

BCL ep340 Habits That Last: Building Rhythms for a Lifetime of Learning with Joanna Hensley

Time is one of life's greatest gifts, yet in today's busy world, it often feels like there's never enough of it. The demands on our days seem endless, and that's why creating consistent rhythms and routines at home isn't just helpful, it's essential. These daily patterns nurture not only our own well-being, but they also help us shape children to learn to manage their time and their habits well, so that they can ultimately live with balance and good habits and priorities that set them up ultimately to learn and to live well.

Join us for this episode of Base Camp Live. Mountains, we all face them as we seek to influence the next generation. Get equipped to conquer the challenges, summit the peak, and shape exceptionally thoughtful, compassionate, and flourishing human beings.

We call it ancient future education for raising the next generation. Welcome to Base Camp Live. Now your host, Davies Owens.

Welcome to another episode of Base Camp Live. Davies Owens, your host here with you on the journey of raising the next generation. It is a joy each week to have you join us.

Thanks so much for making the decision to be here. It's always exciting to hear from you, info at BaseCampLive.com. Over the years, I've said, tell me what you're doing when you're listening. And I have people come up to me at conferences and say, every time I hear your voice, I think of cutting the grass or smell cut grass, because I often cut grass when I listen, which is great.

Maybe some of you are mowing right now. Others are probably more likely sitting in traffic in some location around the city, around the cities, or around the country, even the world. And others of you may be off exercising.

So it's always fun too to hear what speed you listen to me at, because I tend to talk pretty quickly. So if you're listening at a high speed two times, that's pretty fast. But I guess it allows you to get through even more of these great conversations.

All that to say, it's always fun to hear from you, info at BaseCampLive.com. Let me know where you're listening from and what you're up to. On this particular episode, I always like to just say a shout out to schools that are out there, Brian Dow and the team at Liberty Classical Academy in Newcastle, Colorado. Big shout out to you.

I'm excited to be actually on your campus next month. I have, with your wonderful invitation, an opportunity to come speak to your teachers as well as parents, as I very much love to do, talking about the value of a classical Christian education, how to implement it in our homes, which again is a lot of what we talk about each week here at Base Camp Live. And also want to do a quick shout out to Micah Trammell, head of school at Christ Legacy Academy in Athens,

Tennessee.

Micah, thanks for listening to Base Camp Live and also being a part of the Zipcast family. We have a lot of schools right now signing up for Zipcast for the new 25-26 school year. In fact, we're starting to get to the point we're going to need to start waitlisting some schools.

So if you're interested, let us know. It is a fantastic way to be on the journey each week as the school, getting to speak in your voice to your parents and blending in as well content that we produce nationally. So I know you hear a lot about Zipcast because it's really part of a shared initiative here with Base Camp Live.

Excited to get you into this interview that we just did with Joanna Hensley. She's been on before, a great friend and a great advocate for classical education. She spent years active in the classical education world, but two decades now as a teacher, a writer, a conference speaker.

She has a number of chapters published on the Omnibus series, if you're familiar with that curriculum, which is the backbone of Wilson Hill Academy's The Great Conversation courses. She also serves as the Wilson Hills headmaster of the lower school and leads their academic leadership team. She also teaches Latin and great conversation classes.

More than anything, she's a pastor's wife, homeschool mom. She lives in St. Louis, Missouri with her husband, Adam, who's a professor of Hebrew and Old Testament theology along with their six children. So she's very much got a mom hat on, she's got an educator hat on, and she is very familiar with the challenges of living in this modern moment with so many demands on our time.

And so we have a great conversation talking about rhythms and routines, especially as we kind of transition out of summer to back into the school year and those best practices that are there. And before we get into the interview, as always, just a shout out, not only to our partner, Wilson Hill Academy, but Life Architects Coaching as well. And of course, keep mentioning Zipcast.

All of these partners for this episode and other resources are at our partners page on our Basecamp Live website, which is a great place to check out past episodes. If you got some extra time this week, go back and listen to some more. All that to say, thanks for listening.

Here's my conversation with Joanna. Well, Joanna, welcome back to Basecamp Live. Oh, it's great to be here again with you, Davies.

Well, thanks so much. You know, it's always a joy and a privilege to talk with you, given the perspective you have being a part of the lower school there at Wilson Hill Academy. You're with families all the time.

You know, we're in a summer season right now, which is wonderful, but it's also an opportunity to shift gears a bit. And so we're here to talk about really in some ways, a continuation of a conversation we had a few months ago, where we talked about finding balance in our home

and life. And hopefully folks will go back and listen to that episode and conversation we had.

But yeah, I'd love to just hear some thoughts from you in this segment on just how do we balance this world of the summer that we're in with rhythms and routines and just making sure home life continues strong? Yeah, look, Davies, I really do believe that rhythm and routine over time yields a bountiful harvest. It's not about doing those one-time big events that's going to set a core memory for the rest of time for your child, right? I don't know any family who's able to sustain that level of intensity all summer long, but to be able to think about those daily rhythms and routines, those habits of learning that we can do in the home, even when school is out. And that's, you know, I think as you're talking about that, I think sometimes the idea of could we just compress everything into an amazing, you know, week at Disney.

And that was sort of, we did the really rich family time. Now we can all kind of get home and coast and step back. And that's fine to do a kind of a mountaintop experience.

But yeah, you're right. What are the reasons why that week over week, moment over moment habit formation is so important? And maybe talk a little bit about just that idea of in the lives of our children, really habit formation is such a critical aspect of what we're actually doing by way of guiding and maturing them. Yeah, that's right, Davies.

We don't want the habit of learning to stop ever. We talk a lot about being lifelong learners ourselves and wanting to raise children who are lifelong learners. And of course that's going to mean those mountaintop experiences that you're describing.

And we want that to be a part of the adventure of life. But again, it's about balance. It's about sustainability.

And it's about those rhythms and routines that we can actually achieve day in, day out as we live long lives of learning more about the world. Yeah. And I think a lot of this is anchored.

Maybe just step back for a second for folks and think about the entire purpose of education. And most of us were not classically educated. And this idea of education, is it really more than reading, writing, and arithmetic? Is it more than just here's a bucket of skills and knowledge and now it's summertime and we can take a break from all of that? I know in my own journey, as I've shared many times on the podcast, Charlotte Mason, who was this amazing British educator 100 plus years ago, who came along and said, education at that time in Britain had really kind of fallen into this problem of modern progressive education, which is it's just vocational training, it's skill training.

And we've really lost a sense of forming habits and forming really routines that shape the things that we love, that inform who we are. Share a little bit of just, you know, if a parent came up to you and said, you know, Jen, what is education? What would, how would you describe it? I mean, kind of building on that idea, because I think it's very much informs the way we go about rhythms and routines. No, it does.

Education is about shaping the affections. And when we say that, what we mean is we want to teach our children to love the right things, to find beauty in the right things. And then in contrast, to shun the evil things and the ugly things, right? We want to strive after loving what God loves.

And we can see in the world all around us so many things that God has made for our good and for us to delight in and learn more about him through those things, right? So I also take great inspiration from Charlotte Mason. And the habits of learning, this is part of it. She also talks about reading, living books together, observing the outdoors, all of her beautiful work with nature study and nature walk.

All of this fits wonderfully with the classical Christian education with this idea of truth and beauty and goodness. And that's, you know, I always think of, my brain always goes to analogies. And I think, I mean, imagine putting your, think about education as food.

If you were in a, you know, August to May, you're in a school that serves a pretty decent, healthy food, but it's summer. So it's junk food 24 seven. Cause you know, we're done with the school thing for a little while.

Obviously that would make no sense. If you're wanting to train them to, to eat well, the true good and beautiful, you probably need to serve it up year round. And even if school's not providing that meal service, how do you do that at home? And that's really the heart of what we're talking about is what does it look like? But to enjoy some time to relax and lighten up some schedules, but not lose some of those core habits and those routines.

So yeah, dig into that a little bit more and, and, and, and talk about, well, like, what does that begin to look like in a home? And, and maybe by way of talking about what are some of the barriers maybe that we create, we've talked about just maybe stockpiling all the, all of that intentionality to just a limited period of time versus day every day, week, every week. But what are some ways that maybe we create a, you know, we kind of work against ourselves and some, the rhythms that we want to keep in our homes. Yeah.

That's such a great, a great question Davies. Right. So the, the habits of learning, it does change when school is out and we want that.

We don't necessarily want our children doing math workbooks all summer long, although no doubt we probably all love a child who's still working through those math books that didn't quite get finished over the school year. Okay. I know that that happens, but look, we want the habits of learning to continue.

But during the summer in ways that are well summery and fun and family focused and home focused instead of being, um, strictly speaking academic in nature. Now that doesn't mean that we stop learning about our academics in summer, but it just takes on a different feel. And, and as I say, it's going to be centered in the home and it's parent driven.

And what a great opportunity for families to spend those hot, lazy days of summer learning alongside each other and really enjoying one another's company. Yeah. So what are some of the things that maybe we do unintentionally or maybe because we're not being intentional enough that are actually counterproductive to these habits and these rhythms that the school has hopefully the routines that we've gotten into during the school year.

I mean, I, I mean, obviously I would say, you know, technology's always at the top of everyone's list of like, be careful there because that will quickly unravel and isolate, you know, us as family members from one another on devices and all that. I mean, I, I guess that goes without saying, you certainly welcome to, you know, elaborate on that, but that seems like one for sure. You don't want to, as I've often heard or sometimes hear parents will say, we have them in a really, you know, school is hard.

So then they're off time. They can just, we're just going to let them go crazy on the video game or have fun, you know, quote have fun, but that's a slippery slope as far as undermining those rhythms and routines. No, that's right.

We need to be careful there as parents Davies and just as in the way that we approach technology technology, like any tool can be used for good or for ill. And we want our technology time to be used in ways that's going to, to support those habits of learning. So use your technology to learn about God's world, to connect with friends and family that live far away, to explore another side of earth that you're not able to, to travel too easily.

Right. I mean, there's, there's good technology and there's bad technology. And obviously we want the good stuff for our kids.

And look, I'll say the same thing about books. So when you're thinking about the books that you read, take a page out of Charlotte's book, okay. The living books.

We want to read stories to children, including our teenagers, by the way, we want to read stories to the children all summer long, but choose good stories that you yourself also enjoy. If you enjoy it, that's a good sign that your child or your teenager will too. We want to avoid twaddle kind of like how we want to avoid twaddle in our technology.

We want to avoid twaddle wherever we see it. So any books that are trivial or nonsensical low-level vocab, oversimplified stuff, just leave it aside and go for the classics instead. I love that word twaddle.

I still want to get a shirt printed. That's like twaddle-free living. We live in a twaddle-y world.

It's such a great word because it does describe just the immaturity and the insincerity and just the crassness. It's so much out there. And even to your point, and we've talked about this before many times on the podcast, that just walking in a library because there are physical books does in no way guarantee you that every book is really something you want to be putting in front of your children.

And I think Charlotte Mason knew this a hundred years ago, that there are living books that contain living ideas that are transformative and there's sawdust and twaddle books. No, it's so true. It's so true.

And who would have ever dreamed that we would live in a world where walking into a library might actually bring harm to us or harm to our children, but that's the world that we live in today. And it's why parents need to be all the more discerning during the summer months that we are choosing good books to read alongside our children. And it makes me think of another thing, Davies, how twaddle isn't just about books, but how we can apply that word to all sorts of things in life.

I think the same thing about Charlotte Mason's idea of nature studies and nature walks, how the idea is that you can go out in nature and observe and explore and let your own curiosity help you discover wonderful things that are in your own backyard. I think about that idea and how one day you might be out in the world observing butterflies, but the next day, why not make it Latin words? Or the next day after that, maybe you can make it a math exercise where you're taking the idea of observation, wonder, following your own curiosity to discover new things, simply by opening your eyes and being still and observing what's around you. That's such a great example.

I want to take a break and I want to come back and really unpack some of the recommendations that Charlotte Mason makes around things like nature studies or picture studies. And to the point you're describing, it's not just a nature walk. It's actually a very intentional way to create wonder and observation.

And again, it's not just for the little littles. This is a great thing to do with high schoolers in the summer. Let's go on a hike and be intentional in that process.

So why don't we take a quick break? We'll come back and continue with some really good practical advice of how do we create rhythms and routines here in the busy summer months. We'll be right back after this break. I'm here with my friend, Joanna Hensley, head of lower school at Wilson Academy to tell you about their exciting new program.

Maybe you already know about Wilson Hill Academy. We talk about Wilson Hill all the time on Base Camp Live. They're known for their really effective and helpful online classical Christian education they offer.

They have lively courses for students in grades three through 12. But what you may not know is that Wilson Hill is now offering a rich early learning program they call Forma for students in K through second grade. I'm here with Joanna.

Joanna, tell us more. Oh, thanks, Davies. Forma is such a wonderful way to begin a lifelong love of learning.

You know, we talk often about the cautions of technology. So let's just go ahead and get this

out of the way. Are you encouraging kindergartners to be on Zoom all the time? Is that what this is? Absolutely not, Davies.

Forma does not involve putting five-year-olds on Zoom. Forma is a program that gives to parents valuable guidance from an experienced mentor teacher who walks them through a carefully curated curriculum for teaching reading, math, nature study, and enrichment like picture study and music, all within a like-minded, encouraging community. I love what you guys are doing, especially for children in those younger ages.

How can folks learn more about what you're doing with Forma? They can visit our website, wilsonhillacademy.com/slash/forma, F-O-R-M-A. Fantastic. Thanks so much, Joanna.

Hey, Base Camp Live listeners, a recent Pew research study revealed that only 30 percent of millennial and Gen Z parents live within a 100-mile radius of extended family. That means that many families are missing the wisdom and support of older generations. And more than ever, we need strong, consistent school communities to walk next to us, providing rich connection and helpful weekly tips.

That is exactly why I created Zipcast. Zipcast gives schools a proven platform to communicate more personally and effectively with their parent community. Imagine as a parent receiving a short weekly audio message from your school leadership, not just announcements, but real insights into what's on their hearts and minds, paired with practical wisdom from national parenting and educational experts like Keith McCurdy and Justin Early, along with experts on classical Christian education.

We even include short testimonials and parenting tips from fellow parents all around the country. You can listen anywhere and at any time. And now with Zipcast 2.0, schools can customize their messages even more, offering a truly personal and engaging way to build connection and shared vision.

If you're a school leader not yet using Zipcast, I want to encourage you to consider it for the 2025-26 school year. And if you're a parent at a school that is not yet using Zipcast, take a moment and encourage your leadership to explore it. It's easy to use, affordable, and effective.

And in today's fast-paced world, Zipcast is a proven tool used by over 60 schools this past school year to deliver encouragement, insights, and connections in just 10 minutes a week. We like to say it's about encouraging you on the go with what you need to know. Check it all out at zipcast.media to hold your spot as we have limited spaces available for the upcoming school year.

Joanne, some have heard me talk about a number of years ago as a part of a training program at the Ambleside schools, which are Charlotte Mason schools. And I was there for a week learning what it means to teach in a Charlotte Mason classical perspective. And one of the things I had to do for a couple of days was actually become a student.

And so, I went through the normal routines of a third grader, which is really both humbling and challenging. And one of the things we had to do was actually part of picture studies and nature studies where we were given various objects like the talon of an eagle literally was set on the desk in front of us. We were told to sketch out this talon.

And at first, I thought, well, that won't take five minutes. I'll just sketch it out. But I was trained in this methodology of observation to slow down and to pay great attention to the details.

It took me about half an hour. And to this day, I think I could draw an eagle's talon pretty well because it was so seared in my mind. So, what you're describing or help us understand more and we're doing things like nature walks.

Yeah, it's a walk in the woods. But we're also training the habit of attention and observation and whether that's in picture studies or nature walks. So, again, as we think about routines, walk us through kind of what are some best practices there.

I'm thinking about how you drew an eagle's talon. What a great exercise. Now, how about if you had just got your phone out and took a quick snapshot of that eagle's talon? How well would you remember what that eagle's talon looks like if you just took a photo? I probably would have no idea in the difference in eagle's talon and a chicken's talon or a crow's talon.

No, you wouldn't. You would just... And that's a great point, Joanna, because I think it's kind of a false sense of learning, which is I have... But just because I can call it up quickly on my AI to sort through my photos and find it does not mean it's been internalized in any way. So, that's a really good point.

And even if you have a beautiful photograph on your phone, how often are you even going to look through your photos to find that eagle's talon? I mean, realistically, we take hundreds of photos and we look at next to none of them as we go through our life, but that eagle's talon is in your mind. It's in your memory, Davies, and you can still imagine what it looks like even today. That is what we want for our children.

We don't want them just taking photos of things. We want them to have an internal understanding and an appreciation for that eagle's talon, but not just eagle's talons, but also characters they read in stories or relationships they make in life or the world of math and science. And I want to speak a little bit about math here, just because it's not always intuitive for people to think about observing numbers around us.

We might be drawn to observing the flowers and the butterflies and the pretty things, which is still a good thing. I definitely still want us to be observing those things too. But I've got some handy little games here in mind that I'd like to share with our listeners of things that they can do at home with children of all ages, even get the whole family involved, things that you can do to help you observe math in the world.

Yeah. I'd love to hear more about that because I think it's easy. I think Charlotte Mason

sometimes gets quickly dismissed or she's a lady that just says, go out and for our young children, let's just go on walks and find butterflies.

But what does it look like for children of all ages or for boys for that matter to go out and what are they observing and what are they seeing and what conversations is that provoking? So yeah. And when it comes to math, it's easy to think of math as just, there's a multiplication table, check the box. We learned that.

How does that get enveloped into this idea of creating wonder and these habits? Yeah. Unpack that a bit. I'm very curious.

No. Well, I'll start with just giving you some examples of some activities you can do at home. And this is going to support that rhythm and routine of learning while also helping students, children, teenagers, all your family to be just observing and looking out for numbers in the world and some of their features.

So I'll start with this game. I'm just a few and have your child put some numbers, one number on each, on each little index card. And you can use small numbers, big numbers, consecutive numbers, the number of your favorite ball player, whatever you want to choose.

Just put a number on the back of a card. And then as you go through your day, and as you go through your week, look for opportunities to encounter that number. And when you do, record it on the back of that trading card.

So let's say you've got a trading card for the number five. You see five bananas on the counter. Just take a minute to draw a picture or write a sentence about that on your card.

Did you buy a lollipop for 79 cents? Well, hey, my number is 79. I'm going to write that down. Look, you'll never know all of the different times when you can come upon a certain number just out there living life, observing the world.

You'll start to see your numbers everywhere. And you can have little competitions within the family. Who's got a five? There's five seeds in my watermelon slice.

So here, little Johnny can write this on the back of his card. Or maybe there's 84 miles to grandma's house. And that's the number that little Bobby is collecting.

Just get them looking for numbers all around them. It reminds me of the license plate game I think we used to play as a family. What do you do on road trips before phones? Well, there was a lot you could do.

Or find a particular make or color of a car. I mean, these are things that, again, are kind of really basic. But sometimes I think we forget the basics in our more complicated world.

But to your point, you're forming the habit of attending and observation, which is a lifetime skill that we want to know. And yes, I don't know that I wake up every morning and think about my

eagle's talon. But it did force me to slow down and pay attention, which is certainly something we all need today in our busy world.

That's a great example. Anything else by way of math observations or other examples of how that works? Yeah, I've got another idea. And I have to tell you, this next one, when I was a kid, I won a jellybean counting contest.

And I even got my picture in the newspaper for it. So when I cut... Tell me the secret to this. I've never been successful at any of these counting things.

Well, when you think about it, and again, as a jellybean counting contest winner, I can speak from a place of authority, Davies. That is some serious authority. I don't think I've ever had anybody on the podcast with such an accolade.

That's impressive, Jaina. Sarcasm aside, you tell. How did you figure this out? Well, we're practicing estimation.

We're practicing patterns. We're practicing understanding shapes and how they fit together in space. We're thinking about volume.

We're thinking about quantity. I mean, all of this is math and science and jellybeans. So what's not to love? But here's my little tip.

Here's my little fun twist on the traditional game. Try it in reverse. Cover the jar with construction paper so nobody can see what's on the inside, but write the number of objects inside in Sharpie on the paper and see if your family can figure out what's inside that jar.

So you might say there are 37 somethings inside this jar. And through conversation and community within the family, they'll be able to debate and theorize and test some hypotheses. Maybe there's 37 paper napkins or 37 pieces of a puzzle or 37 clothespins.

I mean, it could be any number of things, but see if they could work as a team to figure out what would be inside. What is the right size and shape for there to be 37 of something in this jar? What does it sound like? Is it heavy? Is it light? Does it make a rattle when you shake it, right? This is all the stuff that could be clues to figure out the mystery. Love it.

And if you put chocolate chip cookies in there, there's a bonus at the end too. So you could eat what's inside the jar. Even better.

Even better. No, those are great. Yeah.

And again, what I love about these, they're really pretty simple. This is not expensive or complicated. It's just, it's being intentional.

And yes, it takes a little bit more work in the midst of a busy summer to have to stop and find a jar and put some things in it and have the conversation. But I love what you're, I mean, the

overall point here is what you're continuing to create moments where for our children, their minds are getting those habits are not just during the school year, they're being formed straight through the summer and their curiosity and their conversation, their imagination. There's so much there to that, which is so important.

Yeah. Yeah. Thinking about the community within the family and how you can get everyone involved, have the winner set up the game for the next challenge.

And that means it's not always up to mom to figure out what, you know, how many paper napkins you can shove into this container this time. You can have a child take over that responsibility. And then that just makes it even more competitive, but in a good way, right? That's the kind of community building you want happening in your family all summer long, isn't it? Exactly.

Well, and I want to take just a moment, talk about the importance of community, because I don't think we can underestimate that very issue. And I know we talked earlier about technology and home. So many things that we want to do differently than the world around us is only done effectively when you're with other people of like-minded perspective.

In other words, if you're the only, if your child's the only one in your school who is being raised to not have a phone in third grade or to, you know, enjoy and celebrate reading, I mean, you want your child to say, you know, here's the book our family read, or what are we going to read tonight? Like those habits are great when they're talking to a peer and the peer says, well, you should read what we read. I mean, this is kind of, again, we're communal creatures, but unpack that a little bit, especially in light of this idea of creating rhythms and routines, where does community come into play? It is such a gift that we live in community and we don't have, every single one of us, the responsibility of controlling every rhythm for our family all by ourselves. We can come alongside with each other and become part of that rhythm of learning and of living and thriving with our children.

And I think this can take several different shapes, whether we have a Monday night cookout with the neighbors or grandma comes over every Tuesday and Thursday, or maybe we get together with friends at church after church on Sunday for a meal. These are the sorts of rhythms that contribute to this community that we're talking about and the conversations where we can share ideas with one another. If you find something that works, tell other people about it.

I tell you what, your children are already doing it. Your children are going to be bragging to their neighborhood friends that they're the ones who figured out that there were 17 toothpicks in the jar this week and how many are you counting in yours or whatever it might be. The children are sharing ideas just naturally.

And I think it's important for us as adults to be in on those conversations and keep sharing those ideas with one another. That's a great idea. Well, and that's just, again, the old adage,

you'll be like the people, you'll be the same person you are five years from now, with the exception of two things, the books you're reading and the people you're hanging out with, or the things that are on your screen and the people you're hanging out with.

Whatever those inputs are, they influence us in such significant ways. So I love the idea of the communal nature of these games you're describing because they really do require a group of people to be effective. And then you get the energy of people coming up with new ideas.

I think it's really brilliant. It's again, very helpful, practical ideas. Why don't we take another break? I want to come back and talk about some of the unique things that you guys are doing at Wilson Hill or along these lines and really helping to develop routines and rhythms in the lives, especially of the younger children.

But the principles, again, are equally important for children of all ages, even into their high school years. So excited about some of these ideas. We'll be right back and look forward to hearing from you.

Durian, we've been talking about the importance of rhythms and routines. We all need that. Adults do, children of all ages, but especially in these younger years, because you're really setting those habits in motion that hopefully a student will carry for the rest of their lives.

I think Charlotte Mason said nine out of 10 things in life are habits. And so they're so important to get set early. You've had some great recommendations for just practical things to do this summer.

But as the school year starts back up, we're fortunate to have schools that help formulate a lot of those rhythms and routines. I love the work that you guys do with Wilson Hill Academy. I know that for a lot of our classical families, it seems maybe different, the idea of you're going to go online to have a classical education.

There's some real advantages to that. But I'd love to hear you talk, not just in general, I mean, feel free to talk in general about some of the unique experiences you can have with an online classical education, but in particular with these younger years that we've been talking about with rhythms and routines and how there's some really, I think, great advantages to help our young children get started in the right direction with the resources you guys have been working on. That's right, Davies.

As I said before, rhythm and routine, this is what's building the habits of learning. And we want this happening at a young age. We want even our youngest students to have their affections shaped so that they love lovely things.

And doing this over time, it yields a bountiful harvest. And I will say in a unique way, our online school can come into every single home in order to help this harvest happen. It's a beautiful partnership between parents and then master teachers all over the world.

And as I said before, it's not twaddle. Our screen time is meaningful time. We're online on purpose, and it can certainly bring about that bountiful harvest that we've been hoping for.

Yeah, and I think that's, you know, we've talked a lot on here that, you know, technology is not, you know, it's like fire. It can definitely burn you badly. It can also warm and cook your food.

So, I think that's really hard for us, especially as intentional classical folks to figure out how do we, you know, not get burned by the fire, but cook by the fire. And I love that they're back to community. I mean, one of the things that I know you guys do well is create connections that are across geographical, you know, borders and boundaries.

I talk to schools all the time. There's so many startup schools right now. And I think that's awesome seeing folks come together and say, we have no classical option in our area.

Let's start at school. Absolutely fantastic. Definitely a lot of work.

Some of the unique things that you guys have been able to do is just provide a community where there wasn't a community or even where there is community enhancing that. So, I think that's really significant. Yeah, that's right.

Maybe there is a small community that has a startup classical school, but they just don't have someone in their small community who can teach AP Latin or advanced physics or something like that. And that's where we can come in as partners because we want to use technology in order to bridge those gaps so that we can build and amplify that community all over the world. And look, FORMA is a part of that, right? This is our program for our five to eight year olds.

And we want to be careful about screen time too. We don't want five to eight year olds on computers all the time. And that's why we have created FORMA as a program for parents, right? You know what I find? Yeah, go ahead.

And this is, you're really, it's interesting thinking about when I was head of school in Atlanta, we were a classical or heritage, perhaps a classical Charlotte Mason school with no full class days until third grade. And the assumption of course, was that in those kindergarten, first and second grade years, you want to have more home time, but it kind of begged the question is, well, what do you do during that time and how do you do it well? And not just have your child in the shopping cart while you're running around doing errands and sort of balancing. And I love that even as Wilson's Academy, you guys kind of basically said, what are we doing with those earlier years? Because those need to be intentional and balanced.

And so this new program really addresses what do you do with those younger years while retaining the joys of having home environments as well. So I think it's something I think a lot of people appreciate that guidance versus just sort of being on your own. That's right.

That's right. When you are homeschooling with FORMA, you're not homeschooling alone. You have an experienced mentor teacher who comes alongside you and walks you through

carefully curated curriculum for reading and math and nature study and many of the enrichment activities that we've talked about today.

This is going to be your opportunity to learn from your mentor while also connecting with like-minded other parents who have children the same age as yours. It strikes me that one of the, again, the challenge is so many families as I talk with them, because a lot of folks did not grow up in healthy homes or healthy school environments and sort of trying to figure it out. And I think there are these two huge ditches that young families fall into, which is over fretting, is my child going to be ready for school? And so, you know, jamming and cramming everything they can find and going, my two-year-old is reading now.

It's like, well, hold on a minute. Like you can take a breath. Everybody breathe.

You don't have to. And then the other ditch, of course, is just being too laissez-faire and not being intentional and not repurposing the time. So again, I think that help of just here's some best practices, here's a methodology, here's a routine that you can hold on to while retaining the benefits of having home life in your midst.

So again, I think it speaks to a real need that so many families are feeling today, which is somebody give me some guidance and some balance right now, because especially if you've got older kids, you're trying to balance their world and the younger ones. And yes, help is definitely needed. And I think that's a lot of what Forma is providing.

And you see that even in the name Forma. Forma is a Latin word. It means form.

Obviously, we get words like formation and formative. It means form, but also shape and beauty. So you're not just teaching those skills or trying to get your two-year-old reading.

You're forming them. You're shaping them. You're exposing them to beauty and giving them that foundation of joyful learning and wonder and habit training and spiritual growth.

And that's what we want to enable those parents to do. That's a great resource. Well, if folks want to know more, where is the best place to learn more about the great work that you guys are doing? Well, come to our website.

You can find us at [wilsonhillacademy.com slash Forma](http://wilsonhillacademy.com/slash/Forma), F-O-R-M-A. It is a great word. Well, Joanna, thank you for your encouragement to us.

Hopefully folks will definitely have some time to take a breath and enjoy the summer, but at the same time, keep those great rhythms and routines going. So I appreciate your guidance and encouragement there. And I'm excited to hear more about Forma because we all need to be formed well.

So thanks for that encouragement. And thank you, Davies. It was good to talk with you again.

Well, you did it. You stayed till the very end of the podcast. Thanks so much for listening to this

conversation and a special thanks to our sponsors who make this episode possible.

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It's always InfoBase Camp Live. What's on your mind? Help us tell stories that may be reflective of what you've seen impacting in your personal life or as a teacher in your school of what classical Christian education is doing, again, around the world. We appreciate you as a faithful listener.

Hey, we're going to be back again next week for another episode. Please join us. We wouldn't want you to miss.