

# Radius



12.2017



CAMP HILL  
SPECIAL SCHOOL



## FROM HOMEMAKING TO CLASS TEACHING BY STEPHAN HOHLBAUM

Up until September 2017, I was a home maker in Beaver Run and I lived in Rowan house for 6 years. As a homemaker, you try to help the students make steps in their self-help skills, table manners, general behavior, sleep, etc... and a lot of work goes into making sure that the transitions throughout the day go well and the meals are nutritious and ready on time. You are always surrounded by people and you work with them all day long.

Being a teacher is different, even though you are also working on helping the students to overcome behavioral difficulties, the focus is elsewhere. As a teacher, there is a lot of theory involved and what you are teaching the students is less practical and more abstract.

I have just finished teaching a Main Lesson block about the blast furnace. Throughout the block, we went piece by piece through the different parts of the furnace, trying to make the abstract more tangible by doing experiments and activities. It was amazing to see how, by the end of the block, there were these moments when it just clicked. We went to visit Hopewell Furnace, an old cold blast furnace that is part of a state park close by and it was incredible to see the students noticing and understanding the things that we had learned.

Homemaking and classroom teaching both challenge the creativity of the teacher, the difference is the focus. In home making you need to be creative on the spot and create a flow throughout the day. For classroom teaching you need to learn about all the things that you are trying to teach and then find a way to transform them into something less abstract for the students to take a hold of. Therefore, I actually spend more time preparing, and when I teach something for half an hour, it sometimes takes me 3 hours to prepare for those 30 minutes of teaching.

What makes our school so unique and beautiful is the way that school-life and home-life work together to create a wholeness for the education of our students.



## THE LIVING CURRICULUM BY SARAH DEICHMANN

Camphill Special School students learn in an active and meaningful way. Teachers create lessons through the Waldorf curriculum that engage their class in real life experiences and encounters with the world. Through the arts, the subtleties of human relationships, mood and feeling are brought to life. In this way, living concepts are created. Living concepts, as opposed to dry definitions, are ideas that grow, change and transform as the child matures.

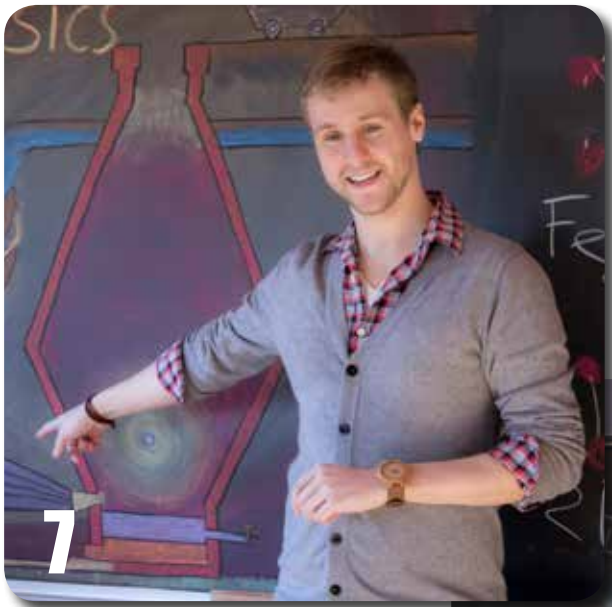
In Emma Brunner's fourth grade class, students made comparisons and living connections through the natural world while studying zoology. The study of animals was brought as a comparison to the human being. Emma asked her class, "what can the hawk do, that people cannot?" Dressed as a bird, the children took turns standing on a chair and trying to 'fly.' There was lots of laughter as each child jumped to the ground. The experience was followed by a drawing class. Each student created an image of the hawk. Together, the class noticed parts of the bird that make it different from us. Each part was labeled, and students learned to write and spell the words needed to talk about the hawk.

In tenth grade, students learned about the mysteries of chemistry with their class teacher Renata Largent. The students explored several indicators in order to compare acids and bases in various substances. Cabbage juice created by the students gave a vague indication, while universal indicator PH strips offered a finer distinction. Finally, an electronic indicator was explored. There was a lot of trial and error as students watched the color changes brought by the different substances, and searched for the right tool to measure what they were looking for. "Not all things go as expected," Renata explained. Students learned that over time, by experimenting with different tools, new ways of investigating phenomenon could be developed. "We had to learn a lot about life through chemistry," Renata shared.

Camphill Special School teachers bring life to conceptual understanding through the arts, and direct experiences. In a social culture of learning together, each class learns how phenomenon, events and people are related to each other. Living connections are made through history and the natural world that will grow and evolve with the students as they mature.

# TEACHERS 2017/2018





**1 - Kindergarten: Valerie Thomas and Klaus Garcia**

**2 - 2nd Grade: Gleice Paulino**

**3 - 4th Grade: Emma Brunner**

**4 - 5th Grade: Joe Harris**

**5 - 7th Grade: Ginny Thimme**

**6 - 8th Grade: Sarah Deichmann**

**7 - 9th Grade: Stephan Hohlbaum**

**8 - 10th Grade: Andreas Schuschke and Renata Largent**

**9 - 11th Grade: Sally McDonald**

**10 - 12th Grade: Peggy Hirt**

# TEACHERS 2017/2018



11



12



13



14



15

11 - Music: Melanie Eberhard

12 - Sp. Dynamics: Andrea Janisch

13 - Eurythmy: Ute Heusser

14 - Woodwork: Carlton Noll

15 - Handwork: Tina Bruckner



## **THE STUDENT COUNCIL** BY HEATHER WIGLUSZ AND LISA SCHMITZ

The Student Council is responsible for many of the activities that take place throughout the year for the high school students. Some of the previous activities that have taken place are: dances, bake sales, food drives and the prom. The members of the council are made up of two students from each grade with a total of eight members. The members are voted in by their peers during an election. In each class, at least three nominees are selected for the running, then ballots are made and Election Day is set.

This year the election took place on Friday, October 27th in the Blue Room. All the nominees worked hard on their speeches with help from co-workers and speech therapists. Each nominee was given the opportunity to stand in front of their peers and convince them of why they should vote in their favor. At the conclusion, everyone returned to their classrooms and voted via secret ballot that included each nominee's picture and name. Once the winners were revealed, their pictures were hung on the student council bulletin board for all to see. The members for the 2017/2018 school year are: Grade 12 Issy and Haley, Grade 11 Jennette and Charlie, Grade 10 Thishey and Josh and Grade 9 Sasha and Joey.

The Student Council had its first meeting on November 2, 2017 and in that meeting Nina, from grade 12, was elected as secretary. The Student Council meets every other week for half an hour to discuss and plan upcoming events for all the high school students. So far, this year, members have decided to participate in the Christmas Café by selling hot chocolate and marshmallows. The proceeds will go towards supporting the relief efforts for the destruction caused by Hurricane Maria. Please join us in congratulating our members; we look forward to another wonderful year supporting the high school Student Council.



## CATALPA CHALLENGE COURSE BY IVAN RYNDER

About one and a half years ago, life in Beaver Run got more challenging. It started when I moved into Catalpa house. The large backyard at Catalpa with its big and strong trees, stirred my mind. I recollected my experiences of working with ASD (autism spectrum disorder) children and making obstacles built from chairs and benches, wood planks, ropes and all other kinds of things. This was done as a means to engage them in physical exercise. And so, the idea of a Catalpa challenge course was born...

I encountered my first challenge in cleaning the area from poison ivy, vines, brambles, invasive trees, stones and stumps. I am still working on this challenge! However, obstacles slowly started to appear: a balance beam, a pulley, a slack line, a rope bridge, stumps, a climbing net and other obstacles to jump over.

Certain questions would come up in the process of thinking about the challenge course:

Why would you want to create obstacles for children with special needs?

Aren't they challenged enough in their lives?

Shouldn't we work on making their lives easier?

The main idea behind the obstacle course is that: children should be both challenged and exited, even thrilled, whilst going through the obstacles. From my perspective, every child should have an opportunity to learn and experience these things. Moreover, in a school environment the obstacles are designed to be in reach of the child's potential abilities (when the child is surrounded with the appropriate physical and emotional support). Furthermore, the challenge course aims to exercise muscle strength, balance and coordination, attention span and concentration, fear management and goal-directed behavior.

**Editor's note:** Ivan began in his first year here repairing all the bicycles and making bicycle obstacle courses for the students. His challenge course at Catalpa has added an exciting new outdoor space and a new dimension to the lives of our students. My 7th Grade class "plays" on his course every Friday afternoon (we call it Ivan's playground). Under Ivan's supervision, we have all become braver and stronger human beings. The highlight at the end of each Friday afternoon's class is flying along the newly constructed zip-line.





## KINDERGARTEN GRADUATIONS BY VALERIE THOMAS

Acorn, said the old oak tree,  
It is time for you to go;  
You must say goodbye to me  
And fall to the ground below.  
There will you lie, buried deep  
Under the Autumn leaves to sleep.

I wanted to share with everyone a lovely photo of our Meadowsweet kindergarten “graduates” from our last school day in the summer. Three children from the kindergarten moved on to 1 st. Grade from the 2016/17 school year.

Bronwen Ramsey on the left to Kimberton Waldorf School.

Bryce Parkens to Glecie’s class at Camphill school.

Aska Saul to Kimberton Waldorf School.

We wish them all the best in their new classes !

Five new children have joined Meadowsweet kindergarten: Viola Johnson, Thea Deichmann, Lilah Pasquale, Everett Martin, Flynn Coffman.

We have spent wonderful Fall days outside with a recent addition to our class! .A beautiful velveteen rabbit. Feel free to visit him in his cozy hutch in the kindergarten play area.

# IMPRESSIONS



Jack in the school playground



Ricardo during Thanksgiving Assembly



Gleice and Bryce



Smokey and Haley



Jackson and Justin



Anne, Patrick, Ellie and Chan hiking



Marcus and Piet



Joey and Bettina

# BEAVER NEWS

## NEWS FROM THE KINDERGARTEN *by Valerie Thomas*

Carlton Noll has been visiting the kindergarten to build (with our help) some beautiful planters for the kindergarten play area. Last week we were busy sifting soil to put in the planters so that we will be prepared, when spring comes, to plant some vegetables in them for our snacks in school.

## CLASS HAPPENINGS IN 7TH GRADE *by Ginny Thimme*

The students in 7th Grade began the school year drawing and learning about the 7 continents. We ate food from different countries (chocolate from Colombia, maple syrup from Canada, mangoes from South Africa, edam cheese from Holland, and treats from Chinatown) and we learned about different animals and where they live in the world. We also received many wonderful postcards from family, friends and ex-workers from across the globe.

At the end of October, we turned to the cold northern part of Europe and learned about the Vikings. We baked bread, churned butter, ate delicious honey and took it in turns to drink blueberry juice from the Viking drinking horn. We had a lovely feast by candlelight sitting on wooden benches around the fire, each wearing a leather belt with our spoon and knife in it (no forks invented yet). We also learned a Finnish song and some verses about ships and Vikings. We painted longships and measured a longship out on the blacktop in front of the School House. We also learned about how the Vikings raided and stole everything from their neighbors (we compared it to being in Meadowsweet and having no lunch and going up to Catalpa or Garden House to steal their lunch!). We also learned about Ingolf Arnason sailing to Iceland and Erik the Red sailing to Greenland and we made a map of their journeys. We will learn about Leif Erikson sailing to Newfoundland and Maine after the Thanksgiving break.

## THE CIRCUS HAS ARRIVED IN BEAVER RUN! *by Thais Amaral*

Now every Friday night the high schoolers that attend clubs can give it a try, and learn how to climb and perform acrobatic moves in the air. This activity provides the chance for the development of muscle strength, balance, muscle memory and confidence, and it's a lot of fun.

Some like to just swing, others risk to go upside down and the more flexible ones try to touch their heads with their toes.

Everybody can try and work until they feel comfortable.



# BEAVER NEWS

12TH GRADE by Shirley Watt

Goethe's play 'Faust' was recently studied by the 12th Grade class at Camphill Special School. The play is the story of a desperate man whose desire to want more from life leads him to make a deal with the devil for ultimate happiness. In return Faust promises to give the devil his soul. Faust's path leads him to youth and love but it's a story of tragedy as he becomes ever dependent on the devil for his happiness and survival and cannot walk away. This play has so much in it, but what I was drawn to was the text. After all, Goethe was compared to Shakespeare and his language and style have great treasures and purely magical moments. Through the language, I felt this was a way to help the students get into characters in preparation for their upcoming play.

In the classroom, we brought the text to life. The students not only learned many text sections but also could bring in expression, gestures and emotion. Around this, the complex story was formed. This led to the creation of a small summary of the play involving the text we worked on. The students really enjoyed putting this together. When we got into costumes and props they really stepped into the characters. The students were very excited to show their work at the Thanksgiving Sharing Assembly and did wonderfully.



## Be part of the Radius Team!

Items for the next issue of *Radius* must be submitted by the third Monday of the month. Materials should be submitted to [radius@beaverrun.org](mailto:radius@beaverrun.org)

All material submitted is subject to editing and is included on a space available basis.



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Our mission is to create wholeness for children and youth with developmental disabilities through education, extended family living, and therapy so that they may be better understood, they may more fully unfold their potential, and they may meaningfully participate in life.

“Receive the children with reverence, educate them with love, send them forth in freedom”  
- Rudolf Steiner -