



Woodinville Montessori School
a nonprofit organization



The Ravenline

June 2025

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Welcome to the very first issue of our High School Newspaper! This is incredibly exciting, as together, we expand the opportunities for student voices, creativity, diversity and personal experiences to be created and shared with the community.

To wrap up the school year I featured recent experiences from students. You will find a wide variety of stories and reflections from students. This includes a first-hand account of the Montessori Model United Nations Bureau experience and a beautiful photography essay taken in Japan, during a visit to Nagano.

Furthermore, I am excited to share a group interview with students from the Middle School Volleyball team, in which you will learn about their perspectives on their volleyball journey. In addition, you will find a striking photography collection taken at a Japanese garden, during the High School students' recent trip to the Shakespeare festival in Ashland, Oregon. Alongside, students wrote thoughtful reflections about the trip experience, as well as plays which stood out to them. Finally, to wrap up our issue, we have a creative list of fictional worlds and environments students would live in.

Montessori Model United Nations Bureau Experience

Montessori Model United Nations (MMUN) Bureau members share their first-hand experiences of the responsibilities they take on before, during and after the conferences. This spans from leading committee sessions to mentoring delegates, and how their experience contributes to lasting change on a personal and global level.

“Once we arrive in New York City, the final preparations are made during the all-bureau meeting on Wednesday, just before the opening ceremony. During this time, we meet the rest of our bureau team in person for the first time, and people often share preferences and past experiences to get to know each other better. We also decide the specific roles each bureau member has during the committee sessions in the upcoming two days. While the senior bureau member and chair hold much of the authority, they try and give leadership roles to the vice chairs and rapporteurs to provide them with some experience.

During the committee sessions, bureau members lead a roll call of all the delegations participating and work through the rules of procedure. This is known as a formal consultation. Throughout this part of the day, the vice chairs and rapporteurs also assist as scribes and handle the microphones. Though the housekeeping aspects and rule following are important to maintaining decorum in such a formal setting, the bureau’s main role is to be there to support and guide the delegates in reaching consensus. This comes into play during informal consultation, when the kids are up and out of their seats, debating, discussing, and ultimately collaborating with their peers to come up with their solutions for world issues such as nuclear disarmament and food security. At this point, our job isn’t to make decisions for the delegates, but instead to give them the tools to work together and express their ideas. This can be encouraging them to stay on task, giving them the vocabulary to accurately articulate their solutions, giving them the time and space to make friends and talk about their adventures in New York so far.

Through all of the preparations beforehand—reviewing position papers, working with a new team with different approaches, dealing with jet-lagged delegates, and troubleshooting when the projector or microphone stops working—being on the bureau ultimately teaches patience, problem solving, and teamwork.

Being a Bureau member is a very fulfilling experience because it truly lets you see the value of your work in your through the physical and tangible growth of the people we help. Whether it’s helping our own school’s delegates throughout the yearly process of drafting papers and preparing for the conference, or the hundreds of new faces who look up to you during the committee sessions and formal events, Bureau work allows us to

meet and connect with all different types of people who are united by a common hope for change and then work together toward creating that change. Knowing that the effort we put in matters, both to individual people on a personal level and world change, is very inspiring. This feeling of value and meaningful work makes MMUN Bureau an energizing and emotionally empowering experience.”

The MMUN Bureau experience empowers students to take initiative in the future of global affairs by guiding students, facilitating research and discussion. Ultimately, it allows students to learn the impact of teamwork and collaboration, which the world is urgently in need of.

Japan, City Streets and Mountain Peaks

This student’s photography depicts his recent trip to Japan, where he spent time with his grandparents. He stayed in both Setagaya (Tokyo) and Nagano and explored stations, hiking trails and enjoyed experiencing life in a more rural area of Nagano.



My favorite meal.



Continued trip in the car.



A hike on Mt. Kurumayama.



Train trip from Setagaya, Tokyo to Tatehina, Nagano.



The view from my grandparents' home.

These photos emphasize the peaceful, scenic landscape of Nagano which contrasts with the often fast-paced city life we experience on a daily basis.

Interview With Students From the Middle School Volleyball Team

I recently conducted a group interview with students from the Middle School Volleyball Team at WMS. I learned about how they each started their journey and their personal takeaways from games and practices with their teammates. Some content was lightly edited to remove pauses and fillers.

1. What made you want to join the team?

“I thought I would try volleyball, because it was a new opportunity. I wasn’t really sure how it would turn out. I tried it, I liked it, and it was a lot of fun. I made new friends that I probably wouldn’t have if I hadn’t joined.”

“I started out, because my mom wanted me to change it up, change my mindset to focus on different skills and building different muscles.”

“I’ve always enjoyed volleyball, my mom played, so I got that from her. It’s such a high-intensity sport that keeps you on your toes every second, and it’s a great way to connect and improve.”

2. What was it like starting a volleyball team at our school, as I know it’s not always easy to get new sports going?

“It was tough trying to find people who actually wanted to join. When we were trying to start a team, I asked a lot of people to join and I told them to join. A few people said they would join and soon we almost had too many people on the team.”

“It was harder because the group was smaller and because the team wasn’t being created with tryouts. There were people who had different skill levels, but I think it was good because even though we started on different skill levels, we were able to help each other. We were also able to do more individualized training because we had a smaller group.”

3. What do you think has changed most about yourself or your team since your first practice?

“Personally, I’ve learned to cooperate with my teammates better. My teammates are also reminders that the best thing to make the whole team play well, is to work together and make sure everyone feels heard and happy.”

“Getting mad at a teammate for making a mistake is not a good way to deal with your grief, instead you should shake it off and fake a smile if you need to.”

“With anger towards a person, it's good to talk about it. You should try to resolve it with honesty and sincerity and provide a space to express your feelings openly and respectfully.”

4. What position do you usually play? What’s your favorite part about it?

“Middle back is my favorite position, because I feel like it’s the center of attention of where the ball generally goes to and where I can get them the most. People typically pass the ball there so there are more opportunities to get the ball.”

“I like front-middle which is also center because I like setting and being able to work at the net.”

“I like front-left, because it’s a good spiking position for me as I’m right-handed. Working on spiking is fun but it's also fun to be able to pass the ball to the setter in that position. I also like being able to see the team clearly from there.”

5. Do you prefer playing games or practicing?

“I like games much better than practice, because you get to play against people you don’t know.”

“Same. For the practices, I like to scrimmage because it feels like we are playing an actual game of volleyball.”

“I love games so much. I do like practice a lot though, because it’s a chance for the team to build spirit and skill and it’s when you learn.”

6. Do you see yourself continuing volleyball, why or why not?

“I don’t see myself continuing volleyball, just ‘cause I have another main sport to focus on. Dedication-wise I’m more dedicated to my other sport, but I do love volleyball. I did have to choose, and as an adult I don’t see myself playing volleyball, but it’s a really fun sport and I think it would be a fun thing to do in my free time.”

“Unless any other electives get in the way, I would want to continue because it’s a different way to hang out and connect with different people. For example, I feel like if it weren’t for volleyball I wouldn’t be friends with certain people.”

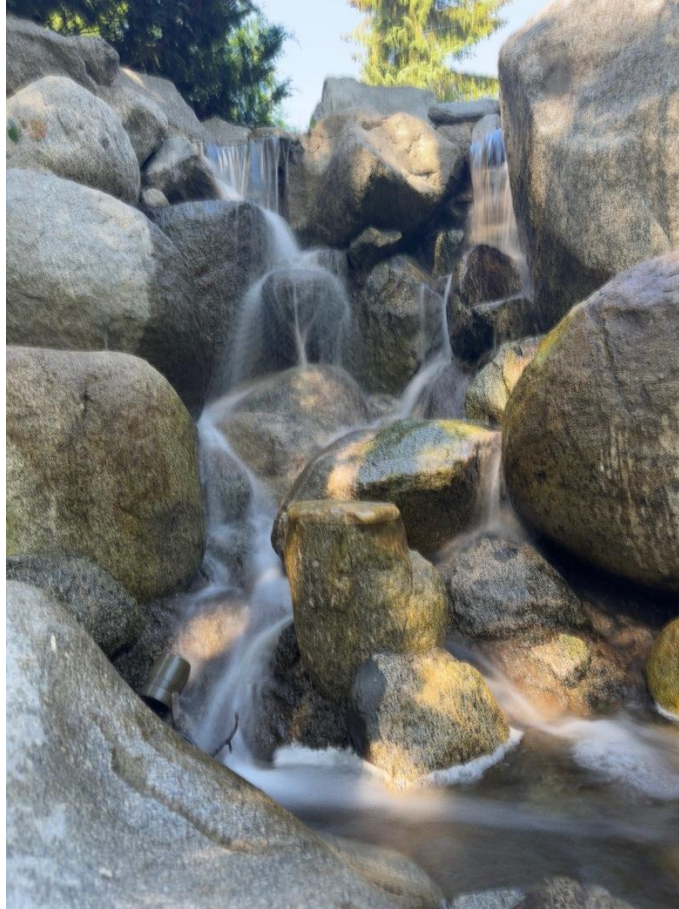
Being a part of the school volleyball team was not only about volleyball, but about making friends, trying something new, skill building and growing as athletes and as a team. Regardless of whether they choose to continue their volleyball journey, their participation clearly left an impact in how they connect with friends and tackle challenges.

A Snapshot of a Japanese Garden in Ashland, Oregon

The High School students recently went to Ashland, Oregon, for their end-of-year trip. There, they saw wonderful plays, including *As You Like It*, *The Merry Wives of Windsor* and August Wilson’s *Jitney*. In addition, they enjoyed group meals, outdoor time with friends, and meaningful conversations. Among this, they visited a Japanese Garden which this student’s photography showcases.



A bend in the stream running through the enter of the park. The photograph is timed to freeze the light refraction of the river and show the rainbow colors that usually move too fast to see.



Long exposure photograph of the park's waterfall. The moving water turns into a "velvet" effect while the rest stays clear.

Reflection on *Jitney* and *Julius Caesar*

During the High School end-of-year trip the juniors and seniors had the chance to watch *Jitney* by August Wilson and Shakespeare's *Julius Caesar*. Both plays, were striking and impactful with their originality, emotional depth, tone, delivery and writing. Students share their experience of seeing these plays, and how it related to learning material in their history and literature classes.

"Out of all the plays at the Ashland, Oregon Shakespeare Festival, the biggest surprise for me, was *Jitney*. It stood out from the rest of the plays as it had a heavy and serious tone, with humor sprinkled throughout. It was something that none of us had heard of prior to watching the play, so I had no expectations of what was to come. Surprisingly, it was my favorite performance we watched during the week.

The story took place in Pittsburgh and focused on unlicensed Black taxi drivers in the 1970s. The story wove together many characters' personal issues. The most important thing being the owner of the business's son being released from prison after 20 years and meeting again with his father. The acting was more realistic and emotional than what we saw in the Shakespearean plays, making it immersive and engaging in a different way. The serious tone was a welcome change, which made the play distinct and memorable.”

“At the beginning of the fourth quarter of our Literature and Leadership class, we read *Julius Caesar* by Shakespeare as a class. For our end-of-year trip, we received the opportunity to watch an adaptation of *Julius Caesar* live. This was a great opportunity because it allowed what we spent hours reading in class to have a visual representation of different ideas brought to life by a director and multiple performers. For example, the live play adaptation we saw featured this story set inside the USSR, with an all-female and nonbinary cast. These changes shifted how we saw the characters and specific moments, while maintaining the same key plot points and themes as the original play, giving a fresh perspective on familiar ideas. Overall, it was a wonderful experience to watch a strong cast perform a *Julius Caesar*, which we all enjoyed in class.”

Both plays clearly offered unique and enjoyable theatrical experiences that were a hit among the students. These plays brought assigned reading material, such as *Julius Ceaser*, to life by allowing students to engage in the literature differently and enrich their understanding and relevance of theater and storytelling.

Reflection on The Ashland Trip

Students reflect on their experience of the overall trip, and how it deepened connections and allowed them to spend time outdoors.

“Overall, we all had a great time on the trip. We feel like we gained valuable experiences from the plays and deepened meaningful connections with our peers. Our favorite parts of the trip included the independence of traveling by walking, seeing *Into the Woods* and *The Importance of Being Earnest*, and spending free time outdoors, at the park. By seeing the plays performed live, we learned more about the difference between comedies and tragedies and modern takes on Shakespeare’s original stories.”

Fictional Places You Would Live

By A Group of Ginkgo, Alder and High School Students

A group of Ginkgo, Alder and Ash students compiled a creative list of fictional places they would live in, including video games, novel environments, and films.

1. Ready Player One (Film and Novel)
2. Up (Disney Film)
3. Sponge Bob
4. Grow A Garden (Roblox)
5. Percy Jackson, The Demigod World
6. Discworld (Book Series by Terry Pratchett)
7. City 17 (from Half Life 2)



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We appreciate you taking the time to read our newspaper. We value your voice and welcome your ideas and suggestions.
