



Newsletter

April 15, 2012

Newsletter not looking pretty? [View it in your browser](#)

Dear Robyn,

Please enjoy the current issue of our newsletter.

All-School News

Table of Contents

[All-School News](#)

- [The Impact of Screen Media in Kindergarten and in the Grades](#)

- [TCWS May Faire 2012](#)

- [Salad Day Appreciations](#)

- [Violent Games DO Alter Your Brain](#)

[Grades News](#)

- [Pysanky \(Ukrainian eggs\) Making](#)

[Early Childhood News](#)

- [Gardening in Kindergarten - Part 3](#)

[Biographies](#)

- [Retraction](#)

- [Lolly Rogers - Class of 2012](#)

[Community Announcements](#)

- [Ultimate Frisbee - Thursdays at Wilburton](#)

- [Summer Childcare Availability](#)

- [Sahale Summer Camp, July 1-7th, 2012](#)

- [Announcements from Sound Circle Center - April 2012](#)

- [Wooden Double Loft Bed for Sale](#)

- [Upcoming Love and Logic Spring Classes](#)

- [Parent Map Lecture Series](#)

- [Rite of Passage Journeys](#)

- [Wild Spruce Summer Camps](#)

- [Fall 2012 Afterschool Programs at Wild Spruce](#)

The Impact of Screen Media in Kindergarten and in the Grades

Three Cedars Waldorf School has published a zero media policy for Kindergarten and the lower grades this Spring of 2012. Why is the school taking such a strong stance on this issue?

To know more, Bernd Zabel interviewed Maggie Reilly, one of our kindergarten teachers, and Kim Holscher, our fourth grade teacher.

BZ: As a parent, I feel that what I do at home with the children stays at home. As teachers, you state that you can see the effects of media effect the children in the classroom. Please tell me more about it.

MR: As Early Childhood Educators we work with children at the foundation of their educational process, creating truth, beauty, goodness that will extend into the whole of their formative years in school. We believe that as a socially inclusive community we can allow the children to grow into these realities for themselves and others over time. In the early years we are especially concerned with developing skills in play and imagination. In our observations over the years we have found it challenging for the children to move freely within their imagination when exposed to screen media.

BZ: What is the healthy imaginative play you are referring to?
Intellectual Impact:

MR:

At this delicate early stage of life children have the gifts of dreaminess and wonder. Screen media is very awakening to the thinking. Learning facts and having pictures given to them of things that would have lived in the imagination can be a burden to children.

What children experience on the screen is limited in that it only affects two senses, hearing and sight. Experiences not limited to the screen have the richness of multiple sense impressions giving the child a much more broad and experiential picture. An object that is only seen and perhaps heard on the screen can be felt, seen, heard, tasted and smelled in person. It is experienced deeply in the body leaving strong sense impressions.

Media also limits a child's picturing abilities. Children who have seen movies of stories that are told in class (even throughout the grades) already have a fixed image of it in their mind and are not free to imagine it in their own way.

BZ: Ms. Holscher, surely imaginative play is not what you are looking for in a ten year old child. What do you see in at that age group?

KH: In the grades, teachers present all content orally and address all learning styles through artistic activities. The students' ability to live into the images brought by the teacher is impacted by the ever-changing, speedy editing of media content. Attention span, focus and stamina are all affected by both the process and the content of electronic media. These, in turn, influence both short-term and long-term memory.

In addition, the spoken word and its ephemeral creative impact are paramount in the classroom, and students engage in review, reflection, written expression and artistic interpretation. Screen media do not support these educational processes and diminish the students' abilities to respond meaningfully and with engagement.

Lastly, the entertaining nature of many electronic media encourages a sarcastic, distanced, spectator approach to its content. In Waldorf education, we foster immersion and active artistic participation in all subjects, along with hands-on practical tasks.

BZ: So far we have talked about the inner process of play and inner picturing. Those might not sound very tangible to someone who is not familiar with the Waldorf methodology. In which way could I, as a parent observe the effects of media at my local playground?

MR: Children who are exposed to screen media tend to imitate aggressive, violent and/or inappropriate gestures that they have seen on the screen which are often scary to other children.

KH: Their movement and gestures may originate from a sarcastic or provocative self-consciousness fostered by media content which aims to amuse, arouse or appeal to very basic emotions.

BZ: Yes, I have seen all of those interactions, but that would not disturb the academic learning process in the classroom, or would they?

MR: Children who are exposed to screen media often have a need to talk about it as part of their own processing. They also often imitate noises and speech that they have heard on the screen. This can be very disruptive in a classroom setting and can be upsetting to other children who have no context for such speech and noise making.

KH: In addition, violent or provocative content, taken out of context, changes the mood and process of conversation and games during movement class and free times such as snack and recess. When a conversation about kittens is interrupted by a comment about “suicide missions” nearby, all children within hearing distance are affected. Their vocabulary and concept range is impacted even if they are not the intended conversation partner.

BZ: It sounds like part of the processing of media happens between children, in play and in conversations:

MR: The social realm is where media has the biggest impact on a class and the whole community. Because of their limited imaginative play and their need to play and talk about their experiences of media, children who are regularly exposed to screen media often are limited in their social circle. They find themselves unable to play with children who cannot reference the same media in their play. Their play thus becomes fixed and exclusive. Competitiveness often arises as the children compare their media exposure to others. (“Have you seen...?” “No, I’m not big enough.” “Well, I am.”)

KH: Competitive sports events, which rely on comparison and win-loss records, encourage polarized thinking rather than the inclusive, collaborative environment we are fostering in all school activities.

BZ: Luckily, we have in our school many children here who are not watching TV and using computers:

MR: Children who are protected from screen media often bring home media related information from their friends. These children sometimes begin asking for screen media at home. This often is upsetting to those parents who have been working to limit exposure,

KH: and can cause divisiveness among different families within a class.

MR: Some parents begin to feel unsafe about their child having play dates at homes where their values around media are not shared. Parents wonder, “Will my child be exposed?”

KH: Once introduced, disturbing images need time to be “digested” and assimilated into the child’s growing consciousness. Many parents would like to determine their child’s exposure point for themselves, rather than react to an unexpected introduction by another student.

BZ: How do you handle the constant trickle of media into the classroom?

MR: Though we do not have a “no TV-talk” rule at school, we do sometimes have to redirect media play because of its inappropriateness. Some of the children in class have gotten the message (from siblings and peers perhaps) that TV-talk is not okay at school. Therefore, children who do use screen media sometimes hide their talk and play from the teachers and friends. They have a deep need to talk and play about their media experiences and at the same time feel bad doing it. This is not only uncomfortable for the child but has an undermining effect on the student/teacher relationship.

KH: Forthrightness, honesty and sincerity are behavioral values we instill in the students via role modeling and storytelling, as well as conversation. Hiding some activity from other students or teachers is not supporting these values and causes unwarranted cognitive dissonance within the child.

BZ: So what do you recommend to parents?

MR: Though we know that each family have the freedom to make choices about media in your own home, the teachers at Three Cedars do wish for each child to remain protected from screen media until the student is twelve years old, . The choices families make regarding screen media will have a profound impact on each individual child and on their class at school. We hope these observations will help parents to make choices around media in your own home.

BZ: Thank you for your time!

TCWS May Faire 2012



MAY FAIRE FESTIVAL

A Unique Celebration Of Community and Curriculum!



This year, we are combining our annual May Day Festival and our Spring Faire Festival and calling it our “**MAY FAIRE FESTIVAL**”.

Our May Faire festival anticipates the return of the May Queen, adorned with a flower garland and carrying a basket of springtime flowers. Dancing around a May Pole woven with colorful ribbons, singing and listening to May Faire tunes and bowing in honor of the May Queen is a traditional European celebration of spring which we echo in our celebrations today! Come ready for a magical experience and a day to enjoy fun and laughter, food and one another's company. Don't forget to print or forward our [May Faire Flyer](#) for your friends and family so that they may join in the celebrations and fun!

Our Development Coordinator, Tabatha Jeantette is in need of volunteers who are excited to help co-create this beautiful and magical festival for our community. To see where you or your family can volunteer for this community building and outreach event, please go to the [Sign-Up Sheet](#). This volunteer “sign-up tool” is extremely helpful for Tabatha to be sure we have adequate help and coverage for this community driven event. With our community's help and endeavor, this can be a lovely event and a way to spend the day together.

We will also have shuttle bus service to and from Wilburton Park for overflow parking starting at 8 a.m. and ending at 3:30 p.m. We anticipate this being extremely useful for our families and their guests. Please plan to be at school in time to decorate your child's crown before the May Pole Processional begins (see timeline below).

**Please note that we are asking each family to bring a bundle of pesticide-free fresh flowers or greenery from their own family garden or local store on Thursday, May 3rd for the Kindergarten families and Friday, May 4th for the Grades families for decorating our May Faire Crowns on Saturday morning. We will have a sign and water buckets at pick up and at drop off for you to leave your flower and greenery donations! Upon our return from Spring Break, each student will braid their own raffia crown in their classrooms in anticipation of decorating it with their families on Saturday morning!*

May Faire Timeline:

9:00 a.m. Flower Crown Preparation (put beautiful flowers and greenery on your child's crown)

9:45 a.m. Grades line up with their teachers near their classrooms to begin May Pole Processional and Dances

10:00 a.m. Honoring our May Queen, May Pole Processional and Dances by the Grades begin

11:00 a.m. May Faire, crafts, food and fun begin!

3:00 p.m. May Faire Cleanup

Salad Day Appreciations



Thank you to all the families who contributed to the faculty salad day! We all very much appreciated the delicious food that was so lovingly made.

Salads, rolls and other treats were provided by: **Laurieann Aladin, Daria Blyzniukova, Corey Colwell-Lipson, Jenny Frank-Doggett, Barbara Geri, Freeman Held, Petra Hines, Beth Parker, Beverly Pressey, Christa**

Tinker, and Cait Walsh.

-TCWS Full Faculty

Violent Games DO Alter Your Brain



(By Rob Waugh)

This article is courtesy of Waldorf Today, an online publication available weekly. Parents may enter their email address on the website to subscribe directly to this informative newsletter.

+++

Violent video games and other computer entertainment have long been criticised for damaging youngsters' brain.

But activists such as Oxford Professor Baroness Greenfield have often presented little science to back up their allegations.

However, extensive research into the subject has now provided worrying results that support her claims.

'Screen technologies cause high arousal which in turn activates the brain system's underlying addiction,' the neurologist said last month in an attack that accused games of causing 'dementia' in children.

'This results in the attraction of yet more screen-based activity.'

And now the first genuinely scientific attempt to analyse the emotive subject has thrown up astonishing results that suggest she is right.

[Read full article on Waldorf Today...](#)

'Violent Games DO Alter Your Brain' originally appeared in the Daily Mail. To view at source, click [here](#).

Grades News

Pysanky (Ukrainian eggs) Making



The art of making pysanky, also known as Ukrainian eggs, is much older than Christianity, with which it is now associated. Ancient peoples decorated eggs as part of their worship of the sun. The eggs represented the new birth of the sun and the earth, which occurs in the spring time. The eggs served many purposes, including talismans against evil. These cultures believed that as long as people still made pysanky, then evil could not triumph.

Pysanky are often decorated with symbols for luck, prosperity, health, fertility, etc. and then given to a person on whom one would wish these gifts bestowed.



During the past two weeks, the 6th and 7th grades have continued this tradition and made pysanky of their own. Many of them chose to use traditional design elements, while others branched out and made up their own.

Parents are cautioned that the eggs used are raw. Over a period of years, they will naturally desiccate inside, as the shell is still permeable.

Gretchen Stude-Whitlatch
Handwork Teacher

Early Childhood News

Gardening in Kindergarten - Part 3



Over the last two weeks the kindergarteners and teachers finished filling the garden bed with soil and finally planted carrots and beets. The children



enjoyed watering over the few dry days and each day have checked the potato bed to see if any plants have poked their heads above ground. No sprouts have been found yet but we are sure to be rewarded upon our return from spring break!

The preparation of beds and planting of seeds in the garden is just the beginning of a long process that begins in the late winter and continues through the early winter of the next school year. Each annual cycle includes preparation, planting, nurturing, harvesting and finally, laying the beds to rest. In it the children observe the entire life cycle of the plant. Most of the children being asked to put hard work into the garden this spring are about 5 years old. This is with good reason. These are the children who will return as our oldest children in the kindergarten next year. They have been watching their older classmates take on special jobs and new responsibilities all year and are so eager to have the privilege of doing the same hard work themselves. When they are asked to step into the gardener role they jump at the chance! The biggest gift is that when they return in the fall, these same children will be the ones who harvest, wash and chop the vegetables they planted and put the garden beds to rest for the winter. By the middle of the next school year these children will have participated in a full life cycle of the garden.



It is important to note that while there is an incredible process of growth happening before us, the teachers never explicitly teach to the children about it. We prefer that they stay in a state of wonder and openness about the natural world. The observations they express do not usually require an answer but are better served with silence or a question in return. For example, a child may notice that some carrots in the patch grew larger than the others. Rather than explain that we used two different types of seeds and this is the larger variety, which would end the inquiry, the kindergarten teacher is likely to say “Hmm... I wonder about that?” The child is then truly left to wonder. It may be that they discover the different varieties of carrots in a gardening block in third grade, a botany block in fifth grade or even on their tenth grade farm trip. Their past kindergarten experience may not be conscious but they will carry it with them on some level and it likely will enrich their thinking experience at a later time.

We hope to update you with pictures of a growing garden after the spring break!

Laura Mason
Morning Glory Kindergarten Teacher

Biographies

Retraction

In the last issue of the newsletter, TCWS's Japanese teacher's name was misspelled. The correct spelling is Jung Sook Kim-Tokura. Our apologies to Tokura Sensei for this error.

Lolly Rogers - Class of 2012



Mrs. Rogers was born and grew up in Florida, playing in many undeveloped woods, orange groves, and various bodies of water. A devout tomboy, she enjoys canoe rides on a slow moving rivers when she returns to drink in “Old Florida.” An amateur fiber artist from a very young age, Mrs. Rogers sewed her way to jobs in alterations, making upholstery for fancy yachts, and working in the sewing department for a major cycling company. In college she studied Anthropology, which combined well with her love of travel and adventure through the United States, Canada, Mexico and Western Europe. She visited her first Waldorf School in Jarna, Sweden and after college worked as an assistant registrar at a museum in St Augustine, Florida. When her children were young, Mrs. Rogers moved to Eugene, Oregon where she enrolled in the Teacher Training Program. She eventually took a class for four years in Corvallis, Oregon and then taught blocks in Alaska. After one year teaching Grade 5 at the Whidbey Island Waldorf School, Mrs. Rogers joined her current class in 2008.

Community Announcements

AWSNA Newsletter INFORM

Read about: [“Green Thinkers and Doers” and Screen-free Week](#)

Ultimate Frisbee - Thursdays at Wilburton



DISC UP!

THREE CEDARS ULTIMATE THURSDAYS AT WILBURTON PARK
2:00 TO 3:45 pm

TCWS students began playing ultimate after school in January, 2010, at Wilburton Park. A small but dedicated group of 1st to 4th grade girls and boys showed up every week and worked on their teamwork (head), running (heart), and throwing/catching (hands). In the spring of 2011, TCWS students formed a team, the Geckos, that competed in the Seattle Elementary School League. The Geckos had much fun playing and even won almost all of the team's games. In April, 2011, the Geckos attended Spring Reign, the world's largest youth

ultimate tournament, and had 4 games of ultimate fun followed by much needed pizza.

In the fall of 2011, more TCWS girls and boys began to play ultimate after school and a second team was formed, the Frost Giants. In late October, 2011, the Frost Giants attended Fall Drizzle, a middle school tournament, and had 4 fun games of ultimate that included 3 victories. On March 17, 2012, both the Geckos and the Frost Giants will begin the 2012 Seattle Spring League season and compete with other schools in their respective leagues. All students are welcome to come out on Thursdays. For more information including ultimate summer camps contact David Hasbrook 425-453-6191 or check out <http://www.discnw.org/youth/home.html>

Summer Childcare Availability

AMAZING YOUNG WOMEN AVAILABLE FOR CHILDCARE THIS SUMMER!

Brian Hansell and Kimberly Lacy's daughters, Tara (22yo) and Grace (19yo), are seeking summer employment as in-home nannies, after May 15th, 2012. Hourly rates vary between \$12-14, depending upon scheduling and regularity of work. Inquire with kglacy@hotmail.com and indicate the number of days and hours per week, ages of children and any special circumstances, including breaks in care for planned vacations. Both girls are very familiar with Buddhist, vegan, Waldorf and homeschooling family life! Babysitting evenings and weekends also available with advance notice. Glowing referrals are available from other Three Cedars families.

Sahale Summer Camp, July 1-7th, 2012



With a focus on practicing skills of friendship, inclusion, collaboration and fun, this overnight camp is specifically designed to meet the needs of youth aged 9-12. Explore 65 acres on the Tahuya River where camp life includes games, drama, archery, art, music, nature exploration, group work together time, and learning skills of outdoor living. Our staff includes Waldorf trained educators and student counselors, elders as mentors, family life educators and professional musicians and artists who all volunteer to create a week of living in a magical village camp setting. For more information contact Irene Perler, SWS alumni parent and camp director, at irene_perler@hotmail.com, and visit www.goodenough.org.

Announcements from Sound Circle Center - April 2012



We will soon unveil a new website! Our Spring newsletter with articles and



for Arts & Anthroposophy

information about Sound Circle Center is available [online](#) now. It features articles by several guest presenters in our summer intensive courses.

Human between Heaven and Earth

David Martin and Johanna Steegmans

Fri. April 20, 6:30-9:30pm and Sat. April 21, 9am-2pm

Work directly with enlivening and augmenting the perspectives of modern scientific medicine to include the wholeness of the human being and the mineral, plant, and animal realms of nature. For more information, click [here](#).

Family Foundations Open House

Sat. May 12, 2:30-4pm

Attend the Sound Circle Family Foundations Open House to meet the teachers, taste the curriculum, and see if you are interested in joining next school year's monthly course, October 2012-May 2013

This heartfelt course educates and renews the parents of young children through a nourishing and informative respite from the daily challenges of parenting. For more information about Family Foundations, click [here](#).

Open house location: Seattle Waldorf School, 2728 NE 100th St, Seattle. No registration necessary.

Summer at Sound Circle: Rekindling the Flame in Arts, Anthroposophy and Teaching July 2-6 and July 9-13

Sound Circle's summer courses and evening lectures are available to "becoming" teachers, practicing teachers seeking continuing education, and the wider community. This year's courses include middle school science, early childhood movement and festivals, karma in everyday encounters and experiences, and practical advice for all teachers. To view the full summer program offerings, click [here](#).

Foundation Year

Sound Circle is currently accepting applications for its eighth Foundation Year, which begins in September, 2012. The Foundation Year serves as the first year of Waldorf Teacher Training, and is also open to those interested in more deeply knowing themselves and the world through creative arts and Anthroposophy. For more information on the Foundation Year, click [here](#).

Wooden Double Loft Bed for Sale



Anna would like to get out of the air and closer to the ground. We have this beautiful loft bed and would like to sell it to someone in the Waldorf Community who would appreciate it. We are asking \$300, but please make an offer if you are interested! Christa Tinker christa_tinker@comcast.net; 425-497-8569

Upcoming Love and Logic Spring Classes



Since 1977, Love and Logic has been teaching parents and educators worldwide how to raise respectful, responsible, happy kids. That's over thirty years of working successfully with families. Each year, hundreds of thousands of parents, educators, and other professionals learn Love and Logic through workshops, classes, and other Love and Logic resources.

Love and Logic is so effective because it's simple, practical, easy-to-learn and works immediately. From toddlers to teens, you'll discover how to raise responsible kids and have more fun parenting!

Please call Lisa Greene at any time with questions at (425) 891-2842 or visit www.HappyHeartFamilies.com.

For a schedule of Love and Logic spring classes, click [here](#).

Parent Map Lecture Series



ParentMap offers \$3 off parenting lectures! The ParentMap Lecture Series presents national thought-leaders on current parenting issues. School discount code: LSSCH12. More details: parentmap.com/lectures

Next in the Series

Will Puberty Last My Whole Life?



Julie Metzger and Rob Lehman

May 1, 2012 7-9 p.m.

Seattle Children's Theatre

Tickets: \$20

**Topic age range: 8-14 years**

Real questions and real answers for parents having conversations with their kids about puberty and sex. Learn from local experts, Metzger and Lehman, how to guide your child on their journey through adolescence.

Learn more about [this lecture](#)

Rite of Passage Journeys



Many Waldorf students join Rites of Passage Journeys for their summer adventures. Join them!

Discover the wonders of Washington's lush rainforests and wilderness beaches this summer with Rite of Passage Journeys' backpacking explorations. Whether you are a fearless mountain trekker or a first-time camper, our one- to three-week programs will offer an exciting and unique coming of age experience with a small group of new friends and fantastic mentors. Join us for a life-changing adventure, exploring both the wilderness of the outer world and the depth of the inner self.

For more information, check out <http://riteofpassagejourneys.org/>

Wild Spruce Summer Camps

**Wild Spruce Summer Camps, 2012 led by Jesse Hays**

Waldorf, holistic and creative summer camps for ages 5-11. Two sessions: July 9-13 and July 23-27.

Camps will weave the day's activities with a thread of Learning and enjoying in a harmonious, well-rounded environment.

See www.wildspruce.org for more details and contact Jesse: oonajnick@gmail.com to sign up.

Click [here](#) for flyer.

Fall 2012 Afterschool Programs at Wild Spruce



Wild Spruce offers a variety of Waldorf after school activities and classes starting Fall 2012.

If you would like your child to benefit from additional exposure to the Arts, Written, Spoken Word and Theater, Crafts, Languages (Italian or Japanese), Middle School Sciences or History, contact: Jesse Hays, oonajnick@gmail.com, 206.708.4200.

The newsletter is published every two weeks during the school year.

Please email submissions to newsletter@threecedars.org.

We only intend to send you helpful information and respect your decision to modify your subscription.

Three Cedars Waldorf School

556 124th Avenue NE, Bellevue, WA 98008

[425-401-9874](tel:425-401-9874) ~ <http://threecedarswaldorf.org>