

April 25, 2016

## ALL SCHOOL NEWS

[Early Childhood](#)

[Grades](#)

[Announcements](#)

[Classifieds](#)

### It Will Be Different

A few months ago I asked a colleague for her thoughts on a possible change in a project that would soon get under way. I was contemplating doing something different from the previous year, and I asked her if she thought the outcome would be successful. She responded, “It will be different. And that’s okay.” Her comment and our exchange have stuck with me, and I continue to reflect on the impact of her few words.

In that moment, I was struck by the absence of judgment in her response, and conversely, how my initial question framed the issue in typical black-and-white terms. Success or failure, good or bad, right or wrong— isn’t that how we so often look at things? Yet, this colleague had offered me a new option: *different*. Defined as not ordinary, unusual, and distinct in nature, *different* objectively describes without subjectively assigning value. What an array of possibilities this lens opens up, in contrast to my polarizing duality of only two options.

In thinking more about this, I realized that underlying my question was my own discomfort with change. Actually, with the uncertainty of change. I can get very excited about change when I know what’s coming, can envision the end result, and have time to prepare myself and others for what lies ahead. Wouldn’t it be great if that were what change always looked like? Yet, calling on John Lennon’s adage, “Life is what happens while you’re busy making other plans,” so it is with change.

I find that in schools, change, or even the prospect of change, can be very hard. The educational institution is rooted in predictable rhythms. Classes start in September and end in June. The day begins at 8:00 AM and ends at 3:00 PM. Students learn to recognize numbers, and then add, subtract, divide, multiply, and so on. There is a reassuring order to our lives, until something is



altered. And then we can feel uncertain, off balance, and desperately wishing things would just stay the same, even if the status quo was not serving us well. Surely what we know must be better than the unknown and unfamiliar coming toward us.

Which brings me back to where I started, and my conversation in February. What if we could approach change with a new mindset, the one my colleague offered me that day? Instead of being quick to judge, to approve or disapprove, like or dislike, could we instead get comfortable with simply, "It's different?" Could we hold open the possibility that what is distinct, unique, and not ordinary, might actually be extraordinary? It's not easy, to be sure. In the weeks following this discussion, I have included this third option when considering—or reacting to—change. The anxiety, disappointment, and frustration fall away, replaced by a curious observance of how things look and feel different, and how I am experiencing this event. Hmmm. Sounds a lot like Waldorf education, doesn't it?

Warmly,

—Tracy Bennett, Head of School



## Save the Date: Community Conversation

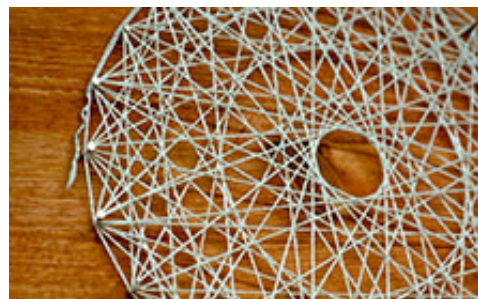
Please join Tracy Bennett, Janine Cleland, and Annette Campana for a community conversation on **Tuesday, May 24, 6:30–8:00 PM** to discuss goals and "state of the school" updates for Three Cedars Waldorf School.

## Giving: Community Fund

If you want to go fast, go alone.  
If you want to go far, go together.

—African Proverb

Recently at the Early Childhood Parent Evening, Bobby shared the following in support of the Community Fund. I really liked the story and asked him to write it up for the newsletter. I hope it resonates with you as it did with me.



*Great communities believe in the same things. They share values and live by a code—written and unwritten. They love to contribute and it makes their hearts sing when they give time and energy to something that matters to them.*

*A mentor shared with me a fascinating experience he had a few years ago. I believe it represents how we often feel when we're asked to "help."*

*He conducted an experiment in New York, where he lives. He identified a homeless lady. She always went to the same corner and held a familiar sign, "Please help! Hungry. Homeless." We've*

*all seen this homeless person who is down on his or her luck—this person tends to target a certain genre of sympathy. “Homeless vet.” “Single mom with four kids.” We want to help and often don’t because we’re uncertain of the impact our generosity will make.*

*He approached this lady one day and asked if he could help her make more money by changing her sign. She agreed. He learned that she made \$25 on an average per day and that made her happy. She had decided that \$25 was all she needed to survive.*

*The next morning he gave her the new sign. She quickly made \$40 in less than two hours. Then she left.*

*What did the sign say? It said, “If you can only give once a month, please consider me next time. Thank you.”*

*I believe we’re all naturally wired to give. Our family joined Three Cedars because we believe it’s a community that values a very important question embedded in all our hearts: “Are we giving more than we’re taking?”*

*The intended impact of the Community Fund is simple, yet profound—to help our selfless teachers better guide our kids to be the heroes in their own stories. I believe we all want more courageous and knowledgeable 2.0 versions of ourselves. Can you think of anything that would make your heart sing louder?*

If you can’t give to the Community Fund today, please think of us when you can. Thank you to our whole community—your spirit of generosity is deeply valued.

Ways to give:

- **Online:** Give now through the [school website](#)
- **Stretch your giving with GiveBIG** through the [Seattle Foundation website](#) on **Tuesday, May 3**. See the “GiveBIG” article below, and watch for school email with further details.
- **Drop off a check** at the school office in the Community Fund remittance envelope.
- Give through **corporate matching** programs.

Thank you,

—Bobby and Roslyn Herrera, Fundraising Pod Volunteers



## Parent Appreciation

We hope that you can join us on **Friday, April 29** for a very special evening of Brazilian cuisine and musical entertainment—be ready to dance!

## GiveBIG Returns to TCWS



Three Cedars Waldorf School will again participate in the Seattle Foundation's GiveBIG on **Tuesday, May 3!**

What is GiveBIG? All donations to TCWS and other nonprofits made through the [Seattle Foundation's website](#) on May 3 (between midnight and midnight) will receive a percentage of a matching fund pool. This percentage will depend on the size of the match pool and how much is raised in total donations during the GiveBIG day.

Here is a wonderful opportunity for you to be a part of our community's biggest giving day of the year *and* stretch your gift. All gifts will be sent directly to TCWS and will be put to work immediately for our students. Thank you for giving BIG!

—Heather Pope, SWS Development Associate | [email](#)

## May Faire 2016

**Saturday, May 7 • 9:30 AM – 2:30 PM**

Three Cedars Waldorf School welcomes you, extended family, and friends to our annual festival celebration of renewal and community in the mood of a village gathering.

**9:30 – 10:30 AM:** Crown decoration  
**10:30 – 11:30 AM:** May Pole—students/community  
**12:00 and 1:00 PM:** Puppet show  
**11:30 AM – 2:30 PM:** Class-sponsored activities

Bake shop, café, and lemonade  
Fish pond  
Treasure hunt for beads  
Live music  
Pocket lady & wizard  
Face painting  
Obstacle course

[Flyer](#)   [Directions](#)



## Community Kitchen Progress

After several work parties, our community kitchen is

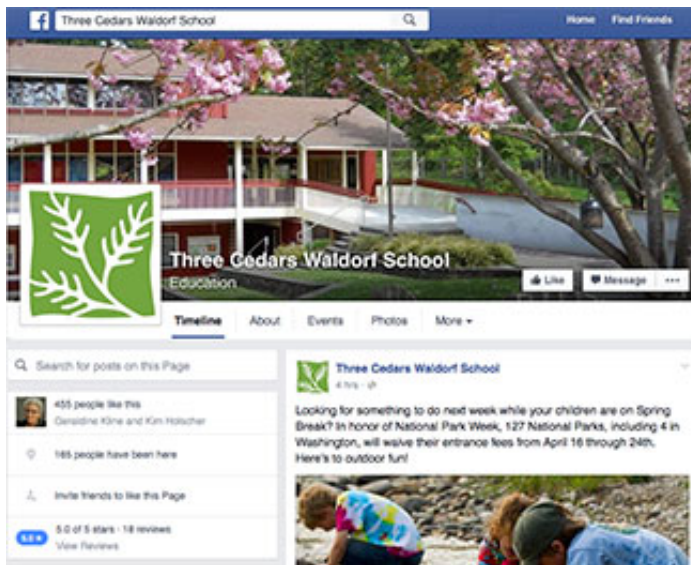


taking shape! The wood form plus sand was used to form a domed interior shape for efficient burning. The oven is created from a special foundry concrete mix that is optimized for high heat and is reinforced with stainless steel wires.

The long-hoped-for shelter will be available for crafting, impromptu parent get-togethers, and as an all-weather outdoor classroom. The oven will be used for teaching and community festivals for years to come.

Special thanks to our community work party volunteers!

[Link to photos](#)



## Help Publicize Three Cedars Waldorf School by Sharing Posts

Did you know that Three Cedars Waldorf School is on Facebook?

We are actively working to extend our reach so more people know about Waldorf Education and our school, and we need your help. If you're a Facebook user, please "like" the TCWS page and any posts that catch your eye.

It's especially helpful when you **share** our posts—especially for events such as Open Houses and Tours—with your Facebook friends to help us extend our reach even further. As an example, in fall of 2015 two posts were shared 22 times, which helped us reach 4,300 people!

[View Three Cedars Facebook Page](#)

Thanks for your contribution to helping our school thrive.

—Lisa Anderson, Parent Volunteer

## EARLY CHILDHOOD NEWS

[All School](#)

[Grades](#)

[Announcements](#)

[Classifieds](#)



## Spring Parade

Our preschool and kindergarten families celebrated springtime in all its glory with our annual Spring Parade on Friday, April 8. It was one of those perfect northwest sunny days—not too hot, not too cold, brilliantly clear and colorful, and with a chorus of birds to accompany our joyful traipse through the woods.

[Link to photos.](#)

## The Role of Imitation for Young Children

During our last parent evening in March, we talked about the young child as a sensory being. We learned that a child is making a home in the body by using all of her or his senses. Sensory experience is one way of learning for a child. Another option to learn is by imitating everything children see modeled in their environment.



It is well known that children imitate what happens around them. This imitation occurs unconsciously when a child is very little, and slowly it becomes more intentional and shows itself during play when a child is older. Events such as a vacation, a doctor's visit, or happenings from daily family life are repeated during play. Imitation is very important for the development of the child—it is like breathing: Sensory experiences are inbreathed, and what follows is imitation (as if the child breathes out).

The time from birth to seven years of age are thus called the “imitation age” by Rudolf Steiner. He mentions that words—reminders or explanations a caregiver, educator, or parent uses to communicate with the child—do have very little or no impact on the child. Instead, the environment and actions of the people surrounding the child are most important.

He said during his lecture on August 13, 1924: “What you tell a child, what you teach, does not make an impression on the child. But how you are—if you are kind and if you show this kindness in your gestures, or if you are angry and show this anger in your actions—in short everything, that you yourself do, that influences the inner landscape of the child. This understanding is essential. The child is entirely a sensory being, and reacts to everything and everyone, that is making an impression on him/her. The essence is that you shouldn't believe the child could learn (by calling on the child's brain) what is good and what is bad, but that you know: Everything what you do in close proximity to a child is incorporated into the child's body, and into its soul and spirit. The health of the child's whole life is dependent upon how you act when you are next to a child.”

What do these findings mean for us as educators in an early childhood setting? How do they influence our daily work with the children? Just as nature has provided the right environment for the physical development of the child before birth, so has the educator the role to provide the right physical and emotional environment for the child after birth. What happens in the environment around the child is what it imitates, and by imitation the organs, which are forming during the early childhood years, are formed in a way that stays with the child for the rest of her or his life. After seven years of age the body organs only grow, but they do not develop anymore.

Every day, we teachers try to leave our personal life behind when we walk through the classroom door in the morning. We attempt to prepare a simple, uncluttered, and touchable environment and loving and unhurried mood for the child, with daily activities that nourish the senses and have imitation in mind. We try to be completely present with our minds. We know that children will imitate our way of speaking too, so we use a gentle voice and the golden word “we.” Moreover, we work on self-development too—since we are role models. We daily reflect on ourselves and on our work with the children, and constantly try to figure out how we can better meet the children’s needs the next day. Because, what we do after the children go home will determine tomorrow’s success.

—Jeannette Nagel, *Sweet Pea Preschool Teacher*

## Sunlight Waters Summer Camp

We are excited to announce that this year we will open our first summer camp for early childhood students! Join us **July 18 – July 29** for one or two weeks of outdoor summer fun with Miss Laura. Sunlight Waters Summer Camp is open to children ages 4 to 7 (in July 2016) who are currently enrolled in the TCWS early childhood program. Please note that this age range includes rising first graders. Camp will run from **8:30 AM – 12:30 PM** each day and will include water play in the early childhood play yard, woods play, circle time, stories, and a hearty snack.

Tuition for this camp is \$190 per student per week. The tuition includes a \$50 non-refundable deposit. We will have space for up to 16 students per week. Please contact Miss Laura as soon as possible to indicate your interest in the program. Upon her approval, you will be given a link to a registration page. **We will need at least eight students registered by Friday, May 20 to run the program.** If the minimum enrollment is not met, the camp is subject to cancellation (with a full refund and notification by Wednesday, May 25).

If you are interested please follow up with Miss Laura now ([lmason@threecedarswaldorf.org](mailto:lmason@threecedarswaldorf.org))!



# GRADE SCHOOL NEWS

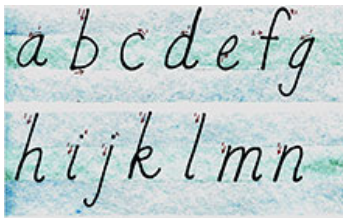
All School

Early Childhood

Announcements

Classifieds

## What's Happening in the Grades



### Grade One | Cursive Writing

In a school where beauty, form, and intention are highly regarded qualities, it very much matters how the children hold their pencils and the direction in which the letters are drawn. On the guide sheet, there are three colors used for the lowercase letters: blue

for the sky, green for the grass, and the lower blue for the water. It is important that only the descenders (g, j, p, q, y) dip into the water.



### Grade Two | Arithmetic

Students continue to strengthen our number sense and four processes (+, -, x, ÷). We will reinforce our times tables through movement and repetition and let ourselves be amazed by the patterns in numbers!



### Grade Three | Long Multiplication and Long Division

The title says it all. Long division is the gem of this block. Students will come to this sometimes confusing algorithm in a predictable and pictorial way.



### Grade Four | Local Geography and History 2

Having begun the year with the study of local geography, students will continue exploring the region's history—including, in preparation for the annual gathering of fourth grade Waldorf classes on Whidbey Island for the Potlatch ceremonies that will take place May 10 and 11, honoring the Native Americans who lived in the Pacific Northwest.





### Grade Five | Geography and Botany of North America

Through studying the geography of Mexico, Canada, and the United States, students will learn the natural and cultural flavors of each region. Further, through map-making and song, they will learn the fifty states and the Canadian provinces and territories. To support the second botany block, we will learn about archetypal plant life from various parts of North America. Additionally, animals that live off of and thrive in such plant life will be discussed.



### Grade Six | Medieval History

With the fall of the Roman Empire, civilization changed dramatically once again. Our study of the Middle or Dark Ages will explore what filled the void that the empire left behind, and will include the legendary tales and historical biographies of those monks and knights who figured strongly in medieval times.

Furthermore, we will look at feudalism and castle life, and will engage a rite of passage experience of knighthood



### Grade Seven | Physiology

Seventh grade is a time of great change both physically and emotionally. Each student is developing a new relationship with his or her body, and a deep desire to understand its nature is only natural. We will begin a two-year study of the human body. In seventh grade, we look at the systems of respiration, circulation,

digestion, and reproduction. We will discuss these topics both from an anatomical point of view and from the vantage of health, hygiene, and rites of passage.



### Grade Eight | Meteorology/Geography

Almost everyone talks about the weather, but few know how to read it. In this block, students will be introduced to meteorology. By tracking and identifying weather patterns while developing an understanding of how they are formed and interact, they will bring greater consciousness and attunement to these phenomena and natural rhythms. We will then look at the globe as an

interconnected whole, economically and industrially as well as meteorologically.

## Grade Five Play

Grade five performed *Demeter and Persephone*, a

Greek mythology play on March 10 and 11. The students not only acted with gusto, but also showcased their beautiful shadow puppetry! A special thank you goes to Nelya Galiakbarova, who spent many of her free mornings with the fifth grade to help them fully embody their roles with conviction. [Link to photos.](#)



## Japanese Assembly

On Friday, April 1, students gathered for a celebration of Japanese culture. In the words of grade six student Alara Walcott, "Each class had a different take on the Japanese culture. Lin Sensei did a fantastic job coordinating each class' presentation. Overall the Japanese assembly turned out amazing and I am very much looking forward to next year's!"



## Grade Eight Project Presentations

We can all be proud of our eighth graders: the way they composed and expressed themselves in front of a large audience, the way they transmitted enthusiasm and communicated the learning that they experienced, the way they supported each other in succeeding, and the way in which they have become expert in being uniquely and confidently themselves.



Thank you to Paul David for capturing images from our evening of grade eight project presentations on April 6. [Link to photos.](#)

## Grade Four Class Play

With the perfect blend of dignity, grace, aplomb, and humor, grade four students performed their own unique expression of *Thor, Triumphant* for three audiences in Trillium Hall just before Spring Break. In her inky cape and scraggly wig, Ms. Lander set an expectant mood as she ushered the audience into the dim and foggy Hall, thumping her cane at anyone who dared to giggle



or chatter on entering.

Odin, played by Griffin Laliberte, was both noble and ethereal as he presided over his battlefields. The Valkyries, Odin's beautiful warrior maidens played by the girls of grade four, glided through earthly battles to select the bravest of the mortal fighters to die and be carried to Asgard, the home of the gods. Max Poley delivered an ever mischievous Loki, while Lotun guards elicited many laughs from the audience with their monotone "we're happy when we're sad," and their snortling on the job. Landon Rodrigues towered impressively on stilts to portray Utgardsloki, the Lotun Chieftan. Maalem Perez brought us the mighty Thor—comically trumped by a graceful and well-grounded cat played by Natalie Collier, and the shrewd and immovable Elle played by Orion Zimmerman.

Thank you to Karen Wegehenkel and Josh Poley for capturing images. [Link to photos.](#)



## Ultimate from the Sidelines: Geckos

It seems like the pace of life accelerates as the school year progresses, and spring brings additional opportunities with Ultimate games and tournaments. Right before Spring Break, I reached out with an opportunity for Gecko players to share their impressions of the season in this newsletter. Given my

timing the response was minimal, but I think my daughter said it best with her monosyllabic response, "good." (Sound familiar?) With that, I decided to give a few impressions of my own for the season midpoint.

**Spirit.** The level of enthusiasm for Ultimate and being part of the team has been great to witness. The desire of many of the players to "substitute in for the next point" makes the games exciting for participants and bystanders alike. Also worth taking note of is the excitement around the halftime snack!

**Sportsmanship.** It has been marvelous seeing our players exhibit this key pillars of Ultimate. Instilled in our players through the guidance of our coaches, Gavin and Chris, our players have demonstrated their ability to self-govern during the game as well as allow the other team to have its say.

**Skill.** It's been remarkable how well the team has been using its "short game" to be more strategic. Also, with so many new players this year, to see everyone growing in confidence as their teammates cheer them on has been great to see. I'm looking forward to seeing how the team plays out the remainder of the season and Spring Reign!

As always, thank you to Gavin Sing and Chris Laliberte for helping make TCWS Ultimate a great experience for our players.

—Mark Collier, Ultimate Frisbee Elementary School Parent Coordinator

# ANNOUNCEMENTS

All School

Grades

Early Childhood

Classifieds



## Welcome to a New Aylward!

Amie Aylward, former class teacher for Buttercup Preschool and recent sub in our early childhood classes, has a new son! In her words, *"Welcome to the world, William Raymond Aylward! We affectionately call him Wiley. Born April 6, William was 8 pounds, 4 ounces, and 20.5 inches long. We are so in love!!"*

—Amie Aylward

## Screenagers Private Screening

**Date:** Thursday, May 5

**Time:** 6:30 PM to 8:30 PM

**Location:** Hazel Hall, Seattle Waldorf High School campus

*Screenagers* is a documentary that sheds light on the impact screen time is having on families and explores how learning, playing, and socializing online affects teens' developing attention span, fragile self-esteem, and moral instincts.

People spend an average of 6.5 hours of screen time per day. For children, the universe in a gaming world can be more appealing than reality. Children need to be given compelling reasons not to spend time gaming and using devices. The way we handle screen time is a community issue—it cannot be addressed solely by parents or by educators.

Join us at the Seattle Waldorf High School campus for a private screening of the film *Screenagers*—followed by a moderated discussion with Nino Ramirez, featured neuroscience expert and SWS parent.

[Link to flyer](#)



## Sound Circle News



**Programs.** Sound Circle Center offers a variety of programs in arts, anthroposophy, and education. For more information, visit [www.soundcircle.org/offered-programs](http://www.soundcircle.org/offered-programs)



**Saturday series.** Life Around Us, An Introduction to Goethean Observation and Biodynamics, with lecture and discussion presented by Janet Lia: **Saturdays April 30, May 14, and May 21.** Discover how Goethe's extensive research in plant development and morphology breathes life into scientific knowledge. Session begins at 8:15 AM with singing, followed by visual arts and a lecture, ending at 12:30 PM. Seattle Waldorf Grade School, 2728 NE 100<sup>th</sup> Street, Seattle.

## Information About Waldorf Education

**Inform Newsletter:** The Association of Waldorf Schools of North America (AWSNA) is a nonprofit membership organization of independent Waldorf Schools and Institutes in Canada, the United States, and Mexico. To read their April 2016 newsletter, please visit [AWSNA Community Newsletter, April 2016](#). Highlighted topics include Waldorf teachers and students in the news, a workshop on the importance of bees, and the documentary film *Screenagers*.



## CLASSIFIEDS

[All School](#)

[Grades](#)

[Early Childhood](#)

[Announcements](#)



### Nonverbal Awareness: A Hakomi Workshop

I want to let you know about a workshop I am co-teaching **Saturday, May 14** and **Sunday, May 15**. Hakomi is a mindfulness-based and body-centered form of self-study. Our workshops embody the principles of mindfulness, nonviolence, and creativity, and consist of

simple exercises done in small groups. The theme of this workshop is **Nonverbal Awareness** and participants will have the opportunity to explore what is expressed (and understood) by our gestures, posture, facial expressions, tone of voice, and more. \*Bring a friend and each save \$20!\* CEUs offered. [Learn more.](#)

—Stacy Lewis, parent of Orlando and Mica Impas



## Northwest Natural Horsemanship Center

Let your child experience the wonderful spirit of the horse and make a hundred lifetime memories at one of our summer camps. Our day camps are not just about riding. They are comprehensive programs that teach the responsibilities of horse ownership, how to be safe around horses, and how to build a partnership with the horse through leadership; not fear and intimidation.

Your child will also learn how horses communicate with each other and how they can use that “language” to “speak to” and understand the horse. It all starts with playing seven games and progresses to riding with a

centered seat and proper balance.

Your child will also express love of the horse through innovative art projects that reinforce learning and help exercise creative instincts.

If you sign up for horse camp before **Tuesday, May 31, 2016**, NWNHC will donate \$25 to Three Cedars Waldorf School. For more information, visit [www.nwnhc.com](http://www.nwnhc.com) and use code **TCW16** when registering.



## Sahale Summer Camp

**Sunday, June 26 – Saturday, July 2, 2016**

With a focus on practicing skills of friendship— inclusion, collaboration, and fun—this overnight camp is specifically designed to meet the needs of youth ages 9–12. Explore 65 acres on the Tahuya River, where camp life includes games, drama, archery, art, music,

nature exploration, and group work together time. Your child will benefit from a multigenerational staff and community who demonstrate and teach how to build relationships and self-esteem. 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](#), Waldorf alumni parent, subject teacher, and camp director. Flyers are available in the school office. Visit [www.goodenough.org](http://www.goodenough.org) for more information

and online registration

---

## Free Membership to Museum of Flight

Looking for something to do on a Saturday? The Museum of Flight is offering FREE memberships for students ages 5–18. The membership includes entrance for one adult and it rolls over year after year until the student turns 18. For more information, visit our [website](#).

---

Our newsletter is published once per month when school is in session.  
Content for the next issue is due **Monday, May 16**.

---

