, please don't hesitate to give me a call. I'm always happy to help. I hope my service at MMS will give you the support you need to continue to share the benefits of the Montessori philosophy with all the children that come to you for help.

COVID....again?!

Who would have thought this time last year that we'd still be dealing with this a year later? Yet here we are. A few schools shared the ways COVID has changed their daily routines. Some accommodations may help you find your way through this. Anyone taking bets that this will be the last article on COVID?

The accommodations have touched the classroom, the drop-off procedures, record keeping, student numbers, staffing numbers, parent relations and outdoor activities. The schools that responded shared the following changes:

Enrollment: Reduction in number of students accepted. Some schools are reducing the number of students they will accept by 12% – 18% to allow for social distancing; choosing to enroll only children of vaccinated parents.

Staffing: Addition of staff to accommodate potential staff illness or need to quarantine; staff must provide proof of vaccination, and soon of booster.

Monitoring: Children's temperatures are taken upon entry; created a form to document symptoms observed and what actions we took to cover us legally; children required to present proof of negative covid test before being readmitted to school after illnesses that could be COVID related.

Materials: Individual art materials; individual rugs kept in boxes to prevent touching.

Classroom changes: Children wear masks all day except during lunch, nap, outdoor play; classes do not mingle inside; classes are organized by whether or not they nap so that they maintain separation all day; plexiglass shields between desks; snacks are given to the children in the lunchroom; handwashing a minimum of 5 times a day

Playground: Classes are not allowed to mingle; each class has separate outdoor time.

Parents: Parents are not allowed in the building; parents must provide proof of vaccination; all meetings virtual.

MMEAN Update

Michigan Montessori Education Advocacy Network is working for YOU!

This group of passionate volunteers has been busy working on behalf of all of you in the greater Michigan Montessori community to ensure that Montessori programs are included in and protected by any legislation and regulation that will impact them.

Montessori Advocacy and What It Means to You -

By Denise Van Pelt

Before deciding to become an advocate, one must become familiar with the issues. Seeking background knowledge, understanding the ethical standards of the individual or organization, knowing the arguments for and against a position are essential before becoming an advocate for anything. Montessori education is no different. If you are reading this, you probably have a base of understanding of Montessori education. You may be new with only a small grasp on what Montessori is, or you may be seasoned with years of experience. Regardless of your Montessori Involvement, Montessori in Michigan needs you and your voice.

Perhaps you are saying to yourself, “How could Montessori need my voice? I am one person, what can I do?” Or you may be content with your level of involvement believing, “I already educate the parents in my school. That’s enough!” Or you may be saying what I said before I began my journey, “I’m just a teacher, what can I possibly do or contribute?” I now know the answer is “quite a bit!” There is so much for everyone to do as each voice will make an impact.

On the weekend of October 1 - 3 of 2021, two other Montessori advocates from Michigan and I attended a conference which was sponsored by Montessori Public Policy Initiative (MPPI). Attendees from a variety of states came to the conference in Washington, D.C. Each state’s members brought concerns which they are facing regarding the state policies which impact their schools and those who are involved with them. We listened to the problems and also possible solutions, and came away with ideas to implement at home in Michigan.

To do this, we need people, many people, to share how these policies impact their schools. We need to explain how being required to adhere to these regulations effects our ability to operate. Our state advocacy committee (MMEAN—Michigan Montessori Education Advocacy Network) is presently working with state legislators to have the intense, MACTE approved Montessori teacher training become a pathway for state teacher certification. Currently at the child care licensing level, Montessori early childhood certification is considered equal to a CDA. At the elementary level, the State of Michigan does not recognize Montessori training at all. These inequities will only be addressed by Child Care Licensing or the Department of Education if enough voices are heard. The Michigan Montessori Society board is committed to advocate on behalf of Montessori schools and teachers, but without the support of the larger Montessori community, we will not be heard.

The advocacy arm of MMS meets monthly to discuss these and other topics of great importance to our community. We encourage all of you to join our efforts. If you wish to contribute in any way, please reach out to us at vanpeltmontessori@gmail.com. We will be happy to hear your comments, answer your questions and send you the link to participate in our meetings, as well! This is the time to get involved. Decisions are being made that will affect your future in Montessori education. Add your voice to those seeking to make a difference for Montessori educators and the children we serve.

“This is the hope we have—a hope in a new humanity that will come from this new education, an education that is collaboration of man and the universe....” —The Theosophist

Our Newest MMS Board Member...

Mona Ahuja



In 1995, I stepped into the AMI Training Center and my whole world changed.

It was during this time that my passion for shaping young minds grew, as did my excitement watching young children grow physically, emotionally, and mentally. There cannot be a more fulfilling career for me, and I am forever grateful for the contribution that I, along with my dedicated staff, make each and every day.

Prior to my training at the center, I thought I had wanted to pursue psychology, but the Master's program was closed. At first, I did not realize that education is an extension of psychology. In essence, it is the psychology of educating young minds. My passion for a Montessori-based education grew from there and nothing has ever been the same since -- and in a good way!

How wonderful to teach young children individually, focusing on their strengths while minimizing their weaknesses. I had plenty of teaching experience when I moved to this country in 1999, but I was new to Montessori. However, I quickly grew to love a Montessori-based curriculum.

I was fortunate to add new experiences to my professional pursuits, as I traveled the country learning new customs and traditions. I lived in California for some time where I raised my two beautiful children, and it was in Maryland that I met my AMI mentor, who taught me everything I needed to know about educational leadership and administration.

It didn't take long for me to dream of owning my own school, and my dream quickly became a reality when I took over the Maria Montessori Center in Farmington Hills. I had the support of my wonderful family, especially my husband who had been serving the public sector in education for a long time. We were all so very excited and ready to hit the ground running making the Maria Montessori Center an exceptional school for children of all ages. And this is exactly what we did!

This year marks 30 years that the school has been operating and five years that I have been running the school with 25 years of prior teaching experience. I have devoted my career to educating, inspiring, and advocating for students, both as an administrator and teacher. I am proud of my passionate and driven staff who hold the same values in education that I do. We all bring our enthusiasm, experience, and passion for working with children to the classroom every day. It is not 'work' that we do, rather it is a dedication and love for educating children of all ages.

I am deeply humbled and proud to take on the role of serving on the MMS Board and representing Michigan Montessori Education Advocacy Network (MMEAN). This is bringing me closer to being a powerful force in the community and sharing my ideas and successes with each of you.

I believe in life that you never stop learning. Each day presents new opportunities to learn while collaborating with fascinating people who share the same vision of success in and out of the classroom. I am confident that we will work beautifully together. I am forever thankful to be part of such an extraordinary community, and I plan on continuing my life of service for many years to come.

After more than a year suffering through a pandemic, my experiences make me wonder...

Is It Coincidence or Consequence? By Karen Lumsden

Tonight, I had to again turn away a little girl as she had needs my program could not meet...(was she was the fourteenth or fifteenth child we could not welcome into our program since last spring...I've honestly lost count)...and I wonder, is anyone else experiencing this increase in seeing children with special needs or is my school an anomaly?

It has been our policy for many years that we do not enroll any child sight unseen. We require a short visit with the parent and child so the child has an opportunity to work in the classroom, interact with some of the materials, discover that the classroom is an exciting and safe place so that when s/he returns, it will be a joyful reunion rather than a painful separation from mom and dad. We also give the child an opportunity to express his/her feelings. At the end of the visit, I ask the children if there was anything they especially enjoyed, would they like to return. I believe this interaction gives children a feeling of control over what will be a life changing experience, that I respect their opinion, respect them.

Of course, that's not the only reason for the visit. I need to see how the child interacts with the environment. Can s/he make a choice? Do the materials appeal to him/her? Is the child able to attend? Is there evidence of an adequate attention span that will allow her/him to engage with the materials? Does the room entice the child? Basically, is this a good fit for both the school and the child?

In the past, I can honestly report that these interactions have been a positive experience for all... parent, child and me! While the child is engaged in work, I am able to share some of the wonders of the Montessori environment with the parent, keeping an eye and ear on the child to make sure the transition from one material to another is a smooth one. I never tire of giving tours. We have two well equipped classrooms, two beautiful playrooms and an outdoor environment that calls to the children to run and play. It's a joy to see another family discover what a Montessori program can offer their child.

Until this year...

In the past, perhaps one child every other year has presented with issues that we cannot help. Don't get me wrong, we have enrolled children with special needs in the past. We have enrolled children with autism, speech delays, physical challenges, attention difficulties, and developmental challenges. We are not a school that shuns children with difficulties. We firmly believe that children with challenges can benefit from a well-organized, structured Montessori environment. But this year has rocked my world. Instead of encountering one child every other year or so for whom we were not a good fit, this year, I have met with well over a dozen children that I could not welcome into our school. Is it a coincidence that after a year and half of a pandemic where children have been cloistered at home to keep them safe, I've encountered these issues? I don't think so.

And the issues are not all the same.

We've had children visit who have language issues before, especially children who come from homes that speak two languages. Speech delays are not uncommon. However, one little girl that visited us was unable to communicate in either her mother tongue or English, even though both languages were spoken at home. In working with her, I tried to determine if her issues were receptive language or expressive language. I was able to see some signs of understanding, some eye contact, some appropriate responses, and she did have a few words, (no, yes, come) but the verbal responses were for the most part, unintelligible, a mixture of syllables that made no sense in either language, but had the lilt of conversation. I spoke to the parents at length and recommended a speech therapist I know. I wrote a lengthy email that I sent to both the parents and the therapist sharing my observations and giving them both contact information.

I know we can't diagnose, but when it walks like a duck and quacks like a duck...

As I mentioned, I've enrolled children with autism before. I find that some children on the spectrum benefit greatly from the Montessori environment. They engage with the materials, focus and eventually begin to interact with other children. One little fellow that came in our school scheduled a visit after I'd had a phone call from a parent that indicated her son had been diagnosed with autism. When this little guy walked in the door, I suspected that it was the same parent that had called earlier. The parent of the autistic child had asked for a three-day program, which we do not offer; she'd thanked me and hung up. I had assumed she was not interested. As I walked into the classroom with this new family, I asked the mom if she was the one interested in a three-day program. She confirmed that she was and I was relieved as I believed that this parent was aware of her child's special needs. The little boy presented with all the signs I've associated with autism; he made no eye contact, did not react to my welcome and offer of a handshake, walked aimlessly past me, did not respond to my offering of materials to engage him, made a bee-line for the globe and began spinning it. When I finally was able to settle him at a table with a pegboard and pegs, I began to show his parents the classroom, however I was not able to leave his side as he required constant supervision and so guided their walk around the room verbally while attending to this little guy. We moved through the school and to the playground where he was able to run (and I felt comfortable that he would not destroy anything). His gait was again a confirmation for me that he had issues. I began to discuss options for their little guy with the parents, letting them know that we simply didn't have adequate staffing to provide the one-on-one attention that he clearly needed. I suggested they contact the Early On or Child Find program in their school district where he could be assessed for special needs. Mom responded rather loudly, "Special needs? You think MY child has special needs?" Obviously, this was not the parent I thought she was. I recovered my composure, admitted I saw some evidence of delays and tried to provide some information to the parent so that she could take the next step in finding a proper setting for her son. As they left, I thought that while this may have been the first time she was told her son had special needs, it would certainly not be the last.

Children with attention difficulties are not an uncommon challenge for Montessori teachers.

But this year, we have had children with significant attention issues. I'm not a stranger to ADHD behavior. It runs rampant in my family and I have helped several children develop accommodations that allow them to accomplish their goals. However, the attention issues that have presented this year are very different from the garden variety challenges I've seen for years. Children that are unable to make a choice, unable to attend to a demonstration, unable to focus, refuse to clean up and return work...while these behaviors are not unknown to children new to the Montessori environment, most will comply with a little coaxing, a little encouragement. Most will find something engaging in the Montessori classroom and enjoy working for a little while. The children I have been seeing have a profound lack of attention, some requiring physical restraint to prevent them from destroying materials. One parent after being told that I didn't believe that our program would meet his child's needs responded with, "Well isn't that your job? To make him sit?" No, that isn't my job...that is the anthesis of my job. I have tried to give these parents guidance, suggest programs with a smaller student to teacher ratio, suggested therapists that may be able to offer them parenting training or assess the child for sensory issues, but the sheer number of children I cannot help because of substantial attention challenges this year has been staggering.

Children with discipline issues have also visited us.

I suspect that the children we see who are belligerent and unwilling to obey the most basic ground rules have been "cared for" at home by two working parents who have not been able to attend to their child, allowing them free reign as long the parents are able to continue to do their jobs. One parent continually begged his daughter to do what he asked of her. "Come look at this!" "No!" "Please, just come over here and see this...I'm sure you'll like it!" "No!" "Well then, it's time to go. Can you come and get in the car?" As he reached down to pick her up, she reached out and scratched his face, pulling off his face mask. "NO!" I fared a little better as she was willing to hold my hand as we toured the school. I showed her the various rooms and was able to engage her in a simple practical life activity, helped her tidy up and return it to the shelf. The next activity didn't go as smoothly as she chose to tidy her work space by sweeping her arm across the table, knocking all the items onto the floor. Again, I spent a great deal of time with the parent, suggesting possible

consequences for the behavior he was also seeing at home. As I was saying good bye to this little girl, she reached up and scratched my face, pulling off my mask. She was a bit more than I could reasonably handle in class....or maybe she just didn't like masks!

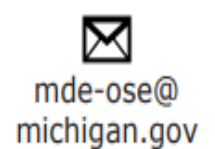
So now what?

I've vented and shared my experiences, but what are we going to do? As I mentioned, I have a resource that specializes in care of children with special needs. They are able to diagnose and offer one-on-one and small group therapy sessions. I record my observations and send them to both the parent and the therapists to put them in touch with each other. Whether or not they follow through, I cannot say, but giving the parent options to secure the help their children need is an important first step. Another support is Early On and Child Find programs offered by public schools. Early On offers evaluations for children from birth to 3 years and Child Find from 3 to 5 years. After an evaluation, many districts offer preschool classes that address the child's specific needs. Finally, parents need support. Parent education is a crucial piece to help children develop skills needed to succeed. Area Youth Assistance programs in many cities offer parenting classes for residents. Our school provides a lending library of parenting books by Chick Moorman and others to give our parents some help. We also utilize our Montessori parent education classes to offer some suggestions for parents experiencing challenges at home.



Create a Montessori Village

I believe that this pandemic has proven the truth of the old saying, "It takes a village to raise a child." The decimation of parents' "villages" has resulted in parents having to go it alone. They do not have the support and backing of other parents. They don't have opportunities to see how other children are developing to determine when to seek help for their little ones. The wisdom and love of grandparents is often not available to help guide parents' decisions. And those of us offering Montessori environments to help grow responsible citizens are overwhelmed by the seriousness and extent of the difficulties we are seeing in today's children. I am resigned to the fact that I can't help everyone. But what I can do is educate myself about the resources in my community that will meet the needs of the children whom I cannot offer a place to grow...yet. My hope is that those children and parents will get the help they need to develop the necessary skills that will allow me to welcome them into our school or another school that will offer them opportunities to continue their development.

The logo for the Michigan Alliance for Families features a circular graphic with stylized figures of people in various colors (red, blue, green, yellow) around a central white figure. Below the graphic is the text "Michigan Alliance for Families" in a bold, white, sans-serif font, with "information, support, and education" in a smaller, white, sans-serif font underneath.

Call 800-552-4821
Contact Us

MMS Virtual Autumn Workshop

The Neuroscience of Montessori: Practical Applications

By Julia Volkman



Julia Volkman is the Founder/President of Maitri Learning and a Teaching Fellow in the Neuroscience of Learning course at Harvard University (Extension School). Among other things, she has also been a consultant and thought partner with the National Center for Montessori in the Public Sector (NCMPS), an Advisory Panel Member for and contributor to the Annenberg Foundation's Neuroscience & the Classroom course, and a Dekyong at Buddhist family camp. Ms. Volkman earned her AMI 3 to 6+ diploma from the Montreal Montessori Training Centre, a bilingual program. She earned her master's degree from Harvard Extension School where she won the Dean's prize for her research on preschool literacy/the Montessori movable alphabet. Most importantly, she is the mother of a young adult (by birth) and high school sophomore (by adoption) who have taught her most of what she knows.

Join Harvard Teaching Fellow and Montessori educator Julia Volkman for a fun and knowledge-packed trip through the connections between neuroscience research and Montessori theory. This interactive workshop will be filled with practical ways to apply research findings to everyday life at home and at school. Key topics include:

- Invoking positive neuroplasticity (changing the brain for optimal performance)
- The dynamic development of skill (progressions and regressions in learning)
- The role of stress in learning (eustress vs. acute/toxic stress)
- The relationship between movement and thinking
- Executive functions
- Attention and flow
- Memory, processing time, and sleep
- The relationship between social-emotional factors and learning
- Metacognition and mindfulness

To wet your whistle and look ahead to what we'll cover, watch [Julia's YouTube video](#) on The Neuroscience of Montessori.

And so it begins...

By Denise Van Pelt

The beginning of any school year is an exciting time. There is always a buzz in the building as students return to their learning. This year the excitement is even greater due to the long pause many students had in experiencing in-person learning. In these early days and weeks of school, children settle into the routine and begin exploring the Montessori environment. As the students work, teachers make observations, jotting notes frequently. Montessori guides are observing the students in their classrooms in many ways. What teachers notice include who is socializing with whom, what work choices are being made by students, how long a child stays with a work, and how independent the child is. The list goes on and varies depending on the age of the students.



For Children's House teachers, observations include noticing skills students have which lead to writing.

Because students have not been in school, these skills are even more important to practice. Both teachers and parents can offer support to children in this effort. In the classroom, the opportunities are abundant. In the Children's House



classrooms, the child experiences hands-on learning opportunities through a variety of activities. These include practical life activities such as folding cloths, pouring, as well as tying bows using the dressing frames. The sensorial materials also offer activities such as touch boards and baric tablets which allow for the hand's sense of touch to be refined. Language and mathematics both offer materials such as sandpaper letters and decimal golden beads, which assist

the children to further develop their sense of touch. The self-guided learning and freedom for repetition with the materials create the optimal experience for natural development in young children.

Each of the activities listed demonstrates the importance of the hand, which is at the heart of Montessori education. As the child uses his/her hands s/he helps construct him/herself. Dr. Maria Montessori believed the hand and brain must develop in harmony. The hand reports to the brain; the brain guides the hand; the cycle continues, resulting in the development of the intellect.

As a parent, giving children the opportunity to do simple tasks with their own hands will make a large positive impact. Activities, including picking up small objects with their fingers, or stringing beads, offer this connection between the hand and brain.



"He does it with his hands, by experience, first in play and then through work. The hands are the instruments of man's intelligence."- Maria Montessori

Fall Celebrations – Asian Moon Festival & International Day of Peace

This year, Children’s Place Montessori celebrated both Asian Moon Festival and International Day of Peace. As they both happened to fall on September 21, we had to adjust a bit. However, both celebrations provided the children with new experiences.

Moon Festival celebrates a story of a brave archer and a dutiful wife. It is celebrated in 11 Asian countries with families gathering for a meal and a special treat called moon cakes. Moon cakes are made with a hard-boiled egg yolk in the middle of each one so that when they are cut open, the children see a section of the “moon.” Traditional dresses are frequently worn by the women and girls.

During our celebration, the children used special silicone moon cake molds to create a moon cake with air drying clay.



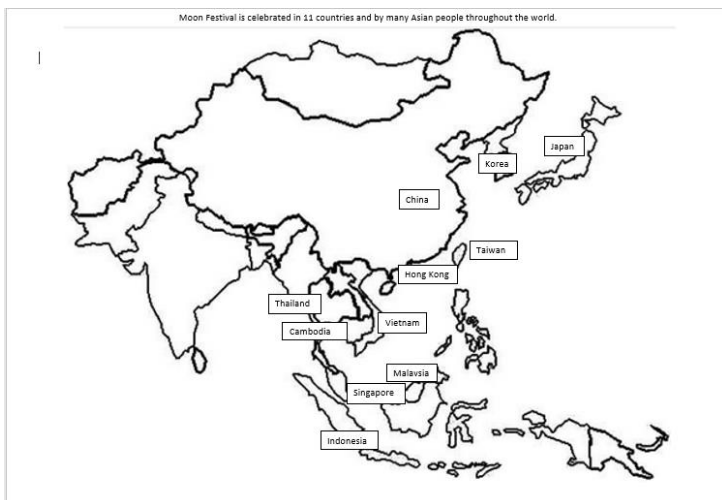
The children also painted paper plates that were cut in the shape of a crescent moon.



We had a photo station with a Moon Festival backdrop that said “Celebrate Moon Festival” in Chinese. The children chose “photo props” to hold.



We created a map of Asia showing the countries that celebrate Moon Festival and made stickers so the children could stick a moon cake on each country that enjoys this fall holiday. (enlarged to show detail)





And we had several pictures to color....this is a picture of Zhong Qiu Jie, the dutiful wife that ascended to the sky with her rabbit and became the moon.

The International Day of Peace - September 21, 2021

We began our Peace Day celebration by discussing the history and meaning of the day...24 hours of peace, around the world, at home, and in school. We read the quotations about peace on an activity sheet and thought about their meanings. On the opposite side, the children glued twigs inside the outline to create a peace sign.

"Peace cannot be kept by force;
it can only be achieved by understanding"

"Peace begins with a smile"

"Imagine
all the
people
living life
in
peace."



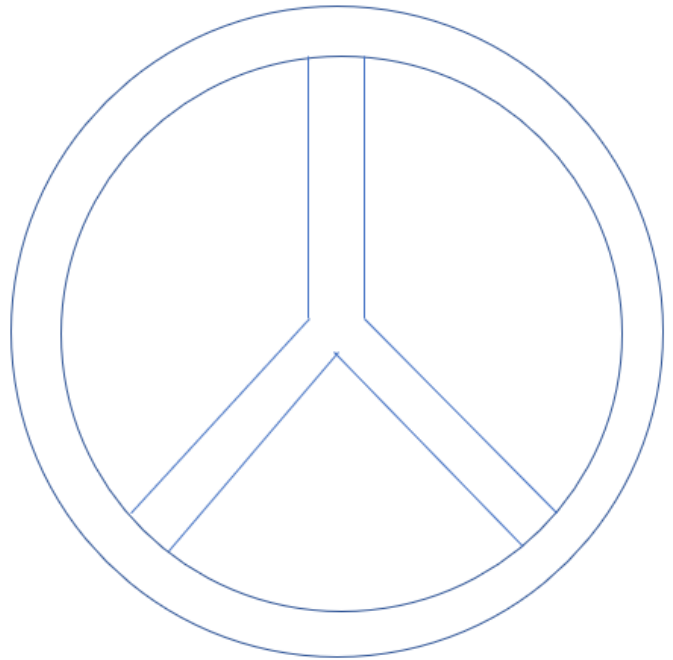
"It isn't enough
to talk about
peace. One
must believe in
it. And it isn't
enough to
believe in it.
One must work
at it."

"Nobody can bring you peace but yourself."

"When the power of love overcomes the love of power
the world will know peace."

International Day of Peace

Sept. 21



We created a peace card activity to take home. The card says, "For this just cause, I'll lend a hand," (the children made hand prints on a piece of card stock to glue on the front), inside, "To work for peace throughout the land." Also on the card, the children illustrated quotes..."Peace begins with a smile," and "Peace begins with me."



"Peace cannot be kept by force; it can only be achieved by understanding"

Ralph Waldo Emerson

"Imagine all the people living life in peace."

Dalai Lama

"It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it."

Mahatma Gandhi

"Peace begins with a smile."

Martin Luther King, Jr.

"Nobody can bring you peace but yourself."

John Lennon

"When the power of love overcomes the love of power, the world will know peace."

Albert Einstein

"Do not let the behavior of others destroy your inner peace."

Eleanor Roosevelt

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."

Mother Teresa

"There is no way to peace, peace is the only way."

Jimi Hendrix

We also sent an activity sheet for the children to complete with their parents to give them an opportunity to continue the conversation about peace at home.

At the end of the day, we gathered in a circle and signed and sang "Light a Candle for Peace" ...

...and enjoyed World Peace Cookies.



If you are interested in receiving any of the materials we created for these celebrations or the World Peace Cookie recipe, please contact Kathy at Kathy@mmsoc.org. She will be happy to send the soft copies to you.

MMS - What's In It For Me?

Individual membership and school affiliation in the Michigan Montessori Society help you keep in touch with other active Montessorians! Networking with others committed to promoting authentic Montessori programs is vital to your professional growth. Don't miss the opportunity to join our vibrant organization.

- MMS presents two professional development seminars every year. Members enjoy a significant reduction in seminar fees.
- A newly designed website has launched! We continue to work on ways to make your experience as an MMS member more timely and exciting!
- You can register for seminars and become a member online using your credit card.
- MMS publishes a newsletter online, posts job openings, promotes educational opportunities and disseminates other helpful information.
- We have also assumed the important task of advocating for Montessori education at the state level. There is power in numbers; your membership supports our efforts (see MMEAN article above).
- You will be notified when affiliated schools offer mini workshops that may interest your staff.

The Michigan Montessori Society's objectives are to:

- Broaden understanding of the Montessori method
- Encourage the growth of Montessori education
- Act as an information center
- Support existing schools
- Provide professional development

In order to continue to receive these benefits and more, join MMS today!



Because most MMS communication will be sent electronically, it is imperative that you provide us with your email address. Please be assured that we do not sell or share our electronic list with anyone.

MMS Trading Places...For Sale...For Trade...For Free

Have something you no longer want, but think it could be useful to someone else? Have something that you just can't throw away, but don't have a need for it? Here's where you can avoid adding to landfills, help someone out, and possibly earn a little cash! If you see something you might be able to put to good use, please send an email to Kathy at Kathy@mmsoc.org. If you have something you'd like to offer in the next newsletter, contact Kathy.

3 Part Reading Cards

	
cordate	cordate
	
fire truck	fire truck

Maitri creates gold standard Montessori materials.

Movable Alphabets

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

& so much more!

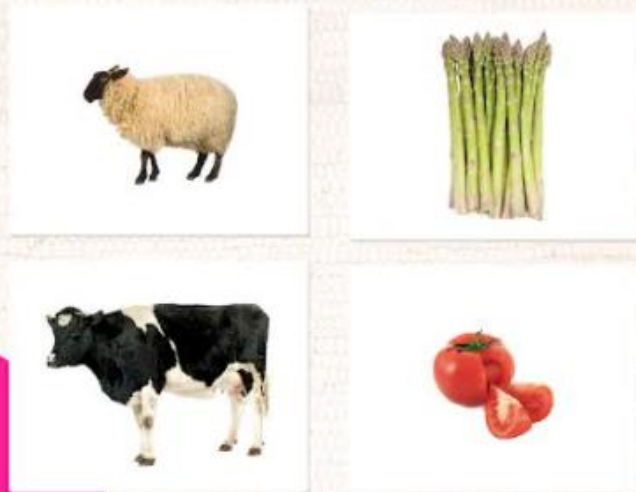
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