



ACACIA WALDORF SCHOOL
Educating the Child: Head ~ Heart ~ Hands

AWS Bulletin

SY 2016-2017 – Issue No. 4 (September 2016)

MESSAGE FROM THE COLLEGE OF TEACHERS

September 27, 2016

Dear Acacia Community,

Living within a Waldorf community long enough, one begins to sense the coming of the different festivals with expectation, like the anticipation of the coming of a familiar friend. Each year, as in the past, festivals are renewed and made relevant once more as our personal experiences play out what each festival signifies. For many, Michaelmas is one such event. Officially on Sept. 29, this season runs for a little over a month. It is also Acacia's feast day, the day we broke ground, 14 years ago.

For those familiar with the season, it is a festival that is often welcomed with hesitancy and reluctance as it denotes challenges and a serious call for Courage and Trust. Michael is often depicted in images as the archangel who conquers the dragon underfoot. It is, thus, also a time to take stock and reflect on the dragons in our lives that we need to conquer or tame. Seemingly coincidental, during Michaelmas, these dragons often surface with lucidity as life stages the backdrop for this play to unfold.

For the students of Acacia, we create this backdrop every year, confident that this rhythm will begin to live inside them. Hence, the Michaelmas obstacle course for the lower and middle schools and the Michaelmas evening performances for the high school. On these days, the students are given challenges that they must overcome, with much support and encouragement from their teachers and peers. Of course, an element of fun is always an essential aspect of these events. For despite all its challenges, staged or real, Life is a gift that must be celebrated with joy and gratitude.

Resistance, dragons, challenges, what one might classify as Evil all do exist in this world. But paradoxically, as Christian Community priest Rev. Hartmut Borries pointed out during his talk in Acacia on Michaelmas, Evil doesn't exist out there to be conquered, but rather, is found inside ourselves, as a force we must commit to transform. And this commitment in turn is what transforms us into human beings more able to fulfill the spiritual tasks we have chosen to undertake in our lifetime. Indeed, everything is Grace.

Have a blessed and meaningful Michaelmas!

With our Warmest Regards,
Teacher Trina Galvez
For the College of Teachers

UPCOMING ACTIVITIES

Sept 11, Sunday

Eid al Adha (Holiday/TBC)

Sept 14-16, Wed-Friday

Pre-School Health Break

Sept 15-16, Thurs-Friday

GS/US Health Break

Sept 17–Oct 8,

Visit of Foreign Grade School and Drama mentor, Daniel Stokes from the U.S.

Sept 28, Wednesday

Kinder Family Day/Kite Flying

Sept 30, Friday

GS/US Michaelmas Obstacle Course (GS/ Half-day

October 01, Saturday

6:00 P.M./Farm Shed
Schumann's Love Affair

October 06, Thursday

10:30 A.M./Farm Shed
Pantry Make-Over

October 07/08, Fri-Sat

6:30 P.M./Farm Shed
Senior Play, "The Fantasticks"

October 14, Friday

9:30 P.M./Farm Shed
Waldorf Education Talk and Art Therapy by Raph and Lormie Lazo

October 19-21, Wed-Fri

US 2nd Quarterly Exams

October 23-Nov 07

Gamot Cogon, Iloilo
Steiner Education Teacher Training

October 26, Wednesday

GS & US 2nd Quarter PTCs

October 27, Thursday

11:00 A.M./Basketball Court
GS & US 2nd Bahaginan: UN Day

6:00 P.M.

US Michaelmas Concert

October 28–Nov 07

Semestral Break

October 31–Nov 04

Admin Office Closed

ANNOUNCEMENTS

Save the dates: October 07/08 (Fri/Sat) @ The Farm Shed!

Senior Play 'The Fantasticks'

This year the Senior Class 12-Guava together with the Class 10-Hasmin will be staging The Fantasticks, a Comedy/Musical that reminds everyone about the value of adversity in life.

The class will be selling a playbill to fund the props, costumes, lights, stage design and to help raise funds for the class trip to the Youth Conference in Dornach, Switzerland. Tickets will be sold at Php250.00.

We appeal to your generosity to donate according to the scheme you can possibly give. The scheme for advertising space as follows:

Php 3,000—spread (free 2 tickets/1copy playbill)

Php 2,000—One whole page (free 1 ticket/1 copy playbill)

Php 1,000—Half page

Please get in touch with our Upper School Coordinator via email edna.ingles25@gmail.com or mobile phone (0915 2583436) no later than October 3, 2016, together with the business name, family picture, or greetings you would want to be included in the playbill.



HIGHLIGHTS

Creating a Natural Environment that Supports Human Health by Melanie Go



As parents and teachers, we always want to create harmony and balance in our environment because this is where we provide a nurturing space for our children to develop themselves. This is where our AWS Mom, Melanie Go started her sharing about how we can be more aware of our surroundings in terms of its cleanliness and safety. The workshop last August 30 ended with the group sessions of parents and auxiliary staff discussing about the improvements on providing ample natural ventilation, moisture control, EMR safety and the like.

Healthy Nutrition and Scientific Thinking in the 21st Century by Sebastian Schaffer



Last Sept 08, Sebastian Schaffer discussed the importance of research to validate all the information we read everyday. This kind of scientific stance of inquiry will give us the chance to think and not just believe and follow whatever is the norm. The influx of information available in social media needs to be verified and not to be taken as the truth without further analysis. In this talk, the students and teachers were given some highlights on different perspectives and views about food and nutrition.

Michaelmas Festival by Hartmut Borris



The Festival Committee led by Paula Aberasturi made it possible for the community to have a conversation with Hartmut Borris last Sept 06 about the Michaelmas Festival at the Farm Shed. The importance of Courage and Will captures the essence of this festival. We are called to protect humanity in terms of the mechanization that's already happening today. How do we actually use our capabilities to initiate something? Or do we allow ourselves to just be manipulated and controlled by all the gadgets surrounding us? This is, for us, a greater call to higher awareness of what it means to be a human being.

Child Development and Appropriate Activities from Birth to 21 by Bella Tan



Parenting and teaching is an art and having a deeper understanding of childhood development will guide the parents/teachers on how to raise the children with the right belief systems. But it is definitely a change in paradigm once we encounter and embrace Waldorf education for our own families, especially for our own children. It was indeed a valuable moment last Sept 22, to learn from our mentor, Bella Tan, who is both a parent and a teacher. She gave a comprehensive explanation of the 3 phases of childhood development and the appropriate activities for each stage. Everyone went home with so much hope and enthusiasm because they got some tips on how to become more loving and creative parents and teachers.

FEATURED ARTICLE

It's 'Digital Heroin': How Screens Turn Kids Into Psychotic Junkies

Susan* bought her 6-year-old son John an iPad when he was in first grade. "I thought, 'Why not let him get a jump on things?' " she told me during a therapy session. John's school had begun using the devices with younger and younger grades – and his technology teacher had raved about their educational benefits – so Susan wanted to do what was best for her sandy-haired boy who loved reading and playing baseball.

She started letting John play different educational games on his iPad. Eventually, he discovered Minecraft, which the technology teacher assured her was "just like electronic Lego." Remembering how much fun she had as a child building and playing with the interlocking plastic blocks, Susan let her son Minecraft his afternoons away.

At first, Susan was quite pleased. John seemed engaged in creative play as he explored the cube-world of the game. She did notice that the game wasn't quite like the Legos that she remembered – after all, she didn't have to kill animals and find rare minerals to survive and get to the next level with her beloved old game. But John did seem to really like playing and the school even had a Minecraft club, so how bad could it be?

Still, Susan couldn't deny she was seeing changes in John. He started getting more and more focused on his game and losing interest in baseball and reading while refusing to do his chores. Some mornings he would wake up and tell her that he could see the cube shapes in his dreams.

Although that concerned her, she thought her son might just be exhibiting an active imagination. As his behavior continued to deteriorate, she tried to take the game away but John threw temper tantrums. His outbursts were so severe that she gave in, still rationalizing to herself over and over again that "it's educational."

Then, one night, she realized that something was seriously wrong.

"I walked into his room to check on him. He was supposed to be sleeping – and I was just so frightened..."

She found him sitting up in his bed staring wide-eyed, his bloodshot eyes looking into the distance as his glowing iPad lay next to him.

He seemed to be in a trance. Beside herself with panic, Susan had to shake the boy repeatedly to snap him out of it. Distraught, she could not understand how her once-healthy and happy little boy had become so addicted to the game that he wound up in a catatonic stupor.

There's a reason that the most tech-cautious parents are tech designers and engineers. Steve Jobs was a notoriously low-tech parent. Silicon Valley tech executives and engineers enroll their kids in no-tech Waldorf Schools. Google founders Sergey Brin and Larry Page went to no-tech Montessori Schools, as did Amazon creator Jeff Bezos and Wikipedia founder Jimmy Wales.

Many parents intuitively understand that ubiquitous glowing screens are having a negative effect on kids. We see the aggressive temper tantrums when the devices are taken away and the wandering attention spans when children are not perpetually stimulated by their hyper-arousing devices. Worse, we see children who become bored, apathetic, uninteresting and uninterested when not plugged in.

But it's even worse than we think.

We now know that those iPads, smartphones and Xboxes are a form of digital drug. Recent brain imaging research is showing that they affect the brain's frontal cortex – which controls executive functioning, including impulse control – in exactly the same way that cocaine does. Technology is so hyper-arousing that it raises dopamine levels – the feel-good neurotransmitter most involved in the addiction dynamic – as much as sex.

This addictive effect is why Dr. Peter Whybrow, director of neuroscience at UCLA, calls screens "electronic cocaine" and Chinese researchers call them "digital heroin." In fact, Dr. Andrew Doan, the head of addiction research for the Pentagon and the US Navy – who has been researching video game addiction – calls video games and screen technologies "digital pharmakeia" (Greek for drug). That's right – your kid's brain on Minecraft looks like a brain on drugs. No wonder we have a hard time peeling kids from their screens and find our little ones agitated when their screen time is interrupted. In addition, hundreds of clinical studies show that screens increase depression, anxiety and aggression and can even lead to psychotic-like features where the video gamer loses touch with reality.



FEATURED ARTICLE



In my clinical work with over 1,000 teens over the past 15 years, I have found the old axiom of “An ounce of prevention is worth a pound of cure” to be especially true when it comes to tech addiction. Once a kid has crossed the line into true tech addiction, treatment can be very difficult. Indeed, I have found it easier to treat heroin and crystal meth addicts than lost-in-the-matrix video gamers or Facebook-dependent social media addicts.

According to a 2013 Policy Statement by the American Academy of Pediatrics, 8- to 10 year-olds spend 8 hours a day with various digital media while teenagers spend 11 hours in front of screens. One in three kids are using tablets or smartphones before they can talk. Meanwhile, the handbook of “Internet Addiction” by Dr. Kimberly Young states that 18 percent of college-age internet users in the US suffer from tech addiction.

Once a person crosses over the line into full-blown addiction – drug, digital or otherwise – they need to detox before any other kind of therapy can have any chance of being effective. With tech, that means a full digital detox – no computers, no smartphones, no tablets. The extreme digital detox even eliminates television. The prescribed amount of time is four to six weeks; that’s the amount of time that is usually required for a hyper-aroused nervous system to reset itself. But that’s no easy task in our current tech-filled society where screens are ubiquitous. A person can live without drugs or alcohol; with tech addiction, digital temptations are everywhere.

So how do we keep our children from crossing this line? It’s not easy.

The key is to prevent your 4-, 5- or 8-year-old from getting hooked on screens to begin with. That means Lego instead of Minecraft; books instead of iPads; nature and sports instead of TV. If you have to, demand that your child’s school not give them a tablet or Chromebook until they are at least 10 years old (others recommend 12).

Have honest discussions with your child about why you are limiting their screen access. Eat dinner with your children without any electronic devices at the table – just as Steve Jobs used to have tech-free dinners with his kids. Don’t fall victim to “Distracted Parent Syndrome” – as we know from Social Learning Theory, “Monkey see, monkey do.” When I speak to my 9-year-old twin boys, I have honest conversations with them about why we don’t want them having tablets or playing video

I explain to them that some kids like playing with their devices so much, they have a hard time stopping or controlling how much they play. I’ve helped them to understand that if they get caught up with screens and Minecraft like some of their friends have, other parts of their lives may suffer: They may not want to play baseball as much; not read books as often; be less interested in science and nature projects; become more disconnected from their real-world friends. Amazingly, they don’t need much convincing as they’ve seen first-hand the changes that some of their little friends have undergone as a result of their excessive screen time.

Developmental psychologists understand that children’s healthy development involves social interaction, creative imaginative play and an engagement with the real, natural world. Unfortunately, the immersive and addictive world of screens dampens and stunts those developmental processes.

We also know that kids are more prone to addictive escape if they feel alone, alienated, purposeless and bored. Thus the solution is often to help kids to connect to meaningful real-life experiences and flesh-and-blood relationships. The engaged child tethered to creative activities and connected to his or her family is less likely to escape into the digital fantasy world. Yet even if a child has the best and most loving support, he or she could fall into the Matrix once they engage with hypnotic screens and experience their addicting effect. After all, about one in 10 people are predisposed towards addictive tendencies.

In the end, my client Susan removed John’s tablet, but recovery was an uphill battle with many bumps and setbacks along the way.

Four years later, after much support and reinforcement, John is doing much better today. He has learned to use a desktop computer in a healthier way, and has gotten some sense of balance back in his life: He’s playing on a baseball team and has several close friends in his middle school. But his mother is still vigilant and remains a positive and proactive force with his tech usage because, as with any addiction, relapse can sneak up in moments of weakness. Making sure that he has healthy outlets, no computer in his bedroom and a nightly tech-free dinner at the dinner table are all part of the solution.

(SOURCE: <http://nypost.com/2016/08/27/its-digital-heroin-how-screens-turn-kids-into-psychotic-junkies/>) Dr. Nicholas Kardaras is executive director of The Dunes East Hampton, one of the country’s top rehabs and a former clinical professor at Stony Brook Medicine.

HEALTH ARTICLE

PEDICULOSIS (HEADLICE)

Head lice are small parasites able to live on the scalp and neck hairs of their host. Their presence does not connote a lack of hygiene or sanitation of their host, but they may infrequently be transferred. Infestation is common in children 3 to 11 years of age, with girls infested more than boys. Head lice are not able to fly or jump. Direct contact with an infected person is required in order for the lice to attach to the new person's head. Head lice need the warmth and food provided by the scalp.

SYMPTOMS: The most common symptoms are:

- Itching
- Tickling feeling of something moving in the hair
- Irritability
- Sores on the head caused by scratching

PREVENTION: Students should be encouraged to

- Keep an adequate distance from each other to prevent direct head-to-head contact
- Avoid sharing combs, brushes, and hats

Head lice infestation is bothersome, but no disease is associated with head lice.

What can I do at home to treat and prevent headlice naturally?

There are effective, natural remedies for lice that do not use harmful chemicals:

- Use a fine Nit comb to remove lice from the hair
- Tea tree oil. This essential oil is an all natural insecticide. To use
 - a.) Add 3-5 drops of tea tree oil to every 1 oz. of natural shampoo or mix 3 tablespoons of carrier oil (olive, coconut, jojoba or sesame) and a teaspoon of tea tree oil together in a bowl apply to hair for 30-45 minutes.
 - b.) Shampoo hair normally.
- Apple cider vinegar. Before and after shampooing, rinse your hair with vinegar. Or soak hair with vinegar and leave it on for a few minutes before combing with nit comb. Towel dry. This will help remove nits from the shaft.
- Natural or herbal shampoo specifically for head lice which are readily available at drug stores.

After each treatment, check the hair and comb with the nit comb every 2-3 days to decrease the risk of re-infestation. And continue to check for 2-3 weeks to be sure all lice and nits are gone.

In addition, bed linens should be washed thoroughly and dried under the sun. Clean hair brushes and combs regularly.

SCHOOL PROTOCOL: If the student is found to have lice or nits (eggs) in his/her hair, the Main/Sponsor Teacher shall call the parents to take the child home for treatment or to remove the nits, whichever is appropriate. As a courtesy, the Main/Sponsor Teacher will notify other parents of the class so they can check their own child. The child will be advised to stay home and may return back to school after all the nits are removed from his/her hair.

Sources : www.medicinet.com/ www.headlice.org

OTHERS


The Acacia Waldorf School
Music & Arts Committee
presents

SCHUMANN'S LOVE AFFAIR

Clara Wieck Schumann
Piano Trio in g minor Op 17

Robert Schumann
Piano Trio No 1 in
d minor Op 63

**JUAN, MARIEL
& FRIENDS**





Mariel Ilusorio
PIANO

Juan Luis Munoz
VIOLIN

Giancarlo
C. Gonzales
CELLO

October 1, 2016
6pm
The Farm Shed
Acacia Waldorf School

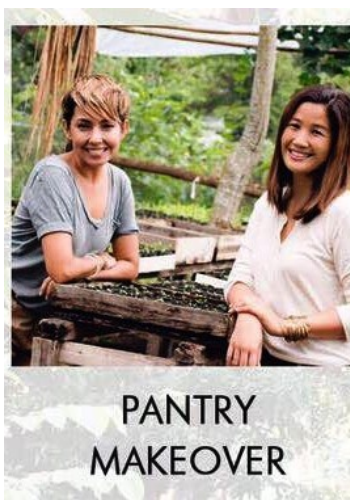
Admission is P550
(P350 for AWS teachers/students)

Advent season is fast approaching and we are excited to invite everyone once again to our next Advent Fair to be held on **Sunday, November 27, 2016**. Last year's fair went beyond all our expectations. We had over 1000 visitors thanks to a great lineup of merchants and entertainers.

Our aim is to bring the community together and provide a venue for your mindfully created goods, arts, and crafts. As you all know, our school is a proponent of sustainable living, natural parenting and your product or service is something we would like to feature in our fair. Our students and teachers will be hosting an array of unique events for the day that will draw the neighboring community to the fair so we can openly exchange and inspire ideas.

We are now accepting applications from AWS community participants until Monday, October 3, 2016. After that, applications are open to all on a first come first serve basis including merchants outside the AWS community until October 30, 2016.



Save the date:
October 06, 10:30-12nn
Thursday @
The Farm Shed!

Ever want to makeover your pantry but didn't know where to start?

Worry no more! We've got all the tips and tricks to help you give your kitchen and pantry the healthy makeover you and your family deserve.

Everything from water to oil, to nuts and grains, to milk and dairy, to sauces and jams, to meats and produce, sugars and salts, and everything in between.

Harvest your own FRESH ORGANIC VEGGIES at the school farm!

Pick & Pay with the farmers is now available every Wednesday & Friday, 8-10AM and 2-4PM. Look for Rommel at the farm or contact him at **09399252507** for available HARVEST OF THE DAY. (Prices at the farm are 30% less than our retail price for the school community.

Community SEED Library

Help us transform our school yard into an EDIBLE garden!



**We will provide a small box for seed drop-offs. Just look for it in front of the Admin office, near the gate.*

1. DON'T THROW AWAY YOUR AVOCADO, LANSONES, MANGOSTEEN, AND RAMBUTAN SEEDS (OR ANY OTHER FRUIT YOU ARE EATING THIS SEASON.)
2. WASH THE SEED, WRAP IN DAMP TISSUE OR PAPER TOWEL.
3. BRING IT TO SCHOOL! DROP OFF NEAR THE GATE!

Acacia Waldorf School
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