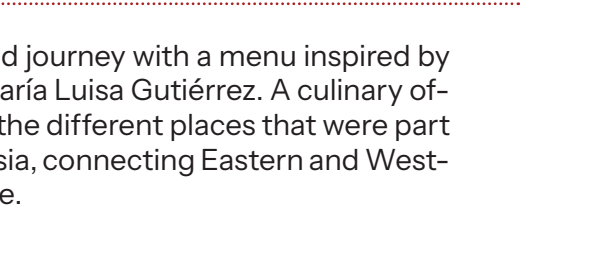


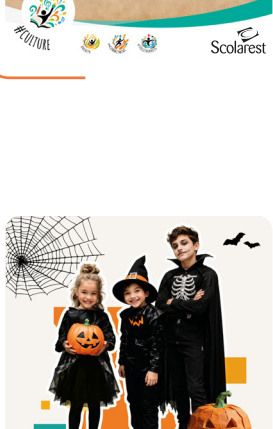


## THIS OCTOBER, WE WON'T BE PLAYING ANY TRICKS ON YOU...

During this spooky month, we'll travel along the historic Silk Road to discover and enjoy the delicious cuisine of the places it passed through, without stepping out of the dining hall. Our boys and girls will enjoy a special menu made with seasonal products. Terrifyingly delicious! Our favourite educator, Mar Romera, will give us some tips on how to educate with rigour in the era of "Anything Goes". And to end things off, we'll learn to prepare some fun Frankenstein crepes at home and make some scary Trick-or-Treat baskets which are sure to be a hit on Halloween night.



### EAT THE WORLD



**Silk Road.** We'll start off our Eat the World journey with a menu inspired by the Silk Road route, guided by our chef María Luisa Gutiérrez. A culinary offering that brings together flavours from the different places that were part of this historic route, such as Italy and Persia, connecting Eastern and Western cultures and traditions through cuisine.

Enjoy!

Discover this day's recipes at the following link

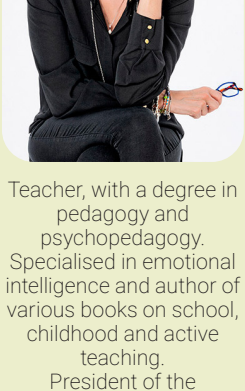
[Recipe](#)



### SPECIAL DAY IN THE DINING HALL

**31 October Halloween Menu.** To celebrate All Saints' Day and Halloween, our diners will enjoy a special menu inspired by autumn's most characteristic flavours. An offering designed to enjoy seasonal products, such as chestnuts and mushrooms, and say good-bye to the month in a very special way.

## A SEA OF DOUBTS



Teacher, with a degree in pedagogy and psychopedagogy. Specialised in emotional intelligence and author of various books on school, childhood and active teaching. President of the Francesco Tonucci Pedagogical Association (APFRATO)

**Striving for accuracy: Educating with rigour in the "Anything Goes" Era.**

We live in a time that is dangerously numbed by immediacy, haste and complacency. A liquid time, in which saying "Oh well, that's good enough", "More or less", or a lightning-fast "I'm done already!" has become the default answer from our children and teenagers. We can't be bothered with details. The slowness required to do things well scares us. We urgently need the immediate gratification of the finish line. However, when Arthur Costa talks about his sixth habit of mind, striving for accuracy, he isn't asking for perfect robots that memorize rigid information or accumulate mechanical answers. He's asking for something much more human, revolutionary and deeply connected to emotions: respect for one's own work, a love for detail, and a commitment to the truth.

I always insist on a principle that forms the backbone of how I understand education: children don't learn what we teach them or tell them, they learn us. They're always watching us, even when they are not looking at us. If we live in a superficial, hyper-stimulated and dopamine-driven society, obsessed with screens and efficient algorithms, in which consuming what's next immediately is what's important, it is impossible for our children to develop the patience and rigour that accuracy requires. Accuracy is not obsessive perfection imposed from the outside; it is the pride of looking at what you've created and saying: "This is me, this carries my signature and I have given the best of myself so that it is excellent".

There's an old story that tells of a traveller who came across three men cutting stone in a quarry along his route. He approached the first man and asked him what he was doing. The man, who was sweaty and grumpy, answered half-heartedly: "Can't you see? I'm cutting this blasted stone to earn a living."

The traveller moved on and asked the same question to the second man. He answered in a flat and robotic tone, without looking up: "I'm cutting this block. I am measuring it so it is two metres long by one metre wide, and I have a daily quota to meet."

Finally, the traveller approached the third quarry worker. The man was working slowly, caressing the surface of the stone with his fingertips, measuring each strike of his chisel with infinite patience. Upon hearing the question, he wiped the sweat from his forehead and looked at the traveller with his eyes full of pride and, pointing towards the horizon, exclaimed: "Sir, I'm building a cathedral."

This short story captures the true essence of this habit. Accuracy is not the automation of the second quarry worker, trapped in the rigidity of his cold metrics. It is not the complaint of the first one either, who carries out the task quickly and grumpily to be done with it. Accuracy is the vision of the third man: the full awareness that every small detail, every millimetre that is taken care of in the present, supports the greatness of a future project.

#### From sloppy work to the pride in a job well done

In order for a child's brain to fully develop, it needs to experience the complete process of learning. And that process must include revision, comparison and self-correction. Nowadays, we correct children in a purely external way (with a red pen, a numerical grade or an instant digital validation), denying them the pleasure and competence of self-assessment. We overlook the value of processes to focus solely on results.

The effort for accuracy comes from inside. It is the habit of those who, upon finishing a task, don't close it in a hurry to get it out of the way. It is a mental disposition that invites us to change the way we look at things: from a bird's-eye view (macrocentric) to a magnifying glass view (microcentric), which examines the individual and minuscule parts that make up a whole, demanding attention to detail and logical progression. When a boy or girl learns to review their criteria, verify their data and take care of aesthetics, they don't do it to please adults, but out of pure respect for themselves. When this habit is trained, the pre-frontal cortex is decisively activated, maturing executive functions and the ability for self-regulation.

#### Accuracy is also felt: The value of mistakes and of the words "not yet"

In my school and family education model, the heart plays a definitive role. We can't separate accuracy from emotion. You can't look for rigour from fear or the pressure of punishment, because fear blocks us and anchors us to rigidity and robs us of our freedom. If a child is afraid to fail, they'll never look for accuracy genuinely, they'll simply copy or become paralysed. Making mistakes is wonderful, as long as it serves as a springboard towards rigour, a natural learning opportunity and not a personal failure.

In this respect, Carol Dweck's "growth mentality" theory fits perfectly. This theory reminds us that intelligence and skills are developed through effort, dedication and practice, rather than being innate and unchangeable traits. When a child or teenager gets frustrated with a meticulous task and says to us: "It's just that I can't get it exactly right!", "I don't know how to check this information!", the adult role model needs to say the magic words: "Not yet, darling, not yet!" "Not yet" gives the brain the permission it needs not to give up, opening the door to resilience and continuous learning, transforming limits into an opportunity for improvement.

As Costa himself states, it's all about managing the urgency of responses and applying strategic pauses. To cultivate this habit in the classroom and at home, I suggest some practical recommendations based on daily training:

- **Replace the red pen with a question:** When a child hands you a job that's inaccurate, incomplete or done in a hurry, don't grade it. Don't give them the correct answer right away. Ask them reflective questions that invite them to look again: Is it as clear as you wanted it to be? What part of the plan worked and what part needs to be reviewed?
- **Less quantity and more depth:** We don't need them to do thirty identical exercises on autopilot. We need them to do three, but for each one of those three exercises, they need to understand the reason behind each step, enjoy the process and verify their results with full awareness. It's preferable to differentiate clearly between what is simply "working" and what is truly "learning".
- **Linguistic Accuracy:** Thought and language are two sides of the same coin. Let's avoid vague language. Asking a child or teenager to translate and formulate their ideas with exact, accurate and rich words (conceptual and emotional literacy) structures their mental maps in an organised way. Saying "pass me that thing over there" is not the same as naming the world accurately.
- **Training in hypothetical scenarios:** Just like the other habits, accuracy is trained when we're calm, not in a moment of conflict or during an exam. Let's use puzzles, building toys, strategy games, shared reading or music to savour processes that do not give immediate results and require us to be meticulous.

Practical examples: Shifting from "That's good enough" to conscious rigour

To train the mind in this disposition, the key is to transform language and daily dynamics both at home and at school. Below are some practical examples of how to intervene depending on the scenario:

| Daily situation                                     | Language of complacency ("That's good enough")                    | Language of accuracy (Costa and Dweck Approach)                                                                          |
|-----------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Writing a text or description                       | "This is very well-written, you're really smart!"                 | "I like that you found the exact adjective to describe the scene without being too general."                             |
| If a drawing or sketch is finished in a hurry       | "How lovely! Come on, let's put it away."                         | "I see you finished really quickly. Let's look at it through a magnifying glass: Are the edges as clean as you planned?" |
| Solving a maths or logic problem                    | "You've got 24, that's wrong, erase it."                          | "The result doesn't match up, but let's analyse the process: At which step of the plan was accuracy lost?"               |
| If they speak vaguely at home                       | "Bring what you left inside that piece of furniture."             | "Please, tell me accurately: Do you mean the blue notebook that's in the second drawer?"                                 |
| Helping out with chores at home (setting the table) | "Come on, just throw the cutlery on the table, we're in a hurry." | "Let's set the table carefully: Is each piece of cutlery in its respective place and lined up next to the plate?"        |
| When you prepare a recipe together                  | "Just pour a little bit of milk there, eyeball it."               | "The recipe asks for an exact amount. Let's measure the millilitres carefully so that the cake comes out perfectly."     |

#### A commitment to their future and freedom

In the age of artificial intelligence, where machines process data at superhuman speeds and generate instant answers, the true competitive advantage of human beings is no longer accumulating information but being able to verify its truthfulness and act with ethical judgement. A citizen who has not trained the habit of accuracy, who doesn't know how to verify, compare and look for rigour in the information they consume, is a citizen who is deeply susceptible to manipulation, a slave to half-truths and easy headlines.

As José Antonio Marina states, intelligence is not about knowing, it's about directing action. And freedom begins, precisely, with the ability to inhibit the primary impulse to give way to conscious reflection.

Let us not aim for perfect children and teenagers. Let us aim for meticulous and curious people, with deeply rooted values, who are capable of swaying with the wind without breaking. Boys and girls who love what they do and who understand that putting care and rigour into their small daily tasks is the reflection of the dignity with which they decide to live in the world. In the end, to educate is to learn by living, and life deserves to be lived with absolute clarity.

Mar Romera

## RECIPES FOR THE WHOLE FAMILY

### FRANKENSTEIN CREPES

This month, we'd like to suggest a monstrously fun recipe that's fun and full of imagination, a different way to enjoy vegetables that the whole family will love.

Method:

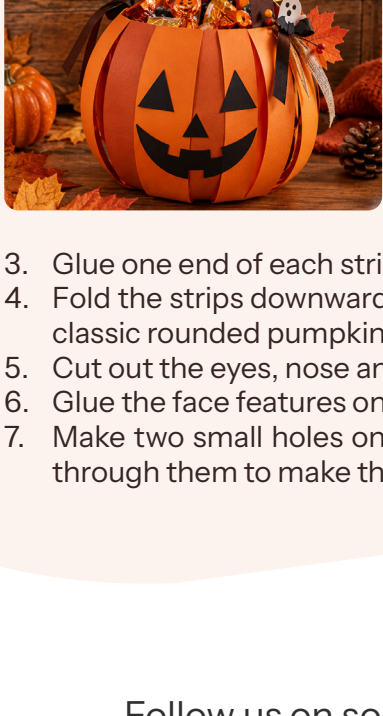
1. Wash and finely chop the spinach.
2. In a large bowl, mix the wholemeal flour, skimmed milk, eggs, olive oil, salt and pepper. Add the chopped spinach and mix well.
3. Heat a non-stick pan over medium-high heat and lightly grease with oil.
4. Pour a small amount of the batter in the hot pan and spread evenly to form the crepe.
5. Cook for 2 minutes or until the edges are golden brown, then flip the crepe and cook the other side for another 2 minutes until golden.
6. Repeat the process to make the remaining crepes.
7. Fill the crepes with your favourite fillings and fold them into the shape of a rectangle.
8. To decorate, use the black olives and carrots to create Frankenstein's face.

Share your recipe results with us. **Tag us on social media!**

| Ingredients     | Amount |
|-----------------|--------|
| Fresh spinach   | 75 g   |
| Wholemeal flour | 125 g  |
| Skimmed milk    | 250 ml |
| Eggs            | 2 u    |
| Salt            | 2.5 g  |
| Pepper          | 1 g    |
| Carrots         | 2 u    |
| Black olives    | 6 u    |
| Olive oil       | 10 g   |

## FAMILY ACTIVITIES

### TRICK-OR-TREAT BASKET



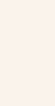
Let's make a terrifying pumpkin trick-or-treat basket, perfect for completing your costume on Halloween night and holding all the sweets you collect when you go out trick-or-treating.

- A large paper cup
- Orange card or paper
- Black card (or any other colour for the details)
- Glue stick or PVA glue
- Scissors
- String, ribbon or fabric strip for the handle

Once you have all the materials, here are the step-by-step instructions:

1. Cover the cup with the coloured card or paper to create the base of the pumpkin.
2. Cut out several card strips of the same size.
3. Fold one end of each strip to the upper inside edge of the cup, spacing them out evenly.
4. Glue the strips downwards and glue the other end to the outside base of the cup to create a classic rounded pumpkin shape.
5. Cut out the eyes, nose and teeth from a piece of card in another colour.
6. Glue the face features onto the card strips to bring your pumpkin to life.
7. Make two small holes on opposite sides of the cup and pass a string, ribbon or fabric strip through them to make the handle.

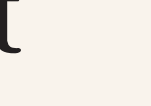
Follow us on social media and find out everything we have in store for this school year.



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