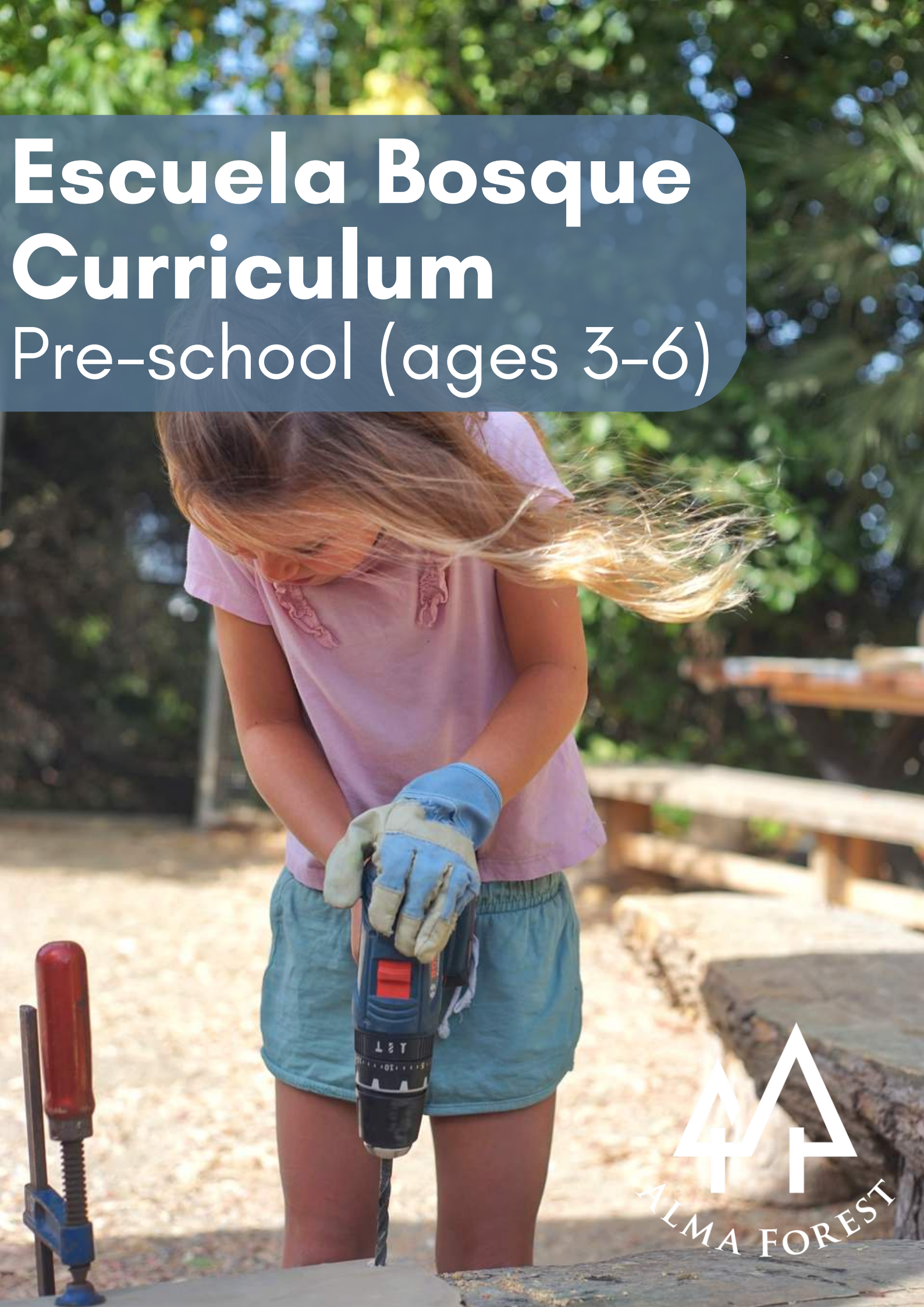
# Escuela Bosque Curriculum

## Pre-school (ages 3-6)



ALMA FOREST

# Mission

Each child will thrive in their discovery of self-knowledge, nature and ingenuity, applying their creativity and imagination as architects of a more resilient, collaborative and interconnected future.

An education for a people-yet-to come.

# Small School. Ambitious Learning

## Curiosity

We ask questions, and then question the answers.






## Discovery

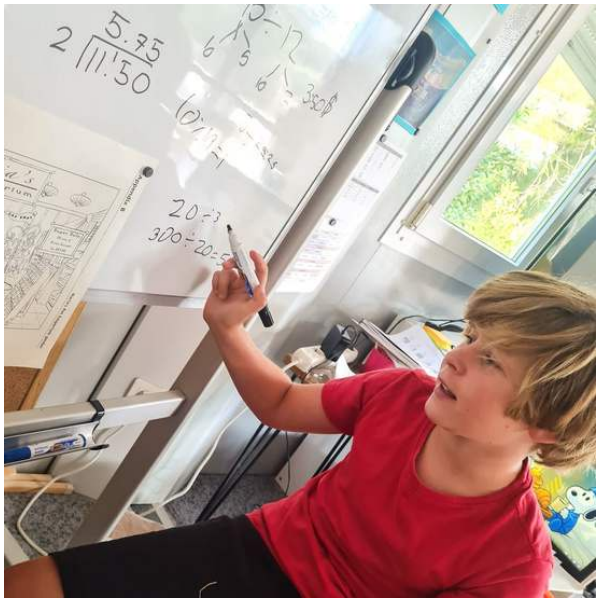
Everything is interesting; discovery is a way of seeing the world.






## Ingenuity

We embrace challenges, fail well, and find creative solutions.





## Collaboration

As a tribe, our agency multiplies.





# Our Image of the Child

**"It's necessary that we believe that the child is very intelligent, that the child is strong and beautiful and has very ambitious desires and requests. This is the image of the child that we need to hold. Those who have the image of the child as fragile, incomplete, weak, made of glass gain something from this belief only for themselves. We don't need that as an image of children." - Loris Malaguzzi**



Young people are not vessels to be filled. They are already full human beings with complex inner lives, needs and desires. We acknowledge that this requires us to engage with young people as equals and partners, affording them our full attention and respect.

We understand that young people are experts on their own lives. Their emotions and motivations are real and no less valid than those of the adults in our community. We respect the affective states of our students and they have the time and space to work through them.

Young people are capable of evaluating risk and making choices. An environment rich in choice and offering opportunities to evaluate and take risks empowers our students to take ownership of their actions and decisions. Rather than deciding for our students, we aim to decide with them.

# Learning Principles

**Natural Environment**

We believe in fostering rich learning experiences, ecological literacy, and healthy living by connecting children to nature.

**Reciprocity**

The entire community; teachers, students, parents and the environment, are understood to be both teachers and learners

**Intrinsic Motivation**

We understand that learning happens best when students are intrinsically motivated and have a say in the how, when and where of learning.

**Context Driven Learning**

Learning is most meaningful when it occurs in rich and relevant contexts.

**Individual Paths**

We make sure to accommodate students' needs and preferences, allowing them to chart their own learning paths without fear of being compared to others.

**Culture Building**

A strong school culture based on interconnectedness and compassion is the best foundation for learning.

# Unhurried Childhood

**"Learning to read and write makes little sense If you don't understand what you're reading and writing about. While we may have forgotten, most of our early learning came not from being explicitly taught but from experiencing." David Elkind**

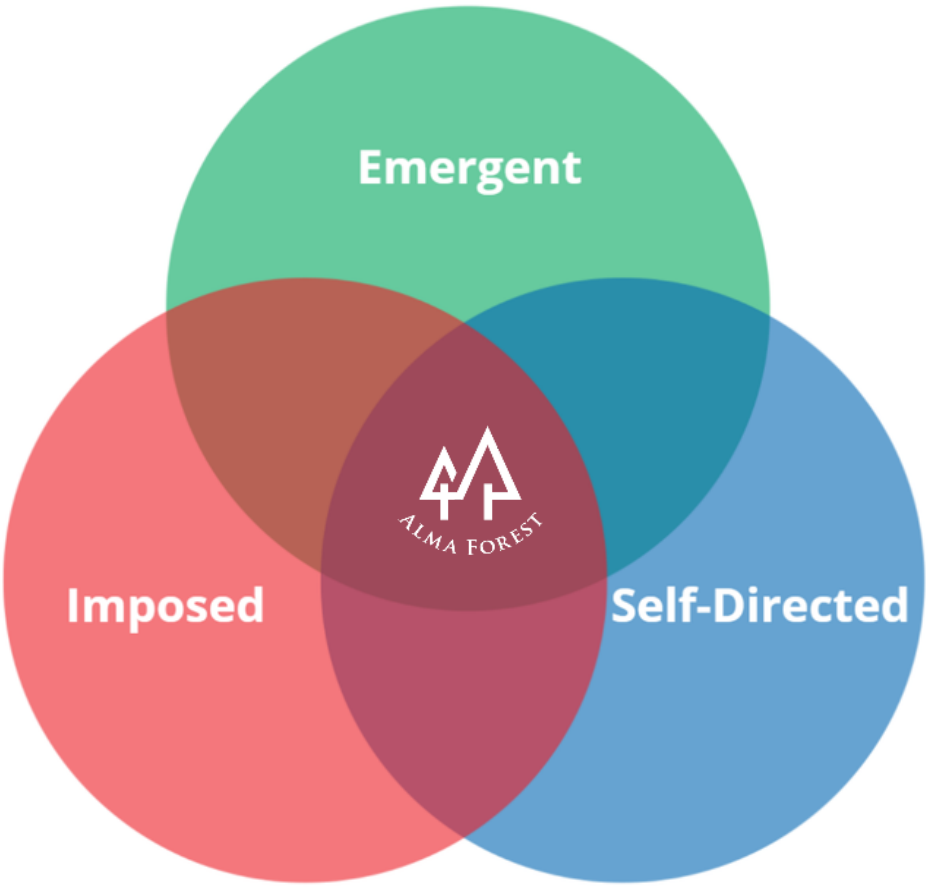
At Alma, we believe that young people need to be intrinsically motivated in order for learning to be meaningful and so that they develop a love of learning that will last a lifetime. This means we do not use any rewards or sanctions to encourage our students to participate in lessons and complete work.



We feel that our new students need time to regain their intrinsic motivation to learn and we support them in this by making learning relevant and fun. This also includes recognising when a student is not yet developmentally or emotionally ready to work on certain academic skills. In these cases hurrying students will only lead to a sense of failure and resentment towards school. This means that our curriculum is responsive to the needs of our students and we allow our students to progress at a speed that reflects their level of motivation and readiness. Of course, this applies equally to students working well ahead of their peers as to those that need more time.

To give our students ample opportunities to discover their passions and be motivated, we have designed a varied and balanced curriculum rooted in real-life experiences. A curriculum that supports every student and holds none back.

# Curriculum




The curriculum is composed of three main strands that overlap and interact. Each strand is roughly equally weighted in terms of time allotment. This hybrid approach ensures that our students are able to have a say in their educational journeys while working towards international standards. It enables our students to develop into independent, intrinsically motivated learners and problem solvers.

Our curriculum draws from international, self-directed, democratic, project-based and outdoor education models, adapting their strengths to form a unique school experience for our students. Aspects of our curriculum will seem familiar while others are less traditional.

Our aim is to ensure that our students have a positive school experience full of wonder and exploration. Watching our students walk into school with a smile in the morning and leave with a sense of contentment in the afternoon is a testament to having achieved that goal.

# Curriculum - Imposed

In the Escuela Bosque, we embrace a blend of guided and exploratory learning. As part of the imposed strand of the curriculum, we enrich our teacher-led activities with a diverse array of outdoor learning approaches. These activities encompass various subjects like maths, literacy, and science, each planned with specific outcomes to present the material in an engaging and exciting manner.



All activities and games are thoughtfully connected to the week's learning topic, allowing children to immerse themselves in teacher-led exercises that hold deeper meaning and relevance. Additionally, we offer phonics and math games on our exploration tables each week.

While these activities are indeed teacher-guided, we honour individual student interests by allowing them the freedom to opt in or pursue alternative activities. This flexibility recognises that children's interests and needs may guide them to something more personally significant at a given moment, nurturing a more authentic and responsive learning environment.

Our morning circles represent the core of the imposed strand. It is here that the weekly themes are introduced, children engage in phonics activities, group games are played and community is built.

# Literacy

## Phonics

Every week, as part of our morning circle sessions where topics are explored and discussed, we delve into a phonics lesson. Each session connects the sound of the week with a story, followed by a song and an action specific to that sound. If the children seek additional challenges, we supplement the learning with games and activities that foster both segmenting and blending skills, which are essential for beginning to read and write.






## Reading

Reading is an everyday occurrence at Alma Forest. Our students have access to a wide variety of books and quickly learn to choose books that suit their interests and reading ability. We cultivate an approach to reading that encourages reading for pleasure and often read with and to our students. We get excited about books, share, discuss and write about books. We use books as mentor texts to highlight genres and writing conventions and children keep reading records that help them reflect on their reading.

## Writing

For children aged 5-6, we also offer a literacy workshop. Here, children are addressed as authors, and they begin to understand story elements such as characters, setting, problems, and solutions, as well as sentence structure. The process starts with brainstorming various ideas, allowing the children to select their favourite. Then, they begin to illustrate their stories, adding labels with support if needed. By employing this approach, we aim to facilitate a smooth and well-rounded transition to Primary School, nurturing the budding creativity and literacy skills that will serve them well in the years to come.



# Numeracy

In the first two years at Escuela Bosque, children are naturally introduced to a wide variety of mathematical concepts, becoming familiar with them through playful activities. Shapes are explored during creative projects, geometry through block play, counting within circle time storytelling, and concepts of weight, balance, size, and orientation through hands-on activities like woodwork and baking. By exploring these concepts early on, we spark an interest that we then expand upon at a more focused level in the third year.





Our Math workshop further engages children by introducing problems and challenges that require them to utilise their mathematical skills, often relating to the theme of the week. Additionally, we incorporate gamification into the workshop. By playing games like snakes and ladders or dominoes, children not only develop their math abilities but also crucial social skills. These include patience, turn-taking, sharing, coping with loss, engaging in conversation, problem-solving, compromising, collaborating, and flexibility. This multifaceted approach ensures that children are learning essential life skills while having fun and becoming proficient in mathematics.

# Example - Imposed Curriculum Activites



## Bug Bingo

We gathered in the library for an interactive session on bugs. And what's a more engaging way to learn about them than through bug bingo? As we played, we absorbed fascinating facts about these critters.

## Literacy Games

One of our beloved phonics activities is "Gotcha!" In this game, the teacher shuffles sound cards and reviews them with the students. Afterward, one particular sound is designated as the "gotcha" card. As the teacher displays each card, the students pronounce the sounds. When the "gotcha" card appears, they excitedly shout: "GOTCHA!"rs.





## Experiments

While exploring the topic of scientists, we encouraged the children to conduct experiments in groups. We discussed the reasons behind each outcome and emphasised the importance of persistence, especially when experiments didn't succeed on the first attempt.

# Curriculum - Emergent

Within the emergent strand of our curriculum, we place a strong emphasis on Environmental Education, offering sessions and activities that focus on children's interests and our natural surroundings. This approach enables us to deepen children's curiosity about the natural world, including animals, plants, and weather. For example, children actively engage in looking after the allotment, feeding the chickens, and participating in cleaning walks.

Our environment is designed to stimulate curiosity about the world. Thanks to this engaging setting, children feel confident to discuss their observations and express interest in learning more. We facilitate this exploration by providing tables with items, activities, and games centred on topics that children find important and intriguing. They have the freedom to approach each table and explore what's on offer independently.




Our space consists of several captivating areas (such as a pirate ship, tree house, mud kitchen, library), many of which the children have had a hand in creating. These spaces are wonderful not only for learning but also for role-playing. Although children are encouraged to invent their own stories, teachers occasionally set up specific areas to promote particular interests. These role-play areas might include themes like a Hospital, Supermarket, Aeroplane, Cave, Igloo, etc. In this multifaceted and interactive environment, children have the opportunity to explore, learn, and grow, all while feeling a sense of ownership and connection to their surroundings.

# Exploration Tables

Our Exploration Tables are designed to inspire children and give them autonomous access to items that enhance their play-based learning. These tables, accessible throughout the day, offer a tactile and hands-on experience, allowing children to explore and manipulate natural resources. Each week, the tables feature resources linked with the specific topic we are focusing on, making the learning experience relevant and engaging.

Every day, we set up diverse activities, games, and sensory play opportunities on each table to address the various schemas of learning that children may be following. The selection is carefully crafted to challenge and stimulate different areas of development. One day, for example, we may offer an activity that blends math and fine motor skills by encouraging children to use dice and tweezers. On another table, we might focus on the area of "Understanding the World" through a matching game in which children must pair animal footprints with the corresponding animal.



These Exploration Tables provide children with opportunities to collaborate and problem-solve. It is incredibly rewarding to observe children's enthusiasm as they engage with the activities on their own, chatting with one another to determine the purpose and method of each activity. Often, they discover unique and innovative ways to approach the activities, revealing perspectives and solutions that even the teachers may not have considered.

By fostering autonomy, creativity, and collaboration, our Exploration Tables serve as vital tools in our educational environment, contributing to a rich and multifaceted learning experience. They not only cater to the diverse learning styles and interests of the children but also encourage them to explore, think critically, and connect with the world around them in a meaningful way.

# Example Exploration Tables

## Weighing Table

Children were given a variety of seeds to explore weight by using scales and calibrated weights. Additionally, they delved into understanding capacity by experimenting with containers of varying sizes.





## Number Recognition

Many of the exploration tables we offer are tailored to children's individual preferences, skills, and knowledge. For instance, younger children often depict numbers in salt using a stick.

## Investigating Bones

Children discovered various bones and delved into examining them. Using paintbrushes, magnifying glasses, measuring tapes, and soapy water, they meticulously studied these remains. This exploration sparked numerous questions. They endeavoured to identify which animal the bones came from, arranged them by size, and also familiarised themselves with the names of some bones.



# Role Play

In the Escuela Bosque, there are numerous Role Play areas that vary throughout the year and are co-constructed with our students. We recognise the profound value of role-playing in children's education, and we're proud to integrate it into our curriculum. The Role Play area is more than a space for recreation; it's an essential educational tool that fosters various skills and abilities.

In the Role Play area, children enhance their speaking and listening skills as they explore and reflect on different topics. Through this engaging method, we spark creativity and imagination, allowing children to gain independence and develop problem-solving abilities. They also have the opportunity to apply newly learned language in a real-world context.





During these sessions, children immerse themselves in imaginary social scenarios, taking on roles that resonate with them. By assuming the part of a character they admire, they learn to empathise with others and understand differing perspectives.

Our skilled educators guide the children through role-play experiences, linking the play scenarios to our curriculum's key topics. Whether exploring historical figures, scientific concepts, or literary characters, role play makes learning tangible and relatable.

We believe that the learning through role play is vital for social, emotional, and intellectual growth. It's not just about play; it's about shaping well-rounded individuals prepared for their future education. We invite you to visit our school to see this enriching aspect of our curriculum in action. Feel free to reach out if you have any questions or would like more information about how role play is implemented within our educational program.



# Role Play Example - Pirate Ship

Role Play is a pivotal aspect of children's learning, as we've emphasised before. At the onset of this term, our students felt inspired to redesign the sail of our pirate boat and make alterations to other parts of the ship.

Armed with paintbrushes and tools, they collaboratively planned the sail's design and chose their desired colours. Their teamwork was evident as they painted and even assisted in attaching the sail to the boat.

Once the sail was in place, it was all aboard! The children, assuming the roles of pirates, embarked on imaginative journeys to perilous islands in search of hidden treasures. This imaginative endeavour spurred numerous discussions, with the children posing questions about the pirate life: "What do you call this part of the pirate ship?", "Why do pirates wear eyepatches?", and "Why do they have animals onboard?".



# Role Play Example - Bakery and Airport




The children took on the roles of bakers, immersing themselves in an array of bakery-related activities. They prepared dough to craft bread, utilised coins for purchases, and donned hats and aprons in their culinary adventures. This imaginative bakery setting captivated them for an entire week! Another favourite was the airport and airplane. Our students made their passports, had to clear customs, and chose a destination to fly to with a range of views from the airplane windows. This went hand in hand with their exploration of different countries.



# Vegetable Patch

**"A garden is a grand teacher. It teaches patience and careful watchfulness; it teaches industry and thrift; above all, it teaches entire trust." — Gertrude Jekyll**

In the Escuela Bosque, our vegetable patch is more than just a garden; it's a dynamic classroom under the open sky. As children nurture plants from seed to harvest, they experience firsthand the wonders of the natural world. Through the changing seasons, they observe the intricate dance of growth and decay, understanding how elements like rain and mud intricately support life. Their inquisitive fingers sift through soil, discovering the world beneath—where worms aerate and roots sprawl.





As bees weave from one blossom to the next, children learn about crucial ecological relationships and the magic of pollination. By cultivating their own patch, they not only gain hands-on agricultural knowledge but also a sense of ownership and responsibility for the land they tend. This immersive engagement doesn't just impart scientific knowledge; it deepens their bond with nature, fostering a lifelong commitment to environmental care and understanding.

# Curriculum - Self-Directed

The self-directed strand is of paramount importance at this juncture in our students' educational journey. Embracing a Forest School approach, our curriculum emphasises activities that are initiated by the children themselves. They are granted the autonomy to select the activities they wish to engage in, making decisions about their own learning path. Activities such as play, tool usage and free exploration form the cornerstone of our learning model. Much of the day is spent this way and all activities throughout the day, besides the group circles, are non-compulsory with children free to choose with what they engage.



The essence of the Escuela Bosque curriculum is to bolster confidence and self-esteem through experiences inspired by the learner's own curiosity, all set within the embrace of the natural environment. This method champions the spirit of play, discovery, and encourages the safe undertaking of risks.

As children delve into both spontaneous play and structured activities, woodwork frequently emerges as a favoured medium of expression and growth. Woodwork serves as a gateway for children to investigate varied materials and tools while fostering their innate creativity. Utilising instruments like hammers, saws, or screwdrivers demands a sense of responsibility, keen hand-eye coordination, and the honing of both fine and gross motor skills. Our journey with tools commences in the first year, introducing children to the terminology and foundational skills. As they navigate to their third year, they embark on more intricate endeavours, progressing to actual tool-making projects.

# Example Self-Directed Activities



## Woodwork

Woodworking projects offer our students a hands-on, self-directed activity, promoting creativity, precision, and patience. As they manipulate tools and materials, children develop fine motor skills, enhance problem-solving capabilities, and gain a tangible sense of accomplishment through their crafted creations.

## Exploring the Seasons

In the Escuela Bosque, every season brings a new world of exploration. Rain transforms the landscape into a playground of puddles and streams, while mud offers tactile adventures underfoot. Spring's awakening fills the air with fragrances and the soft hues of budding life. Summer envelops us with its warmth, and the canopy above teems with vibrancy. As children navigate these changes independently, they forge a profound bond with nature, cultivating a sense of wonder and respect. Through firsthand experiences of these cycles, they develop an innate understanding of the Earth's rhythms and the magic of continual renewal.





## Loose Parts Play

Self-directed loose parts play empowers children to creatively explore and manipulate materials. By leading their own play, they hone problem-solving skills, embrace autonomy, and foster deep imagination, all while building a genuine connection to their surroundings.

# Beach/Forest School





A fundamental part of the Alma curriculum is spending time immersed in our natural environment. Besides the daily time spent outdoors at the Finca, at least once a week we head out to the woods or spend the day at the beach. When an Exploration focus on a certain habitat the time outdoors might increase. For example, during our Beach Exploration, we spent two full days a week at the beach.

Some of this time is structured and resembles what we might do in a classroom but much of the time is dedicated to exploring the habitat around them. Our students begin to casually recognise seasonal changes and become familiar with the flora and fauna. They form relationships with the life that surrounds them and start to recognise how they are connected to it.

Our students have a chance to learn classic forest and beach school skills such as knots, shelter building, fire making, snorkeling and foraging for food. They are also made aware of possible risks and how to manage these.

# Personal, Social and Physical Education

PSPE is interwoven with everything we do at Alma. We have created an environment that fosters radical empathy and allows our students to discover themselves. We put a lot of emphasis on school culture building so that Alma Forest feels like a home where everyone is part of a tribe and can express their ideas and feelings freely.

We address many topics explicitly during our Morning Circles. There we discuss conflict resolution, healthy relationships, bodies, and community. We also use these circles to engage in philosophy and examine current affairs.



Our approach to discussing topics such as relationships, sex, race, gender, consent, bodies, inequality, religion and political opinions is age-appropriate yet honest. We challenge prejudice and discriminatory language, making sure to explain our reasoning rather than just establishing taboos.

We encourage a healthy lifestyle at school. This includes children bringing in healthy snacks and lunches but also preparing food in school on a regular basis. Our school vegetable plots, fresh eggs from the chickens, homegrown mushrooms and foraged greens broaden our students' palates.

We employ a non-violent approach to conflict resolution rooted in restorative practices. This enables us to find constructive resolutions to conflicts and become fluent in empathetic interactions. An important aspect of our PSPE approach is that our teachers model a human, honest and humble way of interacting and being in the school. Our teachers extend unconditional positive regard toward all students and overcome challenges via a shared humanity.

# Spanish



In the Escuela Bosque, we have woven a rich tapestry of methods to cultivate Spanish-speaking skills among our children. One dedicated staff member interacts with the students solely in Spanish. This immersion strategy helps the children assimilate basic language elements in a relaxed, playful manner. Building on this, we have a dedicated circle time and yoga session each week specifically designed for Spanish vocabulary enrichment, ensuring a more structured introduction to the language. To add a melodic dimension to this learning, our partner music school orchestrates weekly sessions in Spanish. This not only exposes students to the language's rhythms and tones but also presents a joyous and interactive way to deepen their connection with Spanish.

# English Language Learners

As an international school, we welcome students that are new to learning English. There are no requirements in regards to the level of English a student needs to have before joining. Given our very active curriculum and focus on social interaction, students very quickly pick up the language. Within the school community, there is usually someone who can help and translate if hands and feet fail. With over 20 nationalities already represented at our school, many students have had to learn English as an additional language and are happy to support new pupils joining us. Having such a diverse student body also means the common language of the school is English and spoken inside as outside the classroom.



# Excursions

**“Traveling – it leaves you speechless, then turns you into a storyteller."**
**Ibn Battuta**





Our school is situated in an incredibly culturally and environmentally rich part of Spain and we endeavour to connect our Explorations to local places and events. Between Phoenician archeological sites to lush cork oak forests and experimental coastal agriculture, we are spoilt for choice. Our excursions aim to cultivate a love for exploration by gaining understanding from first-hand experiences. Sometimes we travel further afield while other excursions are short visits to local markets, the river or a neighbouring farm.

Our excursions are chosen with different intentions in mind. While some are linked to our Weekly Themes in school, others might be trips linked to seasonal events or natural phenomena and some just strike us as a fun thing to do. No matter what the initial inspiration might have been, our students always come away with expanded horizons.

# Guest Workshops




A workshop on ocean conservation by Nereide

Our students benefit from our partnerships with local organisations. We regularly invite passionate people to share their projects and knowledge with our students. Learning from experts in their field is contagious and also provides our students with a broad spectrum of possibilities regarding future jobs and ways to make a difference in the world. As the school grows we would like to develop Alma Forest into a hub where local organisations can host workshops and courses for a wider audience beyond the school community.

Our parent community is another valuable resource with a wealth of experiences to share with our students. Parents have shared their professional expertise, travel stories and home cultures with our students.



Catching and ringing local birds with Tumbabuey Grupo de Anillamiento

# Structure of the Day

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 9:30 – 10:00 | Circle Time | Circle Time | Circle Time (Phonics) | Circle Time (Spanish) | Circle Time |
| 10:00 – 10:30 | Snack Break | | | | |
| 10:45 – 11:45 | Activity/Free | Activity/Free | Activity/Free | Activity/Free | Tai-Chi |
| 12:00 – 12:30 | Lunch Break | | | | |
| 12:45 – 13:45 | Activity/Free (Ages 5-6 Numeracy Workshop) | Activity/Free (Ages 5-6 Literacy Workshop) | Activity/Free (Ages 5-6 Tool Use Workshop) | Activity/Free (Ages 5-6 Literacy Workshop) | Activity/Free |
| 13:45 – 14:10 | Closing Circle | Closing Circle | Closing Circle (Music Session) | Closing Circle (Yoga Session) | Closing Circle |
| 14:20 – 14:40 | Children are collected | | | | |

**Circle Time:** Every morning begins with a circle, where we delve into environmental topics, accompanied by a story or game. Our Phonics/Literacy and Spanish sessions are also conducted once a week during these morning circles.

**Activities & Games:** All our activities align with the current topic, encompassing Art & Crafts, tool usage, phonics, and maths. Typically lasting 15-20 minutes, we might host several sessions depending on interest. Depending on our goals, games might involve small or large groups. Participation is always at the children's discretion.

**Exploration Tables:** These are set up daily, offering a range of activities and games. Children are encouraged to explore autonomously, as they wish.

**Academic Workshops (5-6 years old):** We engage the older children from the Escuela Bosque Group in activities that touch upon Literacy, Maths, or Personal Projects, providing a more advanced learning environment than what's offered to the 3-4-year-olds. This eases their transition to the Primary School.

**Tai-Chi:** Every Friday morning, our children participate in a Tai-Chi session. We believe this practice fosters self-esteem, confidence, and physical fortitude.

**Music Session:** Weekly, we conduct a music session where children not only learn about music but also get hands-on experience with instruments.

**Yoga Session:** We also host a weekly yoga session conducted in Spanish. It blends Spanish narratives, vocabulary, and yoga poses to create an engaging experience.

**Closing Circle:** This time is designated to reflect on the day's learnings, share feelings, bid goodbye, and introduce Spanish vocabulary relevant to the day's topic.

# Assessment and Reporting

**"Educational success should be measured by how strong your desire is to keep learning."**
**Alfie Kohn**



There are no formal assessments at Alma. Given our size, there is simply no need for testing. Our small class sizes allow our experienced teachers to have in-depth knowledge of their students' needs, progress and ability. A robust formative assessment framework allows us to track how our students are progressing over time and to quickly recognise any barriers to learning that need to be addressed.

We believe that students have the right not to be compared to each other so we do not assign grades or marks to work. Our focus is on the progress each student makes measured against their own starting point. Many of the resources we use are levelled for specific age groups so that we are always cognisant of how our students are performing in the context of the wider international school world.

At the end of each academic year, students receive a formal report. This report celebrates their achievements, comments on the progress they have made and highlights some areas for further development.

# Home & School Communication



Being a small school, our parents always have direct access to their children's teachers. We value regular informal exchanges as children are dropped off in the morning and picked up at the end of the day. In addition to this, there are a few slightly more formal ways we make sure that parents are informed about their children's progress and the curriculum.

**Parent/Teacher Conferences**: Twice a year we have a formal meeting with parents to discuss their life in school.

**Curriculum & Ethos Evenings**: Four times throughout the year we hold evening information sessions for parents to explain the philosophy that underpins our educational approach.

**Open Afternoons**: Parents are invited to spend an afternoon in school and students explain what they have been learning and complete some activities with their parents.

**Weekly Updates**: Via the Parent WhatsApp group we share weekly updates on what has been happening in the Escuela Bosque.

**SmugMug**: Parents have access to a password-protected photo site that is regularly updated with photos showing what happens in school.

# Primary School Transition

The transition to Primary School commences during the students' final year in the Escuela Bosque. In this pivotal year, we introduce students to academic workshops, acquainting them with a more structured learning environment reminiscent of the Primary School. As they progress, students will find these elements familiar, ensuring a smoother transition. Furthermore, the Alma Forest education principles, such as mixed-age learning, circle times, personal projects, woodworking, Beach & Forest School experiences, our conflict resolution approach, and the school's overarching ethos, persist across all levels, furthering this seamless shift.

As their time in the Escuela Bosque draws to a close, the incoming Grade 1 teacher will engage with the students, fostering early relationships. Additionally, the students will have opportunities to visit their future classrooms and familiarize themselves with the Primary School environment. This transition phase culminates with the students spending half a day in their new classroom, choosing their class name, and getting a glimpse into the routines they'll embrace in the forthcoming academic year.






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