



## IMS Workshop Techniques in Action

### *Magical Moments with Children —*

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#### *Doing Nothing*

Today when I asked my son in his class what he'd like to do (other than escape to be with his brother in another room he was not permitted), he gave me the ole' "Nothin" answer with something of a grin. I returned the something of a grin and said, "That'll be fine. Show me how to do nothing, but let's not do nothing in front of the door." He found this humorous and said, "I think I'll go read my book instead." Worked like a charm! (Thanks, Lee for teaching me about doing nothing:)

**Pam Mader** (*United States*)

#### *Come over here...I have something to show you*

Special thanks go to Lee for the magical effect of his "come, I have something to show you" - I guess, my 7 and 3/4 years old son has heard enough times from me.... I was almost shocked to hear HIM saying it to his 5 year old sister - yesterday he was laying down on the floor 2 stuffed animal pillows and watching a favorite TV program, his sister came in and asked if he'd share one of the animal pillows with her, he asked her to get her own as he's comfy this way - she started pulling one, he pulled back, so did she....then he said:"R., look! " pause, "come, hurry over here, I have something to show you " - he towards the rabbit cage - he reminded her how much Blue (the rabbit) likes her cuddling and petting him while she watches TV. SO she took the rabbit and walked towards the couch. (he basically redirected her - turned her attention to something that made her feel important and responsible - she loves the rabbits) Then my son raised both hands up in the air and said "yes, it worked" - I asked him what worked, and he whispered in my ear - "I got her away from my cuddly pillows"..... next thing that happens is his sister suggest they take the 2 rabbits outside so they can munch on some juicy grass and run and jump and off goes my son setting up the folded exercise rabbit fence....himself forgetting about the pillows and his favorite TV program.....:o)

Thanks again Lee

**Silvia Smith** (*Texas*)

#### *Lesson Presentation with Letters*

I would also like you to know that I used the sandpaper letters as shown by yourself and have had some wonderful moments with children as they have been discovering new sounds and words. I used the exact example you gave us with the sounds "u", "c", "p", the discovery with this girl of "u", "p", together making "up" happened as you said it would. It was a delightful moment and this girl has gone on to many great things with sound since. Thank you!! I may have been more excited than her on that first day!!

**Jane Wilson** (*Victoria, Australia*)

#### *Reflective Language*

...Something else about REFLECTIVE LANGUAGE, Lee. I often feel foolish doing it when my two boys are arguing. I always feel that they might get exasperated at my repeating their own words to each other and snap back at me. But, somehow, they never do...they start realizing new and different ways to work things out and they actually solve their problems very creatively and end up lovingly reminding each other that they didn't want to be mean.

I have been close to tears just watching them and really proud of controlling my own feelings of inadequacy and fear of ridicule!

**Monica Diaz de Peralta** (*Mexico*)

#### *Close your Eyes*

April, age four, came to me one morning. "I don't know what to do." I offered to show her several different works, but her answer was always "No, not that." So then I asked her to sit on the line, close her eyes, think about the work she would most like to do, then get up and go choose that work. Within thirty seconds she was engaged in Practical Life. Later that day I observed April and Meagan, also four, wandering hand-in-hand around the environment. Just as I was about to adjust my position for eye contact, April said to Meagan, "Let's sit on the line. Now, close your eyes . . ."

**Susan Hutchins** (*Buffalo Grove, IL*)

## *Where is Mommy?*

Four-year-old Albert is very attached to Mom (translation: Mom is very attached to Albert!) One morning, shortly after the Indianapolis workshop, Mom brought Albert, clinging and in tears, into our classroom. (Morning arrival is drop-off from cars, but Mom likes to walk Albert in, late.) She headed straight for the lead teacher, Albert attached at hip, and began her usual conversation: Will-he-be-all-right-I-will-call-in-a-while-does-he-stay-so-unhappy-should-I-leave-him-etc. At which the lead teacher called to me: "Sue, could you help Albert? He's having a hard time."

Now, this was not the situation that we had role-played and discussed at the workshop, where Mom was invited into the classroom and shown work, etc. But I did the best I could do under the circumstances with the skills I had learned, and I played the hand I had been dealt by the lead teacher. I went to Albert, and simply said, "Albert, take my hand." Surprisingly, he did! I followed immediately with "Come with me, I have something to show you." We headed straight for Practical Life where I showed him a bead board work. Albert quickly engaged. The lead teacher finally disengaged Mom, who was about to interrupt Albert with a good-bye hug - but fortunately, I was able to silently wave her off. A short time later, Albert looked around for Mom, asking, "Where is Mommie?" I replied, "She went to work." He thought this over for a moment, then smiled at me and said, "Look, Miss Susan! I'm not crying any more!" AMEN!

**Susan Hutchins** (*Buffalo Grove, IL*)

## *Controlling Object Between Two Children*

Martha, age six, and Julie, age five, were busy making soap bubbles together. Considering the fact that Martha can be very bossy, the work seemed to be going well for them. Then suddenly, their loud and angry voices caught my attention. An argument over something was in progress - both girls were holding on to the egg beater, one trying to get it away from the other, and Martha's free hand was about to land a blow! I calmly walked over to them and took hold of the eggbeater. I said nothing, but they said everything! Apparently, the argument was over whose turn it was to beat the mixture. I continued to hold on to the eggbeater as they vented their anger at each other and at me.

Then, abruptly, Julie let go with a hot "Fine! Then I'm not going to do this with you anymore!" And she stomped away. The instant Julie let go, I let go - which left Martha holding the eggbeater and looking like what she had was not what she wanted after all. As I moved away from the situation, Martha went after Julie with a sincere effort to make up. Minutes later, these girls were back at work, having figured out a way to share.

**Susan Hutchins** (*Buffalo Grove, IL*)

## *About the IMS Workshop —*

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The IMS workshop, *Creating the New Education* is a two-day weekend learning experience to develop and improve Montessori teaching skills. It views Montessori teaching as a scientific way of being committed to laws of nature, creating conditions for the emergence of the child's true nature. In 1907, Dr. Montessori discovered and described this normalized child as having such qualities as spontaneous self-discipline, order and complete harmony with its entire environment.

The workshop format is interactive and experiential, offering group discussion, demonstrations, examples, materials lesson presentations and role-play drama to help participants learn a precise technology designed especially for true natural Montessori teaching. You will see this technology as a set of techniques, protocols, lesson presentations and safe words which, taken together, help you implement this approach in a consistent, reliable manner.

The workshop examines common misbehavior scenarios with children, showing how to use the IMS technology to resolve the challenging moments of peril with children by the approach of control the environment, not the child. The *magical moments* indicated above show how some persons have used this technology in practice to resolve their own "moments of peril" to reveal the child's true nature.

### *Inquiries and Comments:*

Lee Havis, Director  
International Montessori Society  
9525 Georgia Ave. #200  
Silver Spring, MD 20910  
Tel. (301) 589-1127  
havis@erols.com  
<http://imsmontessori.org>