

Mar/April 2015

PRESCOTT PARENT MAGAZINE

Vol. 1 Issue 4



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5th Annual Young Playwrights Festival 2015



The 2015 Young Playwrights Festival
Sunday, March 22
2pm and 6pm
Prescott Center for the Arts

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PRESOTT
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A Note From The Publisher



When I first began writing this it was almost 70 degrees outside and I was planning my spring planting. Now I sit at my desk watching large snowflakes fall from the sky after 2 straight days of rain. All this different weather all in one week can only mean one thing... spring is here in Prescott!

I look forward to spring every year! I begin organizing EVERYTHING at our house. My husband will often come home to different colored walls, rearranged rooms and many stories from our kids on how they were able to help me with the big projects. Now that the kids are getting older they are able to help me with some of the small things and I can focus on more of the projects I have had my eye on since they were little. It is amazing how much I can get done now that I do not have wee ones crawling around.

I am also an avid gardener and buy plants for our garden more than some women buy shoes. There must be subliminal messages in those seasonal Home Depot commercials because once they start on the radio I am like a cyborg with garden instructions that must be implemented to save the world. *Must go to Home Depot. Must buy herbs, perennials and that cute wall fountain I didn't buy last year. Haha* All self control goes out the window when it is spring at Home Depot.

Another very exciting thing happening this spring is the Young Playwrights Festival at Prescott Center for the Arts on March 22nd! Prescott Parent Magazine is one of this year's sponsors of the festival and it has been a true pleasure watching the process of this amazing youth program. I hope you will make it to a show and see how hard everyone has been working on their productions.

Have a wonderful spring!

Heather



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PRESCOTT PARENT MAGAZINE

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Prescott Parent Magazine is your family guide to the Quad Cities. Our mission is to provide insights and information to improve your quality of life. In each issue, readers find cutting edge information on parenting, travel, education, health, fashion, arts & culture, date night ideas, community, holidays and many other issues affecting parents and families today. Our editorial content is more relevant, quality and compelling. We interview local personalities, present unique angles and feature topics impacting your life.

Notes From Our Readers



"It was nice to see Mrs. Jenni [McClearn-Beaver] as your first Teacher Spotlight in the January/February issue. She has always been one of my favorite teachers in Prescott and taught my daughter a few years ago at Primavera School. My daughter learned so much the year she was in her class and still speaks of the activities they did together."



"Finally! A great magazine for parents in the Quad Cities! I picked up a copy of Prescott Parent Magazine at the library in January and liked it so much I bought a subscription for myself, my sister and my best friend. Your stories are very informative and I have been enjoying it very much!"

"My wife and I started the Paleo nutrition plan after reading your article in the November/December publication and have lost a combined 30 lbs so far. It is great that you post additional recipes on your facebook page so we can update our recipes and keep things new. I have more energy, can keep up with my kids and feel great. I used to drag in the morning and needed a couple cups of coffee to get going. Now I don't even need the coffee and have enough energy to last me through the day. It is even better that I can do this with my wife and be an example to my children on making healthy choices."



"I made the Valentine's Day recipes for a romantic dinner and they were delicious! I have made the Potato Blinis a few more times for parties since then and they are always a big hit. Everyone has been asking me for the recipe and are shocked when I tell them I found them in a parenting magazine."

"I LOVE Mama Leone's recipes! I am also part of a very large Italian family and these recipes bring back so many memories of my childhood and cooking with my grandmother. Her recipes did not survive the many moves my family has made and it has been nice to find ones similar to what I remember from hers. I have made every single one of her recipes so far and they are so good."



"It has always been hard for me to discuss serious issues with my teens. I do not know when I am saying too much, or if I am not saying enough to keep them informed on all they need to know in this changing world. The article, Talking With Kids About HIV and AIDS [by Steve McCrosky] in the January/February issue was a bit help for me. After reading it, I did some additional research of statistics and had a great talk with my daughter who will be turning 17 in a few months. Thank you for not being afraid to talk about situations some may find difficult to speak about. It helped me greatly."

If you want to submit a short testimony please email
editor@prescottparent.org

We would LOVE to hear from you!



If you have a news brief
please send a short
50-250 word article to
editor@prescottparent.org
More information at
prescottparent.org



Sages' Healing Center

Sages' Healing Center; a Naturopathic medical facility is a family run practice operated by Dr. Kathryn Sage, ND. and Damon Sage, L.Ac. Kathryn and Damon are practitioners who are dedicated to helping patients achieve and maintain optimal health.

Utilizing a unique blend of centuries-old natural therapies with modern advances, combined with Traditional East Asian Medicine, the goal of the naturopathic physician and acupuncturist is to find the underlying cause(s) of a patient's conditions rather than focusing on symptomatic treatment.

Services offered at Sages' Healing Center include but are not limited to:

- Pediatrics
- Women's health and reproductive issues
- Acupuncture
- Natural chronic pain management
- Wellness Programs

Conveniently located at 1101 E. Gurley in Prescott with same day appointments and on-line scheduling. Sages' Healing Center is a warm and welcoming medical practice focused on enhancing and improving the well-being of the entire family!

Sages' Healing Center

1101 E Gurley St, Prescott, AZ 86301

(928) 458-6748

www.sageshealingcenter.com

Spring Songs - Colored Drawing Classes

Birds are like jewels on wings, and Spring is the most magic time to go treasure hunting. The same can be said of butterflies, beetles and many other things observant eyes might discover. Join Diane Iverson in the field, observing and sketching. Participants will also spend time in the classroom expanding on what we have captured in the field. Like many nature artists, Diane often works from reference photos of the species she hopes to capture on paper. The class will take advantage of wonderful photographs, HCNH's collection of feathers and other materials, and our field sketches to create their own work. Each day's results will depend on what nature unfolds and what individual goals are, but birds will be the primary focus.

Pre-registration required as limited space is available. Supplies not included. Individual class: \$22 - Series: \$88 (10% discount for members) Thursdays, March 26, April 2, 9, 16. 9:00AM-12:00PM

www.highlandscenter.org.

1375 S. Walker Road, Prescott, AZ 86303

Ph: 928.776.9550



Free Naturalist Field Walks Begin in March

It is that time of year again when the weather begins to warm, the birds begin chirping, nature awakens and Naturalist Field Walks begin again at Highlands Center for Natural History. Every Saturday at 10am, join other nature enthusiast for a free guided tour. Spark your natural curiosity and discover more about local insects, geology, plants and more at the Highlands Center. Information on additional walks available at www.highlandscenter.org.

1375 S. Walker Road, Prescott, AZ 86303

Ph: 928.776.9550



First Friday Teen Dance Nights at Synergy Athletics

First Friday Teen Dance Nights have been a big success at Synergy Athletics. Drop off your teens for a fun, safe night with their friends from 7:00-10:00pm on the first Friday of each month. Cost for the entire evening is \$10.00. DJ and music provided by Magic 99.1, with pizza from Papa John's and smoothies from Robeks for just a few dollars more. The trampoline, foam pit and other gym equipment will be open.

Synergy Gymnastics is now Synergy Athletics

546 6th St. Prescott Az 86301

(928) 899-4589

www.synergysportsaz.com

Quest Character Parties for All Occasions

Quest Character Parties is pleased to announce that they are now servicing the Prescott and Tri-City areas! Providing Princesses, Storybook Characters, and Superheroes for birthday parties, special events, school functions, fundraisers, and more! Our Princesses, Superheroes, and Storybook characters have all been professionally trained, and know how to look and act like the “real” Princesses, Superheroes, and Storybook characters to help make dreams come true! It's our goal to make sure your child has a magical and memorable experience that they are sure to never forget! Our characters love to play games, take pictures, and sing songs! We know that everyone is different, so if you have a special request for your party/event, please let us know so we can customize the package to your needs. For more information call (928) 533-1519 or visit our website: www.Questcharacterparties.com



Congratulations to Jennifer Kendall!

Jennifer Kendall received the Arizona Library Association (AzLA) Outstanding Youth Services Librarian award at the 2014 Arizona Library Association/Mountain Plains Library Association Conference on November 14. The state-wide award recognizes “an individual who serves as a model for the important role Youth Services plays in public libraries... [and] demonstrate[s] notable and outstanding performance in producing, developing and promoting programs, services, collections, and reading activities for children and/or teenagers in their libraries and communities.” In Jennifer's five years at PPL she has exemplified these qualities, spearheading many new and innovative programs. Focusing on teens, Jennifer started a thriving Teen Advisory Group (TAG), helped with the redesign of the Teen Zone in 2012, utilized Skype as a means of allowing the Teen Book Club to interact with authors, served on several Young Adult Library Services Association committees, made monthly outreach visits to the Juvenile Detention Center and most recently facilitated a trip for seven teens to attend the American Library Association 2014 Annual Conference in Las Vegas. But teens are not the only area in which she shines; Jennifer can also be found presenting class visits of all ages and Preschool Story times every other week.

Source: *The Roundup*, PPL



Family Friday Community Yoga Event at Lotus Bloom Yoga

First Friday of the Month: Family Fun Yoga with Shinay Tredeau (9 years and up). All-level family yoga is designated to make the sacred practice of yoga available to everyone. Each class will blend basic yoga poses, alignment education, simple breathing techniques and a ton of FUN! Come with a family member/members, a loved one, and of course parents are welcome to bring a child/children ages 9 years-adult child.

Second Friday of the Month: Family Community Nia with Katia Nyysti (all ages). Family Community Nia gives you and your children and/or grandchildren the opportunity to move and dance together. This intergenerational class is designated to give each of you an opportunity to develop greater body awareness, increase your overall health and enjoy moving together. Nia is a joyful fitness practice that combines selected movements and concepts from Modern Dance, Yoga, Tai Chi, Tae Kwon Do, Aikido, Jazz, and other movement forms to achieve physical, mental and emotional fitness and well-being.

Third Friday of the Month: Kids Yoga with Teri Thomson-Taylor (3-9 years). This playful evening class will include yoga games and practices that will teach parents and children basic yoga poses, fun breathing techniques and introducing ways parents can take simple practices of yoga home to continue the parent child bonding benefits that kids yoga can bring. Parent must be present with their child/children. Ages 3-9.

Classes are Fridays 5:30-6:30pm. \$10.00 per family.

Lotus Bloom Yoga Studio

777 W. Hillside Ave. Prescott

Ph: (928) 499-1553

www.lotusbloomyoga.com



Personalized Cakes from Kakes for Kids

Children should not live without sunshine. Children should not live without a cake, made just for them. Your child deserves a treat on his or her birthday but not everyone can afford one. If you need help providing a cake that shows how special your child is, contact Liz and Andre Sosa with Kakes for Kids. Liz and Andre will create a personalized cake based on their likes and favorite flavors. “We know how it can be hard for some parents to be able to afford a personalized cake for their child and we wanted to help.” Cakes are free for those who need and donations are appreciated from those who are able to give. Available for any occasion. Contact Liz today at (928) 533-8107 to request your child's cake.

SPRING BREAK



CAMPS & EVENTS



F.U.N. (Friends Understanding Nature)

Get ready to have a Spring Break spending time with old friends and making new ones through laughter, exploration, and discovery.

The Highlands Center's Friends Understanding Nature Camps (F.U.N.) is a wonderful way for children to spend their spring break. Our camps venture through our 80-acre campus in the Prescott National Forest. The campers spend the mornings interacting with peers through fun educational activities. The afternoon consists of free-play at Lynx creek, journaling, art, and games. This spring students will investigate the changing season through weather, water, and wildlife. For ages 7-11. \$150 members; \$205 non-members. Scholarships available. Pre-registration is required and camp fills quickly so register soon.

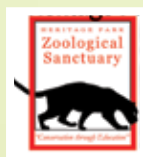


The Highlands Center for Natural History
1375 S. Walker Road
Prescott AZ 86303
Phone: (928)-776-9550
www.highlandscenter.org

Spring Zoo Camp at Heritage Park Zoo

This year's theme is Animal Behavior 101: Why does the bear go to his night house on cue? Why does the fox bury his food? Learn how the zoo keepers use animals' natural behaviors to help train the animals. Bridge, target and reward your way to mastering the art of behavioral training. Each day is packed with activities! Children will create animal art, tour the Sanctuary, meet live animals up close and play some fun animal games during this exciting week!

Call now for your reservation, limited spots available! Spring Session is March 9th through the 13th. Camp runs from 8:30am to 3:00pm Monday- Friday. Age groups are 6-8 year olds and 9-12 year olds. The cost per week is \$150/members and \$175/non-members. Don't miss the fun! For registration and more information, stop by the HPZS gift shop for an application. Contact 928-778-4242 ext 18



Heritage Park Zoological Sanctuary
1403 Heritage Park Rd. Prescott, AZ 86301
(928) 778-4242
www.heritageparkzoo.com



SPRING BREAK CAMPS & EVENTS CONTINUED...



Educational Expeditions

Nature Camp All children in the woods

Spring break. Ages 5-9

Instructors: Mariana Altrichter and Ellen Bashor



Goal and Dynamic:

The goal of nature camp is to help children to connect with nature, with one another, to learn and to have fun. The dynamic of the camp is based on a combination of guided educational activities, organized games, songs, art work, journal

keeping, walks, building, team work, storytelling, free play, and educational reflective time. Through these diverse, inclusive and educational activities children will be inspired to creatively engage with nature, to practice cooperation and respect, and to develop a sense of wonder and appreciation for the diversity of nature and human beings. Evidence shows that it is important for the overall health and development of children to spend time in natural outdoor environments and we want to provide kids with that opportunity in a safe environment. As educators, we approach this experience from a "Transformative education" perspective, which is a field of education that aims to transform our world through positive and illuminating educational experiences.

The objectives of the camp are to provide opportunities for children to:

- appreciate, care and respect all living things,
- learn diverse environmental and ecological concepts,
- heighten their sensory awareness,
- develop team work, collaborative, and interpersonal skills,
- bring forward a spirit of adventure and excitement,
- develop creative and artistic means of reflection.

We meet in the forest from 7:30-8 am to 3 pm and spend the whole time in the woods. Kids bring their own lunch and we provide two healthy snacks a day, art supplies and other gear.

Fee: US \$32 per day per child.

Instructors: We will have two permanent instructors. In addition, we will have one or more adult assistants every day.

Mariana Altrichter (lead instructor). Mariana is a biologist and university professor who has led international field courses for the Universities of Arizona, Redlands, Duke and Prescott College since 2001. She has also taught undergraduate and graduate courses in Community-Based Conservation and Conservation through the lens of Indigenous People (both for the Organization for Tropical Studies within Costa Rica). She has led students for one and two month expeditions to Costa Rica and remote sites in the Yucatan Peninsula of Mexico. She has a Phd on Natural resources and cultural anthropology and a masters in Wildlife conservation. She has many years of experience as leader for girl and boy scouts in Argentina, leading weeks-long hiking and camping trips. She also taught environmental education in Argentina for several elementary schools. She is the founder of Educational Expeditions LLC., which brings adult learners to Latin America and is now beginning a local program to engage young children in nature.

Ellen Bashor (co-lead). Ellen is a current senior student at Prescott College majoring in Transformative Education with a minor in Community Development through the Somatic Arts. In high-school, Ellen facilitated a variety of youth programs at an at-risk youth center in Minnesota, and mentored several middle school students at a local charter school. At Prescott College, she has spent three years studying topics such as Experiential Education, Adventure Education, Critical Pedagogy, Multicultural Education, Environmental Education, Conservation, Ecological Literacy, Kinesthetic-based Education, Nature and Dance, Meditation, and Children's Yoga. Ellen has worked in Special Education at the Northpoint Expeditionary Learning Academy, tutored at Skyview School, taught practicum in the kindergarten at La Tierra Community School, and lead several middle school environmental studies workshops at the Hassayampa River Preserve. She is a certified 200-hr registered Yoga teacher and a certified Project WILD early-childhood education facilitator.

For more information and enrolment forms:

Contact Mariana Altrichter marianaalt@msn.com (preferred means of communication) or 928-4455446/909-2067623



EDUCATION NEWS



Primavera School Now Accepting 6th Graders for 2015-2016 School Year

The Primavera School will begin accommodating students for 6th grade beginning in the 2015-2016 school year. At Primavera School, parents and teachers advocate for the “whole child” and realize its importance for the future success of their students. Small class size, parent involvement, a sense of community, academic excellence, an integrated curriculum, and close personal relationships exemplify the “whole child” philosophy at Primavera School. For more information on enrollment and scholarship assistance, please visit www.primaveraschool.org or call Carol Darrow at (928)-445-5382.

Lego League Robotics Team Compete in the Arizona State Championship

The Abia Judd First Lego League Robotics team met their goal and competed in the State Championship Tournament at ASU. The Jaguars were one of the top 6 teams in the state qualifier in Flagstaff and received first place honors for their project. The students researched how holographic projections could enhance learning, performed a skit, completed FLL core values challenges, and ran robot missions.

Team members included Cameron Brown, Matt Crothers, Megan Hulse, Brent Chambers, Nash Routson, Jimmy McClelland, Dylan Smith, Head Coach Kevin McElfresh, Nick Vakula, Daniel Hulse, Jacob McElfresh, and Assistant Coach Angie McElfresh.

Source: <http://www.pusdonline.com/blog/abia-judd-first-lego-league-robotics-team/>

14,000 High School Seniors Complete College Applications with Campaign Help

“The goal of the Arizona College Application Campaign is that every high school senior completes at least one application to college, university or vocational training”, said Dr. April Osborn, executive director of Arizona Commission for Postsecondary Education. Volunteers and counselors are available that day to assist students choosing a postsecondary program, ensure students meet admission requirements, help students gather information for the application including transcripts and lend a hand with resumes, essays and personal statements. The school provides computer and Internet access, and celebrates their students’ success. “Arizona started in 2013 with eight high schools and had great results,” Osborn said, noting that 950 applications were filed and 444 seniors applied for the first time. “This year we have experienced more than 600 percent growth, with 53 high schools applying to be part of the campaign representing more than 14,000 seniors.”

See more at: <http://azednews.com/2014/11/05/campaign-helps-14000-high-school-seniors-complete-college-applications/#sthash.HOPStOjLdpuf>

Discovery Gardens Preschool Moving to Washington School Site in 2015-2016 School Year

Discovery Gardens Preschool will be moving to the Washington School Site. No immediate remodel will be needed, but as the school grows in enrollment, any necessary remodeling will be completed at that time. At the current location at Taylor Hicks, the preschool has outgrown the space and students are being turned away. Moving the location to the Washington School site will allow plenty of room for growth.



Karen Hughes

Current 2nd grade teacher
and future Principal at Lincoln
Elementary in Prescott

By Heather Turbiak

Fourteen years ago, Karen began volunteering in her son's classroom at Lincoln Elementary and has been assisting the school in one way or another ever since. She currently teaches 2nd grade and beginning next year will be the new Principal at Lincoln Elementary as their incoming Principal. We had a chance to speak with Karen Hughes and find out firsthand how she feels about all the new and exciting changes taking place next year at Lincoln Elementary.

Congratulations on your new position! What is most important to you as you look forward to the 2015-2016 school year at Lincoln Elementary?

Thank you! It was an honor to even be considered for the Principal position at Lincoln Elementary! It has been my dream job and I am so excited for the 2015-2016 school year. I live in this neighborhood, my children attended this school and I love the sense of community we have here at Lincoln.

We have so much to look forward to, as we will have around 90 new students from Miller Valley and Washington join us at Lincoln Elementary. With these new families come new friends, new opportunities, new views, and a chance for all these children to be together, creating a strong bond even before heading to Middle School. It is important to continue a strong sense of school community for all our students and parents as we head in to the first year of the PUSD restructuring. We have new teachers, new electives, better equipment and more to offer each of our students. These new changes will enable us to teach the "whole child" and give more individualized attention to each child's personal learning path. All the children who are attending Lincoln next year will be coming into a new school environment, even the ones who have been here since Kindergarten.

On a big picture, I want and feel it is very important for every child to have someone who is supporting them with their education. Every child needs a person at home who is talking to them about their day at school, opening their backpack to look in their folder or notebook to see what their child has been learning and anticipating where they are needing more help. Just reading a book before bed

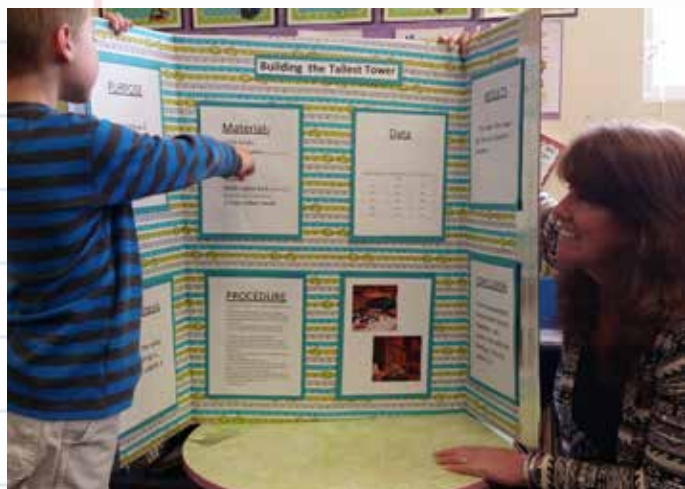


at night is an easy task to many, but there are families who do not do this with their children for one reason or another. Some are going through so much in their lives that reading a book every night on top of all they do for their children throughout the day can seem daunting. I want to change that so every child has the support they need both at home and at school. I want all children in our community to be a priority, no matter what school they attend. I believe the new changes occurring for PUSD will bring us one step closer to accomplishing that for all the children in our community.

Many of these families will be coming from schools that have closed and will be going through a big transition by coming to a new school. What are some things that will be in place to assist these families and children with this transition at Lincoln?

I understand there may be some parents who are coming in a bit upset that their own neighborhood schools closed and may take a little to warm up to having Lincoln as their new school. There are also those parents who may have not had a good experience with school while they were attending and are still uncomfortable being part of a school setting. My goal is to make all these parents and families feel welcome and at home at Lincoln. I want them to feel this is their school, their community and take pride and ownership of that fact during their time here. Parental involvement is a must for schools and students to succeed. I want the parents to feel welcome enough to want to spend time at the school reading to other children, painting a mural with the teachers, getting involved as much as they can.

Teacher Spotlight Continued...



This can be accomplished by having an open door policy, where parents are welcome to visit with me or their children's teacher throughout the day. Knowing their names and greeting them with a smile to show they are an important aspect of this school can do wonders. Those things do not cost anything and are one of the things that we have done over the years here and definitely one of those aspects of our school that will continue at Lincoln in the coming years. That is one of the reasons I began volunteering at this school many years ago. Of course, on site counseling and resources to assist with the transition will also be available.

Another thing is to remember these are very positive changes taking place for our children and students. Keeping things positive for the children during this transition is very important for them to have a positive outlook on these new changes taking place. I know once parents and students see all the new things that will be offered at PUSD that were not offered before, even the ones who are still against the restructuring and school closures will see the benefits.

Do you believe the restructuring PUSD has made will be the solution to the current budget problems or will we be dealing with another budget issue in five years?

I do believe the changes PUSD will be making are a very good start to having things in the right direction for the schools in our community. Unfortunately, it is hard to predict the future and all across the State of Arizona, schools and districts are dealing with massive budget deficits and tax cuts for school funding. This is one thing that worries me as an educator. I would hope that voters will begin to see the importance of increasing basic funding for schools in order for these schools and students to have an even playing field with students from other states whose voters have increased funding for their community schools.

I do know and have seen firsthand how dedicated our district and educators are to making this work for

our students. Not once throughout the discussions of what would be needed did I hear a single person who works for the district not in support of the district and the hard decisions PUSD had to make. The good news is we have made it through the storm. We have made those big decisions that took up most of the dialogue of the last two years and can finally move forward, implementing those changes to the best of our abilities. We learned a lot since Dexter Elementary closed and all we have learned can only benefit our schools for the future. I have seen everyone involved at the district have a very positive outlook on the new possibilities these changes will bring for our students and most have been behind the decisions that have been made.

I think one big thing that we need to look at as we move forward with the PUSD restructuring for the bigger picture, and what may determine what the district may look like for our students five years from now is what level of growth are we exactly going to see in the Prescott area? Where is this growth going to be? What can we offer the people right here to best support them and what is that going to look like?

Where do you see Lincoln Elementary three years from now?

I think if you look at our school now, it is as a neighborhood school for one area of Prescott. Our motto at Lincoln is "Everyone's Hometown School" and now we will be encompassing more of the community and truly be Prescott's "Hometown School." Academically, I see us boosting our children's achievements. Last year we unfortunately ended up with a "C" for our school grade. I personally believe part of that has been due to the need to fully implement the new STEM and Common Core standards and those are big changes to implement in any school. I feel the administration and staff has now found the best way to implement these curriculum changes, and is now confident in our ability to effectively teach with these new standards. They will not be giving a school grade for the 2015-2016 school year due to the restructuring and giving everyone that year to balance out the new school structure. I am confident that our school grade will improve the following year as those new changes will be a reflection of that. I see is as a top notch academic community school, meeting the needs of all our children.

*Nominate Your Favorite
Teacher At*

WWW.PRESCOTTPARENT.ORG

Arizona Scores High In Early Education Enrollment

By: Lisa Irish, Arizona Education News Service

An increasing number of Arizona three- and four-year-old children have enrolled in preschool in the past five years and over half attend full-day programs, according to a recent national report on early childhood education. Arizona ranks 13th in the nation for preschool enrollment gains, and 19th in children attending full-day preschool, according to the 2015 Quality Counts report “Preparing to Launch: Early Childhood’s Academic Countdown.”

Despite the enrollment gains, Arizona ranks 38th on the early education index. In education overall, Arizona is 47th among states with a D+ overall. The nation as a whole earned a C. Early education is a critical issue in Arizona, because of “our increasing number of children ages 0 to 5, growth of children in foster care and consistently low education rankings compared to other states,” said Tara Jackson, president of Arizona Town Hall. About 90 percent of a child’s brain develops before age five, so the job of helping kids succeed in school begins on the day they are born, said Ofelia Gonzalez, public information officer for First Things First Arizona. “Research shows that children with access to quality early learning programs are more prepared for kindergarten and do better in school,” Gonzalez said. “In addition, they are less likely to need special education services and be held back in school.” The positive, nurturing relationships children receive early on will help shape children’s learning now and throughout their life, Gonzalez said. “Quality child care and preschool help children develop skills like motivation, self control, focus and self esteem that are crucial to their success now and once they enter school,” Gonzales said. Just 35.2 percent of Arizona three- and four-year-olds attend preschool, ranking Arizona 49th among states in preschool enrollment. While 64 percent of children whose parents make \$100,000 attend preschool, just 40 percent of children whose parents make under \$20,000 do.

“There have been both losses and gains in pre-k



funding in Arizona over the last few years, which have impacted child care and public preschool,” Gonzalez said. “During the recession, Arizona reduced its child care subsidy from \$83 million in fiscal year 2009 to virtually eliminating the state subsidy in 2010. In fiscal 2015, Arizona Gov. Jan Brewer returned around \$9 million to the state subsidy. While the Early Childhood Block Grant pre-K program received \$19.4 million in fiscal 2009, Arizona eliminated it in 2010. The grant had funded most school districts’ preschool programs not funded through federal Title I, preschool special education and/or Head Start funding program. At the same time, there were two increases of funds to early childhood education in Arizona. The federal American Recovery and Reinvestment Act of 2009 set aside \$5 billion nationwide for early childhood education, including Head Start and early Head Start.

“The second source of additional funds for child care and preschool is the Quality First scholarship, which First Things First has funded each year since fiscal year 2010,” Gonzalez continued, Quality First is a signature program of First Things First that partners with child care and preschool programs to assess and improve the quality of early learning in their programs. In fiscal year 2013,



First Things First provided scholarships to 14,121 infants, toddlers and preschoolers, which includes 8,562 three- to four-year-olds, to help young kids gain access to quality preschool and child care. The scholarships are available to help families at or below 200% of the Federal Poverty Level afford quality early care and education for their children birth through five years old, and are only used at programs that participate in Quality First.”

Arizona ranked 12th in the nation for children enrolled in kindergarten in 2013, and 20th in the nation for students attending full-day programs, according to the report. Researchers have found students in full-day kindergarten programs have more time to explore subjects in depth, have more individual and small group time with the teacher than in half-day programs, and provide more time for assessment and individualized instruction, according to the Arizona Department of Education website. Arizona eliminated all state funding for full-day kindergarten in 2010. Since then, many parents who want their children to attend full-day programs have paid tuition for the extra half day of instruction. Some public school districts, like Washington Elementary, Marana Unified, Alhambra Unified, Florence Unified, Glendale Elementary, Mesa Public Schools, Avondale Elementary, Casa Grande Elementary, Tempe Elementary, Tucson Unified, Tempe and Chandler Unified, provide free, all-day kindergarten programs for all students. While a large percentage of Arizona children attend private preschools, the majority of students attend public schools for preschool, kindergarten and first grade.

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ASK

Mama CLEAN



Question

Dear Mama Clean,

Our family loves to do Easter arts and crafts together. Everything from baking pastel colored cupcakes, to coloring dozens of eggs for our neighborhood egg hunt. The only problem is the food-coloring dye gets everywhere! What is the best way to remove food dye stains?

Sincerely,
Mama Bren and Her Baby Bunnies

Answer

Bren,

Baking colorful cupcakes and dying Easter eggs with the kids is fun, but if the food dye used ends up staining your carpet, or your clothes, it can be hard to remove.

With food dye on the carpet you have a couple of options: spend possibly hundreds of dollars having a cleaning company come out in a couple of days, or set aside some serious removal time. You'll need lots of patience, and resist the urge to scrub. Get 2 bowls of cold water, a clean sponge and a white absorbent towel. Start gently dabbing with the water, being careful not to saturate the stain. Blot with the towel. Repeat until the stain has been fully removed. Stain having a hard time coming out? Time to take stronger action. Make sure to test this on your carpet first to make sure it will not take out the color of the carpet. Mix one teaspoon of dishwashing liquid and one tablespoon of ammonia with two cups of water. (Be careful to not inhale the ammonia). Sponge the stain with a clean white cloth in the solution and blot dry. Repeat these steps until the stain disappears.

If the dye happens to get on clothing and washable fabrics, act quickly and rinse the stained piece of clothing in cool water a few times. Soak overnight in a solution of water and detergent - though this is not recommended for silk, wool or chemically-created fabrics that are rubberized or flame-resistant. Rinse and wash as usual. White fabrics can be washed with a color-run removing product suitable for the type of fabric.

Some other things to remember... The quicker you deal with a stain, the more likely you are to remove it. Unless it's a fat stain, cold water is best for rinsing a stain, so as not to set it and make it harder to remove later. Before using a cleaning solution, test on an inconspicuous section, such as the inside of a sleeve, to check it won't ruin the fabric. Always rinse out one cleaning solution before trying another to remove a stain as certain chemicals are not supposed to be mixed. Read the care instructions on the item of clothing before attempting vigorous stain removal. Some clothing may be too delicate to attempt stain removal and are better taken straight to the drycleaners. Don't rub fabric harshly to remove stains as this can abrade fibers and cause fading. The white towel blotting method is often recommended for stain removal. Simply fold a clean white towel and, once you have treated the stain with water, gently dab it with the towel and check to see how much of the stain has transferred to the white towel. If using commercial stain removers and detergents, always follow the product label to understand the proper use and safety precautions you may need to take. It's always easier to treat a stain on a washable fabric.

~ Mama Clean

*Have a question for Mama Clean? Email them to
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The calendar was created so all members have the ability to post events. Please specify if the event is a family event or for adults only; leave a detailed description, link to website (if applicable), location and your contact information so people may contact you.

Please contact the page moderator with any questions or problems. The moderator will approve all posts and events to ensure they fall within page guidelines.



A PORTRAIT PARK by J Tiny Tot Portrait Contest

By A Portrait Park By J



Our children are a blessing and we love to nurture, teach, encourage, sometimes hover over, pray about, and mark their progress as they grow from little PeeWee's into mature responsible adults.

Our visual memories begin with the little smiles in the bassinet (Grandma says, "it's just gas"!). It's such fun to record the daily progress of our little "blessing" at home or on the run with our own cameras and cell phones. But remember, taking a shot every time our child does something cute may results in 20 pictures of the same person in the same pose and could cause digital photo chaos. Should you lose your computer, or if it gets stolen or crashes, are your photos still safe? Are you downloading, organizing in folders, and making sure you'll have technology available in ten or twenty years to view these.

You can make certain your important milestones are preserved with A PORTRAIT PARK by J classic portrait session. The studio offers a PEE WEE program designed



for children birth through 12 years of age. However, each spring, the studio sponsors the TINY TOT PORTRAIT CONTEST and this is a great time to schedule your yearly session. The session/entry fee is only \$25 and includes a consultation, photography time, and a 5 x 7 of your portrait entry. Packages are discounted 20% during the contest. The first 25 children photographed receive a JABO BAG containing gifts, coupons, toys, trinkets, etc. from our local merchant sponsors. Our sponsors also donate very generous gifts and coupons to the winners. A PORTRAIT PARK by J awards an 11 x 14 of the grand, first and second prize winners.

The first appointment is a consultation with the photographer, to discuss clothing choices, backgrounds, colors, etc. Your TINY TOT tomboy might like to go fishing with Dad so an outdoor setting on the bridge with her fishing pole will be so cute. But she may also enjoy a tea party with her dolls, wearing a frilly dress. We'll set up a little table, topped with a lace table cloth and a china tea set in our gazebo. Maybe your little guy wants to be a fireman, farmer or chef, Terilyn will have some great ideas to best show off his special personality also.

The contest is judged by T.I.P. (Trauma Intervention Programs of Arizona). All kids that enter the contest are invited to a "winners circle" party. Prizes and gifts are awarded, fun games to play, cupcakes, punch and popcorn served. Charlotte Shipley of Dream Entertainment performs for the kids. Last year she featured characters from FROZEN.

The Tiny Tot contest is a "big deal" for our PEE-WEE clients because it is an opportunity to get their yearly portrait session and packages at a reduced cost. The JABO fun bag, party, and prizes are an added bonus.

This year, the contest starts April 27, 2015. Call 776-1311 to schedule your consultation appointment today.

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Continued on page 55



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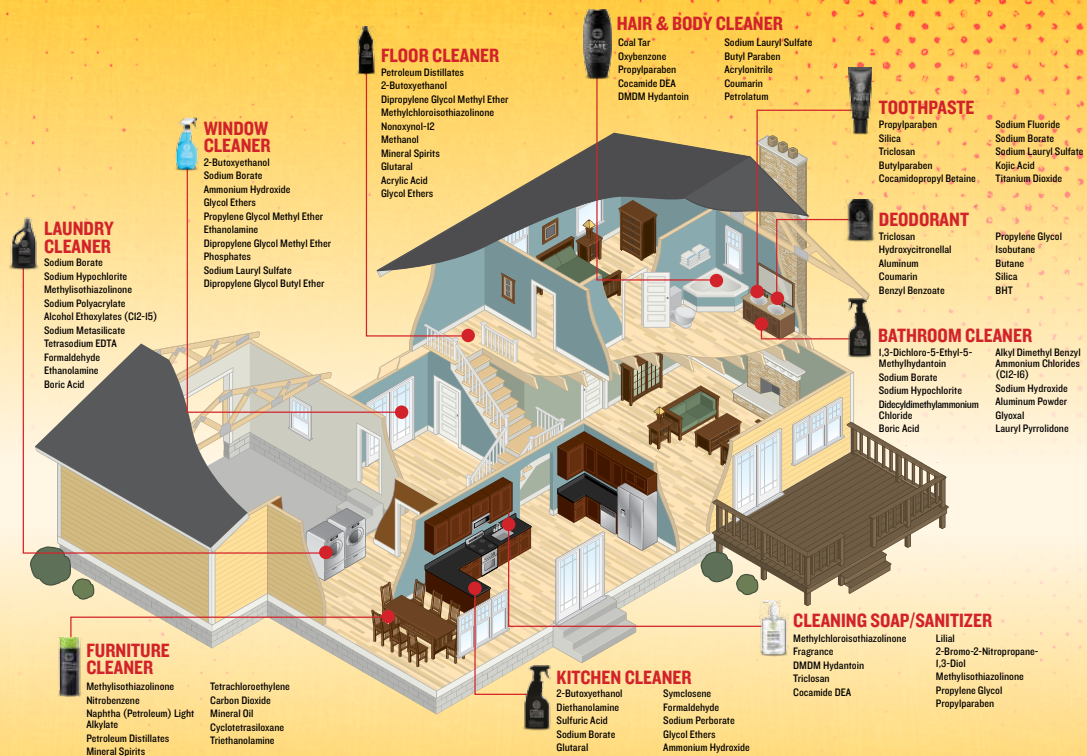
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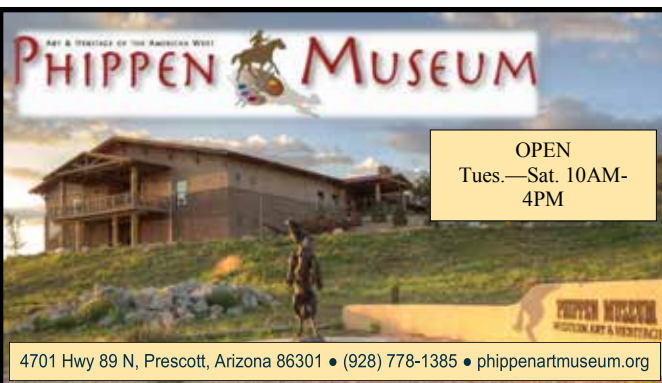
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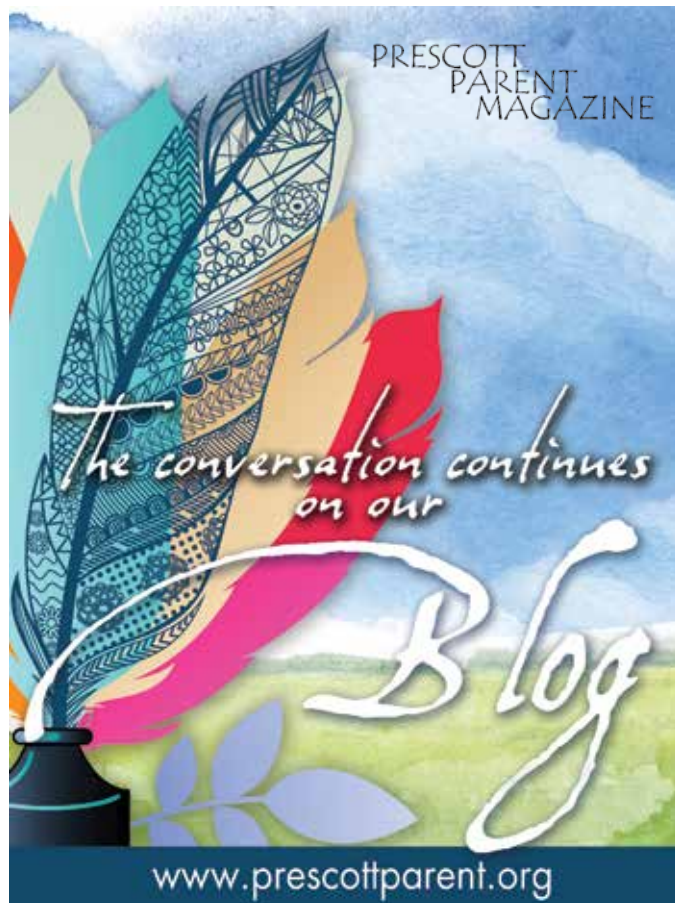
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Bridging The Art's Gap: The Importance Of Arts Education For Today's Students

Elynn Colaianni, Phippen Museum Educational Coordinator



hands-on studio art activities led by museum art educators and guided trail hikes by nature enthusiasts where students engage in an outdoor classroom exploring the local geography, geology and flora and fauna of the region. Phippen Museum educators also work closely with classroom teachers in order to collaboratively develop learning targets that correspond with science, technology, engineering and math (STEM) initiatives and Common Core curriculum standards. In this way, the Museum is enabled to fulfill a key concept of its mission, to educate the public about the unique heritage, history, legends and influence of art of the American West.

While we all feel, know, and recognize the importance of an arts curriculum in our youth's education, the current national focus on STEM initiatives, Common Core Standards and high-stakes testing can cloud our intuition. The truth is that we all realize the importance of the collaboration of creativity and innovation and thus must advocate for the arts in unison with STEM in order to meet the needs of our children moving forward into a ground-breaking 21st Century.

Given the current national focus on STEM, it is vital that we recognize the powerful academic and personal life skills young people glean from studying and participating in the arts. While the arts are important to explore for their intrinsic value, there is an increasingly growing body of research that documents the many benefits arts education provides to all students for their overarching intellectual value. These include improved academic achievement, greater leadership and social skills, enhanced critical thinking and sharper problem-solving skills. The arts are part of a balanced education, providing America's learners with essential skills and knowledge they need to be



Despite the rich body of data demonstrating how students benefit from a quality arts education, many American children still lack access to it in their schools. Too often arts education is squeezed out of America's public and private schools. While America's parents and educators understand the value of integrating the arts into our students' core curriculum, it is often America's cultural organizations, community arts organizations, and teaching artists that are called upon to bridge the art's gap. Today, it is the convergence of the contributions from all partners and opportunities that provides a quality arts education for our students.

Here, in Prescott, Arizona, the Phippen Museum is striving to provide Yavapai County school children with substantive learning opportunities in arts education both in and outside of the Museum. The Phippen sits just north of the majestic granite dells on a hilltop site off North State Route 89. Named after local artist and first president of the Cowboy Artists of America, George Phippen, the Museum offers exceptional quality western art exhibits, special events and programming as well as numerous educational opportunities for children and adults. And, the Phippen is the only fine art museum in Yavapai County, servicing 16 school districts, 20 private schools, 28 charter schools and several home-school groups. With budget cuts affecting schools' abilities to fund fieldtrips and community outreach, the Phippen has been pleased to respond to both public and private school funding challenges for art education by providing free transportation, outreach and fieldtrip programs that foster art learning experiences.

Specifically, the Phippen offers art and history-based interactive tours by trained docent leaders,



productive, college and career ready citizens.

U.S. employers rate creativity and innovation among the top five skills that will increase in importance over the next five years, and rank it among the top challenges facing CEO's. Superintendents rank arts activities in the top for high school classes that are most likely to develop creativity. (Ready to Innovate, the College Board, 2008.)

As such, current research suggests a strong correlation between arts learning and overall academic achievement, including gains in intelligence (IQ), grades, and performance on standardized tests. For example, studies find that elementary students in schools with art, music, and physical education taught by specialists do better on state standardized tests than their peers (Wilkins et al., 2003). Recent studies also indicate a positive relationship between arts education and literacy and language development at the elementary level. Many studies find that students participating in drama and/or drama integration programs are more expressive and elaborate in their storytelling and use more complex language compared with other children. One study found that students were more confident in speaking and using complex language after participating in a drama program (Brouillette & Jennings, 2010). Research also finds that there is a sound relationship between students' experience with the visual arts and expressive language ability. In one study, when using visual thinking strategies to look at art, researchers found students provided more detailed analyses of concepts and contributed more to classroom discussions (Hui & Lao, 2006). In another, drawing helped students express their ideas as metaphorical stories (Heath & Wolf, 2005).

Likewise, research demonstrates that participation in arts integrated instruction improves elementary students' reading readiness, fluency, and comprehension. Studies find, for example, that elementary students who participated in drama-based reading programs improved their reading ability at a faster rate than students in general reading instruction programs (Ingram & Meath, 2007;



Ingram & Reidel, 2003). In other studies, the deeper exploration of the meaning of words experienced by students in dance and theater-based reading programs contributed to increases in overall reading comprehension (Brouillette, 2010; McMahon et al., 2003). Further, arts-integrated writing instruction helps students develop their writing skills, including developing better focus in their writing, making better use of details, navigating meaning from multiple perspectives more effectively, and writing more persuasive arguments.

The relationship between arts learning, particularly in music, and mathematics achievement at the elementary school level has been widely documented. Studies find that students receiving arts-integrated mathematics instruction or participating in music instruction outperform control group students in mathematic computation, application, comprehension (Smithrim & Upitis, 2005), and estimation skills (Spelke, 2008). One study found that the degree of impact increased over time, suggesting that sustained participation in arts-integrated instruction has a greater positive impact on mathematics achievement (Smithrim & Upitis, 2005).

Investigations find too that students from low socio-economic backgrounds, English Language Learners (ELL), and students with special needs realize markedly



strong benefits through arts education. In particular, research indicates that the communications skills' of elementary English Language Learners benefit to the greatest degree from arts-integrated instruction. Especially in elementary schools, where students may encounter English-only classrooms for the first time, studies find that arts education programs provide ELL students with an environment that supports positive risk-taking and helps students to practice and expand their English language skills (Brouillette & Jennings, 2010; Brouillette, 2010; Carger, 2004; Montgomerie & Ferguson, 1999; Spina, 2006).

Research also suggests that arts education develops and encourages elementary students' cognitive strengths by promoting creative thinking, critical thinking, problem-solving and reasoning skills. In one study, for example, tension in process drama storylines stimulated students' creativity and ability to apply artistic principles to create stories (Lin, 2010). Students identified the play, innovation, and freedom experienced in the drama program as integral in developing their imaginations. What is more, research finds that arts education helps elementary students develop critical thinking skills that are essential to the ability to apply knowledge and visualize solutions. One study found, that a process drama program helped elementary students develop competencies necessary for critical thinking such as awareness and exploration of multiple and alternative viewpoints (Montgomerie & Ferguson, 1999).

In effect, research suggests that there is a positive relationship between arts education and arts integration and the development of abstract reasoning and problem solving skills. Elementary students participating in visual arts integrated programming are more likely than their peers to be intentional in their decision-making and to approach problems with patience and persistence (Korn, 2010), and to view art as a process for problem solving (Korn, 2007). Both the visual and performing arts help students develop motivation, concentration, focus, commitment to follow through with tasks, and interest in their own learning (DeMoss & Morris, 2002).

Arts education, research finds, is also associated with a decrease in behavioral and emotional problems for elementary students. For example, students participating in a community-based drama program that integrated visual and media arts had fewer behavioral and emotional problems over time than a matched control group (Wright



et al., 2006). And, elementary students who participate in arts programs develop a belief in their own abilities to accomplish goals. One study found that students showed increased confidence and sense of self-worth after participating in drama (Luftig, 2000), and another found that music programs contributed to elementary students' higher self-esteem (Kennedy, 1998).

In reflecting on the evidence and knowing my own heart as a mother and educator, I realize and understand the importance of a combined education for our children and know that today's parents are demanding the same. I am confident that arts' organizations along with our school and parent partners will bridge the art's gap for our student learners moving forward into the 21st century.

Elynn Colaianne moved to the Prescott area from Phoenix eleven years ago with her husband Alex and their two children Vincent and Isabella. Ms. Colaianne earned her BFA in Art Education and Metalsmithing from Arizona State University and completed graduate work at California State University, Long Beach. She is an Arizona certified art teacher and has taught at both the elementary and secondary level. Prior to teaching, Elynn worked as a Collections Management Associate at the Heard Museum in Phoenix and as Assistant Curator for Education at the Phoenix Art Museum. Since relocating to Prescott, Ms. Colaianne has taught high school art in both Prescott and Prescott Valley and was formerly the Curator at the Smoki Museum. Elynn has been proud to serve on the Prescott Area Arts and Humanities Council Board for the past three years and is excited to be joining the Phippen Museum as the new Education Coordinator.



'Make Friends With Food'

By SGT Steve



Over the past 30+ years, we have made enemies out of certain foods. In the 1980's fat was the problem. In the 1990's fat became good and carbs became bad. In the early 2000's gluten became public health enemy #1. Now in 2015 it seems that sugar is the newest nutritional adversary. I fear that in 2020 it will become bacon!

So many people battle food each and every day. I used to be on the front lines of the war against unhealthy foods, trying to steer people away from making bad eating choices. However, the more I learn about food, the more relaxed my approach towards nutrition has become. A 'Good Food/Bad Food' approach just does not seem to work long term (unless you are happy with being unhappy about food). This new much more positive mindset towards food came in a few steps.

The first step I took in liberating myself from the dogma of nutrition was to stop labeling food as good or bad. Instead, I look at food this way: 'Will this food help me to feel, perform and look my best?'. And if the answer is yes, I eat it more often than not (as long as it tastes good). If it does not help me reach my fitness goals, then I only eat it occasionally. As long as I eat nourishing foods most of the time, then I am able to stay on course. And by the way, I don't believe in 'cheat meals'. What in the heck is a cheating with food? Does a carrot catch you in bed with a cupcake?

Second, I stopped counting calories and being meticulous about portion sizes. Some days I am hungrier than others. I have learned to eat until I am satisfied vs. eating until I am stuffed. I can measure food with my eyes and know when I have eaten enough. If I find my pants are getting a bit too tight, I eat less or skip a meal here and there. And yes, you can miss a meal now and then and not starve. In fact 9 out of 10 days I do not eat breakfast. Shhhh, do tell the food cops.

And finally, I began to listen to my body and trust my intuition. As the seasons change, so do our appetites and cravings. Without fail, I eat a lot more from November into February. Part of it is due to all the holidays and festivities. Part of it is that I crave more sweets and extra calories. I used to try and fight it, but this past year, I relaxed and didn't

stress over it too much. I didn't go haywire eating everything in sight, but I did increase my calories and enjoy some treats. And despite my fears, I didn't gain 1000 pounds. I put on a bit of fat, but I stayed fit continued to feel great.



A relaxed and friendly approach to food will provide you with peace of mind with eating. It has worked wonders for me. I'm in the best shape ever, and a lot of it is due to fueling my body with lots of tasty and nutrient dense foods. And when I do decide to eat something like cookies or cake, I do it with no guilt. They are not the enemy. They are simply buddies who are only welcome in my house on occasion.

I wish you well on your own health and fitness journey!

SGT Steve is the owner and coach of the 'Kickstart Boot Camp for Women'. As the 'Kickstart Coach' he combines a tough, yet fun and friendly approach to creating a fit lifestyle. His energy and passion for fitness inspire those around him to take action. His guidance is simple: Move more, eat healthy, and rest. He coaches and trains women at his fitness boot camps in Prescott, Arizona. He has earned 17 different health, fitness and nutrition certifications and specializations. He served for 20 years in the U.S. Army and retired in 2013. He is married with two sons.



Prescott Going Bananas for Go Bananas!

By Heather Turbiak

Since September of 2010 children and parents alike have been going bananas for Go Bananas in Prescott. Created by Mallory Ronaldson and her daughter Ashley Anderson, Go Bananas offers a safe, fun environment for children one to eight years old to play and explore, while parents meet and form friendships.

Working with children has always been a passion for Ashley. After studying Early Childhood Education at a university in Southern California, she expected her path with children to revolve around teaching. In 2002, Mallory and her husband moved to Prescott from the San Francisco Bay area, and with much encouragement, Ashley followed soon after. In 2004, Ashley married another resident of Prescott and they welcomed the birth of her daughter five years later in 2009. "I began looking for places to bring her once she began crawling so she could play, socialize and build her motor skills. We quickly realized there was no such location in the Prescott area at that time. My mother and I decided to take my experience working with children and her love of people to create a familiar play place where my daughter and other children would feel safe to begin to explore the world around them. Go Bananas provides an excellent opportunity for young children to socialize with each other as well as use imaginative play. Also, it is a great place for kids to run wild!"

Children can choose from a variety of play equipment suitable to their age and developmental needs, slides, climbers, playhouses, a dress up corner, castle, soft play equipment, building blocks, train tables, a sand table, play kitchen with play food, etc. A big hit with the kids at Go Bananas is the roller coaster. Riders sit on a small scooter and glide over two humps, running back to the beginning over and over again to have another turn. The center is one large room, enabling parents to see their children at all times, giving children the opportunity to explore the different areas on their own, building confidence and learning their preferences.

Studies have shown play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child. According to Pediatrics.org, "Play allows children to use their creativity while developing their imagina-



tion, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing

adult roles, sometimes in conjunction with other children or adult caregivers. As they master their world, play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges. Undirected play allows children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills. When play is allowed to be child driven, children practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue. Ideally, much of play involves adults, but when play is controlled by adults, children acquiesce to adult rules and concerns and lose some of the benefits play offers them, particularly in developing creativity, leadership, and group skills. In contrast to passive entertainment, play builds active, healthy bodies. In fact, it has been suggested that encouraging unstructured play may be an exceptional way to increase physical activity levels in children, which is one important strategy in the resolution of the obesity epidemic. Perhaps above all, play is a simple joy that is a

cherished part of childhood.”

As the children play, it is clear they are not the only ones enjoying themselves and building friendships. “I have been coming here since my little one was a year and she pretty much grew up at Go Bananas. Now I bring my youngest, who just turned three and she has been enjoying it just as much.” says Shannon, “I have known many of these parents for years now and have watched their children grow, as they have mine. It brings a certain sense of familiarity for me and my children.” One thing parents love about Go Bananas is Mallory and Ashley are always present at the center, greeting visitors by name and a friendly smile. “They know all our names, the kid’s names, what toys they like best, what is going on in my family. Not many places have the owners as actively involved as Ashley and Mallory are here.”

Go Bananas offers tables to eat lunch and snacks, comfortable seating, free WIFI so parents can check in with work while their children play and a large selection of current magazines to enjoy. For those who need to run errands for a couple of hours, Go Bananas offers drop off care at only \$10 an hour for the first hour and \$5 for the second hour, with siblings being an additional \$5 per hour.

On Friday and Saturday night, their drop in care is available from 5:00 to 9:00 and is a big hit among local parents. “Our kids love making Go Bananas their Saturday night routine, and it is great for my wife and I to have some time to ourselves. That time we have together has strengthened our marriage. The kids come home tired and we know they are safe with Mallory and Ashley.” Reservations are required for Friday and Saturday nights as available spaces fill quickly.

General admission: \$5.00 (\$2.00 per sibling) for a full day pass. Parents and caregivers are always free. Punch cards are available.

Drop off (2 hours max): \$10.00 for the first hour, \$5.00 for the second hour. Siblings are an additional \$5.00 per hour.

Friday & Saturday Nights: Flat fee of \$20.00 for drop off care 5:00pm - 9:00pm. Siblings are an additional \$5.00 per hour. Must register in advance to secure spot for Friday and Saturday Nights.

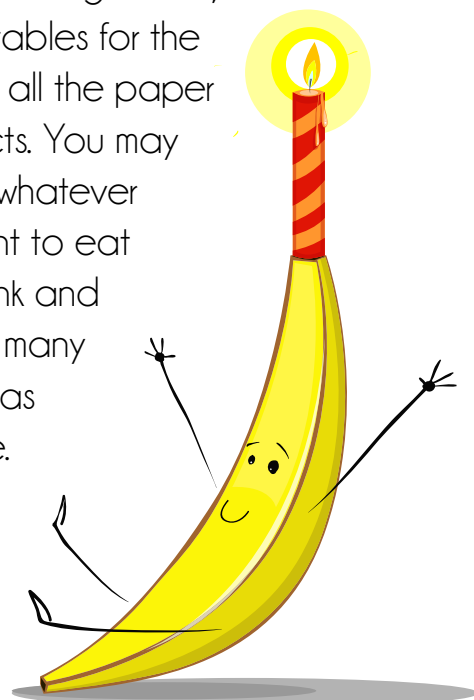
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The typical party rental time is 2 hours at a rate of \$120 and \$50 for each additional hour. The center is closed to the public during the party rental, enabling your guests to have an intimate gathering. We provide helium balloons with your choice of colors, serving tables, picnic tables for the kids and all the paper products. You may bring whatever you want to eat and drink and invite as many guests as you like.



Family Fashion

By Samantha Kingsley

Dressing Your Toddler in Spring

Spring in Northern Arizona can be a bit unpredictable. It is not uncommon for there to be a 30 degree difference from the morning to the afternoon. As a result, many parents often find it difficult to decide how to dress their toddler for Spring.

Choose clothes your toddler will be comfortable in. Make sure to consider your toddler's comfort when dressing her up for spring. Spring days are longer and tend to alternate between cold, warm and sometimes wet.

Making sure to check the day's weather report will help you decide how best to dress your toddler. Make sure clothes are lightweight and cool, but that they can still protect your toddler from the direct exposure to sunlight when outdoors.

Toddlers may develop rashes if their clothes are too restrictive or warm for the weather. However, they may also develop sunburn if they are not protected by appropriate clothing.

Choose clothes made from cotton where possible. Cotton should be your fabric of choice because it is a breathable fabric. Here are some cotton fabrics that are suitable for babies and toddlers:

Supima Cotton: This is 100% American, extra long, stable cotton whose textile strength is generally more durable than the usual upland cottons. It has fine-textured fibers which enhances the softness and drape-ability of the fabric as well as the vividness of the color.

Seersucker or gingham cotton: This is a thin fabric made of cotton commonly used for spring and summer wardrobes. Seersucker cotton is made in a such way that some threads are intentionally bunched together so the whole fabric gets a wrinkled appearance which prevents the fabric from sticking to the skin.

Gingham cotton: This is a medium weight, plain woven fabric made of yarn blended with cotton. Gingham cotton is generally a more affordable fabric and is mostly woven with a checked pattern.

Consider layering your toddler's clothes. Layering allows you to easily remove a part of your toddler's outfit or add an extra layer when the weather suddenly shifts from cold to warm to wet and back to cold again. You may dress your toddler in a cotton onesie, then layer on cotton pants and a long sleeved shirt or a cotton jacket. If it gets too warm, you may remove the pants and the jacket or if it suddenly gets too cold you can easily put another layer back on.

If you find yourself suddenly caught in a rain shower with your little toddler while out for a walk, make sure you have a raincoat for her that's made of waterproof material such as nylon.

Opt for clothes in bright colors and patterns. Spring is the time of the year when you are free to dress your toddler in lively colors. Bright colors such as yellow, pink and orange or pastel colors like baby pink or baby blue and purple are all fun colors for spring.

Play around with denims. Spring is the perfect season for denims. Of course, when shopping for your toddler choose cotton denims designed for breathability and fabric softness. You can buy denim jackets for your little one or denim pants perfect for an outdoor walk or play date.

Choose sturdy, good quality shoes. Sturdy shoes are a good option for your child to perform outdoor activities more comfortably. Choose shoes that are suitable for running, climbing, skateboarding, and other kids' shenanigans. Make sure that you purchase high quality shoes which can withstand all sorts of impacts and pressure. If you choose wisely, your child can even use this pair of shoes for her summer camps and other activities.

Pick out some hats. Hats are great for when a toddler has to rapidly transition from a warm environment to a cold environment. For example: When you toddler has to enter a mall or grocery store that is air conditioned from walking outside when it is warm and sunny, or when she has to leave a heated house on a frosty morning. This helps your toddler regulate her body temperature.

Sunhats on the other hand are great for shielding your toddler from the sun's rays when it is especially sunny outside. Choose sunhats that will reflect sunlight such as white or

Family Fashion

Continued...

yellow ones. Choose sunhats made with woven fibers to allow for breathability.

Choose a light, easy-to-use toddler carrier. If you are like me, warmer weather and Spring means spending more time outside. Even though toddlers are more mobile at this age, they are still too young to walk around town or go for a hike. Some toddler carriers used during winter are too thick and cumbersome for toddlers when used during Spring. So, it is best to choose another type of toddler carrier that is lighter and more suitable for this time of year.

For example, consider buying an Ergo or Moby wrap – they are a bit pricey but since they are made from breathable, durable and soft materials. Both brands are quickly becoming favorites among both parents and their toddlers for their level of comfort and durability. They are also very easy to clean and some are machine washer safe.

Protect any exposed skin from mosquito bites. Parents sometimes allow their toddlers to wear shorts and t-shirts in springtime on those days it's warm enough to play outside. However, if you do dress your toddler in these clothes, make sure to protect their skin against mosquito bites. You may use a citronella based lotion that works to repel mosquitoes. Another option for sensitive skin and those not wanting to use so many chemicals on their child's skin, I have found lavender oils works too and can be rubbed directly on the skin or added to a toxic free, fragrance free body cream then applied.

Use sunblock to prevent your toddler's skin from burning. Summer is not the only season to bring out sunscreen or sunblock. In sunny Arizona, it is important to protect your skin from the sun throughout the entire year. Protect your toddler against the harmful rays of the sun by using a pediatrician recommended sunscreen on your toddler when she's playing outside.

The American Academy of Pediatrics recommends the use of sunblock with an SPF level above 30 and whose main ingredient is zinc oxide or titanium oxide. Banana Boat has been one brand widely used for children of this age but can still be irritating for some. If your child is allergic to most sunscreen like my daughter, I have found Solar Sense Clear Zink works well. When you are out on sunny days, reapply the sunscreen every 90-120 minutes. Make sure to ask your pediatrician first before buying sunblock for your toddler.

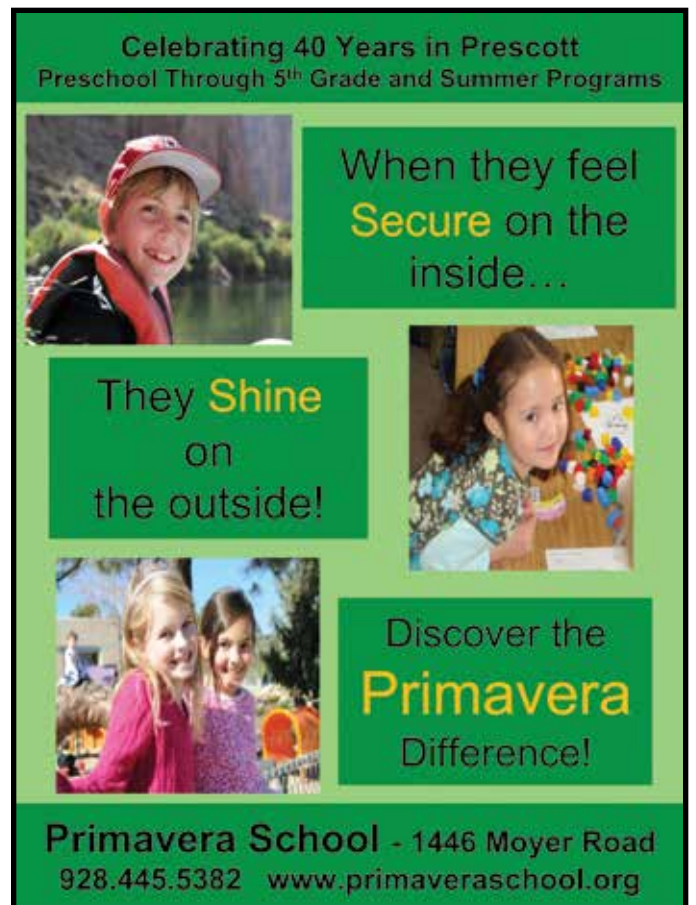


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Join Prescott Parent Magazine at The Great Prescott Easter Egg Hunt



SATURDAY, APRIL 4, 2015, 11AM-3PM
YAVAPAI COURTHOUSE PLAZA

Come one come all to the Great Prescott Egg Hunt located downtown on the Courthouse Plaza. The Egg Hunt Carnival with interactive games hosted by local businesses starts at 11:00am. The egg hunts occur at 12:00pm, 1:00pm, and 2:00pm. Photo opportunity with the Easter Bunny at the Courthouse Gazebo starting at 12:30pm to 2:00pm, so bring your camera. Show off your fun and creative Easter bonnets at 1:00pm at the Prescott Parent Magazine booth for the Great Easter Egg Hunt Creative Easter Bonnet Contest. Winners will receive a prize. Drink and snacks available on the square. Wristbands are \$5.00. Children need a wristband to participate in the event. This event brought to you by the Boys and Girls Club of Central Arizona.

11:00 Carnival Start, Easter Egg coloring begins	Lawn
12:00 noon Hickman Eggs Easter Egg Hunt	Lawn
12:20pm Peregrine Book Store Story Telling	Stage
12:30-2:00pm Photo with the Easter Bunny	Gazebo
12:40pm Bradshaw Mountain High School Drama Club	Stage
1:00pm Creative Easter Bonnet Contest, All ages	Prescott Parent Magazine Booth
1:00pm Hickman Eggs Easter Egg Hunt	Lawn
1:20pm Peregrine Book Store Story Telling	Stage
1:40pm Bradshaw Mountain High School Drama Club	Stage
2:00pm Hickman Eggs Easter Egg Hunt	Lawn
2:20pm Peregrine Book Store Story Telling	Stage
2:40pm Bradshaw Mountain High School Drama Club	Stage
3:00pm - 3:15pm Closing	

***Enter our Great Easter Hunt Raffle at the Prescott Parent Magazine booth for a chance to win over \$1500.00 worth of gifts and prizes! You do not need to be present to win. Only \$1.00 per ticket or 12 for \$10.00.**



Science Fair Super Achievers

FROM THE CHRISTIAN ACADEMY OF PRESCOTT

Grades 6-8: 1st Place/Best in Show -
Maddy Hohrein (pictured on the right)

Grade 5: 1st place - Tyson Draper

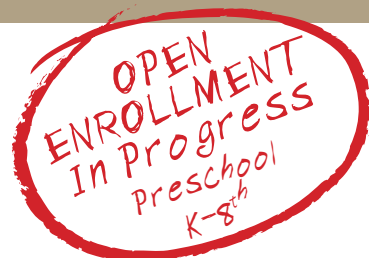
Grade K-4: 1st place: Mason Hunt

~~~~~

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The 2015 Young Playwrights Festival  
will occur on

**Sunday, March 22**

at 2pm and 6pm

at Prescott Center for the Arts

*Admission is \$7 at the door, in cash or check.*

If you enjoy theatre and want  
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dead, and that there are new  
playwrights coming up the  
ladder, come see this year's  
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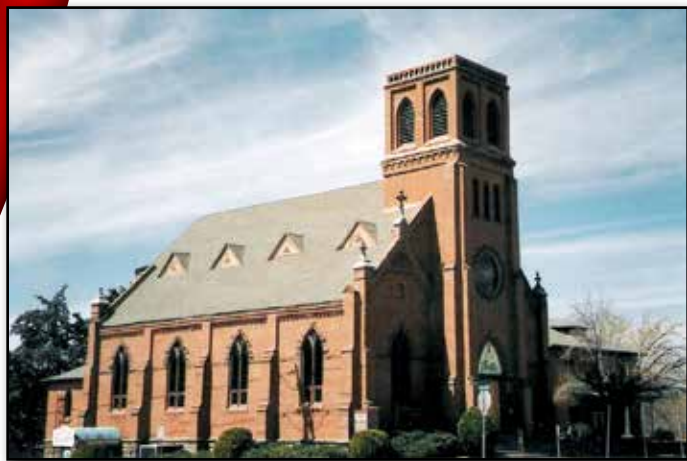


# Prescott Center for the Arts' Young Playwrights Festival

By Jon Meyer

**A**lmost thirty years ago I went to a local theater in the Cleveland area which was producing short plays written by students in grade school through high school. The only play I remember was written by a Kindergartner or a first grader. The play took place in a garden and the characters were flowers. The cast consisted of children to senior adults. Each cast member had a ring of flower petals around the sides of their faces to indicate they were indeed flowers. I don't remember the dialog but I do remember thinking how charming and innocent the play was, but more importantly, creative.

Then, several years later, after moving to Florida, one of the professional theater companies in town came to the Community Center where I worked and did a theatrical presentation about writing plays, encouraging the students in the audience to think about writing a play. The theatre took submissions from the entire state, if not a couple of neighboring states.



*Prescott Center of the Arts, built in 1878.*

In the early days of television, "Uncle" Miltie (Milton Burle) would reiterate over and over, "If you're going to steal (jokes), steal from the best!" Well, I heeded his advice shortly after being installed as the Executive Director of Prescott Center for the Arts. I actually thought about it once I got the job. And that thought was, "The theatre (Prescott Fine Arts Association at the time) needs a chil-



dren's playwright festival. Thus, The Young Playwrights Festival was initiated. However, I wasn't sure how to put it all together.

Whatever you call it, I call it "Fate", the mechanics of the Universe were at work. Shortly after starting my tenure as E. D., one of our long time volunteers came into my office and told me about a young woman who had grown up in Prescott, gone off to UCLA and other parts of Los Angeles as a produced playwright, actress and director. He suggested I meet this young woman.

Tiffany Antone, met with me a short time later and I pitched my idea for a children's playwright festival. Without hesitation, Tiffany was on board and we were off to the races.

Not only was Tiffany on board, she took the bull by the horns and ran with it and she handled the early workings of the Festival like a Matador fighting a bull. She created the foundational mechanics and philosophies of the Festival. Being a playwright, she made sure the focus was on the writing, the play itself and, of course, the playwright. The tenants Tiffany created still guide us very strongly as we enter the fifth season of the Young Playwrights Festival.

We met with the Arts writer for the Courier (at the time) who jumped on board without hesitation. Because PCA's mainstage was already scheduled for the Season, we needed to find a place to hold the first Festival. We contacted Cindy Franklin at the Franklin Phonetic School in Prescott Valley. We pitched the idea to her and immediately, she was on board and generously allowed us to produce the first two festivals in their auditorium. With the help of the

Courier and other resources (I'm sure I'm forgetting [my apologies to them]) we got word out to students. I visited several classrooms in the greater Prescott area to try to drum up interest from students to consider writing and submitting a play.

We had somewhere in the neighborhood of 20 or so submissions. While we were disappointed by the low numbers, we were ecstatic by the quality of submissions. We produced twelve plays in the first Festival. We awarded cash prizes to the First, Second and Third highest scored plays (which turned out to be six of them due to tied scores). We held auditions, recruited directors and technicians. Being experienced theatre people, we knew how to mount a show, but mounting an entire Festival was a challenge indeed. Directors built crude and large set pieces which could be maneuvered on and off stage quickly. Luckily we had crackerjack volunteers working backstage who made the chaos look like fine-tuned machinery.

Through the process, Tiffany calmly and deftly kept control of the process, determined a playing order of the shows, kept tabs on rehearsals of the shows, including the one she directed. We had trophies created, garnered donations (for prize money) and watched the seeds we planted all those months ago, blossom into something spectacular; a fateful and apt development – 'watching the seeds of YPF grow' -- since this all started with my memory of that play set in a garden all those years ago. Another major hand in giving direction to the Festival – mainly on the technical end of things – was PCA's first Technical Director, Cason Murphy, who also grew up in Prescott, left for college in LA, and spent time in New York City pursuing an acting career, making some headway. Then back to LA for more schooling, at UCLA. Cason created sound effects, designed lights and made the technical aspects work beautifully.

The performances (two in one day) ran a bit longer than we anticipated or liked, but it was received with great enthusiasm. When it came time for the awards, the play which scored the highest among the panel of play-readers won the Grand Prize, voted on by a panel of adults connected to PCA or local theater. The play was a drama with a good deal of theatrical irony, beautifully written and well directed. After the afternoon performance, participation certificates were handed out. After the evening performance, which the panel of judges attended, the prizes were handed out. It was an exhausting but completely thrilling evening! We were emotionally spent, but delirious that we had pulled off this amazing event. We even had a good audience turn out.



We learned a great deal from the first Festival and made adjustments for the second Festival. We pursued the assistance of Tim Carter, the Yavapai County Superintendent of Schools. His assistance was invaluable, helping us contact school districts, principals, teachers and joined the panel of judges, which he has continued since. We also expanded the geographic area from which we'd take submissions. We honed the criteria for writers to follow. Fewer pieces were produced in order to try to make the running time of the performances two hours or less. Bulky set pieces were eliminated and the technical aspects simplified. Once again the Festival was held at Franklin Phonetic School. Again, the play which scored the highest (first place) won the Grand Prize award. The number of submissions was up slightly. And once again, we were pleasantly surprised by the quality of the writing.

The third year, we moved the Festival to PCA. A great move! Again, we honed the criteria, the process. We received the lowest number of submissions, but again, the quality was high. We produced eight plays. The plays seemed to be getting more savvy, more expressive and with a wider range of topics. More actors came out to audition. YPF was beginning to have clout! A new award was added: The Audience Choice Award. And then came...The Play. As the list of plays to be produced was being settled, Cason brought up one play which was not being considered for production. He fought for it, extolled the virtues of the





writing. The panel took a second look at the play. It was dark, disturbing, and much different than any play we'd ever received. Some of the reading panel thought the author might be emotionally disturbed, or worse, abused. But there was no doubt it was phenomenal writing. Cason contacted the author's teacher and parents. Consistent word came back that the author, a high school student from Williams, AZ was an emotionally stable, happy young woman who just enjoyed horror and mystery stories – a huge Stephen King fan.

The panel recognized the high-quality of the writing, but was still concerned how it might affect the audience, especially since ages of the audience ranged from very young to grandparents. The panel sought counsel from West Yavapai Guidance Clinic. The panel kept going round and round about making the decision to produce the play. In the end, after everyone on the panel re-read the play, the decision was made to produce the play. After all, YPF is about the WRITING and this play was incredibly well written. It involved a mother who genetically hands down the traits of a serial killer (set in an asylum). Tiffany wisely put it at the top of the second act. Just before intermission, as part of our narration between plays, Tiffany and I warned the audience that the first play in act two might be too intense for youngsters. We gave the audience the option to step out of the house for the first play of the second act and then we'd let them know it was safe to return to see the rest of the plays. This worked beautifully. Only a small number of parents took very small children out of the house. And to our amazement and sheer delight, this dark play won the first Audience Choice Award! A feeling of vindication was felt by pretty much everyone who worked on the Festival. It was an amazing moment!

The 2014 Festival saw a good increase in the number of submissions as we now requested submissions from all of the five northern counties in Arizona, although the vast

majority of plays were submitted from the greater Prescott area. I was able to make strong contact with the schools in Black Canyon City the year before and they've done an excellent job encouraging their students to submit plays. The biggest change in year four of the Festival was the absence of Tiffany and Cason. I had to recruit new volunteers to take their place. Luckily, some very talented folks appeared

and took a turn at taking the bull by the horns. Melanie Sapecky took most of Tiffany's coordinating duties. Clint Slay took over fully as Production Manager (he's been with the Festival from year one.) That year, I had to cover what Tiffany



had done for the first three years in terms of what happens on the day of the Festival. I had to write the narration script which took place between shows. That was relatively easy, but performing the narration, alone was awful. I felt like a comedy team after they've ended their act. It was a strange and empty feeling being on stage alone. The rest of the Festival was a joy, particularly because we received a very special submission; one I had been hoping for since the inception of the Festival. That submission was a musical! Yes, a short, ten-page musical with original music! I jumped at the chance to direct the show. While it didn't place in the top scores nor did it win the Grand Prize, it did win the Audience Choice Award.

To pay tribute to the MIA Tiffany, I recommended the Grand Prize be named in her honor. The Festival reading panel had no objections. The Grand Prize will now carry Tiffany's name in perpetuity. A souvenir booklet was also added, designed by our new Operations Manager, Nancy Dunham with donated printing by Allegra Printing.

In between year four and five, another significant event occurred. Mike Breen, a 30+ year teacher in the Phoenix area, moved to Prescott and joined the YPF team. One of the many things he did for YPF was write a grant – a new grant from the Arizona Commission on the Arts – the Art Tank Grant. We were awarded \$7500 to create the Young Playwrights Project which allowed us to have Mike (and another long time drama teacher, Deb White) visit classrooms to give instruction to teachers and students on how to write better plays and how to better teach playwriting. The result? Almost fifty submissions!

The 2015 Young Playwrights Festival has ten plays being produced. It could easily have been more. The grade levels of the authors range from second to twelfth grades. The gamut of topics range from silly comedies to terse dramas.

The 2015 Young Playwrights Festival will occur at 2pm and 6pm on Sunday, March 22 at Prescott Center for the Arts. Admission is \$7 at the door, in cash or check.

If you enjoy theatre and want proof that theatre is NOT dead, and that there are new playwrights coming up the ladder, come see this year's Young Playwrights Festival. You will be amazed!

**Who is eligible to submit a play to PCA's Young Playwrights Festival?** Any student in grades K – 12 in Arizona is eligible to submit a play to YPF. When submissions open for the 2016 YPF, in September of 2015, PCA will accept plays from the entire state of Arizona. Plays are limited to up to 10 pages. Any topic is acceptable. Language must be school appropriate. Submission is online only, on the PCA website by clicking on the Young Playwrights Festival navigator from the drop down menu under the Education header.

*Jon Meyer, originally from New York, graduated with a BFA in Theatre Arts from Ohio University, worked in regional and dinner theatre before receiving his MFA in Acting from the University of Nebraska-Lincoln. He served an internship with Arkansas Repertory, was on the Theatre Program staff at Duke University through the Journeyman Teacher Program under Bob Hobbs. Jon has taught Theatre on the Middle, High School and College levels. In 1997, he started his run as an Arts administrator, taking the position as Cultural Arts Director at the Sarasota Jewish Community Center, then as General Manager of the Court Square Theatre in Harrisonburg, VA, back to the Sarasota JCC, then to his current position as Executive Director for The Prescott Center for the Arts (formerly PFAA). Jon has been associated with over 200 productions over the past 30+ years in all positions, mostly as actor and director. With PCA, Jon has instituted the Young Playwrights Festival, expanded the Summer Youth Theatre Program including starting the Teen Summer Stock Ensemble, lead PCA's search and opening of a second theatre space, Stage Too, to be used as a rehearsal, classroom and black box space. Additionally for PCA, Jon has directed the mainstage productions, Beau Jest and The Sunshine Boys, Annie, Promises, Promises and Grapes of Wrath. Jon directed The Actor's Nightmare and Sister Mary Ignatius Explains It All For You last season in Stage Too. As an actor he has appeared in Laughter on the 23rd Floor, Completely Hollywood... Abridged, Private Lives, and as part of the Stage Too production, Whisper Into My Good Ear/All in the Timing. Over the years, Jon has done the fight choreography for 12 – 15 productions and will have taught stage combat workshops three times for PCA, as well as for other organizations. Jon is the father of two nearly adult children, Anna and Louis, who live in Florida.*

## PCA Offers Three Different Summer Theatre Programs For Ages 6 - 22

**Theatre Adventurers:** Ages 6 – 10. A two week program, two hours a day, Monday – Friday: June 15 – 26 in Stage Too. Participants will rehearse and perform a short, pre-written musical show which will be performed on the last day of the program. Registration is online (Summer Youth Theatre Program navigator under the Education header). There is no audition process, simply register.

**Summer Stock Jr.:** Ages 10 – 14. A four week program, two hours a day, Monday – Friday: June 1 – July 2 on the mainstage. Participants will rehearse and perform a "Disney Kids" script (musical). There are three performances: July 1 1pm and 6pm and July 2 at 6pm. Registration is online (Summer Youth Theatre Program navigator under the Education header). There is no audition process, simply register.

**Teen Summer Stock Ensemble:** Ages 15 – 22. This summer, a six week program, Monday – Friday, 2pm – 9pm with an hour dinner break. Participants rehearse and perform a full length Broadway musical in an intense, "Professional" atmosphere working with a professional production staff. There are eight performances over a two weekend (Thurs – Sun) July 16 – 26. Casting is by audition only. There is a nominal participation fee. Full information is online using the Teen Summer Stock Ensemble navigator under the Education header.

*Information is available online at [www.pca-az.net](http://www.pca-az.net), then as directed above or by calling Jon at 928-541-0209.*





# Traveling WITH YOUR FAMILY

*tips and tricks*

## Fun Ways to Make Your Road Trip A Blast

By Erica Streffeld



If flying to foreign sights isn't in your budget this Spring Break, road trips can be a great alternative. You save money on planes, get quality time with your loved ones, and get to see the sights along the way. If you're traveling with kids, keeping them entertained for hours on end can be a little challenging. So to help you out, we have 5 playful games to keep your little ones happily entertained while you navigate your way to Spring Break bliss.

**I Spy:** We're bringing back a tried and true favorite here: I Spy. Kids love trying to come up with crazy questions to ask in hopes of guessing your object almost as much as they love choosing the most obscure thing they can in the hopes of fooling you. For an update on this old favorite, try making categories that the item must satisfy. For example, 'things found in nature' or 'things that don't move on their own.' The possibilities are endless, well, as far as the eye can see (or spy).

**Plate the States:** Traveling across different states? Try to find license plates from as many different states as you can, keeping track along the way. The first one to find a license plate from a state you haven't seen one from yet gets a point. The person who has the most points when you get to your destination wins. This game is great because it spans the entire trip, which makes for hours of window-watching entertainment. You can even play this one while playing one of the other games listed here— now that's fancy!

**City and State Debate:** This one will test your knowledge of geography. You start with one person naming either a city or state. The next person must then name a city or state that starts with the last letter of that city and state, and continues with the next person naming a city or state that begins with the last letter of the place that was just mentioned. The game continues until you reach a point where the person can no longer name a city or state that starts with the last letter of the previously mentioned place without repeating something that has already been said. If your passengers are not the best at geography, you can expand the game to include countries and continents

too so there are more options. Your kid's geography teacher will thank you when they come back from Spring Break with new knowledge of every state in the United States.

**Ghost:** Vocab wizards out there, this one's for you. The game starts with one person naming a letter, to which the next person adds a letter, and so on. The letter you add cannot form a word longer than three letters, or you lose. But with each letter you add, you must have a word in mind that starts with those letters. If you don't, and the other person challenges you, you lose. The person who completes a word earns a letter (like you would in Horse) until the word "Ghost" is completed. This game is a great way to help your kids learn to spell bigger words than they are used to using, and also teach them words that they may not know.

**I'm Going on a Picnic...** If your kids are at the age where they are still learning the alphabet, this one is great—and it'll keep your memory sharp. You start with the letter A and work your way through the alphabet naming things you would bring on a picnic using the phrase "I'm going on a picnic, and I'm bringing..." The catch is, with each successive person that names what they'd bring, you must also name the things that were chosen before that as well. So by the time you get to H, you're bringing apples, bananas, coconuts, Doritos, elbow macaroni, french fries, GoGo squeeZ, and hummus. You can even get a little creative and pick a theme for what you're bringing. The example above was all food, but maybe you want to play a game of all non-food items, or all fruits. You could also change the game to mimic things you packed for your trip. So if you're going to Florida, you'd change the game to "I'm going to Florida, and I'm bringing..."

*Want to take all these fun games with you? Liveplayfully.com has compiled everything into a Spring Break Activity Book for you to print and bring along (there's even a few added bonuses in there!) [http://liveplayfully.gogosqueez.com/core/wp-content/uploads/2014/03/RoadTrip\\_guide.pdf](http://liveplayfully.gogosqueez.com/core/wp-content/uploads/2014/03/RoadTrip_guide.pdf)*

*What do you do to keep your kids occupied on long car rides? Share with us at [www.prescottparent.org](http://www.prescottparent.org)*

# Moms of Preschoolers Forging Friendships at MOPS

By Shannon Hurley



Eight women. The number was small, but the need was great. The first MOPS meeting took place in 1973 in Wheat Ridge, Colorado. For two hours, while their children received care, these mothers talked, laughed, ate, passed a basket for childcare expenses, had a craft demonstration, and ended with a short devotional. In this humble beginning, the seeds of the MOPS concept and format were planted. Through friendship, creative outlets, and instruction, the women began to understand that “mothering matters.” Today, the same needs are met in much the same way in MOPS groups across the United States and around the world. MOPS is an international non-denominational ministry for moms.

MOPS started in 2005 in Prescott at the American Lutheran church and has been an active ministry for the moms in the tri-city area. Childcare is provided by the church. Many are hired staff childcare staff members and some are volunteers from the church. All have been background checked by the church.

When you become a registered MOPS mom we assign you to a table. Each table has a Discussion Group Leader (DGL) and a Mentor Mom. Some DGLs will plan a mom's night out and we often meet at the DGL's house for a pot luck dinner. It's a nice way to remember that we are more than a mom and connecting with the women at your table outside of MOPS gives you a greater sense of community.

I think before we have children we don't think about community or realize our strong dependence on it. Once we have children often our views shift and we then come to realize our need to be understood and to have connections with other people who are having similar life experiences. Motherhood can become an isolating experience, leaving a mom to feel overwhelmed, exhausted and sometimes even feeling neglected. MOPS is an easy and fun way to meet other women who understand how you feel and that you are not alone and that you the mom, the woman still has value and a voice that will be heard.

This is my fifth year in MOPS. By the time I graduate I will have been part of MOPS for eight years. After I had my second child a friend looked at me and saw how exhausted I was and she said “You need MOPS. I went to MOPS when my kids were little and you need to go.” I then looked up MOPS on the internet and found the Prescott group. I remember when I walked into my first meeting and saw all these women who understood how bone tired I was and they understood how I longed to talk with someone about topics other than Mickey Mouse, I was hooked. The last five years I have made lifelong friendships. In 2013, I became the Craft Coordinator and this year I am the Coordinator. It's a fun experience to bring a meeting together for our moms to have a fun and relaxing morning.



At our meetings we always have a hot breakfast for our moms and snacks are provided for the children. Women are assigned to a table which is great; this allows the women to make real connections with each other during the year. There are fun raffles to break the ice in the beginning of the meeting. Moms win anything from candles to books to picture frames. There is also a speaker from the community at every meeting with topics that appeal to our moms. This year we have had speakers on brain integration, photography; a cooking panel made from our leadership team providing moms with quick, easy and healthy food followed with a tasting. We also provide moms with a craft to do at the meetings. This lets moms start and finish a project, something most haven't done since having kids, and be able to take something they did home. This year our crafts have been super fun and included monogrammed door wreaths, friendship bread, feather earrings just to name a few. We also do two service projects. This year our moms provided bags with cookie ingredients and gave them to a local shelter to give to mothers who are transitioning from the shelter to their own home. This allowed the moms to make homemade cookies for their kids. Some for the first time. Something many of us take for granted.

MOPS knows that moms are the hearts of the families and we are there to support them through life's ups and downs. We also know that if moms need help in difficult times it's with meals for her and her family. At MOPS when a MOPS mom has a baby, a death in her family her table will set up a sign up for meals. It's such a blessing when you find life crumbling around you, a friend is there with food for you and your family and a warm hug.

MOPS has an amazing leadership team of 17 women, who all felt the desire to serve other moms as they have been served and supported. We have Lindsay Binder - Hospitality Coordinator, she is in charge of all the fun games and raffles we have. Carissa Maxwell is our Crafts Coordinator, she provides our group with fun, easy crafts that will inspire them to be creative at home. Lyndsie Milisen is our Discussion Group Coordinator, she does our meeting check-in and collects dues as well as being a doing table assignments and really supporting our Discussion Group Leaders (table leaders). Our Discussion Group Leaders are

*Continued on page 55*



# A Little Kindness, a Big Impact:

## One Family's Story Of Making Lasting Memories With Their New 'Little Sister'

by Mary Taylor Birkel



*Christina Bernier, pictured here with her son Caden, Little Sister Rejoyce, and daughter Dakota, says that participating in the Family Match program has been great for their family because they get to volunteer together in the community and have a positive impact on someone's life without taking away from their quality family time.*



*Rejoyce, a spirited and sweet first-grader from Prescott Valley, comes from a loving home headed by a single mother. The primary qualifier for Little Sisters or Brothers is that they are in single-parent or other-than-parent households.*



here was a special kind of twinkle in the eyes of six year-old Rejoyce as she tried to think of her favorite part about spending time with her new friends, the Bernier family. She crinkled her little mouth to the side and glanced upward as though she was really concentrating and trying hard to narrow down all of the fun experiences to come up with just one favorite memory.

"Well, when we got hot cocoa and walked around and looked at the Christmas lights on trees in a little park," she offered.

"And, um, when we drove to a house that had all of these Christmas lights and we turned on the radio and watched the lights move with the music," she added.

Christina Bernier, smiling, reminds Rejoyce of another fun memory: when the two stopped by the Treat Shop on Prescott's Courthouse Square to get a chocolate covered Twinkie and then headed to a park to play.

"Rejoyce turned to me as she was enjoying the Twinkie and said, 'This is the best day of my life!'" Christina recalled warmly.

Rejoyce and the Berniers met last fall when they were

paired up by Yavapai Big Brothers Big Sisters through the organization's Family Match program. Though she has only known the family for a few months, it's clear their time together has already created lasting memories—and not just for Rejoyce.

"The Family Match experience has been excellent, just like I'd hoped it would be," said Christina Bernier, who, along with her husband Dennis and their two children, approached Yavapai Big Brothers Big Sisters about being matched with Rejoyce after seeing her featured as YBBBS's Child of the Week in The Daily Courier last summer.

"When we read about Rejoyce, my immediate thought was 'What a great opportunity for my daughter and I to be Big Sisters together!'" said Christina. "And then we found out we could be a Family Match and so my husband and son could be involved, too. It was perfect."

Christina, who works as a nurse, and Dennis, who is studying to be a firefighter, lead busy lives, along with their daughter Dakota and son Caden, who are both involved in sports teams and school activities. Yet, they make it a priority to spend time with Rejoyce at least a couple of times per month. Sometimes, the family's time with their Little Sister is spent doing fun things that Rejoyce requests and other times it's just a matter of including her in the family's normal routine.

And that inclusion in a cohesive family unit is one of the most important aspects of Big Brothers Big Sisters' programs, according to Kathleen Murphy, CEO of the Yavapai Big Brothers Big Sisters chapter.

"We ask families to include a child in things their family does anyway, activities that the family likes to do," she said. "The idea is not to constantly entertain the child but to simply include her or him."

As luck would have it, many of the activities the Berniers enjoy are also things that Rejoyce likes to do.

Seven year-old Caden likes "the daredevil-type playing," his mom said, and Rejoyce will often roughhouse with him when they play outside.

"One time we went to the dog park and I was climbing up these huge tires with Caden," recalled Rejoyce. "That was so fun!"

Eleven year-old Dakota shares Rejoyce's interest in baking and playing with dolls.

"It's fun because Dakota likes to make cookies and so we do that together sometimes," said Rejoyce. "And she likes playing with Barbies, too. She used to have a Barbie Dream House, but then she gave it to me."

Christina smiled as she listened to the girls talk. After Rejoyce bounded off to play, Christina elaborated on the Barbie Dream House gift.

"Dakota had had it for a long time and one day she told me she wanted to give it to Rejoyce. I was surprised because she still played with it often, but she told me 'I feel like it's time to pass it on to someone else.' I was very proud of her. She has a heart of love for others and [participating in Big Brothers Big Sisters] has made her even more aware of other people's needs."

Barbie Dream House aside, the most impactful gift that the Berniers give to Rejoyce is their time and attention.

"We don't have to do something expensive or time-consuming; just be present," said Christina. "She just wants someone who cares about her and who is interested in her life."

Kathleen Murphy echoes that sentiment.

"The idea is to spend time, not money," she said. "We are very clear with our families that they are not expected to be Santa Claus and to spend a lot of money. It's about the experience."

And the feel-good nature of the experience is a two-way street, noted Christina.

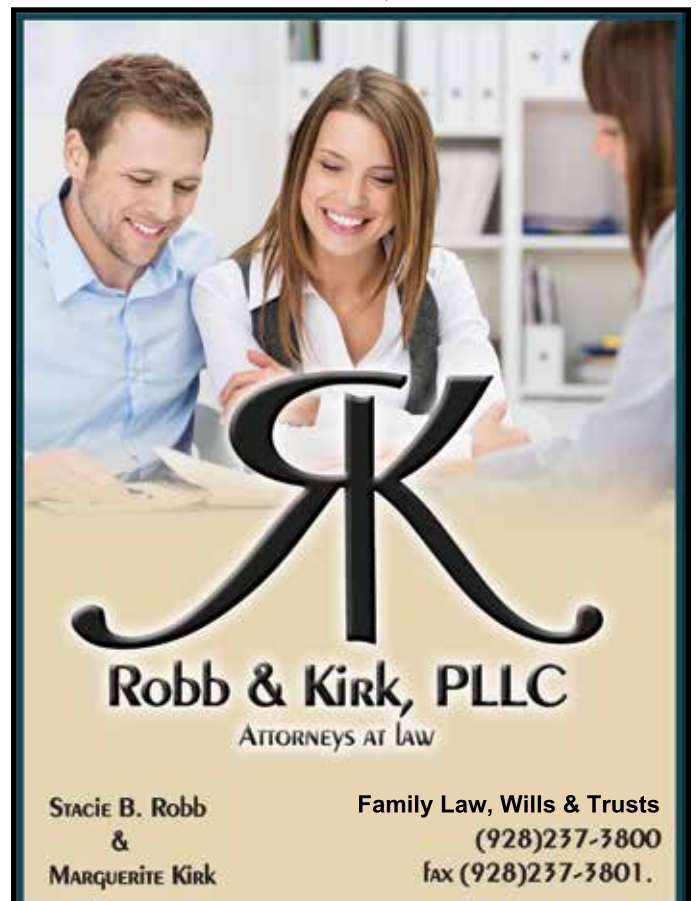
"When I see Rejoyce, I just think how much I love her. In our family, all of us had room in our hearts to love someone else," she said. "Everything we have done [regarding Rejoyce and YBBBS] has come from a starting point of love. The Bible is clear about loving your neighbor..." "...and helping those in need!" added Dakota.

Christina smiled.

"And helping those in need. We knew it was a commitment that we could easily make."

*For more information on how you can be part of the Family Match Program, visit <http://azbigs.org/>*

*Yavapai Big Brothers Big Sisters matches children facing adversity with caring adults and families in one-to-one, professionally supported relationships. Currently, more than 200 boys and girls in our area are waiting for a Big Brother, Big Sister, Big Couple or Family Match. To find out how you can help, visit [www.azbigs.org](http://www.azbigs.org) or call 928.778.5135 (Quad Cities) or 928.634.9789 (Verde Valley).*



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# Future Looks Bright for Prescott Unified School District

By Heather Turbiak



n September of 1903, Washington School opened its doors to eager students. A teacher's handbook in 1906 describes the school as "...the most modern and sanitary public building in Arizona and cost, exclusive of furniture, \$53,000. It contains on the first and second floors ten recreation rooms besides offices, a library and four teachers rooms..."

Washington School originally instructed grades kindergarten through eighth grade until 1930 when the school across the street became both the junior and senior high school, teaching grades seventh through twelfth.

Washington has been witness to many events over the last 111 years. A visit by former Prescott resident and New York City Mayor, Fiorello LaGuardia; WWI & WWII, when students assisted in the war efforts by collecting scrap rubber, metal and buying saving stamps that went toward the purchase of war bonds. Perhaps the most important thing witnessed by the old school building is having generation upon generation of Prescott residents spend a large portion of their childhood within its walls. Some former students even found themselves returning later in their lives as teachers and a school Principal. Now Washington is about to witness another event, the restructuring of Prescott Unified School District and the end of its time as an elementary school for the Prescott community.

## How Did We Get Here?

In 2010 it was beginning to become apparent that PUSD had a major budget deficit on their hands. Student numbers had been declining as many families decided to send their children to local charter or private schools. Teacher retention rate remained low, as experienced teachers accepted positions in other states for higher salaries. Salary.com shows the average salary for a teacher in Prescott after the statewide salary increase of 2.4522% in 2013 being below the state and national average. Experienced Prescott teachers receive an average of \$42,699 per year, while the statewide average is \$49,885 and the national average \$52,782. Some states are offering up to \$68,000 a year to their experienced teachers. One former PUSD teacher states, "I loved teaching at PUSD but it was impossible for me to make a living for my family other than just getting by. Would you work somewhere employees did not see even the option of a raise for five years? I should be



## Prescott Unified School District

*The Smart Choice*

able to afford what someone who has worked almost 20 years in their field should be able to afford. I'm not asking for much, just to not have to live paycheck to paycheck."

Another PUSD teacher agrees, "It seems to me that PUSD is lucky to have many loyal quality employees that have been doing a great job for years without a pay raise. Staff morale has been at an all time low for many years, and that will affect all residents

in Prescott. We as a society need to provide our children the best education we can, our parents and grandparents did that for us. Also, if this community wants to attract quality physicians and other businesses, they must have good quality public schools. Good schools make safer neighborhoods and better citizens."

Understanding this greater need of support for district teachers, students and the importance of a thriving school district for Prescott residents, education officials began discussing the needs of PUSD with members of the community. Hoping voters would approve Prop. 204 in 2012, and then a bond proposal in 2013; unfortunately both failed miserably. If the bond proposal had been approved, voters would have had to pay only \$65.00 more a year in property taxes, which would have created \$28 million dollars for the district. Getting voters on board was proving harder than anticipated. One Prescott resident was so against any additional funding for local schools that he could not hold back his contempt of local parents, "We had a great retirement community here in Prescott before all you entitled parents starting moving to town with your obnoxious, bratty children. Now you want us to increase our property taxes so your children can have a 'better educa-



tion.' Well, I for one have already raised my children and have no intention of helping you raise yours." We reached out to this gentleman for a comment and clarification of his reaction, to which he declined.

Understanding the need to balance a workable budget for the 2014-2015 school year, education officials had no choice but to use nearly one million dollars in reserve money. This would only be a quick fix and a bigger solution to the \$2.1 million budget deficit would be needed, and quickly.

The Prescott Unified School District Governing Board began discussing their budget reduction options. It soon became apparent they would have to begin making some very difficult decisions in order to keep PUSD thriving for its students and staff. The main question was how to keep (and in many cases improve) extra-curricular activities, sports, after school clubs, computer labs, greater access to technology in the classrooms, materials and support for teachers while making almost 2 million in budget cuts? There would have to be a major restructuring of PUSD, but what would that look like?

From the recommendation of the staff, school board, parents and various committees the options to best assist the school district were presented to parents on November 18th. There were a few options presented; Option A: Close both Miller Valley and Washington elementary schools, kindergarten through third grade would attend Abia Judd Elementary School, fourth through sixth grade will attend Granite Mountain Middle School, seventh and eighth grade would attend Mile High Middle School. This would save the district over 2 million dollars.

Option B: Close Washington School only, Taylor Hicks, Abia Judd and Lincoln elementary school would be K- fourth grade schools, combining Washington and Miller Valley Elementary students at Miller Valley elementary;

Having Granite Mountain Middle School as the only fifth and sixth grade school in Prescott. This option would save the district just under 2 million dollars.

Another option briefly discussed was to keep all schools open and changing to a 4 day school week. This was not a popular option for many parents, as they work 5 days a week and they would have to consider additional child care for their children. This option would also still not solve the fact that most PUSD schools are not to full capacity. Miller Valley is at 29.82%, Abia Judd has 25.04% capacity and Washington has the most with 30.16% available. In comparison, Taylor Hicks is almost at full capacity with only 5.53% available and Lincoln has 10.88%. Mile High has 35.84% available while Granite Mountain Middle School 15.30% available. Granite Mountain in a smaller building and accommodates fewer students.

At the High School level, Prescott High School proposed including a prep period for teachers, increasing their work day from five periods a day to six. "We want to make sure that we provide every single option for kids that we have now and expand those options to include many things other schools throughout the country have been able to implement" Stephanie Hillig explained. No programs will be cut, but 1 out of 6 teachers will have to be let go to balance out their budget.

"The parents have been very supportive. Not everyone agrees with the solutions we have discussed, but all are in agreement that something needs to be done" says Joe Howard, incoming superintendent for the 2015-2016 school year. "This has been a hard process on everyone. Nobody wants to see their schools close and it has been a lot of work deciding what the best options were. I have been in charge of Human Resources for the district and I am not going to lie, I have had many sleepless nights worried and concerned about where our nearly 600 staff members are going to go. It has been hard to make these decisions, but we are all working together to make this restructure as positive for everyone as possible."

In late 2014, the education board informed the district and community its chosen changes to be made based on the input they received from the public. All three remaining elementary schools in the district (Abia Judd,



Lincoln, and Taylor Hicks) will become K- 4, absorbing all the displaced Miller Valley and Washington students into their schools. All fifth and sixth graders in the district will attend what is not Granite Mountain Middle School. All seventh and eighth graders will attend Mile High Middle School.

When asked why certain schools were to remain open, while others are closing, current Superintendent Dave Smucker responded, "All of our schools were discussed and none were safe when these talks began. We didn't have the money to pay all our staff members if we did not make serious changes. I know it is very difficult for people who love their neighborhood school and who have memories going back generations to make this change. We are just trying to use the dollars that we have, in the best way we are able, to ensure we can provide the programs that parents want for their children. These have not been easy decisions, but our kids in our schools deserve the best."

### Now What?

In speaking with many parents whose children attend a school in the Prescott Unified School District, most welcome the changes but are cautious to see if the restructuring is the long term answer, and hope we do not come up against this problem again five years from now. "We have had schools close in our community before. Dexter is gone, the school across the street from Washington also closed. We seem to always end up having to close schools because voters in our area continually knock down any chance for the school district to increase their budget. Will we be asking 'What do we do now?' again in five or six years and have to close another school?" asks Rebecca Cullen, a local parent.

Dave Smucker, believes this restructuring is the answer to achieve a balanced budget for the long term, "This restructuring is the answer and hopefully the lessons we learned throughout this entire process will ensure we are creating a thriving school district for Prescott residents in the future."

Karen Hughes, current second grade teacher and future Principal at Lincoln Elementary agrees. "It is a very exciting time to be part of PUSD. All the remaining and incoming teach-

ers I have spoken with have a certain relief that the worst is over. Moral is higher than I have seen it in years. Teachers are once again excited about what the future holds for them [in Prescott]. We can now ask the question 'What do we want our school to look like?' More teachers can take a leadership role within their schools, working with other staff members and parents to create a functioning school model that is exactly what they would like it to be."

"Passionate, good teachers are excited about this model," Smucker says. "They love it! [Karen] and other principals are passionate about their models in their schools. What we want to do is continue to be able to provide the opportunity for kids to learn in this blended model, open up our thoughts, create more dialogue about what we can offer our students and most importantly, think outside the box. This is a big opportunity for PUSD. We are going to be able to offer so much more to our teachers, administration and students. Prescott is a community that loves the arts. Now kids will have an opportunity to sing, or explore the arts in a way we have not been able to offer before. The middle school students will begin to have more after school activities to choose from; we will have sports teams beginning at the middle school age instead of having to wait until the high school level. Students who are currently surpassing their peers and requesting additional AP courses will not have the ability to begin that journey at a much earlier age. Their future looks so much brighter for them now. We know we're going to offer a better model this year than we did last year. That's going to happen again next year. That is our main focus every year, how are we going to do better for our students?"



Karen Hughes



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# Recognize the Signs of Choking

By Lesa West, Owner of New Life CPR & First Aid.

**C**hoking is the leading cause of injury and death among children, especially those younger than 4 years of age. The majority of choking-related incidents among children are associated with food, coins and toys. Since these items are commonly found in our home, they can easily get by even the most diligent of child proofing efforts. Instead of becoming a helicopter parent (you know, always hovering around your child waiting for the worst to happen), it is best to teach your child about safe boundaries. The problem is, when they are little, it can be difficult to explain the dangers of not paying attention to safety and why it is not the best of ideas to stuff 5 pieces of that yummy hot dog in their mouth all at one time.

On average, a child will die from choking on food every 5 days in the United States. No matter how small you cut up those pieces of food, when a child begins eating on their own they inevitably grab as much as their little hands can hold and cram it in their mouth. The risk of choking depends on the shape, size and consistency of the item, along with the developmental and behavioral capabilities of the child. Many foods that are thought to be “kid friendly” are actually dangerous. Foods like grapes, popcorn and nuts can easily become lodged in a young child’s throat or lungs. Hot dogs pose the greatest risk, as they cause more choking deaths than any other food. (AAP)

## Recognize the Signs of Choking

The first signs that you will see will be Quiet... we all know that means trouble with little ones...

When you turn and look you may see his eyes wide open and scared. Many children will be making a gagging reaction. This is an indication that his airway may be obstructed, as he is beginning to notice he is unable to breathe. He may be too young to understand what is happening and this will scare him. It is important to remain calm, as he may begin to panic if when he notices you beginning to get scared too.

Depending on the size / age of the child you will either perform back blows and chest thrusts (Infants) or abdominal thrusts (children and adults). Do not bang on the back of the child when they are in an up-right position as that can cause



the object to fall and lodge further (gravity). The goal is to create an artificial cough (abdominal thrusts). The best way to learn these methods and decide the best way to proceed in case of an emergency, it is recommended to attend an instructor lead CPR class once every two years.

I always encourage seeking medical attention after a child has choked. Give a call to your pediatrician to see if you should make an appointment. You may not know if there was any damage in their throat area due to the object being stuck or during its removal.

## Never Be Afraid to Call 9-1-1

If you are concerned or scared, call them. There is no charge for 9-1-1 to show up on your door step, it is when you “go with them” (Transport) that the costs begin to incur. Take my word, all Paramedics and EMTs would rather show up during signs or symptoms, before “we” try to be the doctors and assume everything is alright. It is always to be on the side of caution during these circumstances.

Taking care of our children can be a challenge, having the knowledge of what to do is what will keep you calm and most prepared during these emergencies.

*Prepared for Prescott Parent Magazine by Lesa West, owner of New Life CPR and First Aid in Prescott. [www.newlifena.com](http://www.newlifena.com) 928-445-5024*

*Additional Sources: The American Academy of Pediatrics (AAP).*





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# Embracing Poetry:

By Melanie Nieuwenhuis

## My Journey Towards Learning to Understand, Appreciate and Teach Poetry



uring my time as a teacher, I have found both emotional and practical reasons for teaching poetry in the classroom. In “The Power of Poems,” Margriet Ruurs (2001) writes, “Poetry is one of the earliest forms of literature to which children are exposed and they love its natural rhythm and rhyme. Through nursery rhymes, lap games, and songs, children develop language” (p. 1). I had never thought of nursery rhymes as a type of poetry, but I came across this reference several times during my research. Amy Walters (2006) writes in “Happy Poems: Children’s Awareness of Audience,” that students in first grade have had “...many experiences singing playground chants, jump rope songs, and nursery rhymes” (p. 524). It therefore seems that when children are young and already immersed in poetic literature and play, it is the perfect time to introduce the genre of poetry to them.

In response to the question “Why poetry?,” Ruurs (2001) responds:

*Because poetry can be so satisfying and support a wide range of learning. Because the rhythm of poetry comes naturally to children. Because the potential of poetry lies within the minds of all children... Because the use of poetic language in the classroom brings along a certain energy, a joy that is hard to capture in prose...*

Writing poetry opens up a way of expressing oneself and allows the student to see the world through different eyes. (p. 2) These are persuasive arguments for poetry and helped me to see some of the benefits that could come from its use in my classroom.

One of the most “poetic” arguments I found for teaching poetry was by Harrison and Holderith: In our fast passed, “instant everything” world, we need poetry. It helps children and adults to ponder, to observe, to ask questions, to discover sights, sounds, and feelings that otherwise might remain untapped. It brings balance and beauty to our increasingly complex world. Poetry can awaken our senses or bring the element of surprise into our lives. It makes us laugh, teaches us powerful lessons, and renews our souls. (as cited in Parr & Campbell, 2006, p. 38).

I found additional support for teaching poetry through Kalli Dakos (2001) who wrote, “...children need healthy places, like poems and stories, to put their feelings of sadness, pain, and loss” (p. 35). She has found that writing poetry has helped her students to work through their emotions over events like death or their parents divorce. I also found this to be true for myself through the process of writing my first poem; I was able to work through emotions I had suppressed over my miscarriage.

Nile Stanley (2004) encourages students to “per-



form poetry.” Students can dress up to act out a poem and/or perform movements that relate to the poem. He believes that: Reading and performing poetry provide numerous opportunities for children to practice- with pleasure- the essential skills of phonemic awareness, phonics, fluency, vocabulary and comprehension. Additionally, children who perform poetry aloud learn to write poetry in a certain voice. Other benefits of performing poetry include increased self-esteem and connectedness to community and culture. (p. 56)

I found this idea particularly interesting for young children who for the most part, are eager for an opportunity to dress up and perform. This is a great way of making poetry come alive for students. Stanley’s (2004) description of the benefits of performance poetry inspired me to want to use this idea in my poetry unit. I would like to have students experience the joy of performing poems, and I also use this idea as part of our poetry party at the end of the unit.

An interesting study by Stange and Wyant (2008) examines the results of a second grade teacher who attempted to use poetry to not only improve literacy, but also to improve the behavior of her students. The students in her class really enjoyed poetry and she used this genre to introduce concepts such as “compassion, fairness, citizenship, honesty, self-discipline, respect, and integrity” (p. 204). In addition, this teacher taught issues of cooperation, risk-taking, and trustworthiness through the reading and writing of poetry (Stange & Wyant, 2008, p. 205). The results of this project were that “All students in this classroom improved in reading and writing fluency by reading and composing poetry...Poetry fostered a supportive learning environment with less lying, cheating, tattling, making fun of others, bullying, and other behavioral prob-

## Embracing Poetry...Continued from page 46



lems” (Stange & Wyant, 2008, p. 211). Students in this class actually enjoyed poetry so much that the teacher was able to use it as a motivator to improve students’ behavior as well as to teach literacy skills.

All of these arguments in support of teaching poetry, and descriptions of its benefits, are substantial enough for me to now understand the importance of making poetry a part of my curriculum. In fact, I now look forward to teaching poetry in the future, which is a big change from my previous fear of the thought of poetry. I can now relate and agree with Ted DeMille’s (2004) statement that, “Poems reach people in meaningful ways. Exceptional poems make us think differently, feel deeply, and connect with each other. Offering that opportunity to some of the youngest members of the writing community is the right thing to do” (p. 17).

### Early Elementary Students & Poetry: A Perfect Match

Before I began using poetry in my classroom, I was concerned that writing good poetry was beyond the capabilities of children in Kindergarten, and possibly even in first grade. However, after reading the examples of poems written by kindergartners and first grade students in *For the Good of the Earth and Sun* by Georgia Heard (1998), I was convinced that it was not only within their abilities, but the perfect time to begin teaching poetry. Heard (1998) writes, “At this age their heads are full of wonder and curiosity and questions, and this is reflected in what they say, the startling way they phrase ideas or capture what they feel” (p. 99). George Kamberelis (1998) also reported that the results of a study about children’s understandings of poetry showed that “...children as young as five years old are adept at writing poetry...” (p. 44). Heard (1998) includes a poem in her appendix written by Ellen Catch, a Kindergarten student:

*Untitled*

*Tigers lay in flower beds,  
Dead until the sun rises.  
(p. 142)*

I think this poem illustrates what she means by the startling way young children can phrase ideas. Another poem in the appendix illustrates for me a first grade stu-

dent who is able to capture her feelings in a poem. It starts out just sounding like a simple list of Halloween references, but ends with a line that startles me with its simple honesty.

*Untitled*  
*Jennifer Mascarinas*

*Frightened  
Dark  
Black  
Ghost  
Noises  
Squeaking  
doors  
Skeletons  
in Halloween  
and  
Vampires  
When am I gonna be  
brave?  
(p. 50)*



### A Place to Write: Creating a Poetic Environment

In order to stimulate students to write poetry, I believe that creating a poetic environment is very important. Some ways of doing this are to include a wide variety of poetry books in the classroom library, displaying posters of written poems by published authors, and by displaying students’ poetry on classroom walls and in the hallway for everyone to enjoy. Students should be able to see themselves as poets and feel proud of their attempts at writing poetry. Students should also have a special place in the classroom where they can write poems. This poetry center should be filled with a variety of writing materials- pencils, pens, markers, and paper in different shapes, colors, and sizes. Books of poetry and students’ poetry should also be included in the poetry center.

Georgia Heard (1998) describes the importance of creating poetic “rituals” in the classroom. Some of these include a poetry listening center where students can listen to recorded poetry, a “writer’s quote chart” where students can write down ideas about poems or lines they have heard which make them think about poems, and photographs of poets so that students can relate better to the person behind the poem and begin to see poets as real people (p. 126-8).

Another idea I enjoyed was to create poetry centers such as those described in “Bring Back the Poetry.” Betsy Bryan Miguez (2005) explains how poetry centers could be created around themes such as an “Around the World” center which contains a globe and poems from different countries, a “Rock and Read” center where students sit in rocking chairs to read poems, or a “Sports Page” center where students read poems about sports while sitting on tumbling mats and could also include various sports

*Continued on page 54*





Dear Ms. Mary,

My 9 year old son has always enjoyed school. Recently, that has not been the case. He wakes up upset that he has to go and has begun faking illnesses to stay home. He has begun to fall behind in his studies when he used to be one of the top kids in his grade. When I pick him up, instead of being in a good mood, he has stories about how the children are picking on him. When I ask what situations are happening, they sound like normal school yard teasing and nothing that harsh. We have great pep talks at night, but then it is the same every morning when he is getting ready. What can I do to help him feel better about himself and school?

Sincerely,

Brenda in Prescott Valley

Brenda,

Although it may seem as if your once upbeat child has been taken over by a case of the blues, I assure you this is completely normal for his age. It is so common in fact, Waldorf has created an entire set of literature to help parents with these developmental changes. Rahima Baldwin Dancy explains it perfectly in a 2012 blog post.

Parents of nine year olds often wonder, "What is happening to my child?" Children at this age can become very critical and argumentative, or very moody and withdrawn. Nightmares, irrational fears, headaches and stomachaches often arise. Some children feel as if no one at school likes them, or others become suddenly self-conscious about being rich, poor, or otherwise "different." Parents may be accused of being unfair or of not understanding, as the child rushes off and slams his or her door.

Searching for an explanation for the changes in behavior, parents sometimes blame a new teacher, a recent move,

changes in the family such as separation or the birth of a sibling, or simply "growing pains". An understanding of what is actually taking place can help us avoid needless worry and provide the support and guidance that children need during this time.

### What is Happening?

The special needs of the nine year old are the result of an important change in consciousness that marks the end of early childhood and the transition to a new developmental phase. Rudolf Steiner, the founder of Waldorf education, states, "In the ninth year the child really experiences a complete transformation of its being, which indicates an important transformation of its soul-life and its bodily-physical experiences."

Usually, within six months after the ninth birthday (and sometimes earlier), the children are profoundly aware of this new sense of separateness between the self and the outer world. As the "I" penetrates into awareness, children begin to experience themselves as self-contained beings. They often feel as though they are in a threshold situation, poised, as it were, on the cusp of their own destiny. A 70-year-old woman wrote of this time in her life: "In this year I had a significant I-experience. I had just come from school in the city and had to change trams. In this moment of waiting, the complete certainty came to me that now all of life lay before me and that I was the one that must travel it.

Essentially, the nine year old is experiencing his or her own identity-to become a separate individuality, able to confront the outer world. Ideally, the child comes through this difficult time with a sense of connection with his or her higher self, a kind of "knowing" that will remain even after the heightened awareness is integrated.

- Understanding what is happening will help both your child and yourself as a parent. When both parents, or parents together with the teacher, consider a child and his real needs, it can help give the child balance. Be patient-- this, too, shall pass. Ten is a wonderfully harmonious time between the crisis at age nine and adolescence, when the next intensifying of self-consciousness occurs.
- Be willing to let your child have her own inner emotional life. You can't "fix it." Honor his need for privacy or his sudden impatience with a younger sister. Be willing to let go and tolerate distance. Your relationship is changing and will improve again once alterations have been completed. Be nearby with understanding and reassurance that he is still loved.

- Share your thoughts with your child about things that go beyond the every-day affairs of life. But don't limit your child by providing "answers" or definitions that can't grow within the child when asked about things like God or death.
- Have faith in self-healing, in your child's ability to come through this phase. Support individual artistic activity that attracts your child (writing poetry, keeping a diary, drawing or painting, music).
- Support your child's interest in the world by providing opportunities to build things, visit a farm, plant a garden, do work in the real world. Encourage a connection with the plant and animal kingdoms and with simple human creative activities now before the child explores the world of technology, which is more appropriate for adolescence.
- Nourish your child with stories that illustrate the interconnectedness of life and the powers of fate and destiny. In fourth grade the heroic tales of the Norse myths represent the exploits of the new ego in larger-than-life fashion.
- Recognize that the child needs to establish a new respect for adult authority that goes beyond the blind acceptance of the younger child. Parents can encourage this by honoring a child's new relationship with a teacher or other adults in his life. Steiner states, "What matters is that at this moment in life, the child can find someone--whether this be one person or possibly several persons is of less importance--whose picture it can carry through life." Parents can also help themselves be this kind of authority by presenting a united front to the child and by both sitting down with the child when questions of discipline arise (single parents may want to bring in a teacher or other adult during this time).

The magnitude of the changes that a child of this age is going through can be better understood if you contemplate

the differences between the child of seven and the child of twelve. The seven year old is light-hearted and always in movement. The limbs are active for learning (through touching, doing, walking the times tables, and so forth). In contrast, the head is relatively large and still dreamy. The seven year old is just beginning to get adult teeth. His or her emotions are easily influenced by impressions from the world, with tears changing to smiles relatively easily.

The nine-year-old is in the middle between the world of early childhood and the world of adolescence. The physical and emotional changes which you may observe in your nine-year-old child are the outer manifestations of the tremendous change in consciousness which is going on within the child's expanding inner world. By understanding the nature of these changes, we can better provide support in parenting the nine year old.

Awakening to the world and a new sense of self brings with it a new need: to understand the real world of everyday life, while at the same time long for intimations of something beyond ordinary life. As parents and teachers, our task is to become loving authorities for the growing child, sharing both a true picture of the world and a sense of our own inner striving.

*This article is copyright 2012 by Rahima Baldwin Dancy of [www.waldorfinthehome.org](http://www.waldorfinthehome.org)*

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see it published in one of our issues.*

*All submission will remain anonymous.*



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# Mama Leone's Recipes

*From the vaults of Mama Leone's recipe books!*

Top with garlic, dill, salt, and pepper; bring to a boil. Reduce heat to low, cover and simmer, turning artichokes once, until tender when pierced with a fork, 18 to 20 minutes.

With a slotted spoon, transfer artichokes, stems up, to a deep platter. Simmer liquid remaining in pan over medium-high heat until reduced to 1 1/4 cups, about 10 minutes; spoon over artichokes. Let cool to room temperature.

To serve, drizzle artichokes with oil and baste with sauce. Garnish with chopped dill and serve with lemon wedges.

## Artichokes with Lemon and Dill

*Serves 8 – Total Time: 50 minutes*

3 lemons, halved  
8 large artichokes  
2 cup(s) water  
1/3 cup(s) lemon juice  
6 clove(s) garlic, chopped  
1/4 cup(s) chopped fresh dill, plus more for garnish  
1 teaspoon(s) salt  
1/4 teaspoon(s) freshly ground pepper  
1 1/2 tablespoon(s) extra-virgin olive oil  
Lemon wedges



Fill a large bowl with cold water. Squeeze the juice of 2 lemons into the water and add the squeezed lemon halves. Snap the dark green outer leaves off the artichokes. Working with one artichoke at a time, use a paring knife to trim the bottom 1/4 inch off the stem. Pare away the fibrous green portion of stem and bottom of artichoke. Rub cut surfaces with remaining lemon halves. With a serrated knife, cut remaining inner leaves off at the ridge just above the heart, exposing the purple choke. With a melon baller or spoon, scoop out the fuzzy choke. Place trimmed artichoke in the lemon water. Repeat with remaining artichokes.

Combine 2 cups water and lemon juice in a nonreactive pot wide enough to hold artichokes in a single layer. Drain artichokes and lay them on their sides in the pot.

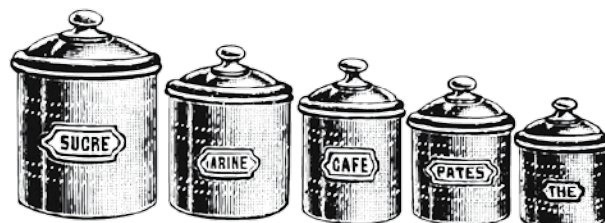
## Swordfish – Sicilian Style

*Serves 4 to 6 – Total Time 20 minutes*

2 tablespoons fresh lemon juice  
2 teaspoons table salt  
2 teaspoons chopped fresh oregano or 1 teaspoon dried  
1/4 cup extra-virgin olive oil  
Freshly ground pepper  
2 pounds swordfish steaks, cut 1/2 inch thick

Light a grill or preheat the broiler. In a small bowl, mix the lemon juice with the salt until the salt dissolves. Stir in the oregano. Slowly whisk in the olive oil and season generously with pepper.

Grill the swordfish steaks over high heat (as close to the heat as possible), turning once, until cooked through, 6 to 7 minutes. Transfer the fish to a platter. Prick each fish steak in several places with a fork to allow the sauce to penetrate. Using a spoon, beat the sauce, then drizzle it over the fish. Serve at once.



## Grandma's Steamed Mussels in Tomato Bread Soup

Serves 4

6 tablespoons olive oil  
1 onion, chopped fine  
1 red bell pepper, chopped fine  
6 cloves garlic, minced  
1/4 cup chopped fresh basil plus 2 tablespoons thin-sliced basil leaves  
1/2 teaspoon dried oregano  
2 cups canned crushed tomatoes in thick puree (from one 28-ounce can)  
1 1/4 pounds vine-ripened tomatoes (about 4), cut into small dice  
1 cup canned low-sodium chicken broth or homemade stock  
2 1/4 teaspoons salt  
Pinch sugar  
1 3/4-pound country loaf, crust removed, cut into 1-inch cubes (about 7 cups)  
1/4 teaspoon fresh-ground black pepper  
2 pounds mussels, scrubbed and debearded  
1/4 cup dry white wine

In a large saucepan, heat 4 tablespoons of the oil over moderately low heat. Add the onion, bell pepper, garlic, chopped basil, and oregano. Cook, stirring occasionally, until the onion is golden, about 10 minutes. Add the canned and fresh tomatoes, the broth, salt, and sugar; bring to a simmer. Reduce the heat to low. Simmer, uncovered, until thick, about 30 minutes.

Meanwhile, heat the oven to 350°. Put the bread on a baking sheet and toast in the oven until crisp, about 25 minutes. Remove. Add the bread and the pepper to the sauce and bring to a simmer. Cook, stirring gently, until the bread absorbs all the liquid, about 5 minutes.

Discard any mussels that have broken shells or that don't clamp shut when tapped. Put the wine, mussels, and 1 tablespoon of the oil in a large stainless-steel saucepan. Cover and bring to a boil over high heat. Cook, shaking the pot occasionally, just until the mussels open, about 3 minutes. Discard any mussels that do not open. Mound the bread soup in shallow bowls and surround with the mussels and broth, leaving any grit in the pan. Drizzle with the remaining 1 tablespoon oil and sprinkle with the sliced basil.



## Lemon Pound Cake

Serves 12 – Total Time 1 hour, 10 minutes

1/2 cup fresh lemon juice, (about 2 lemons)  
1/2 cup whole milk  
1 1/2 cups all-purpose flour  
1/4 tsp baking soda  
1/2 tsp kosher salt  
2 Tbsp lemon zest, (about 2 lemons)  
1 1/2 cups granulated sugar  
1 stick (1/2 cup) unsalted butter, room temperature  
3 large eggs  
1 tsp almond extract  
1 Tbsp unsalted butter, (to prepare pan)  
2 Tbsp powdered sugar, (to prepare pan)

Preheat oven to 325°F.

Prepare a 9"x5" loaf pan by brushing with butter. Sprinkle with powdered sugar and spin pan to coat. Shake excess into sink. Set aside.

Combine lemon and milk in a small bowl. I like to use a 1 cup measuring cup; pour in lemon juice and then add milk. Set aside.

Combine flour, baking soda and salt in a medium bowl and whisk to combine. Set aside.

In a medium bowl, combine lemon zest and sugar. Smash lemon zest with a fork until all sugar is coated in the oils from the lemon zest. Add butter and beat with an electric mixer until well combined, about 3 minutes. Add eggs and almond extract. Beat with mixer until well mixed. Add milk mixture and beat until you have a smooth mixture.

With the electric mixer on low, add flour and mix until combined. Do not over mix.

Pour batter into prepared pan and bake for 50-60 minutes until a toothpick comes out clean. Allow to cool in baking pan for 10 minutes, then turn out to a cooling rack and allow to cool completely (or serve immediately).

*Mama Leone was born into a first generation, very large Italian family in Brooklyn, NY in the 1940's. She has amassed a large collection of family recipes that go back generations, which she has agreed to share with the readers of Prescott Parent Magazine. She now lives in Prescott, where she cooks for her very happy family. If you smell an amazing pasta sauce in the air one night, it may very well be from the kitchen of Mama Leone!*







# Explore Nature with Edie

## Making 'Sense' of Nature

*Humans have five senses...taste, touch, sight, smell and hearing. These senses provide our brains with information all the time. The information from our senses are like clues that help us figure out the world around us. This month, we will use our senses to explore Nature with Natalie. Here are some fun and easy ways to use each of your senses in a family adventure to make sense of nature!*



### Listen!

Prescott is home to more than 500 species of birds. Take a moment to be still and listen to the chorus, which may be right outside your front door. You might even hear frogs and insects 'singing' too! Try to imitate a bird call that you hear. What bird do you think makes that call? What message do you think the bird is sending? Can you hear other birds 'responding'?

Another way to explore sound in nature is to collect a few sticks. Find some thick sticks, thin sticks, long sticks, and short sticks. While you are collecting your sticks, listen to the leaves crunching under your feet, a squirrel jumping through some branches, the wind blowing through the thinning trees. Find a tree with very rough bark and rub the sticks against the tree. It is interesting to hear the different sounds the sticks made on this one tree. The thin sticks may make a much lighter, higher sound and the thick stick make a heavier and lower sound. Do the same rubbing on a tree with much finer bark to compare the sounds. You can also brush the sticks through the leaves to make sound. Does the top layer of very dry leaves and make a rustling sound? What about the bottom layer of leaves that may be damp, or grass? Does it make a different sound?

If you are lucky enough to find a tree stump that has a hole in the middle, you can test out the different sticks banging

them back and forth inside the hole and then along the side of the stump. Does the hollow trunk sound different than a regular tree? Why do the sticks make deeper sounds toward the bottom of the trunk and lighter sounds toward the top?



### Look!

Wildlife can be found everywhere – In your neighborhood, at the park, on a nature hike and in your own backyard. You'll even find wildlife under rocks, rotting trees and plants. Play "I Spy" as you spot wildlife together. Start off by saying "I spy a scrub jay." Your partner tries to find the creature you're spying. They might need some clues about where to look. Take turns spying things flying in the sky, perched in the trees, creeping along in the soil, or scurrying across the grass.

A fun way to look at nature is to cut the center part of a paper plate out and use the remaining outside circle as a frame. By looking at a tiny little bit at a time, kiddos are really able to concentrate on the sense of sight. Talk about what you see, using as many colors and descriptive words as you can. Then take some time to be quiet and just simply look around. Children have an amazing understanding of language, but the amount of language they can actually express is much less. This is why it is important I let little explorers make their own observations – to themselves – sometimes.

### Smell!

There are so many different smells in the air! Some plants have flowers that only open up at night so you can only smell their fragrance after dark. And what about after it rains? Wet soil smells really different than hot, dry soil. Put your nose to work to help you make sense of nature! Sniff all the different flowers in your neighborhood or on your nature walk. Many plants that look like ordinary weeds are actually wild varieties of spices we use in our everyday cooking.



### Touch!

Wow! Check out that tree! All it takes is a keen eye and a gentle touch. Every tree species has a unique bark pattern and texture -- some have deep grooves with rough edges

while others are smooth and feel like paper. Try this with your family choose two different kinds of tree that are near one another. Close your eyes and use your fingertips to explore the bark of the tree. What does your sense of touch tell your brain about the tree? What is the pattern like? Take turns describing for each other what you feel. Use as many creative words as you can think of...words like rough, smooth, warm, cool, gritty, etc.

We started our walk by doing some imprints into the play-dough with leaves, acorns, rocks, tree stumps, branches and bark. We looked at different imprints and compared sizes and shapes. Madeline and I took turns making imprints and guessing the nature item they came from. Some of the imprints looked very much like the nature item they came from, but other imprints looked very different. Leaves were rather simple to match, but tree bark was very tricky.

### Taste!

I would not recommend eating anything in the wild, but did you know that you can explore nature in your own grocery store or farmers' market? Take a walk around all of the



fruits and veggies. Think about the different things you've tasted before...crispy carrots, leafy lettuce, juicy peaches. Each one is unique! Now find a fruit or veggie that you've never tasted before. Maybe some jicama or a tangelo. Can you guess how the fruit or veggie would taste? Does the way it looks remind you of something you have tasted? Next time you help plan dinner in your house, try a new fruit or veggie and let your taste buds help you make sense of nature!



Send us photos of your family exploring around Prescott. You may even see them published in future issues.

Email Photos and a short caption to  
[editor@prescottparent.org](mailto:editor@prescottparent.org)



## Embracing Poetry...Continued from page 47

items like baseball bats or footballs (Miquez, 2005, p. 28). This might be a good way to begin a poetry unit in order to encourage students to read and explore a variety of poetry.

Amy Walter (2006) discusses creating a “museum” in her classroom with items from nature and encouraging children to study the items with a “poet’s eyes” and to write about them in poetic ways, rather than just making scientific observations about the objects. She also created a “poetry window” in her classroom where students could gaze outside and look for inspiration for poems. She notes that she keeps paper and pencils next to the window so that students can immediately record their observations (Walter, 2006, p. 524-5). I believe the more opportunities students have for finding inspiration, the more likely they are to become excited about writing poetry and able to create meaningful poems.

### Teaching Poetry

My goals for students at this age is for them to understand what a poem is and help them to put their thoughts down on paper and explore their feelings through poetry. I like for them to understand that poems can be rhyming or non-rhyming, but I do not spend time yet in this age group trying to teach poems which follow patterns, because I think that is too confusing for them. For the most part, I just allow students to work on their poems and try to have individual conferences with them to find out how they are doing and what their needs are. During the poetry unit, I have several mini-lessons to discuss things that a lot of students are struggling with, or things which I think they all would benefit from. Some topics might include the rhythm of poems, choosing words, editing and peer editing, shape of poems, rhyming, reading choral poetry, learning personal information about poets, or a discussion of how the poem looks on a page- where to end a line and where to leave white space. I do not have a lot of formal lessons because I like for students to be able to spend time during the poetry lessons to work on their own on-going poems, whichever stage they may be at. Most “lessons” begin with reading a poem to students, and then guiding them towards ideas for their own poems, or continuing on with writing or editing their poems.

### A Celebration of Writers

In order for poetry writing to be meaningful for students, they should have some sort of audience in mind as they write. Amy Walter (2006) believes that “...to support children’s growing sense of audience awareness, they should be given frequent opportunities to write for audiences and to have the audiences respond to what they have written” (p. 529). Usually the audience for students’ written work is the teacher, but Walter argues that “Audiences should include parents, peers, and where possible, the wider community” (p. 529). Walter also had a sign-up sheet in her classroom for students who wanted to share their poems with the class, and made sure that everyone

who wanted to had a chance to share their poem sometime during the day (Walter, 2006, p. 525).

One way to share students’ accomplishments with a wider audience is to create a class book of poetry. Each child chooses one or two poems that they would like to illustrate and put into a class book. A copy of the book can be given to each class in the school, and even placed in waiting rooms at local doctors’ or dentists’ offices. Also, students’ poems should be displayed in the classroom and in the hall so that the rest of the school and children’s parents are able to enjoy them. Another idea is to have one student per day read a poem during the morning messages over the intercom if the school does this, and if students are willing to recite their poems.

It is also important to celebrate the work that students have accomplished. Having a poetry party can accomplish this and can help create positive feelings towards poetry with students. During the poetry party, students can recite poems which they have written and give their parents copies of the class poetry book. They can also show their parents their folders of poems which they have written during the course of the poetry unit. Students may also choose to have a poetry book made of their own poems.

A fun idea for the poetry party might be to create a “poetry café” as described by Kovalcik and Certo (2007), by covering desks with tablecloths, decorating with vases of flowers, and serving pastries and beverages to visitors (p. 92). Such an atmosphere would likely help students to feel like real poets and add to their pride of sharing poetry.

Finally, choral poetry could be performed during the poetry party. This is something that I like to do with students during my poetry unit, and is an entertaining addition to our studies. Paul Fleischman’s (1988) *Joyful Noise: Poems for Two Voices*, is a perfect source of choral poetry for children. The poems are brilliantly written and all are about insects which is often a favorite subject among children. The poems are designed for two or more readers to recite some lines alone and others together.

### A World of Poetry: Multiculturalism

Since the majority of my teaching experience has been in an international setting, it is important to me that my lessons and my curriculum are multicultural whenever possible. Within each unit I teach, I look for aspects of it which hold potential for a multicultural learning experience. In this unit, some things I do are to ask students to bring in poems written in their native countries to share with the class, either in their own language or translated, and ask parents to come in as guest readers and share poetry from their countries with us. At the beginning of the unit, I also like to learn through students and parents, how poetry is viewed in their native countries.

## Embracing Poetry

...Continued from page 54

Matthew Cariello (1990) writes that, "Another great fault of the prevalent poetry curriculum is that children are asked far too often to write about things with which they have little real emotional or cultural contact...An approach that doesn't recognize differences in culture won't engage the mind of the writer for long and eventually becomes merely another formulaic response to the demands of a lesson" (p. 834). It is important for me to try to find out about different cultural feelings and attitudes towards poetry and to make an effort to recognize different cultures as we are studying poetry. As students write poetry they are forced to look at things in new ways and will hopefully gain a new perspective on what they are learning and become more interested in the subject matter.

Parr and Campbell (2006) believe that when teaching poetry to students, "...we must first examine our own apprehensions, preconceived notions, and perceived abilities as poets..." (p. 45). This is what I have attempted to do throughout my teaching. I began with a fear of poetry and absolutely no idea of how I could teach poetry to students. Through my journey as a teacher, I have come to not only a better understanding of poetry, but have also discovered personal joy in writing poems. I have learned what a narrow view I previously held of what poetry was, and have become aware of many of the possibilities that writing and teaching poetry holds. I no longer fear teaching poetry to students; instead I now feel capable and eager when teaching poetry.

## Moms of Preschoolers Forging Friendships at MOPS - Continued from page 37

Tess Jones, Jenna James, Nicole Clayton, Randy Cook, Carol Jolley and Kristin Pifer. We also have Mentor Moms at the tables and these are women whose children are grown and they are there show our moms support and to remind us that this stage of life is short. Our Mentor moms are Darle Moulton, Louise Storvick, Janet Ottosen, Kristi Alley, and Andrea Sams. Debbie Smith Director of Children's Ministries and Kathy Lilley Asst. Dir. Of Children's Ministries, are the two behind the scenes that makes MOPS work. They hire all our childcare & are liaisons between MOPS and the church. With the exception of Debbie and Kathy, all of our leadership are volunteers that love MOPS and want to help and support other moms as they had been supported.

The amount of time you will be part of MOPS depends on the age of your children when you join. If you join while pregnant you will be part of the group for 5 years. If you have more than one child, you graduate once your youngest finishes kindergarten. When your child exits kindergarten the mom then graduates from the MOPS group. It's a little bittersweet, knowing that this crazy, emotional and sleep deprived baby filled life has progressed to having a kid in elementary school. Many moms have graduated from MOPS with lifelong friendships.

For more information on the Prescott MOPS group, contact the Prescott American Lutheran Church at 1085 Scott Dr, Prescott, AZ 86301 - Phone: (928) 445-4348

# Living Green

Continued from page 18

cleaners, and more. So, you can often tackle multiple cleaning jobs in your home without switching products as you clean! Plus, you don't have to worry about getting bleach stains on your clothes or accidentally mixing dangerous chemicals together as you clean, when you go green!

## Give Back to Your Community

Many manufacturers of green cleaning products take social responsibility very seriously and often give a portion of their profits to organizations that further social, environmental, and educational change, for example. So, purchasing products from these companies means you are also giving a little back to your community, whether local or global.

## Know What's in Your Products

Manufacturers of cleaning products aren't required by the U.S. government to divulge ingredients; however, many green cleaning manufacturers make it their policy to be fully transparent, whereas some conventional manufacturers don't and may only list a portion of their ingredients.

## Become a Green Role Model

Once you start using eco-friendly, green cleaning products and tools and see how well they work, others will most likely follow suit. So, don't be shy about green cleaning at home or the office. As more join in, it means a healthier planet for us all to enjoy! Also, setting an example for children guarantees a brighter future for our planet as well.

Originally printed on *about.com*





# Calendar of Events

Send your event to [events@prescottparent.org](mailto:events@prescottparent.org) for submission

## January - February 2015

### MARCH

#### March 5 Test Drive Fundraiser at Christian Academy of Prescott

1:00pm - 3:00pm  
Ph: 928.445.2565  
[www.cap-prescott.com](http://www.cap-prescott.com)

#### March 9 - 13 F.U.N. Spring Break Camp

Call now to register, camp fills quickly! \$150 members; \$205 non-members  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

#### March 11 Game On!

1:30pm - 3:00 pm  
Video games on the big screen, snacks and fun with friends. For teens, grades 6-12. Call 928.777.1537 for more information.  
*Prescott Public Library*  
215 E. Goodwin  
Prescott, AZ 86303

#### March 12 Free Arizona Native Plant Society Presentation

The National Environmental Policy Act (NEPA) in Action within the Prescott National Forest  
6:30pm  
For more information visit [az-nativeplantsociety.org](http://az-nativeplantsociety.org) and click on the happenings link.

#### Iris Step Dancing

4:00pm - 5:00pm  
The Sacred Heart Irish Step Dancers, a group of accomplished and enthusiastic children, will perform in this great St. Patrick's Day tradition! For all ages.  
*Prescott Public Library*  
215 E. Goodwin  
Prescott, AZ 86303

#### March 13 Evening Forest Walk @ Highlands Center

7:00pm  
Bring the whole family for an evening adventure exploring

the forest.  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

#### March 14 Free Audubon Bird Walk

8:30am  
Beginning and experienced birders welcome.  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

#### Arizona History Adventure at Sharlott Hall Museum

10:00am - 3:00pm  
General Admission \$7 Age 13-17 \$3 Children 12 and under free  
*Sharlot Hall Museum*  
415 W. Gurley St.  
Prescott, AZ 86301  
<http://www.sharlot.org>

#### Met Opera - Rossini's La Donna del Lago

10:00am - 1:30pm  
Satellite Broadcast from Met Opera Live  
*Yavapai College Performing Arts Center*  
1100 E. Sheldon St.  
Prescott, AZ 86301  
928-776-2188  
<http://www.ycpac.com>

#### March 16 Genealogy Research with NAGS

2:30pm - 4:00pm  
Register online.  
*Prescott Public Library*  
215 E. Goodwin  
Prescott, AZ 86303  
<http://www.prescottlibrary.info>

#### March 17 50% Off St. Patrick's Day Sale

9:00am - 5:00pm  
*Yavapai Humane Society Thrift Store*  
1601 Iron Springs Road  
Prescott, AZ 86303  
[www.yavapaihumane.org/thriftstore](http://www.yavapaihumane.org/thriftstore)

#### March 19

#### Minute to Win It!

4:00pm - 5:00pm  
Shake off the doldrums of winter at our fun Minute to Win It games program. You can be the winner of a good time and at least one yummy prize. For children, ages 7-12. Register online, at the Youth Desk or call 928.777.1537.  
*Prescott Public Library*  
215 E. Goodwin  
Prescott, AZ 86303

#### March 20, 21

#### Ronald Dahl's Willy Wonka: The Musical

Friday March 20: 7 p.m.  
Saturday March 21: 3 and 7 p.m.  
Tickets: \$15  
*Yavapai College Performing Arts Center*  
1100 E. Sheldon St.  
Prescott, AZ 86301  
[www.ycpac.com](http://www.ycpac.com)

#### March 20 - 29

#### Grease - School Version Live Theatre

Lonesome Valley Playhouse presents the School Version of Grease. March 20, 21, 27 & 28 @ 7PM / March 21, 22, 28 & 29 @ 2:30PM  
General Admission \$15  
Senior \$12  
Student \$10.  
To Reserve call Clyde @ 928-583-4684  
*Lonesome Valley Playhouse*  
*Prescott Valley United Methodist Church*  
8944 E. Sommer Drive  
Prescott Valley, AZ 86314  
[www.prescottvalleyperforming-arts.org](http://www.prescottvalleyperforming-arts.org)



**March 22** **Young Playwrights Festival**  
2:00pm & 6:00pm  
If you enjoy theatre and want proof that theatre is NOT dead, and that there are new playwrights coming up the ladder, come see this year's Young Playwrights Festival. You will be amazed! Admission is \$7 at the door, in cash or check.  
*Prescott Center for the Arts*  
208 N Marina St,  
Prescott, AZ 86301  
(928) 445-3286  
[www.pca-az.net](http://www.pca-az.net)

**March 25** **Game On!**  
1:30pm - 3:00pm  
Video games on the big screen, snacks and fun with friends.  
For teens, grades 6-12  
*Prescott Public Library*  
215 E. Goodwin  
Prescott, AZ 86303

**Roundup, GMO's and the Rose of Modern Disease**  
6:30pm - 8:30pm  
*Prescott Public Library*  
215 E. Goodwin Street  
Prescott, AZ 86303

**March 27** **Night Skies, Stories & Stars**  
6:00 - 8:00pm  
Popular family program about the dark sky and the forest at night. Family Program: \$2 kids; \$5 adults  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**March 28** **"Law 'N' Order" Exhibit**  
10:00am - 6:00pm  
Exhibit at the Sharlot Hall Museum to honor 150 years (sesquicentennial) of the Yavapai County Sheriff's Office.  
General Admission \$7 Ages 13-17 \$3 Children 12 & under free  
*Sharlot Hall Museum*  
415 W. Gurley St.  
Prescott, AZ 86301

**March 31** **Concert Benefit & Dinner for Christian Academy of Prescott**  
6:00pm  
*Goldwater Ballroom*  
*Prescott Resort and Conference Center*  
1500 E. Highway 89 • Prescott  
Call Christian Academy of Prescott School Office for more information.  
Ph: 928.445.256

## APRIL

**April, 2, 9, 16** **Spring Songs - Colored Drawing Classes**  
9:00am - 12:00pm  
Individual class: \$22 - Series: \$88 (10% discount for members)  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**April 4** **The Great Easter Egg Hunt!**  
11:00am - 3:00pm  
Carnival games, Egg hunt, Egg decorating, pictures with the Easter Bunny, Creative Easter Bonnet Contest, and much more! Courthouse Square, Downtown Prescott  
Free Star Party  
6:30pm  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**Free Star Party**  
6:30pm  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**April 5** **Annual Eggstravaganza @ Heritage Park Zoological Sanctuary**  
10:00am  
*Heritage Park Zoological Sanctuary*  
1403 Heritage Park Rd,  
Prescott, AZ 86301  
Ph: 928.778.4242  
[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

**April 9** **Free Arizona Native Plant Society Presentation - Liking Lichens**  
6:30pm  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**April 10** **Evening Forest Walk**  
7:00pm  
Bring the whole family for an evening adventure exploring the forest.  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**April 11** **Free Audubon Bird Walk**  
8:00am Beginning and experienced birders welcome.  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**Hassayampa Preserve Field Trip**  
8:00am - 4:00pm  
Pre-Registration required as space is limited.  
\$75 - Includes transportation and lunch (10% discount for members)  
*Highlands Center for Natural History*  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**"The Spouse Whisperer"**  
7:00pm  
*The Elks Theatre & Performing Arts Center*  
117 E. Gurley St.  
Prescott, AZ 86303  
[www.prescottelks theater.com](http://www.prescottelks theater.com)

**An Evening with Paula Poundstone**  
7:30pm - 9:30pm  
*Yavapai College Performing Arts Center*  
1100 E. Sheldon St.  
Prescott, AZ 86301  
[www.ycpac.com](http://www.ycpac.com)



**April, 16 Natural History and Aesthetics: Why Should We Care**  
7:00pm  
Natural History Institute  
312 Grove Ave.  
Prescott, AZ 86303  
[www.prescott.edu/natural-history-institute/](http://www.prescott.edu/natural-history-institute/)

**April 18 Breakfast with the Tiger Begins @ 9:00am**  
Reservations are required. Limited seats are available.  
Heritage Park Zoological Sanctuary  
1403 Heritage Park Rd,  
Prescott, AZ 86301  
Ph: 928.778.4242  
[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

**April 18, Chalk It UP! Prescott 19**  
10:00am - 4:00pm  
Artists of all ages and abilities create a weekend museum of pavement chalk art.  
National Bank Plaza  
201 N Montezuma  
Prescott, AZ 86303  
[www.prescottchalkart.com](http://www.prescottchalkart.com)

**April 18 Earth Day Celebration**  
10:00am - 4:00pm  
Historic Courthouse Plaza  
120 South Cortez Street  
Prescott, AZ 86303

**April 22 Lunch n' Learn @ Highlands Center**  
11:30am - 1:00pm  
Highlands Center for Natural History  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**April 25 Insights to the Outdoors: Fascinating Geological Formations**  
9:00am - 12:00pm  
Registration Required: \$17 (10% discount for Members)  
Highlands Center for Natural History  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

**Walk MS**  
Opens 8:30am; Begins 10:00am  
Walk Route Length: .8 miles (short route) or 1.50 miles (long route- continues on and weaves through the Northern Arizona Veterans Health Care Campus)  
Yavapai College  
1100 E. Sheldon Street  
Prescott, AZ 86301  
480-455-3962  
[www.walkmsarizona.org](http://www.walkmsarizona.org)

**Prescott Home & Sports Expo**  
Saturday, 9:00pm - 5:00pm  
Sunday, 9:00am - 4:00pm  
Yavapai College  
1100 E. Sheldon St  
Prescott, AZ 86303

## On-Going

**Mon-Fri Mom's Play-date at Synergy Gymnastics**  
10:15am-11:15am  
Ages 4 years and younger.  
Synergy Gymnastics  
546 6th St. Prescott, Arizona  
Ph: 928.899.4589

**Wed Preschool Story Time**  
10am & 11am  
Children's program room, 2nd floor.  
Prescott Valley Public Library  
7401 E. Civic Circle,  
Prescott Valley  
Ph: 928.759.3044

**Toddler Story Time**  
10am & 11am  
Children's program room, 2nd floor.  
Prescott Valley Public Library  
7401 E. Civic Circle,  
Prescott Valley, Arizona  
Ph: 928.759.3044

**Thursday**

**Genealogy Mentoring Sessions**  
Register online, at the Ask a Librarian desk or call 928.777.1526.  
215 E Goodwin St,  
Prescott, AZ 86303  
[www.prescottlibrary.info](http://www.prescottlibrary.info)

**Third Thursday Star Talks**  
6:30pm - 8:30pm  
Prescott Public Library  
215 E. Goodwin  
Prescott, AZ 86303  
[www.prescottlibrary.info](http://www.prescottlibrary.info)

**Friday Go Bananas Drop Off Available**  
5:00pm - 9:00pm  
Prescott Gateway Mall, 3250 Gateway Boulevard #204,  
Prescott, AZ 86303  
(928) 583-7655

**Open Gym at Synergy Gymnastics**  
7pm-9pm  
Synergy Gymnastics  
546 6th St.  
Prescott, Arizona 86301  
Ph: 928.899.4589

**Prescott's 4th Friday Art Walk**  
5:00pm - 7:00pm  
On the 4th Friday of every month.  
Various Prescott Art Galleries  
Prescott, AZ 86303  
[www.artthe4th.com](http://www.artthe4th.com)

**Saturday Free Naturalist Field Walks Begin**  
10:00am  
Highlands Center for Natural History  
Ph: 928.776.9550  
[www.highlandscenter.org](http://www.highlandscenter.org)  
**Prescott Farmers Market**  
10:00am - 2:00pm  
Walgreens Shopping Plaza,  
Willow Creek Rd.  
[www.prescottfarmersmarket.org](http://www.prescottfarmersmarket.org)

## Calendar of Events Continued...

### Open Gym at Synergy Gymnastics

12:00pm -2:00pm  
Synergy Gymnastics  
546 6th St.  
Prescott, Arizona 86301  
Ph: 928.899.4589

### High Tea at Lavender Herb Farm

2:00pm (Every third Saturday  
of the month).  
Reservations required.  
Ph: 928.636.5270

### Go Bananas Drop Off Available

5:00pm - 9:00pm  
Prescott Gateway Mall, 3250  
Gateway Boulevard #204,  
Prescott, AZ 86303  
(928) 583-7655

### Sunday Afternoon Tea @ the Hassayampa Inn Peacock Room

2:00pm -4:00pm  
Hassayampa Inn  
122 East Gurley Street  
Prescott, AZ 86303  
928-777-9550  
[www.hassayampainn.com](http://www.hassayampainn.com)

## Save The Date

### May 2 Community Appreciation Day @ Heritage Park Zoo- logical Sanctuary

Heritage Park Zoological  
Sanctuary  
1403 Heritage Park Rd,  
Prescott, AZ 86301  
Ph: 928.778.4242  
[www.heritageparkzoo.org](http://www.heritageparkzoo.org)

### May 4, Zoo by Moonlight

June 2, 8:00pm - 9:30pm  
July 31, Heritage Park Zoological  
Sanctuary  
1403 Heritage Park Rd,  
Prescott, AZ 86301  
Ph: 928.778.4242  
[www.heritageparkzoo.org](http://www.heritageparkzoo.org)



Health & Wellness

## FREE Teen Wellness Wednesdays

2:00 pm located at The Crossings

\*\*\*FREE Snacks, Weekly Raffles\*\*\*

**January 7th:** Teen Food Choices  
shaping your Body and Building your  
Bones.

**January 21st:** Healthy Skin using Food,  
Exercise and Care

**February 4th:** Get the Quick Exercise Fix  
for the Student

**February 18th:** Healthy Nutritional  
Choices when Fast Food Eating or Living in  
a Dorm

**March 4th:** Sports-Health, Food, and  
Injury Prevention

**March 18th:** Weight Issues- Body Image  
Distortion, Eating Disorders, Accepting who  
you are

**April 1st:** Preparing for College: Ask a  
Nurse Practitioner, Registered Dietitian &  
Certified Physical Trainer! What YOU want  
to know to be healthy in college!

**April 15th:** FEMALES ONLY- When?  
Where? Why? How? Pap smear and your  
Female Health- Preparing for College

**April 29th:** Drugs/ Alcohol; what you may  
not know, but should...

[www.siriushealthandwellness.com](http://www.siriushealthandwellness.com)  
3181 Clearwater Drive, Suite B  
(928)-515-1755



## Calendar of Events Continued...

May 9

## Breakfast with the Mountain Lion

Reservations begin @ 9:00am  
Reservations are required. Limited  
seats are available.  
*Heritage Park  
Zoological Sanctuary  
1403 Heritage Park Rd, Prescott, AZ  
86301  
Ph: 928.778.4242  
[www.heritageparkzoo.org](http://www.heritageparkzoo.org)*

June 1 -  
July 2

## Summer Stock Jr.

There is no audition process, simply register.  
*Prescott Center for the Arts*  
 208 N Marina St,  
 Prescott, AZ 86301  
 (928) 445-3286  
[www.pca-az.net](http://www.pca-az.net)

June 15 –  
26

## Theatre Adventurers

There is no audition process, simply register.  
*Prescott Center for the Arts*  
 208 N Marina St,  
 Prescott, AZ 86301  
 (928) 445-3286  
[www.pca-az.net](http://www.pca-az.net)

July 16 -  
26

### Teen Summer Stock Ensemble:

Prescott Center for the Arts  
208 N Marina St,  
Prescott, AZ 86301  
(928) 445-3286  
[www.pca-az.net](http://www.pca-az.net)

Check out detailed  
information for these  
events and more  
on our website!

[www.prescottparent.org](http://www.prescottparent.org)

PRESCOTT  
PARENT  
MAGAZINE



# PRESCOTT PARENT MAGAZINE



# Parent Resource Guide

## Activities

### Freedom Station

2992 N Park Ave,  
Prescott Valley, AZ 86314  
(928) 775-4040  
[www.freedomstationfun.com](http://www.freedomstationfun.com)

### Go Bananas

3520 Gateway Mall  
Prescott, AZ 86301  
928-583-7655  
[www.gobananasprescott.com](http://www.gobananasprescott.com)

### Heritage Park Zoological Sanctuary

1403 Heritage Park Rd.  
Prescott, AZ 86301  
928-778-4242  
[www.heritageparkzoo.com](http://www.heritageparkzoo.com)

### Highlands Center for Natural History

1375 Walker Rd.  
Prescott, AZ 86303  
928-776-9550  
[www.highlandscenter.org](http://www.highlandscenter.org)

### Phippen Museum

4701 Arizona Hwy 89  
Prescott, AZ 86301  
928-778-1385  
[www.phippenmuseum.com](http://www.phippenmuseum.com)

### Sharlot Hall Museum

415 W Gurley St.  
Prescott, AZ 86301  
928-445-3122

### Smoki Museum

147 N Arizona Ave.  
Prescott, AZ 86304  
928-445-1230  
[www.smokimuseum.org](http://www.smokimuseum.org)

### The Spot Museum

3250 Gateway Boulevard,  
Prescott Gateway Mall,  
Prescott, AZ 86303  
(928) 771-0241  
[www.thespotmuseum.org](http://www.thespotmuseum.org)

### Synergy Gymnastics

546 6th St.  
Prescott, AZ 86301  
928-899-4589  
[www.synergygymnastics.com](http://www.synergygymnastics.com)

## Birthday Parties

### Go Bananas

3520 Gateway Mall  
Prescott, AZ 86301  
928-583-7655  
[www.gobananasprescott.com](http://www.gobananasprescott.com)

### Freedom Station

2992 N Park Ave,  
Prescott Valley, AZ 86314  
(928) 775-4040  
[www.freedomstationfun.com](http://www.freedomstationfun.com)

### Synergy Gymnastics

546 6th St.  
Prescott, AZ 86301  
928-899-4589  
[www.synergygymnastics.com](http://www.synergygymnastics.com)

## Chamber of Commerce

### Prescott Chamber of Commerce

117 W Goodwin St.  
Prescott, AZ 86303  
928-445-2000  
[www.prescott.org](http://www.prescott.org)

### Prescott Valley Chamber of Commerce

7120 Pav Way #102  
Prescott Valley, AZ 86314  
928-772-8857  
[www.pvchamber.org](http://www.pvchamber.org)

## Galleries

### Prescott Center for the Arts

208 N Marina St,  
Prescott, AZ 86301  
(928) 445-3286  
[www.pfaa.net](http://www.pfaa.net)

### Tis Art Gallery

105 S Cortez St.  
Prescott, AZ 86303  
928-775-0223  
[www.tisartgallery.com](http://www.tisartgallery.com)

## Groups

### Prescott MOPS

1085 Scott Dr,  
Prescott, AZ 86301  
(928) 445-4348

## Health & Fitness

### Lotus Bloom Yoga

777 W Hillside Ave.  
Prescott, AZ 86301  
928-499-1553  
[www.lotusbloomyoga.com](http://www.lotusbloomyoga.com)

### The Natural Healing Garden Wellness Center

119 Garden St.  
Prescott, AZ 86305  
928-237-4116  
[www.naturalhealinggarden.com](http://www.naturalhealinggarden.com)

### Ponderosa Pediatrics

(928) 778-4581  
2120 Centerpoint West Drive  
Prescott, AZ 86301  
[www.ponderosapediatrics.com](http://www.ponderosapediatrics.com)

### Prescott Hypnosis

223 White Spar Rd.  
Prescott, AZ 86303  
928-771-2333  
[www.prescotthypnosis.com](http://www.prescotthypnosis.com)

### Sages' Healing Center

1101 E Gurley St.  
Prescott, AZ 86301  
928-458-6748  
[sages@sageshealingcenter.com](mailto:sages@sageshealingcenter.com)

### Sirius Wellness Center

3181 Clear Water Dr #B,  
Prescott, AZ 86305  
(928) 515-1755  
[www.siriushealthandwellness.com](http://www.siriushealthandwellness.com)

### SONRISA, Crossinology Brain Integration & Wellness Center

Beth Tom  
928-713-4507  
[sonrisabit@yahoo.com](mailto:sonrisabit@yahoo.com)  
[Crossinology.com](http://Crossinology.com)

*Holistic healing/ alternative care/ drug free permanent correction for ADD/ ADHD/DYSLEXIA/ Therapy/ PTSD and Stroke care/ Emotion, trauma, allergy and hormone balance.*

### YRMC Family Resource Center

3262 N. Windsong Drive  
Prescott Valley, AZ 86314  
(928) 771-5651  
[www.yrmc.org/support-and-community/family-resource-center](http://www.yrmc.org/support-and-community/family-resource-center)

*Family support specialists provide information, connect you to resources and answer your questions. Learn more*



# Parent Resource Guide Continued

*about our voluntary, free programs (First Steps and Healthy Families) and give your children the best possible start in life.*

**YRMC Partners for Healthy Students**  
In-School Clinics: (928) 771-5662  
Mobile Kids Clinic: (928) 771-5123  
[www.yrmc.org/support-and-community/partners-for-healthy-students](http://www.yrmc.org/support-and-community/partners-for-healthy-students)

*School-based and mobile health clinics at no cost for children who are uninsured, underinsured, or AHCCCS eligible. Call for more information.*

## Home-School Resources

**Prescott Center for the Arts**  
208 N Marina St,  
Prescott, AZ 86301  
(928) 445-3286  
[www.pfaa.net](http://www.pfaa.net)

**Prescott Home-school Group**  
PO Box 10742, Prescott MPO  
Prescott, AZ 86304  
970-270-2552

## Libraries

**Prescott Public Library**  
215 E Goodwin St,  
Prescott, AZ 86303  
(928) 777-1500  
[www.prescottlibraryinfo](http://www.prescottlibraryinfo)

**Prescott Valley Public Library**  
Prescott Valley, AZ 86314  
(928) 759-3040  
[www.pvlib.net](http://www.pvlib.net)

## Mommy & Me Classes

**Synergy Gymnastics**  
546 6th St.  
Prescott, AZ 86301  
928-899-4589  
[www.synergymnastics.com](http://www.synergymnastics.com)

## Museums

**Phippen Museum**  
4701 Arizona Hwy 89  
Prescott, AZ 86301  
928-778-1385  
[www.phippenmuseum.com](http://www.phippenmuseum.com)

**Sharlot Hall Museum**  
415 W Gurley St.  
Prescott, AZ 86301  
928-445-3122

**Smoki Museum**  
147 N Arizona Ave.  
Prescott, AZ 86304  
928-445-1230  
[www.smokimuseum.org](http://www.smokimuseum.org)

## Pediatrics

**Ponderosa Pediatrics**  
(928) 778-4581  
2120 Centerpoint West Drive  
Prescott, AZ 86301  
[www.ponderosapediatrics.com](http://www.ponderosapediatrics.com)

**Sages' Healing Center**  
1101 E Gurley St.  
Prescott, AZ 86301  
928-458-6748  
[sages@sageshealingcenter.com](mailto:sages@sageshealingcenter.com)

**YRMC Partners for Healthy Students**  
In-School Clinics: (928) 771-5662  
Mobile Kids Clinic: (928) 771-5123  
[www.yrmc.org/support-and-community/partners-for-healthy-students](http://www.yrmc.org/support-and-community/partners-for-healthy-students)

*School-based and mobile health clinics at no cost for children who are uninsured, underinsured, or AHCCCS eligible. Call for more information.*

## Schools

**Basis School**  
1901 Prescott Lakes Pkwy.  
Prescott, Arizona 86301  
Phone: 928.277.0334  
Fax: 928.458.5562  
Email: [info@basisprescott.org](mailto:info@basisprescott.org)  
[www.basisprescott.org](http://www.basisprescott.org)

**Christian Academy of Prescott**  
148 S Marina St,  
Prescott, AZ 86303  
(928) 445-2565  
[www.cap-prescott.com](http://www.cap-prescott.com)

**Prescott Unified School District**  
145 S Granite St.  
Prescott, AZ 86303  
928-445-9806  
<http://mypusd.prescottschools.com/pusdwp/>

**Humboldt Unified School District**  
8766 Arizona 69,  
Prescott Valley, AZ 86314  
(928) 759-4000  
[www.humboldtunified.com](http://www.humboldtunified.com)

**Primavera School**  
1446 Moyer Rd.  
Prescott, AZ 86303  
928-445-5382  
[www.primaveraschool.org](http://www.primaveraschool.org)

## Shopping

**Christmas In Prescott**  
1235 Willow Creek Rd.  
Prescott, AZ 86301  
928-776-1669  
[customerservice@christmasinprescott.com](mailto:customerservice@christmasinprescott.com)

To have your business listed in our Parent Resource Guide for only \$25.00 per month, contact us at [advertising@prescottparent.org](mailto:advertising@prescottparent.org) or call 970-270-2552.





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\$25.00 (up to 25 words) + \$1.00 per word over 25 words,  
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 contact info by the 15th of the month prior to publication.

## JOBS

Prescott Nannies is currently hiring experienced babysitters, nannies and newborn specialists for full time, part time and on call positions. Must have at least three years experience working with children, be a non-smoker and pass a background check. Please email your resume and references to [heather@prescottparent.org](mailto:heather@prescottparent.org).

Prescott Parent Magazine is growing and looking for people to join our team. We are currently hiring in sales, distribution, community outreach, events, fundraising, accounting, website and blog updating. Experience working for a publication a plus, but not required for the right person. All positions are part time. For more information on these positions, call Prescott Parent Magazine at 970-270-2552.

Experienced tutors wanted to work with home-school students. All ages and all subjects. Email resume to [prescotthomeschoolgroup@yahoo.com](mailto:prescotthomeschoolgroup@yahoo.com)

Group and event coordinator needed to update events calendar, assist members, etc. Please email your resume and a cover letter to [prescotthomeschoolgroup@yahoo.com](mailto:prescotthomeschoolgroup@yahoo.com)

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- Natural Healing Garden Wellness Center Gift Certificate - \$25.00 value, available for \$20.00
- Sages' Healing Center Gift Certificate - \$100.00 value, available for \$80.00

**Call Heather at 970-270-2552 to purchase.**

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