



MAY 2021

# CAMPUS COLUMNS

2ND NATURE ACADEMY CAMPUS NEWSLETTER

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## THE GLORY OF TEACHING

BY KERRY GLEESON (PRESIDENT, THE NATURE OF THINGS)

When I turned to my office mate this month and asked what I should write about for May's newsletter introduction, I quickly followed it up with the disclaimer, "I don't even want to mention COVID." We're all burnt out on the topic and, after more than a year, there's not much new to be said. However, when I settled on the subject of Teacher Appreciation, in honor of the upcoming week dedicated to the cause (May 3-7), it became an inherent and obvious part of what there is to be said in appreciation of our teachers.

That said, writing this piece feels daunting. How can one express the magnitude of what teachers have given us this year in a few paragraphs? Truly, it's impossible. Teachers are a critical component of our society, yet they historically are not treated that way. Providing reliable, quality child care and early childhood development is essential work, but many in this country don't even acknowledge it as a legitimate part of the teaching profession. As such, the [child care industry has limped its way through this pandemic](#) and many providers have faltered through no fault of their own. How, then, can a few words bolster a beleaguered group of individuals who dedicate their lives to the growth, nurturing, and education of other people's children?

To our 2nd Nature Academy and Nature's Pathways educators, and to [all educators who have taken up the call to forge on in the face of previously unknown adversity](#) in 2020/2021: We see you. This pandemic has laid bare your dedication to what you do. Children and families have and will continue to pass through your lives; You will shape them in deeply profound, yet often entirely imperceptible ways. Sometimes, they will understand and remember that. Frequently, you'll become just another shadow in their personal histories. But really, who becomes a teacher for the glory? (Somebody who knows nothing about teaching, presumably.) At its core, being an educator is about giving. Teachers bleed themselves dry through their endless gifts of knowledge, perspective, and the great big promise of opportunity. That may seem a daunting enterprise to sign up for. On the other hand, most people don't get to say they change the trajectory of the world every single day. What's more glorious than that?

*Teachers affect eternity; no one can tell where their influence stops.*

-Henry Brooks Adams



### 'TIS THE SEASON FOR TICKS AND SUN!

Reference our FAQ Cheat Sheet for how to best protect your child. Even better, print it out and post it somewhere handy in your home!



[OUTDOOR PREPAREDNESS CHEAT SHEET>>](#)

## SPECIAL EVENTS, SPIRIT DAYS, & ACADEMIC CALENDAR

### TEACHER APPRECIATION DAY

Tuesday, May 4

### MOTHER'S DAY

Sunday, May 9

### RAMADAN ENDS

Wednesday, May 12

### EID AL FATR STARTS

Thursday, May 13

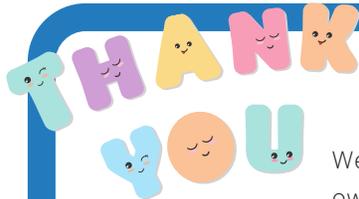
### EARLY RELEASE

Wednesday, May 19

### MEMORIAL DAY

Monday, May 31

**CLOSED**



## TEACHER APPRECIATION WEEK

MONDAY, MAY 3 - FRIDAY, MAY 7

We know that families often wish to show their child's teacher(s) gratitude in their own way with small gifts and acknowledgments during national Teacher Appreciation Week! Due to continued COVID-19 restrictions, we will not be hosting our usual PAC-led luncheon this year. However, the administration will be providing a BBQ lunch for campus staff and we are asking all children/students to submit a note of their gratitude throughout the week!

### BBQ LUNCH FOR STAFF



TUESDAY,  
MAY 4

### "HOW YOU HELP ME BLOSSOM"



Help us build a Teacher Appreciation Cherry Blossom Tree. We will be accepting notes of gratitude for this installment throughout the week. Simply print out the attached page and fill out as many flowers as you wish, stating how your teacher(s) makes you blossom! We will also have copies available at the front office.

[GET THE PRINTOUT >>](#)

## STAFF FEATURE: JOLEEN BRAHANEY

> ASSISTANT DIRECTOR (PRE-ELEMENTARY)

> PREKINDERGARTEN TEACHER

NATURE'S PATHWAYS AT 2ND NATURE ACADEMY

Joleen first came onboard at 2nd Nature Academy in October of 2007 and, over the course of these past 13 1/2 years, has grown from a teacher in our now retired part-time prekindergarten program to an assistant director of our entire pre-elementary program. Those who have had the pleasure of getting to know Joleen would probably agree that she is quiet, but not a single person who really knows her would say it is because she is meek. Rather, Joleen speaks with consideration and purpose. She is a natural-born problem solver who will take the time to ruminate on an issue and pose tangible solutions. It is therefore no surprise that she has become an indispensable team member and evolved into a marvelous assistant director at Nature's Pathways.

For those of you who have never worked with a group of four-year-olds, let alone for nearly a decade and a half, you may not realize how much of your day is dedicated to encouraging social development. In the right hands, the task is elevated to an art form. A successful career teacher for this age group has to be filled with patience, kindness, and understanding. They must also be willing to grow alongside each new group of children they encounter. Joleen is an exemplary model of this concept and, as such, has become a more profoundly impactful teacher for dozens of children with each passing year. And you better believe she will be there before anyone else on Monday, opening those doors in sun, rain, or blizzard, to do it all over again with grace, care, and a remarkable commitment to her students.



## WE'VE GOT SPIRIT, HOW ABOUT YOU?

BY KAITLIN QUINN-STEARNES, DEPUTY HEAD OF SCHOOL & MEGHAN AYER, HEAD OF SCHOOL

We have spring fever here at 2nd Nature Academy and a ton of school spirit, too! This month has been a busy one at 2nd Nature Academy. As an extension of their Integrated Health and Leadership course, our high school students organized and executed Spring Spirit week this year. They worked together to design developmentally appropriate activities around the themes of spring and Earth Day. In addition, our upper middle and high school students offered support to younger students during our Water Walk. We love that our students take on leadership opportunities and show such great school spirit!

In Advanced High School Spanish, students recently began a study of linguistic discrimination. They quickly discovered that this is a lesser known form of discrimination and sought an opportunity to educate our school community on the subject. Be sure to check out their article on page 5, along with some tips on how to be more inclusive and supportive of diverse languages. This is a great example of project based learning and continuation of our focus on the theme of perspective.

We hope you enjoy this month's newsletter! We look forward to sharing our school year wrap-ups in our next issue. Until then, happy Spring everyone!

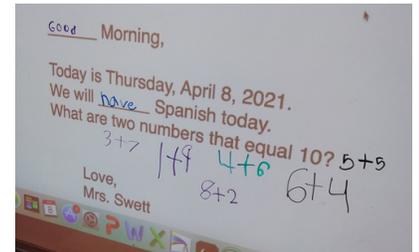
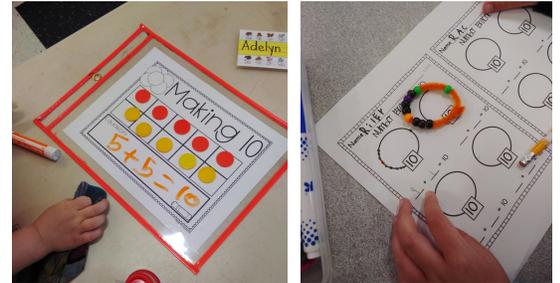
## ELEMENTARY SCHOOL

SUBMITTED BY: ELIZABETH SWETT (KINDERGARTEN), KARLA VASQUEZ (LOWER ELEMENTARY), AND BERNADETTE CHICCINO (UPPER ELEMENTARY)

In **kindergarten**, the students have been working hard at addition, especially with numbers that equal 10. They've enjoyed playing games, making bracelets to show different ways to make 10, and using 10 frames to show the different ways. Having this skill will help when they begin adding and subtracting larger numbers.

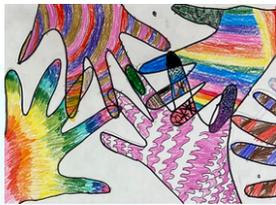
The **lower elementary** students spent some time focused on empathy while watching a Class Dojo series on the topic. They learned how empathy is the ability to understand the feelings of other people. They have also been practicing telling time, as well as focusing on vowel teams, such as *ai*, *ay*, *oi*, and *oy*. The class wrapped up its animal track books and, right before vacation, wrote letters to our NH state representatives about the plastic bag ban. In May, they are looking forward to learning new vowel teams, viewing Class Dojo series on gratitude, moods, and attitudes, and conducting their final animal presentations.

In **upper elementary**, the class has shifted from studying Colonial America to researching the history, culture, and landmarks of New Hampshire. They are continuing to read various novels in literature circles and had a great time writing letters to our state representatives about a ban on plastic bags.



Working on adding to 10 in kindergarten

The  
Art  
Corner  
Highlights  
by  
Sarah  
Thompson



### Give Them a Hand!

The **upper elementary** students used their own hands to trace on paper and overlapped them to create abstract designs, filled with beautiful patterns and colors!



### Making it Pop: 3D Sculptures

The **high school** students reviewed and compared famous sculptors dating back in history to the present and delved into how these sculptors constructed a 3D form. We also discussed how their artwork related to society at that time, focusing on "pop art," and the avant-garde movement artist Claes Oldenburg's large-scale sculptures. We considered how different a sculpture could be, through its own, individualized, meaningful purpose or cause. The students then created their own 3D sculptures that had a meaningful purpose to them, using pop art as their inspiration.



## MIDDLE SCHOOL

SUBMITTED BY: ALI PEARSON (LOWER MIDDLE SCHOOL), BERNADETTE CHICCINO (LOWER MIDDLE SCHOOL ELA), AND MEGHAN AYER (UPPER MIDDLE SCHOOL)

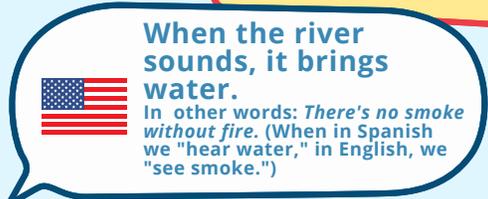
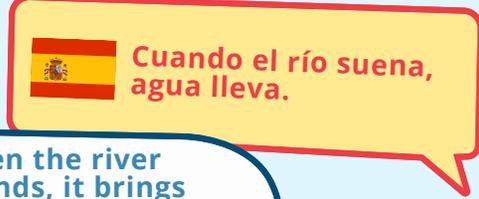
In **lower middle school**, the students were tasked with the challenge of creating an interactive Rock Cycle Display. After thorough research and discussion, the class came up with a couple of alternative designs. They decided on creating a large cycle with jigsaw puzzle pieces that could be velcroed to the basic image. Each of the aspects are represented by a symbol and placed on a different shaped jigsaw piece, the outline of which was drawn onto the cycle to be self-checking! The class divided into small teams, according to their strengths and preferences, and worked to complete the final display which is on the wall in the hallway. They welcome all ages to try their hand at it... Good luck!

For their Genius Hour projects, several **upper middle school** students have been working together to design elements for our playground and surrounding field. Such elements include a gaga ball pit, volleyball court, and a mini golf course. Upon finishing the research, proposal, and design phases of these projects, the students presented their proposals to Mrs. Gleeson. Fortunately, Mrs. Gleeson approved all three projects and the goal is to acquire materials and start building when the students return from break!

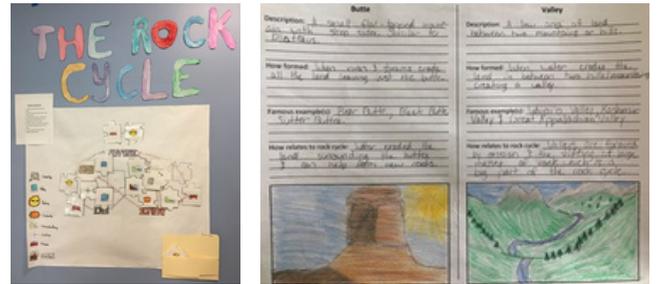
Over the past several weeks, both **lower and upper middle school** have been working in small groups to conduct research and create landform and waterway booklets. These will be used as reference tools for future generations of students. In addition to defining these geological features, they have been applying their knowledge of the rock cycle to explain how these landforms and waterways form. The teachers and administration have been impressed with their collaborative efforts and the overall quality of their work. When the students return from April vacation, they will transfer their understanding of landforms by designing and building three-dimensional models of invented continents.

## REFRÁN DEL MES (IDIOM OF THE MONTH)

SUBMITTED BY: MARIONA OCA JORDAN (SPANISH LANGUAGE TEACHER)



We should always be careful not to get caught up in gossip, but this popular saying suggests that sometimes unpleasant murmurings exist for a reason and there may be some truth to what people say.



The middle school's rock cycle display (left) and sample student work from our landform and waterway booklets (right)

## MAY SERVICE LEARNING EVENTS



### FIRST ANNUAL ANN M. FRANCKE MEMORIAL RIDE

(previously our annual Roll-a-thon)

Thursday, May 13  
(Rain date: Friday, May 14)

#### FUNDRAISING RECIPIENT

[Norris Cotton Cancer Center >>](#)

#### PARTICIPATING AGES

Preschool - Grade 12

ADDITIONAL DETAILS TO FOLLOW



### HOT DOGS FOR HEIFER INTERNATIONAL

Thursday, May 27  
& Friday, May 28

#### FUNDRAISING RECIPIENT

[Heifer International >>](#)

#### HOSTED BY HIGH SCHOOL STUDENTS

Open to campus community

ADDITIONAL DETAILS TO FOLLOW

## STUDENT SPOTLIGHT GRADE 10 ADVANCED SPANISH

### LINGUISTIC DISCRIMINATION (DISCRIMINACIÓN LINGÜÍSTICA)

WRITTEN BY: JOEY HANLON,  
SHANE GLEESON, RONAN GLEESON

In our advanced Spanish class, we have been researching linguistic discrimination. Work Place Fairness defines linguistic discrimination as “the unfair treatment of an individual based solely upon the characteristics of their speech” (2021). Linguistic discrimination does not get reported on in media as often as it should. Perhaps people would not find a story about it as interesting as a story about racism. Racism always takes the foreground, and linguistic discrimination is not often in the spotlight.

Recently, people have even been arrested for speaking their own language in the United States. In 2019, two American-born citizens were arrested and detained for speaking their own language, Spanish. Agent Paul O’Neal stated “Ma’am, the reason I asked you for your ID is because I came in here and saw that you guys are speaking Spanish, which is very unheard of up here.” These people were both born in the United States, they were as American as the officer himself. They were arrested solely because of the language they spoke, and the officer didn’t even bother to deny it. When asked why they were being arrested, he responded “It’s the fact that it has to do with you guys speaking Spanish in the store, in a state where it’s predominantly English-speaking.”

As part of our project, we conducted a survey asking 130 people about different things pertaining to linguistic discrimination. We found that most of the people surveyed were third generation Americans, meaning both of their parents were born here. 82% of respondents said that language and accent made someone seem more different to them than appearance and skin color. This shows that even though at first glance, people’s appearance may seem to make them different, a language barrier can separate groups of people more than anything.

In conclusion, linguistic discrimination is very real and is very much a problem. There is plenty of evidence of linguistic discrimination, from social trends to written law. Racism is already heavily highlighted in media today, but linguistic discrimination doesn’t get a lot of coverage, despite the severity of it. We hadn’t even heard of it until we did this project. It is important that this issue gets attention because very few people are talking about it or trying to solve it. In our country, we are currently taking big strides towards racial issues, and it is getting a lot of social media presence. It would be great to see a similar push for linguistic issues.

“How can I be more inclusive and accepting of diverse languages?”

- ☞ Use lots of hand gestures when speaking.
- ☞ Don't use idioms; use simple words.
- ☞ Politely ask people to slow down or repeat what they say.
- ☞ Be patient, and keep in mind it is very hard to learn a new language.
- ☞ Acknowledge that we all have accents.
- ☞ Actively stand up for those who are called out for their accents.
- ☞ Don't just correct non-native speakers. Try to teach them and applaud them for trying.
- ☞ Don't get frustrated if people ask you to repeat yourself or don't understand.
- ☞ Make attempts at understanding people through context.
- ☞ Use inclusive language.

## HIGH SCHOOL CHEMISTRY: ACID/BASE PREPARATION AND HANDLING LAB

SUBMITTED BY: BEN HAYNIE (HIGH SCHOOL CHEMISTRY)

We prepared solutions for our upcoming experiments, practicing safe chemical handling and measurement techniques. We also knocked out some math while we were at it! Now that we've got our acids and bases mixed up, we'll test how good our math was by way of titration. Then we'll be ready to use these solutions in our future experimentation!



Follow us!

CAMPUS-  
WIDE



HIGH  
SCHOOL



# SPRING SPIRIT / EARTH WEEK

Earth Day fell on Thursday, April 22 this year. To mark the occasion, the high school students coordinated campus-wide activities to celebrate the spirit of the week. Here are some highlights from the week!



On Monday, we kicked the week off by working on environmentally-themed chalk art murals!

Before the week began, families came together on Saturday, April 17 for a community trail clean-up (top and middle). Kids of all ages got to enjoy the fruits of their labor throughout the week (at bottom).



We got creative in art making our very own Earth (Calves, right) and played themed games with friends (Frogs, bottom right). The Academy students dedicated time on Wednesday to writing letters about environmental causes to local and state officials (kindergarten assisted by high school, bottom left).



# SPRING SPIRIT / EARTH WEEK



On Tuesday, the high school students organized and facilitated a Reduce-Reuse-Recycle Relay Race with all students in preschool and up.



On Thursday, K-12 students participated in their annual Water Walk, in partnership with their Thank You Project. Together, they raised \$3,778.97 (pledged) for building wells and increasing access to clean water in rural Nigeria!



A series of nature-themed scavenger hunts took place on Friday to round out the week, as all ages got busy "exploring and inquiring," which just so happens to be half of our motto!



## FOR OUR PICKY PALS

JILLIAN TOWNE, DIRECTOR OF EARLY CHILDHOOD EDUCATION

Many parents of young children will tell you there are certain things their kids will just not eat. For some of these families, the list of things their children *will* eat without a battle of tears at the dinner table is frustratingly short. At Nature's Pathways, we are strong believers in forming healthy eating habits and healthy relationships to food at a young age. Here are some of our favorite tips to encourage positive mealtime habits. Happy feeding!

**1 MAKE IT FUN!** Play with different colors and textures on your child's plate. Is his favorite color purple? Try picking up some purple cauliflower or making a blueberry beet smoothie! Try cutting things up in new and novel ways to incite excitement. (There are many food cutters in interesting shapes available online.)

**2 INVOLVE THEM.** Get your child in on your weekly menu planning and meal preparation, whenever you can. Sometimes agency is the quickest route to success. Offering choices (do you want carrots or broccoli? Potatoes or rice?) allows for some control over nutrition!

**3 TRY (AND TRY AGAIN).** Your kiddo didn't like asparagus last time they tried it? Offer it again! Taste buds change with time. One day, you may be very surprised. If your child didn't like mashed potatoes, try roasted wedges or pan fries! Studies children showed 5-10 exposures to a food before acquiring a taste for and developing a true opinion of it.

**4 ENCOURAGE AWARENESS.** If your kid refuses to eat something, don't force the issue. Forcing children to eat can create some really negative relationships with the food in question or to food in general. Teaching children to listen to their bodies and hunger cues teaches them that eating isn't something to be feared or overindulged in. Learning to tune in to hunger and satiety cues is a lesson that will serve them throughout their lives.

**5 SET A ROUTINE.** We've said it before and we'll say it again: Routine, routine, routine. This is the stuff that children thrive on. Giving kids routine gives them a sense of control in an otherwise big and confusing adult world. If they know to expect a snack after school, or milk with dinner, they will be more able to cope with the big feelings that might come up at mealtimes.

**6 EAT TOGETHER.** Eating as a family brings us together and helps strengthen our bonds. Beyond that, however, eating as a family usually develops less picky eaters! When a child is constantly being presented with modeled behavior at the dinner table, they're more likely to follow suit. Serving a wide variety of foods, and talking about the food excites and engages children in this daily activity.

**7 PUT AWAY THE GADGETS.** Just as our phones or the television can be a distraction to us, they are extraordinarily distracting for a child. By not focusing on eating, children are less likely to develop good table manners or even properly digest. So, put down the tablets at snack and mealtime. This goes for the grown ups at the table too!

## A TOOL FOR TALK

Sometimes, young kids simply do not have the words, or even the understanding, to express why they dislike a food. And sometimes, all it takes is finding ways to get on their level to gain insight into what they're experiencing. In the process, you may even be able to help them try (and realize they enjoy!) new and different foods. With that in mind, we created our own version of a food exploration placemat to try with our own picky eaters and we've seen real results. Encourage use of this at meals and snack time, and you may be surprised to learn why your child does or doesn't like a certain food. It's also a great conversation starter!



[Download the PDF >>](#)

**8 START 'EM YOUNG.** Introducing a variety of flavors, textures, and ingredients to infants and young toddlers as they start to explore solid foods is critical to development. Whether you follow a baby-led weaning approach or more traditional puree feeding, those first few months of food introduction really set up your child for long term feeding success. (Be sure to check with your child's pediatrician if you have any questions about allergen introduction or safe feeding in general.)

**9 LEVEL UP YOUR SNACK GAME.** Is your child always begging for a snack but never interested in a full meal? First, know that it is common for toddlers to only eat two good meals a day (and encouraging them to listen to their bodies about whether they are hungry or full should help them get the calories they need). But, when in doubt, offer more nutrient-dense, healthy options at snacktime. Crackers with hummus, fruit and yogurt, cheese and salami, or rice cakes with peanut butter feature protein to extend the snack and help your child feel fuller, longer.

**10 DON'T DESPAIR!** Today's picky eater could one day grow to be a world adventurer, trying foods and cuisines you'd never dare to touch yourself. Like all things with parenting, give it time, patience, and persistence, and you will see results.

***If you are really struggling to get any food into your child, or are worried about your child's growth, please seek out advice from a pediatrician.***



*Some of our Chicks friends enjoying school lunch.*

**RESOURCE  
ROUND UP**

[Feeding Littles >>](#)  
[HealthyChildren.org >>](#)  
[American Academy of Pediatrics >>](#)

# RAMBLING HOUSE



Campus Café & Bakery

SCHOOL LUNCH



## MAY PRE-ORDERS

### CAKE OF THE MONTH: GOURMET RASPBERRY

*Almond cake with a gourmet European raspberry filling and buttercream frosting (contains nuts)*

#### ALSO AVAILABLE:

- Cupcake bouquet
- Mini lemon poppyseed loaf
- Mother's Day sugar cookies
- Lavender biscotti

*All pre-orders must be placed at least one week in advance.*

ORDERS



INTERESTED IN PERIODIC CAFE UPDATES?  
JOIN THE MESSAGING GROUP!



## DINNER-TO-GO MAY 3-7

- M 5/3** Deconstructed French onion soup with toasted baguette and melted Swiss
- T 5/4** Honey-soy baked chicken with herbed potato salad and roasted vegetables
- W 5/5** Three cheese baked macaroni and cheese with BBQ pulled pork
- Th 5/6** Orange glazed chicken over white rice with stir-fried vegetables
- F 5/7** **Family-Style Friday:** Ham, cheese, and broccoli calzone with Caesar salad and tiramisu for dessert!

DINNER ORDER

