

AWS Bulletin

SY 2016-2017 — Issue No. 5 (October 2016)

Message from the College of Teachers

October 27, 2016

Dear Acacia Community,

We congratulate all the students and teachers for that inspiring, colorful United Nations Bahaginan last Thursday and the amazing, upbeat and soulful Upper School Michaelmas concert that evening. What a perfect way to end the semester. Unity in Diversity! There is so much we can achieve when we honor each other's talents as well as differences and commit to working together. Indeed, as the choir sang, "We are One!"

The festival of Michaelmas is now coming to a close. In community, we consciously commemorated the season with different meaningful events and activities. One such event was the Senior Play, *The Fantasticks*. Aside from the outstanding performances given by these talented and joyful actors and musicians, the play reminded us of the value of resistance and adversity. These dragons (or "walls" as the play aptly puts it) in our lives give us the impetus to grow and transform and help us focus on what truly matters, on what is real and what in fact makes us human, the essence of which is Love. One such act of love that happened this month was how our school community, both adults and students, proactively rallied together to raise money to help one of our beloved senior teachers, Ms. Laarni Aranas who was seriously ill and hospitalized for 3 weeks. With your help and generosity, she is now doing so much better and slowly recovering at home.

We now transition to another very meaningful festival, Martinmas, celebrated on the 11th of November, otherwise known as the Festival of Lights. As the nights grow longer and the days visibly shorter and as darkness begins to permeate our surroundings, light becomes a precious commodity, and our recourse is to look for the light that dwells within us. A wonderful observation that our 6th grade students experience in a Physics block called Optics is that light in itself is invisible. What we see is its reflection on our surroundings. Metaphorically, how visible then would our own light be unless we allow it to shine on others?

Wishing you all a most enjoyable and restful semestral break!

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

"Seek the light of the path! But you will seek in vain, if you do not yourself become the Light." - R. Steiner



Schedule of Activities



October 19-21, Wed-Fri US 2nd Quarterly Exams

October 23-Nov 07 Gamot Cogon, Iloilo Steiner Education Teacher Training

October 27, Thursday 11:00 A.M./Basketball Court GS & US 2nd Bahaginan: U.N. Day

6:00 P.M./Farm Shed US Michaelmas Concert

October 28-Nov 07 Semestral Break

October 31-Nov 04
Admin Office Closed

November 08, Tuesday All classes resume

November 10, Thursday 2:00-4:00 P.M./ Michael Hall Advent Festival Talk by

Advent Festival Talk by Panjee Tapales

November 11, Friday Martinmas Festival

November 12/Saturday 6:00 P.M./Farm Shed Chamber Music Series 2

November 17/Thursday 3:30-5:00 P.M./ Faculty Room

Talk on "Embracing Our Special Needs Individuals" by Olivia Medina

November 21-25/ US Science and Tech Week

November 24-25, Thurs-Fri 6:00P.M./Farm Shed Class 8 Kawayan Graduation

Play-"Fiddler On The Roof"

November 27, Sunday 9:00 A.M./AWS Grounds Advent Fair

November 28, Monday 1st Monday of Advent

November 30, Wednesday Bonifacio Day (Holiday)

Announcements



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HIGHLIGHTS

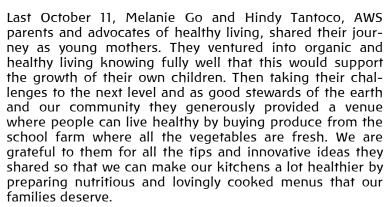




Acacia hosted its first of a series of chamber music concerts. Our esteemed guest performers for that evening were violinist Juan Luis Muñoz, pianist Mariel Ilusorio, and cellist GianCarlo Gonzalez. This intimate and inspiring concert was held last October 1 at the Farm Shed. The event was initiated by the Music and Art Committee headed by Joy Kawpeng and Melanie Go. The community was truly grateful for such a magical experience and everyone went home filled with so much anticipation and joy. We eagerly await the next concert.



Pantry Makeover by Melanie Go and Hindy Tantoco





House Building Project of Class 3—Lily



Last October 17, the community witnessed the short presentation of Class 3 Lily as they unveiled their house building project. Their project was a strong and sturdy house for the school bell. They worked together enthusiastically despite the heat and discomfort they experienced.

They also built replicas of their own dream houses which were available for viewing at the Clay Library. Congratulations, Teacher Athena, Class Three students and parents for this beautiful structure!



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EVENTS

Senior Class Play, "The Fantasticks"

"Try to remember the kind of September...then follow". It was truly an evening to remember when the Guava and Hasmin Classes showcased their acting, singing and dancing prowess in this year's Senior play. Laughter and tears filled the Farm Shed that evening as the audience was led to reminisce what it was once like to be in love. This musical romantic comedy would not have been possible without the collaboration with their band, its members made up of Teacher Sol Taylo on the keyboard, Tito Ambeth Taylo on violin and Teacher Waldo on the drums and bass guitar. The audience went home exhilarated from this delightful and entertaining musical experience. Bravo to the cast and musicians of The Fantasticks!



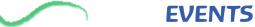




Grade School Michaelmas Celebration



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Pre-School Michaelmas Celebration









United Nations Day At Acacia Waldorf School

It was a glorious color-filled day when all the students and teachers of Acacia came to school dressed in the different national attires of various countries and cultures around the world. More special still were all the different performances done by each class of songs and dances streaming out of these different continents. How blessed are we to have the opportunity to experience these different cultural artistic expressions. The celebration culminated with a United Nations

bountiful potluck feast where everyone was welcome to taste favorite dishes of different nations. Indeed, it was a celebration of brotherhood and respect and an honoring of our uniqueness as individuals and our capacity to live together as One Human race.







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Featured Article

How to Raise an Environmentalist

We read it in the news every day. From climate change to overfishing to deforestation, it seems that we are on the brink of a natural disaster on an epic scale. If we cannot do something to reverse these trends, we will surely make our planet uninhabitable.

But how do we encourage people—especially our kids—to care more and take action?

Social scientists are beginning to look for answers to this question with some promising results. Research indicates that motivating people to care takes more than just reciting facts and making doomsday predictions. Instead, it requires promoting compassionate concern for our natural world, which comes from early contact with nature, empathy for our fellow creatures, and a sense of wonder and fascination.

Specifically, scientists are starting to uncover how to encourage that compassionate concern in children, so that it will translate into pro-environmental behavior down the road—and this research comes not a moment too soon.

Why disaster talk doesn't move us (and what does)

Painting a disastrous portrait of the Earth's future often causes us to simply check out. The idea of destruction on such a massive scale can either be too difficult to contemplate or seem too out of our control to motivate action—especially action inconvenient to us, like walking to work or bringing our own bags to the grocery store.

<u>Psychological biases</u> also play a role. When a problem seems distant or abstract, it can easily be pushed aside by more pressing, immediate concerns, like schoolwork or relationship worries.

But scientists have learned that there is a way to overcome these deterrents: developing a compassionate relationship with the natural world. Research suggests that the desire to conserve is intricately tied to our connection to nature—or the degree to which we enjoy spending time in nature, empathize with our fellow creatures, and feel a sense of oneness with nature. That emotional connection increases our sense of personal responsibility toward nature and makes us want to do more to preserve it.

For example, one study by Cynthia Frantz and F. Stephan Mayer looked at the relationship between electricity use and emotional connection to nature in dorm residents at Oberlin College. Students filled out the Connectedness to Nature Scale (CNS) and other measures of self-nature connectedness, and scores were aggregated and compared to dorm electricity use.

Results showed that dorms with higher average connection to nature scores used less electricity than those with lower scores, and this difference was even more pronounced when students were given direct feedback on their electricity use over time. But dorms whose residents on average scored higher on valuing nature and supporting environmental protection measures did not use less electricity, suggesting that having an *emotional* connection to nature is uniquely powerful in predicting behaviour.

In <u>another study</u>, it was students' implicit feelings about nature that mattered the most. Students from Nanjing University in China took an Implicit Associations Test (IAT), which measured their automatic, unconscious feelings about things associated with built environments (i.e., cars, streets, buildings) versus natural environments (animals, birds, trees). They also filled out the CNS and were asked about their deliberate environmental behaviors—such as how much water they use when washing, or how often they ride a bike or walk to school rather than drive. Afterward, the students were offered a gift of tasty wafers and then asked if they wanted a plastic bag to carry them. Whether or not students asked for the bag was used as a proxy measure of spontaneous environmental behavior.

Results from the experiment showed that CNS scores did not predict results on the IAT, suggesting that our conscious feelings about nature may be different from our less conscious feelings. Scores on the IAT were linked to whether or not students took the bag (a spontaneous pro-environmental act), while CNS scores contributed most to explicit pro-environmental behaviors. The researchers concluded, "In the long term, it would be wise to cultivate people's connection with nature, promote the emotional and cognitive tie between humans and the natural world, and increase people's feeling of being one with nature."

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Featured Article

These studies and others suggest that a caring connection to nature may be an important indicator of how much we are willing to engage in behaviours to save our natural world. And that has implications for our kids.

Why kids need to get outside

Many kids today are suffering from what Richard Louv calls "nature deficit disorder" because they spend so little time there—especially kids in cities, where green spaces may be few and far between. Besides having an impact on kids' health and wellbeing, this lack of contact with nature may also impact their compassionate caring for the environment.

Researchers at Cornell University <u>found</u> that, when children before the age of 11 spend time in nature—hiking, camping, hunting, or fishing, for example—they grow up into adults who care more about the environment than those who didn't have that early exposure. That caring also translates into more proenvironmental behavior in adulthood, which suggests that getting kids out in nature is important if we want them to become our future environmentalists.

Environmental programs in schools are one way to do this. In one study, researchers measured 9- and 10-year-olds and 11- to 13-year-olds on their connection to nature (using the Inclusion of the Self in Nature Scale, or INS), then followed them through a four-day environmental education program focused on water. The program involved lessons about water and immersive, sensory-laden experiences with water, such as walking barefoot through a creek and catching and releasing wildlife in the creek.

After the program, the kids were measured again on connection to nature and compared to a group of same-aged kids who hadn't gone through the program. Results showed that the younger children initially had higher INS scores than the older kids, but the education program increased INS in both age groups. In particular, the researchers cited the immersion activities as critical to these effects. However, only the younger kids maintained the increases in INS four weeks later, suggesting that these kinds of programs should perhaps target younger students.

Indeed, <u>another study</u> looking at 14- to 19-yearolds showed that participating in a one-day environmental education program on global climate change that did not include immersive experiences in nature had very little impact on connection to nature scores.

One possible reason that spending time in nature increases children's connection to it is that the experience feels good in some way. Research on adults has found that spending time in nature helps with what's called <u>attention restoration</u>—helping the brain to recover from sensory and cognitive overload, which reduces stress and improves later performance on cognitive tasks.

At least one study with children suggests attention restoration plays a role in their enjoyment of nature too and leads to caring more about it. Researchers found that children in schools with schoolyards that had more natural elements reported higher levels of restoration, leading to more positive environmental attitudes. And those increased pronature attitudes, in turn, were tied to more proenvironmental behavior.

How to boost connection to nature

Still, researchers don't know exactly what it is about being in nature that impacts environmental concern and action, though many agree that emotional engagement is critical. So, how can we augment that engagement in our children?

Mindfulness may be one potential avenue. At least one study with adults has found a link between mindfulness, connection to nature, and well-being, while another found that mindfulness is associated with "green behavior." Perhaps mindfulness allows people—and would allow kids—to pay attention to nature and appreciate it more fully.

One recent study randomly assigned undergraduate college students participating in a three-day nature trip to perform meditation (with formal practices in the mornings) or not (a control group). Before and after the trip, students were measured on their connection to nature. Compared to the control group, those who'd been in the meditation group reported greater increases in self-nature connection as well as more spontaneous recollections of trip memories emphasizing nature (rather than other aspects of the trip, such as social interactions).

(SOURCE: http://www.yesmagazine.org/planet/how-to-raise-an-environmentalist-20160924)

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Others





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clearing negative emotions, sabalikizing the
mind or balancing energy in the body.
Kundalini Yoga & Meditation gives you the
technology to understand and or expand yourself
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Contact: 0917-585-0970 kundaliniphilippines@gmail.com FB: Kundalini Yoga Philippines as taught by Yogi B

Oct 25th, Nov 8th, Nov 15th & Nov 22nd



