News To Know...

Come join us on March 22nd for a Pre-Advocacy day party. If you are interested in writing a letter to your State Representative about how the Head Start has helped your child, or want to help make a gift with your child for the State Representatives, come join us on this day. There will be someone to help you write your letter or proofread it if you would like. There will also be a craft that the kids will work on to give to their State Representative. There will be transportation for those who do not have transportation and childcare while you write your letter. Please RSVP to the Family Development office 717-477-1626 if you are interested by March 16, 2018.

Save the Date:
Advocacy Day! April 16, 2018 at the Harrisburg State Capital Building

UPCOMING POLICY COUNCIL MEETING DATES 10AM-12PM
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April 29, 2018
May 17, 2018
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Come join us for a day of fun at the Amani Festival on Saturday May 5, 2018 from 9-4. You can find us in the Children’s Alley. The children will be making and decorating Maraca spoons.
Come join us and other Head Start families on April 16, 2018 for a fun filled day to the State Capital. Head Start, Early Head Start & Pre-K families will have the opportunity to share their stories with their State Representatives. Families will meet up at the Shippensburg Head Start at 9:00 a.m. and then travel to the State Capital in Harrisburg. We will return back to Shippensburg Head Start no later than 2:00 p.m. You will get a tour of the State Capital and have a chance to meet our State Representative. Lunch will be provided at the Capital.

This is a parent event. Children will not be able to attend unless you meet us there and are responsible for your child. If you are interested in attending this event, please contact the Family Development Office at (717) 477-1626.
Big Spring School District: Go to http://www.bigspringsd.org/Page/2120 or call the district at (717) 776-2000. Children must be 5 years old by September 1st.

Carlisle Area School District: Fill out pre-registration form at www.carlisleschools.org An email will be sent with the child’s appointment for registration in April. Children must be 5 years old by August 31st.

Shippensburg Area School District: Go to www.shipk12.org/k/ for online registration. Please email registration@ship.k12.pa.us or call 530-2700, ext. 1012 for more information. Children must be 5 years old by September 1st.

South Middleton School District: Go to http://www.smsd.us/home and click on “Register New Student” to register online. Children must be 5 years old by August 31st.

Look for our recruitment table at your child’s kindergarten registration building. We will have a table set up to hand out information about our program and to take names of those interested in signing up their children for Early Head Start, Head Start and Pre-K Counts.

Carlisle: Kindergarten Registration at LeTort Elementary.
- April 9th from 1:00-3:30 p.m.

Shippensburg: Kindergarten Registration at the Shippensburg Public Library.
- April 24th from 12:30-3:30 p.m. and 4:30-7:30 p.m.
- April 25th from 12:30-3:30 p.m. and 4:30-7:30 p.m.
- April 26th from 12:30-3:30 p.m. and 4:30-7:30 p.m.

Big Spring: Kindergarten Registration at Newville Elementary.
- May 3rd from 9:30-3:30 p.m.

We will also have a couple of days for a walk in application at the following locations:

St. Paul Lutheran Church- March 19, 2018 from 9:30-3:00 p.m.

Zion Evangelical Lutheran Church- March 21, 2018 from 9:30-3:00 p.m.
10 Ways To Get Ready For Kindergarten

1. Create a routine over the summer. Give your child a bedtime (8:00 PM is great) and stick to it.

2. Have your child practice writing their first name. If your child can do this, try the last name, or practice lower case letters.

3. Use counting in your daily activities. Count how many steps it takes to get to the mailbox or the park. Count out fruit, placemats, napkins, and so forth.

4. Take your child with you to the grocery store, post office, library, and other errands. Talk with them about what they’re seeing, hearing and touching. It’s all part of learning!

5. Visit your local library and help your child get a free library card. Then use the card to visit the library each week and borrow a book. Suggested readings can be found at: www.countdowntokindergarten.org/activities

Talk about the books you read.
Ask questions like:

- What was your favorite part of the story?
- Which part did you like the least?
- Half way through, ask your child what they think will happen at the end?

6. Let your child practice their independence by allowing them to make certain choices (“Do you want an apple or a banana?”), and by encouraging them to try new things and to problem solve.

7. Set a limit to the amount of TV your child watches (1-2 hours should be the maximum). When possible, watch TV with them and talk about what you see.

8. Prepare a “study spot” for your child and supply it with crayons, paper, scissors and other kindergarten “tools.” Set aside a time each day for your child to draw there. Once school starts this can become the time and place where your child does their homework.

9. Help your child know or be able to do the following before they enter kindergarten:
   - Their name, address, and telephone number
   - Use the bathroom on their own and button and zip their clothes.
   - Share and play with other children. This will help them to adjust to their new kindergarten classroom.

10. Read, Read, Read!
    (In English or any native language!)

For more helpful tips, visit
www.countdowntokindergarten.org

Did you know that you can borrow FREE passes to area museums from your local public library?

This list is appropriate for children getting ready to enter K2 kindergarten. If your child is younger, be advised that he or she may not be ready to do all of these activities.

This tip sheet was prepared by a team of kindergarten and preschool educators as part of the Boston Making Connections project, sponsored by the Boston Children’s Museum and Countdown to Kindergarten and funded by the Institute of Museum and Library Services.
Save the Date: Week of the Young Child

Thursday, April 19th
at St. Paul’s Evangelical Lutheran Church

A night of story readings, face painting, family portraits, activities, snacks, and more all centered on the book, My Cousin Momo!

Save the Date: Week of the Young Child

Tuesday, April 17th
at the Cora Grove Spiritual Center on Shippensburg University’s campus

A night of story readings, face painting, family portraits, activities, snacks, and more all centered on the book, My Cousin Momo!
Attention Ship Center Parents:

We will be holding a paint with an instructor day on April 20th at 10:00 a.m. In our head start building at the Cora I. Grove Spiritual Center for those of you who are interested in attending. Please make sure to RSVP with the Family Development office at 717-477-1626 by April 13th. This is a parent event only, there will be no childcare for this event.
HELP FOR CHILDREN LIVING WITH GRANDPARENTS AND OTHER RELATIVES

LEARN ABOUT KINSHIP CARE

In kinship care, children live outside of their own home, either temporarily or on a long-term basis, with a relative instead of their parents.

If you are providing kinship care for a child and need support for your family, consider these resources:

BENEFITS AND FINANCIAL ASSISTANCE

You may qualify for benefits from the federal and state governments if you’re a relative and there is a formal legal arrangement such as guardianship or foster care for the child you’re raising.

CONTACT YOUR LOCAL GOVERNMENT CHILDREN’S SERVICES OR CHILD WELFARE OFFICE TO LEARN WHAT OTHER KINDS OF HELP YOU MAY BE ELIGIBLE FOR.

HEALTH AND EMOTIONAL SUPPORT

Safety - Use these tips to keep children safe.

CAREGIVER STRESS - IT CAN BE STRESSFUL TO BECOME A CAREGIVER. LEARN HOW TO STAY
The Poverty Simulation

A virtual experience of life on the edge.

A Poverty Simulation is a profoundly moving, unique, and interactive experience. Walk in the shoes of a family living on the edge of poverty.

Here’s what participants have to say...

“The Poverty Simulation gave me a better understanding of what (exactly) people in poverty go through.”

“I saw how real it can be to feel overwhelmed and not be able to pay for everything you need.”

“I would recommend this to anyone because it really puts into perspective about what other people go through.”

“I was in poverty most of my teenage life, and now I know what my parents went through.”

“As a legislator this experience will help me better understand the impact of policies on low-income families.”

We are excited to host a poverty simulation with Shippensburg Community Resource Center.

We invite you to attend as a participant for this impactful event and hope you will join us.

Saturday, March 24, 2018 • 9:00 am to 12:30 pm
Branch Creek Senior Center
115 N Fayette St, Shippensburg, PA 17257

Please RSVP on SCRC Website: www.shipresources.org
or Call Susie Topper at 717-532-8611

Tri County Community Action
CUMBERLAND, DAUPHIN, AND PERRY COUNTIES

1514 Derry Street • Harrisburg, PA 17104 • (717) 232-9757 • cactricounty.org
Trauma and Traumatic Events

What Is Trauma?
People often use the word “trauma” to refer to a traumatic event. A trauma is a scary, dangerous, or violent event that can happen to anyone. Not all dangerous or scary events are traumatic events, however.

What Is a Traumatic Event?
A traumatic event is a scary, dangerous, or violent event. An event can be traumatic when we face or witness an immediate threat to ourselves or to a loved one, often followed by serious injury or harm. We feel terror, helplessness, or horror at what we are experiencing and at our inability to stop it or protect ourselves or others from it.

Often people feel bad after a trauma. Even though we try hard to keep children safe, dangerous events still happen. This danger can come from outside of the family (such as a natural disaster, car accident, school shooting, or community violence) or from within the family, such as a serious injury, domestic violence, physical or sexual abuse, or the unexpected death of a loved one.

What Is Child Traumatic Stress?
When a child has had one or more traumatic events, and has reactions that continue and affect his or her daily life long after the events have ended, we call it Child Traumatic Stress. Children may react by becoming very upset for long periods, depressed, or anxious. They may show changes in the way they behave, or in their eating and sleeping habits; have aches and pains; have difficulties at school, problems relating to others, or not want to be with others or take part in activities. Older children may use drugs or alcohol, behave in risky ways, or engage in unhealthy sexual activity.

Do Traumatic Events Happen Often?
The number of traumatic events varies. For example, between 25% and 43% of children are exposed to sexual abuse; between 39% and 85% of children witness community violence. And more than half of children report experiencing a traumatic event by age 16 (Presidential Task Force on PTSD and Trauma in Children and Adolescents, 2008).

Fortunately, even when children experience a traumatic event, they don’t always develop traumatic stress. Many factors contribute to symptoms including whether they have experienced trauma in the past (see section on Understanding Trauma for more information).

What Experiences Might Be Traumatic?

- Accident
- Injury
- Serious Illness
- Fires
- Crime
- Community violence
- Combat injury of a loved one
- Death of a loved one
- Violence within the family
- Abuse
- Neglect
- Homelessness
- School violence
- Natural disaster
- Sudden loss of a loved one
- Act of terrorism
- Bullying/Cyberbullying
- Economic Stress/Poverty
- Living in or escaping from a war zone

When children have been in situations where they feared for their lives, believed that they would be injured, witnessed violence, or tragically lost a loved one, they may show signs of child traumatic stress.

Need Immediate Help?

If you think your child has child traumatic stress and you need immediate help, please see the NCTSN "About Us"
Parents Can Help

Children can and do recover from traumatic events. As parents, you play an important role in helping your children and your family cope with the stress reactions that can follow these events. Try to maintain a balanced perspective. On one hand, do take your child’s reactions seriously. Don’t say that “It wasn’t so bad.” Don’t think “If we don’t make a big deal, she will forget all about it.” On the other hand, don’t decide that the trauma was so bad that your child will never recover. Instead, try to maintain a hopeful belief that your child will heal and that your family will recover from the event as well.

Family members may each react differently to a traumatic event that a child has experienced. Even in the closest of families, it is sometimes hard to remember that each of your family members may have a different reaction to a traumatic event. Reactions will differ, depending not only on the family member’s age, developmental level, and own trauma history, but also on his or her relationship with the child and personal exposure to the event. For example, one may have shared the child’s experience, another may have witnessed it, still another may have heard about it after the event. While all family members may be upset, only some will have posttraumatic stress reactions themselves; each will take a different amount of time to recover from the experience.

While your world may feel changed forever after a traumatic event, you, your children and family members, and your community are more resilient than you might imagine. You do have a great ability to heal and return to feeling “normal” again.

What can my family do to recover?
You can help your family recover by doing the following:

- Be patient. There is no correct timetable for healing. Some children will recover quickly. Others recover more slowly. Try not to push your child to “just get over it.” Instead, reassure him or her that they do not need to feel guilty or bad about any feelings or thoughts.
- Explain to your child that he or she is not responsible for what happened. Children often blame themselves for events, even those completely out of their control.
- Assure your child that he or she is safe. Talk about the measures you are taking to keep him or her safe at home and about what measures his/her school is taking to ensure his or her safety at school.
- Maintain regular home (mealtime, bedtime) and school routines to support the process of recovery. Make sure your child continues to go to school and stays in school.
- Learn about the common reactions that children have to traumatic events.
- Take time to think about your own experience of your child’s traumatic event and any past traumatic events you may have experienced. Your own trauma history and your feelings about your child’s trauma event will influence how you react.
- Consult a qualified mental health professional if your child’s distress continues for several weeks. Ask your child’s primary care physician or school for a referral to a mental health provider who has experience with child traumatic stress.

When family members care for and support each other, they can often overcome the fears and stress of trauma. Some families grow stronger after a traumatic event and are even able to help others in need. Of the many ways to cope and heal from traumatic stress, many families count on these:

- Community support
- Spiritual beliefs
- Friends and other families

Even with the support of family members and others, some children do not heal. When distress continues for several weeks, a mental health professional trained in trauma care can help the whole family cope with the effects of traumatic events. Finding the right professional, however, can be confusing. The NCTSN’s webpages "Finding Help" and "About this Web Site" can guide you to where to begin, whom to call, and what questions to ask. Please note that the NCTSN cannot respond to questions about your specific family situation, diagnose or treat your family members, refer you to professional resources in your area, or provide clinical opinions.

There is no correct timetable for recovery. Some children will recover quickly. Others recover more slowly. Some families get better with time and the support of others. As a general rule, if your child’s reactions (nightmares, recurrent thoughts, fears) have been getting worse instead of better, or your family is having ongoing distress, crises, or trouble meeting your children’s needs, you should seek a referral for a qualified mental health professional (psychologist, clinical social worker, psychiatrist) with experience in assessing and treating child traumatic stress or posttraumatic stress disorder. Going without help can have long-lasting negative consequences. Fortunately, however, entering treatment can have concrete, beneficial results that will help your child and your family feel better, grow stronger, and recover.
HELPING CHILDREN COPE WITH STRESS

Any major change in a child’s life can cause stress. Common sources of stress are the birth of a new sibling or the divorce of parents. Stress also can be caused by the death of a relative or a beloved pet, a family move, separation from parents for extended periods, pressure to succeed, overly strict discipline, and natural disasters (even when the child has only seen them on television).

Not all stress can, or should be, avoided. Young children do not view the world as adults do. Misunderstandings or feelings of confusion can build up and leave children with stress they cannot handle alone. Young children cannot easily verbalize these feelings, so we adults must be aware of physical or behavioral changes: loss of appetite, sleep troubles, nightmares, headaches, stomachaches, or regressive behaviors such as thumbsucking.

Children often deal with stress through their play. They may act out events they find disturbing. One child may re-create an airplane crash after hearing about a real airline accident. Another may use dolls to have a conversation about divorce. This type of play helps children cope with events and feelings that might otherwise be overwhelming.

Adults play an important role in helping children cope with stress by providing a supportive atmosphere in which to talk about or play out concerns. We need to acknowledge and accept the feelings children express and give them our support, at home and at school.

For more information or any concerns in reference to your child’s educational experience, please contact your home visitor, teacher, or an Education Coordinator at 717-477-1626.
Coordinator’s Desk

DYNAMIC CLASSROOMS ARE NOT QUIET!

Quiet classrooms do not mean that young children are learning. In fact, since oral language is very important during the early years, quiet classrooms may indicate that young children are not learning all they could be.

Talking gives a child the opportunity to experiment with new words. It provides the vehicle for expressing ideas and testing current knowledge.

Shared experiences are important; they give children something to talk about. Children learn the nuances of communication in groups by trying out their language skills. For example, they learn what a question sounds like and how loud is loud enough.

Using words and talking about how things work, making comparisons, and retelling experiences lead to increased intellectual development. When children reconstruct experiences, sequence events, and point out similarities or differences, they are clearly engaging in higher-level thinking skills. And when kids are encouraged to ask questions, they not only gain information from adults’ responses but also build their competence – and confidence – as active seekers of knowledge and understanding.

The vocabularies children use in reading and writing are based on the words they are familiar with from listening and speaking. But expanded vocabularies and other aspects of language growth occur through using language. Talking in the classroom may be a little noisy, but positive results are easily heard!

Frozen Yogurt Pops Recipe

A fun and easy treat to make with your child at home!

**Ingredients:** 1 8-oz. container of your favorite flavor of yogurt

**Utensils:** small paper cups, wooden popsicle sticks (available in craft stores), plastic wrap

**Directions:**

~Pour yogurt into paper cups. Fill them almost to the top.
~Stretch a small piece of plastic wrap across the top of each cup.
~Using the popsicle stick, poke a hole in the plastic wrap. Stand the stick straight up in the center of the cup.
~Put the cups in the freezer until the yogurt is frozen solid.
~Remove the plastic wrap, peel away the paper cup, and eat your pop!
MOUNT HOLLY SPRINGS PRE-K HAS BEEN LEARNING ALL ABOUT ICE AND SNOW!

We have been exploring several various sensory activities, and have been discussing the science behind the process of snow and ice forming. A few exciting winter activities that we have participated in include: painting with ice, creating crystal snowflakes (learning about saturated solutions), and playing with “snowballs” (water marbles) in the sand and water table.

We also read *There Was an Old Lady Who Swallowed Some Snow* by Lucille Colandro.
Mt. Holly Springs Pre-K also learned about the Science of Hibernation. The children are shaking up butter to represent when a bear is active. When a bear is inactive or hibernating, the fat (butter) doesn't move. This is what keeps him warm and sustained until Spring.
RICE AND MOUNT HOLLY SPRINGS’ WINTER OLYMPICS!!
Here are a few things that WG Rice Pre-K has been up to! Lots of winter fun!

Our classroom is set up as a winter wonderland full of learning! The children have enjoyed reading *The Snowy Day* by Ezra Jack Keats, and sequencing the story with cards. The dramatic play space was transformed into a skating rink! The children are having a blast “skating” around and visiting the concession stand. They are working on building lots of snowy structures in blocks and are enjoying writing new winter themed words in their journals at writing center!
We finished up our building study and went on two field trips to the post office and library. We are finishing our mini study on Winter before we start dinosaurs.
Ship Center is learning all about community helpers! Dramatic play is set up as a pizza shop. Today they made their very own personal pizza out of biscuit dough, cheese, pepperonis, and green peppers.
We have been gearing up for the 2018 Winter Olympic Games at Carlisle Head Start Center! We learned that PyeongChang was chosen to be the host city back in 2011. We made groups of 10 straws and counted to 63 to help us determine how they won the vote over Munich, Germany (25) and Annecy, France (7). And since we have been learning to count to 10 in different languages, counting to 10 in Korean was easy-peasy! We learned that each of the Olympic rings stands for a continent participating in the Olympic Games. We painted with cups making lots of Olympic rings. We also set up our dramatic play with bobsleds, a snowboard, ice skates (furniture movers, thanks Newville for the idea!), the awards podium, judges’ score cards and medals. We read stories like *Olymping!*, *Tacky and the Winter Games* and *Olympics!* We also exercise our bodies with the Fresh Start crew on our favorite, Go Noodle! The children are enjoying our pre-Olympic Games conditioning.
We learned all about dinosaurs. When they lived, what they ate, and their different characteristics. We made erupting volcanoes and measured how many of our feet (30 shoes) would fit in a T-Rex foot. We were paleontologist researching the different names for the dinosaur figurines we found in our centers. We also got a chance to pretend to be different types of dinosaurs during free play and our music and movement.
St. Paul I & II Early Head Start

Friendship Celebration/Socialization.
Parents from Mogul II Early Head Start learned about STEM (Science, Technology, Engineering and Math), how infants and toddlers develop skills in these areas and how everyday life experiences teach them these concepts.
Family Newsletter

Go Green
Spring has almost sprung. It won’t be long before you can head out into the great outdoors for fun and sun. This month’s newsletter features things you and your family can do inside to turn trash into treasure. Think about what you usually throw away. Many things like cans, plastic bottles, cardboard and paper can be remade into new items. Making recycled goods takes less energy and fewer resources than making products from brand new materials.

“Green” Bean Bags
Where did the other sock go? Ever ask yourself that question while doing laundry? Now you can create bean bags from lonely or worn out socks. You will need:

- Old or single socks
- Scissors
- Stuffing (beans, Styrofoam, popcorn, etc.)
- Something to close the end up with (needle and thread, strong glue, duct tape)

Directions:
1. Cut off the open end of the sock, leaving 4-5 inches.
2. Fill the toe of the sock with stuffing. Make sure to leave enough room to close it off and for the stuffing to be able to move around a little.
3. Close up the end with what materials you have.

Note... If you chose to close the sock with a needle and thread or certain types of glue, it is advisable that an adult do it. Another option is to leave the sock alone and simply close the end with a knot.

Use your bean bags in a variety of ways. Not sure what to do? Check out the Move it! section for a fun inside activity.
Chant it!
Phonological Awareness is a very important skill children need to become readers. The best way to help children to develop Phonological Awareness is by encouraging them to do something they love... play with words. This month’s Chant it! focuses on the rhyming song, Willoughby Walliby Woo. You and your family can get creative and make up your own silly song.

Willoughby Walliby Woo
Willoughby walliby wee
An elephant sat on me
Willoughby walliby woo
An elephant sat on you
Willoughby Walliby Wusten
An elephant sat on Justin
Willoughby Walliby ______
An elephant sat on ______

Move it!
This month’s Move It! focuses on an inside tossing activity. All it takes is a little preparation and safety check.

“Green” Bean Bag Toss
You will need:
- Bean bags (refer to the activity on the front page of this newsletter)
- Cardboard box
- Tape or a piece of paper

Note... To involve the children even more, you can give them markers or stickers to decorate the box. You can also cut holes of various sizes in the side of the box.

Directions:
1. Find a good place in the house to set up the game, somewhere free from fragile objects and plenty of room.
2. Set the box on the floor, either with the opening on the top or the front.
3. Place a piece of tape or paper to show the children where to stand. The older the child, the further away from the box.
4. Encourage your children to throw the bean bags with the goal of getting them in the box.

To make the bean bag toss box shown above, visit:
http://www.make-baby-stuff.com/bean-bag-toss-game.html

For more info on I am moving I am learning, visit: http://tinyurl.com/movelearn
Check out Choosy Kids and their resources at: www.choosykids.com
This publication was developed as part of the KKG! initiative. Visit the KKG! website at: www.panen.org/keystone-kids-go
New Life
The outdoors is finally coming to life. The cold weather has gone, things are starting to get green and it is time to head outside. Outside the ground might be soft from the winter thaw or muddy from the April showers. Not to worry... Think about what you can do on sidewalks, playgrounds or porches. Some favorite items are sidewalk chalk and bubbles. Don’t have any bubbles? Check out the bubble “recipe” below using common kitchen items.

Joyful Bubbles
You will need:
1. 2 cups dish detergent
2. 6 cups water
3. ¾ cup Karo syrup (corn syrup)

Directions: Mix everything together and let sit overnight.

Bubble tips:
1. If bubbles pop easily or the solution does not work well, add more water.
2. Do not shake or stir the bubble mixture.
3. Dawn and Joy seem to be the best choices for bubbles.
4. Bubbles work great on an overcast day. In addition to this, they love moisture so be sure and try them out after a rain.
5. To catch a bubble in your hand, wet it first.
Chant it!
This month’s Chant it! features a song set to a familiar tune. Your child will learn about shapes and body parts as they go through the words and motions.

Bubbles, Bubbles
(Sung to the tune of Twinkle, Twinkle, Little Star)

Bubbles floating all around, (Pretend to catch bubbles)
Bubbles big and bubbles round. (Make a big circle using your arms)

Bubbles on my toes and nose, (Reach over and touch toes, stand up and touch nose)
Blow a bubble... up it goes! (Pretend to blow bubble and move hand upward)

Bubbles floating all around, (Twist and turn body while pretending to catch bubbles)
Bubbles falling to the ground. (Sing slowly as you sink to the ground)

Move it!
This month’s Move It! focuses on an engaging activity the entire family can do. Your child will work on problem solving and motor skills as they play with the bubbles.

Pop, Goes the Bubble!
Bubble play is fun for children of all ages. Try out this activity using things you already have around the house. Some examples are a slotted spoon, funnel, fly swatter, mason jar lid ring and cookie cutters.

You can also craft a bubble wand of your own using a wire coat hanger. Wire hangers can be bent, by an adult, into a variety of shapes and sizes. Use pliers to straighten the wire. Next, bend a large loop at one end leaving room for a handle. Close the loop end off by wrapping a bit of the end around the handle. Plastic-coated wire hangers work best for this although any stiff, flexible wire will work.

Encourage your child to predict which bubble wands will work best. Which will make the smallest bubble? Which will make the biggest bubble?

Blow bubbles up high and blow them down low. Encourage your child to run and jump to catch the bubbles. You can have them squat down low to pop them. Mix it up so they need to make a variety of moves to get them popped.

For more info on I am moving I am learning, visit: http://tinyurl.com/movelearn
Check out Choosy Kids and their resources at: www.choosykids.com
This publication was developed as part of the KKG! Initiative. Visit the KKG! website at: www.panen.org/keystone-kids-go
Shippensburg Head Start Program
Male Involvement Initiative

March/April 2018 Edition

SOME
Super Heroes
Don’t have
CAPES...
They are
called DAD
Love Is All You Need
Insights from the Longest Longitudinal Study on Men Ever Conducted

https://www.artofmanliness.com/2014/09/02/love-is-all-you-need-insights-from-the-longest-longitudinal-study-on-men-ever-conducted/

Why do two men from very similar socioeconomic and educational backgrounds sometimes take very different life paths?

Is nature or nurture more important in determining a man’s success in his relationships and career?

What physiological and psychological traits present in a man’s younger years predict his chances of living a long, flourishing life?

In 1938, researchers at Harvard’s medical school began a study that aimed to answer these fascinating questions and discover what factors lead to an “optimum” life. The study recruited 268 of the university’s sophomores from the all-male classes of 1939-1944, and set out to examine every aspect of their lives for at least a couple decades. The men selected were healthy in body and mind, and deemed likely to capitalize on their potential and become successful adults. While many of them came from well-off families, some were intelligent students who had been plucked from poor households and given full scholarships.

The study’s participants were signing on for extensive probing into their lives. They were given physicals and thorough psychological evaluations; researchers visited their homes to interview their parents, as well as three generations of relatives; each year the men filled out an exhaustive questionnaire that inquired about numerous aspects of their health, habits, family, political views, career, and marriage; and every 10-15 years, the men were interviewed face-to-face.

This research project, known as the Grant Study, continues today, more than 75 years after its inception. Having been extended numerous times, it has become one of the longest longitudinal studies ever conducted. When George Vaillant, who has been the study’s director for several decades, first started working on the project, he was thirty-two, and the participants were in their fifties; today, Vaillant is pushing eighty, and the men are in their nineties. The participants continue to fill out their annual questionnaires, and Vaillant continues to study their answers.

Nothing quite like the Grant Study has ever been attempted; as Vaillant puts it, this research represents “one of the first vantage points the world has ever had on which to stand and look prospectively at a man’s life from eighteen to ninety.” The mountains of data collected over more than seven decades has become a rich trove for examining what factors present in a man’s younger years best predict whether he will be successful and happy into old age. The study’s researchers have continually sifted through the results and reports in an attempt to ferret out these promising elements. As Vaillant details in The Triumphs of Experience, some of the researchers’ original hypotheses did not pan out, and the job of untangling issues of causation and correlation goes on. Yet several insights have emerged very strongly and prominently from the data, offering brightly marked guideposts to a life well lived.

The Importance of Relationships

To discover what factors predicted a man’s ability to become a successful, well-adjusted adult, Vaillant created a list of ten accomplishments, which included career success and professional prominence, mental and physical health, a good marriage, supportive friendships, closeness to one’s children, the ability to enjoy work, love, and play, and a subjective level of happiness. He called this set of accomplishments the “Decathlon of Flourishing”, and measured the level to which each man in the study had achieved these “events” between the ages 65-80. Vaillant then looked back over the men’s personal histories to figure out what factors present earlier in the men’s lives most predicted their Decathlon score.

When Vaillant crunched the numbers, he discovered no significant relationship between a man’s level of flourishing and his IQ, his body type (mesomorph, ectomorph, endomorph), or the income and education level of his parents.
The factors that did loom large, and collectively predicted all ten Decathlon events, had one thing in common: relationships. This rubric included:

- A warm, supportive childhood
- A mature “coping style” (being able to roll with the punches, be patient with others, keep a sense of humor in the face of setbacks, delay gratification, etc.)
- Overall “soundness” as evaluated during college years (resilient, warm personality, social, not overly sensitive)

Warm adult relationships between the ages of 37-47 (having close friends, maintaining contact with family, being active in social organizations)

Vaillant found that the men who had the best scores in these areas during their youth and mid-life, were the happiest, most successful, and best adjusted in their latter years. This is the finding of the Grant Study that has emerged most prominently: “It was the capacity for intimate relationships that predicted flourishing in all aspects of these men’s lives.”

The powerful effect of intimate relationships can be seen in a variety of factors in a man’s life, including their income levels:

- Men with at least one good relationship with a sibling growing up made $51,000 more per year than men who had poor relationships with their siblings, or no siblings at all
- Men who grew up in cohesive homes made $66,000 more per year than men from unstable ones
- Men with warm mothers took home $87,000 more than those men whose mothers were uncaring

The 58 men with the best scores for warm relationships made almost $150,000 more per year than the 31 men with the worst scores

Remember that these men all entered the workforce with a Harvard education. Also remember that their parents’ socioeconomic status turned out not to be a significant factor in their own future income.

In addition to finding that warm relationships in general had a positive impact on the men’s lives, Vaillant uncovered specific effects that stemmed from a man’s childhood, and from the respective influence of his mother and father.

**The Impact of a Man’s Childhood**

“Woe to the man whose heart has not learned while young to hope, to love, to put its trust in life.” –Joseph Conrad

In order to gauge the effect of a man’s childhood on his future prospects in life, Vaillant scored the quality of the participants’ upbringing according to these criteria:

- Was the home atmosphere warm and stable?
- Was the boy’s relationship with his father warm and encouraging, conducive to autonomy, and supportive of initiative and self-esteem?
- Was the boy’s relationship with his mother warm and encouraging, conducive to autonomy, and supportive of initiative and self-esteem?
- Would the rater have wished to grow up in that home environment?
- Was the boy close to at least one sibling?

When the outcomes of the men’s lives were analyzed, and compared to this set of criteria, it became quite clear that “for good or ill, the effects of childhood last a long time.” A warm childhood proved a much stronger predictor of many aspects of a man’s flourishing later in life, including his overall contentment in his late seventies, than either his parent’s social class or his own income. These effects are particularly striking when the men with the warmest childhoods (who were
dubbed “the Cherished”) are compared with those in the bottom tenth (who were called “the Loveless”):

- The Cherished made 50% more money than the Loveless
- The Cherished were 5X more likely to enjoy rich friendships and warm social supports at age seventy
- The Loveless were 3.5X more likely to be diagnosed as mentally ill (which includes serious depression, abuse of drugs and alcohol, and need for extended psychiatric care)
- The Loveless were 5X more likely to be unusually anxious
- The Loveless took more prescription drugs of all kinds, and were twice as likely to seek medical attention for minor physical complaints

A loving, supportive upbringing seemed to both bolster a man’s chances for success in his relationships and career, and inoculate him against future psychological distress.

A Loving Childhood Develops Independence and Resilience

While parenting pundits at various times in our history have worried that a household full of unwavering love and support could turn out a young man who was too coddled and dependent, the Grant Study found that abundant familial love, when coupled with an emphasis on autonomy and initiative, actually produced the most stoical (able to keep a stiff upper lip) and independent men. Such men, Vaillant explains, had learned to be comfortable with their feelings, and “that they could put their trust in life, which gave them courage to go out and face it.” In contrast, the men from the worst childhoods turned out to be the most dependent, and struggled with taking initiative.

This correlation held up even when examined in relation to the traditionally masculine pursuit of attaining military rank. Since the Grant Study began at the outset of WWII, its researchers were naturally interested in tracking which aspects of the men’s physical and psychological make-up would best predict their likelihood of becoming officers during the war. They found that the rank the men had attained at the time of their discharge had no relation to their body type, intelligence, or their parents’ social class. Instead, higher rank was most strongly correlated with a loving childhood, and whether a man had warm relationships with his mother and siblings. “Twenty-four of the twenty-seven men with the warmest childhoods made at least first lieutenant, and four became majors. In contrast, of the thirty men with the worst childhoods, thirteen failed to make first lieutenant, and none became majors.” As Vaillant concludes, “We don’t breed good officers; we don’t even build them on the playing fields of Eton; we raise them in loving homes.”

What Goes Right Matters More Than What Goes Wrong

In studying the powerful impact a man’s childhood has on his prospects for health, happiness, and success, an important corollary was discovered: “it is not any one thing for good or ill—social advantage, abusive parents, physical weakness—that determines the way children adapt to life, but the quality of their total experience.” Basically, what the Grant Study found is that even if a lot of bad things happen during your childhood, if they’re outweighed by the good things, you’ll still turn out okay. So if, say, a man had an absent father but a warm relationship with his mother and siblings, or cold parents, but loving grandparents, his prospects for future flourishing were still good. It was not any one factor, or constellation of factors, Vaillant reports, but the quality of one’s childhood as a whole that mattered most.

This point is driven home by the findings of a study that was done in tandem with the Grant Study. Since the participants in the Grant Study were not a terribly diverse
group, in 1940 researchers began to run the Glueck Study alongside it, which included a second cohort of 456 disadvantaged non-delinquent inner-city youths from the Boston area. When the childhoods of the men in this study were examined, it was found that even if the family was poor, the father was on welfare, and the family had numerous other problems, sons who were loved by their mothers, admired their dads, and had good friendships went on to become successful and attain a higher socioeconomic status. This explains why men who grew up in impoverished households, but who go on to flourish anyway, often say things like, “Even though we were poor, we never realized it when we were children, because our parents made our home such a wonderful place.”

Vaillant further found that in both studies, “Even the death of a parent was relatively unimportant predictively by the time the men were fifty; by the time they were eighty, men who had lost parents when young were as mentally and physically healthy as men whose parents had lovingly watched them graduate from high school.”

**The Influence of a Mother**

Not only did a man’s overall childhood experience greatly impact the rest of his life, but his mother and father each influenced it in a particular way. The Grant Study found that a warm relationship with his mother was significantly associated with a man’s:

- Effectiveness at work
- Maximum late-life income
- Military rank at the end of WWII
- Inclusion in *Who’s Who*
- IQ in college
- Verbal test scores
- Class rank in college
- Mental competence at age 80

On the flip side of that last point is the fact that “a poor relationship with his mother was very significantly, and very surprisingly, associated with dementia.” **Men who lacked a warm relationship with their mothers were 3X more likely to get dementia in their old age.**

One of the findings of the study that I personally found most interesting, was that “a mother who could enjoy her son’s initiative and autonomy was a tremendous boon to his future.” Mothers of men who scored highly on the Decathlon of Flourishing admired their sons’ assertiveness, and boasted to researchers that their boys were “fearless to the point of being reckless,” “could fight any kid on the block,” and “is a tyrant in a way that I adore.” In other words, **mothers who celebrated their boys’ boyishness bolstered their chances of achieving a successful, mature manhood.**

**The Influence of a Father**

The Grant Study also found influences that were associated exclusively with dads. Loving fathers imparted to their sons:

- Enhanced capacity to play
- More enjoyment of vacations
- Greater likelihood of being able to use humor as a healthy coping mechanism
- Better adjustment to, and contentment with, life after retirement
- Less anxiety and fewer physical and mental symptoms under stress in young adulthood

In the negative column, it “was not the men with poor mothering but the ones with poor fathering who were significantly more likely to have poor marriages over their lifetimes.” **Men who lacked a positive relationship with their fathers were also “much more likely to call themselves pessimists and to report having trouble...**
letting others get close."

If there was ever any doubt, fathers matter, a lot: When all is said and done, a man’s relationship with his father very significantly predicted his overall life satisfaction at age 75 — “a variable not even suggestively associated with the maternal relationship.”

[...]

Men and Marriage

A man’s relationships in childhood were not the only ones that affected his life’s outcome. His friendships in mid-life also played a role, as did, of course, the quality of his marriage.

When several decades ago Vaillant evaluated the men according to “Adult Adjustment Outcome determinations” (a kind of earlier version of the Decathlon of Flourishing, from what I gather), he found that:

“all of the fifty-five Best Outcomes had gotten married relatively early and stayed married for most of their adult lives. (And by the time those men were eighty-five, we learned later, only one marriage had ended in divorce.) In contrast, among the seventy-eight Worst Outcomes, five had never married, and by seventy-five years of age, thirty-five (45 percent) of the marriages had ended in divorce. Proportionately three times as many of the Best Adjusted men enjoyed lifelong happy marriages as the Worst.”

The effect of marriage was even starker for the inner-city men of the Glueck Study: “two-thirds of the never-married were in the bottom fifth in overall social relations, 57 percent were in the bottom fifth in income, and 71 percent were classified by the Study raters as mentally ill.”

These results were not too surprising – marriage has been found to correlate to better life outcomes for men in other studies as well. But Vaillant did make a few other findings that were less expected:

- Earlier in his career, Vaillant had supposed that divorced men would not fare any better in their second marriages – that their first marriages had failed because of psychological traits and behaviors that would similarly doom future attempts at matrimony. But when he checked in with the men at age eighty-five, 23 of the surviving 27 divorced and remarried men were in happy marriages that had lasted for an average of 30 years. The failure of a first marriage did not mean a man was incapable of succeeding the second time round.

- The single most important factor in all the study participants’ divorces was alcoholism – either the men’s or their wives. 57% of the divorces could be traced to it. While the wives were usually open about their husbands’ drinking problems, the husbands were often reluctant to talk about their wives’ alcoholism, and it thus took almost 70 years for this finding to emerge.

- While co-dependence is often a dirty word in our culture, spouses’ mutual dependence on each other was associated with happy and healthy marriages.

- This dependence deepens with time, as does the happiness of marriages. When the men were ages 20-70 only 18% reported that their marriage had been consistently happy (as opposed to so-so or unhappy) for at least 20 years. (The lowness of this number may partially be a generational thing – the WWII generation had different criteria in choosing a spouse and expectations for the relationship.) But at age eighty-five, 76% said their marriages were happy. In old age, spouses increasingly rely on each other, and with the passing of time we tend to remember only the good and forget the bad. Husbands and wives truly grow more precious to each other as they enter the twilight of their lives.

Overall, the Grant Study showed that a happy marriage is an incredibly positive thing in a man’s life. What then makes for wedded bliss? Vaillant doesn’t delve too much into that question, but holds up what is perhaps the most successful marriage in the study as an example. This couple, who Vaillant calls “the Chipps” (a
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https://wwwartoofmanliness.com/2014/09/02/love-is-all-you-need-insights-from-the-longest-longitudinal-study-on-men-ever-conducted/

pseudonym), enjoyed doing various activities — they regularly sailed, took a yearly canoeing trip to Nova Scotia, and walked 3 miles a day together. They always kept a sense of humor about everything. Instead of resorting to passive aggression, husband and wife talked openly about their issues and “even conflict was filled with laughter.” By the time this gentleman was 80, “he (and his wife) had been giving their marriage rave reviews for six decades”; “I’ve lived happily ever after,” he gushed to his interviewer. Indeed, as Vaillant looked through his notes on him, he found he had written that Mr. Chipps was “perhaps the happiest man in the study.”

Hope for Those Who Had an Inauspicious Start in Life

In looking over the association between childhood, marriage, and the trajectory of a man’s life, Vaillant concludes that “The majority of the men who flourished found love before thirty, and that was why they flourished.” Whether familial, romantic, or even platonic, men who enjoyed warm relationships in their youth went on to live the fullest, happiest, most successful lives.

Why would this be so? Men who were loved, and learned to love in their younger years, develop positive mental health, resilience, and a capacity for intimacy — qualities that “reflect the process of replacing narcissism with empathy” and lead to greater confidence, autonomy, social and emotional intelligence, and maturity. These traits in turn lead not only to more relationships, but success in other areas (like one’s career). In contrast, men who had bleak childhoods have a harder time forming intimate relationships, are more likely “to be pessimistic and self-doubting,” and are “handicapped later in mastering the assertiveness, initiative, and autonomy that are the foundation of successful adulthood.”

For those readers who enjoyed warm, loving support in their younger years, the above findings have likely been an interesting look at some of the reasons they’ve been able to find a positive path in life. For those who are currently or hope to one day be fathers, it hopefully inspires you to create a warm and nurturing household for your own children.

But for readers whose upbringing left much to be desired, these findings may seem depressing and fatalistic. Yet all hope is not lost. The Grant Study does show that a grim childhood definitely stacks the deck against you — there’s no way around that. But the study also revealed that “people really can change, and people really can grow.” Childhood need be neither destiny nor doom.” Some of the participants who had an inauspicious start in life were able to turn their lives around, and go on to flourish in their later years. How did they do it? Vaillant points to “restorative marriages and maturing [psychological] defenses” as “the soil out of which new resilience and post-traumatic growth emerge.”

Marriage as a Healer

As we have seen, a warm childhood strongly predicted a man’s score in most of the events in the Decathlon of Flourishing. But not all of them. Vaillant was surprised to find that “bleak childhoods were not always associated with bleak marriages”:

“With the exception of a man’s closeness to his father, childhood environment did not predict stable marriage, and even where a warm paternal relationship was lacking, good marriages could be made—eventually. Indeed, marriage seemed to be a means for making good on a poor childhood. After almost fifty years of following disadvantaged youths, psychologist Emmy Werner noted that ‘the most salient turning points . . . for most of these troubled individuals were meeting a caring friend and marrying an accepting spouse.’”

Vaillant found that the men in the study who hadn’t learned to love, and be loved as a boy, but who went on to flourish against the odds, used marriage as a second chance to figure out the landscape of intimacy. (Having children provided a similar opportunity to open their hearts in a new way.) While Vaillant found that “The most dependent adults came from the most unhappy
chillhoods,” as mentioned above, mutual dependence can actually be a healthy thing. For these men, it indeed turned out to be quite healing. Ultimately, marriage, “however imperfect, is an opportunity to assuage some of the loneliness of bleak early years.”

What’s even more interesting is that while many folks think that two people with “baggage” will have a tough time making a go at a successful marriage together, Vaillant found that this was not necessarily the case: “It turned out that happy marriages after eighty were not associated either with warm childhoods or with mature defenses in early adulthood—that is, you don’t have to start out all grown up to end up solidly married.” Instead, marriage might just be the best “classroom” for learning how to be a mature man.

**Mature Defenses**

Beyond warm relationships, two of the factors that most strongly predicted a man’s Decathlon score were mature defenses and character traits.

Mature defenses are our “involuntary psychological coping style”—the ways we instinctively respond to and deal with setbacks, frustration, pain, etc. Immature defenses include things like passive aggression, projection, and denial. They seek to put the responsibility for what happens on other people. In contrast, men with mature defenses take ownership of what happens to them, and try to figure out a healthy way to deal with life’s challenges. These healthy coping methods include things like keeping a sense of humor, finding a gratifying alternative when you can’t get what you want, being altruistic, and facing problems with resilience and stoicism. Mature defenses are a huge factor both in rewarding relationships, and success in one’s career; the twelve men with the most mature coping styles made over $200k more a year than the sixteen men with the most immature coping styles.

Vaillant points out that these mature defenses can unfortunately not be developed through willpower alone—your upbringing, environment, and even genetics play a role. But they are at least partially under your control, and can be actively strengthened and developed throughout your life.

**Character Traits**

There are also several character traits strongly associated with flourishing, and their cultivation is happily within our control to a greater degree.

When Vaillant looked at 26 personality traits the men in the Grant Study had been evaluated on in college, he found that a trait called “Practical, Organized” best predicted their mental health in middle-age. This trait involves, obviously, the ability to organize one’s life, as well as to delay gratification. In a related study, “prudence, forethought, willpower, and perseverance in junior high school were the best predictors of vocational success at age fifty.”

Vaillant uncovered another related trait that correlated with a whopping 8 Decathlon events: “Well Integrated.” Men who were “well integrated” were deemed to be “steady, dependable, thorough, sincere, and trustworthy,” while those who were Incompletely Integrated lacked perseverance and were seen as “erratic, unreliable, sporadic, dependable, ill directed and little organized.” Compared to the Incompletely Integrated, the Well Integrated men:

- Were 4X more likely to enjoy a good marriage
- Lived, on average, seven years longer
- Were significantly more likely to be physically active and cognitively intact in old age

**Being Active**

Finally, while body type turned out not to predict a man’s score on the Decathlon of Flourishing, athletic prowess was in fact strongly associated with it. That is, it seems that while the body type a man was born with didn’t affect the trajectory of his life, what he did with that body mattered (remember that Churchill was born an
endomorph and fought it every step of the way!). This association between fitness and flourishing may possibly be chalked up to the benefits that physical training provides; staying in shape, as we know, can strengthen our discipline, boost our minds, and impart metaphorical life lessons as to the importance of things like humility and consistency. It is perhaps for this reason that the participants’ performance in a physical test of endurance turned out to be a better predictor of their ability to form successful relationships than even of their health later in life. Exercise makes us better people.

**Whatever Your Upbringing, You Can Become the Man You Want to Be**

That qualities like organization, discipline, and dependability would so strongly predict flourishing in middle and late life should not be surprising: they are, Vaillant notes, “precisely the traits people need to find ways around failures, and make the most of successes when they come along.” So too they are fortunately qualities that we can develop in ourselves, no matter how much, or how little, training we got in them in our youth. Those who were never taught as a boy the importance of scheduling their time, persevering in the face of setbacks, and developing their trustworthiness will certainly have a tougher row to hoe, but learning these skills is possible at any age.

While it is easiest to pick up new habits before your mid-twenties, when your brain is most pliable, our brains remain plastic and moldable throughout our lives. In fact, the process of myelination – which increases the efficiency of our neurons – continues up until age 60. During that time, our prefrontal lobes (which function as the practical, organized, CEO of our brains) can become better and better at checking the limbic parts of our brains (which cause us to be unthinkingly impulsive). Thus Vaillant found that the study participants, regardless of their upbringing, could grow older and better – could become wiser, more patient, more mature. The more such traits are actively sought, and exercised, the more you can aid and accelerate that process. So start working on your character early if you can, and continue to practice the qualities of mature manhood in every decade of your life. As Vaillant notes, ultimately what the men “did with a loving or bleak childhood had as much to do with future success as the childhood itself.”

**Conclusion: Love Is All You Need (Even When You’re a Dude)**

“The recent years of the Grant Study have shown that our lives when we are old are the sum of all of our loves.” – George Vaillant

What leads to a flourishing life has been debated and discussed for centuries. Is it your parents’ social class? Is it a career with a high income? Is it the type of body you’re born with?

After decades of studying the scope of men’s lives from ages 18-90, Vaillant’s answer is this: “Happiness is love. Full stop.” It’s really a conclusion all of us knew all along, but it helps to be reminded of it, and to see that it is backed up not only by intuition, but by nearly 80 years of research.

Character traits matter too, but even then their real importance is helping us replace a scattered narcissism with the steady maturity that leads to rewarding relationships. Perhaps it sounds cheesy, but we are ultimately here to love, and to be loved. Love leads to our ability to “put our trust in life” and the confidence to tackle our goals. Thus if we fill our lives with warm, rich relationships, all the other good stuff – career success, prestige, adventure – will be sure to follow.
Dad’s Day at the Center!

Head Start Center-Based Classrooms
Miss Chris’ Shippensburg Class,
Miss Kelsey’s Newville Class, and
Miss Angie’s Carlisle Class

Every Second Monday and Wednesday

Every Second Tuesday and Thursday

Pre-K Counts Classrooms
Miss Alyssa’s Nancy Grayson Class,
Miss Wendy’s James Burd Class,
Miss Katie B.’s Newville Elementary Class,
Miss Danielle’s Hamilton Class,
Miss Alyson’s W.G. Rice Class, and
Miss Bridget’s Mount Holly Springs Class

Early Head Start and Head Start Home-Based Socializations
Miss Sierra and Miss Doris’ Mongul Church Groups,
Miss Katie K. and Miss Amy’s St. Paul Church Groups, and
Miss Laura’s Cora Grove Center Group

Every Second Socialization
USDA Nondiscrimination Statement 2015

FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (660) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.
USDA Declaración de no discriminación 2015

Los demás programas de asistencia nutricional del FNS, las agencias estatales y locales, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en:

http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf, y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; o
(3) correo electrónico: program.intake@usda.gov

Esta institución es un proveedor que ofrece igualdad de oportunidades.
Building for the Future

This child care receives Federal cash assistance to serve healthy meals to your children. Good nutrition today means a stronger tomorrow!

Meals served here must meet nutrition requirements established by USDA's Child and Adult Care Food Program.

Questions? Concerns?

Call USDA toll free: 1-866-USDA CND (1-866-873-2263)

Visit USDA's website: www.fns.usda.gov/cnd

United States Department of Agriculture
Food and Nutrition Service
FNS-317
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USDA is an equal opportunity provider and employer.
Construyendo Para El Futuro

Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comidas nutritivas a sus niños. ¡Buena nutrición hoy significa un mañana más saludable!

Comidas servidas aquí deben de seguir los requisitos nutricionales establecidos por el programa "Child and Adult Care Food Program" del Departamento de Agricultura de los Estados Unidos (USDA por sus siglas en inglés).

¿Preguntas? ¿Inquietudes?

Llame gratuitamente a USDA al: 1-866-USDA CND (1-866-873-2263)

Visite el website de USDA: www.fns.usda.gov/cnd

United States Department of Agriculture
Food and Nutrition Service
FNS-317-S
June 2000
Revised June 2001

USDA es un proveedor y empleador que ofrece oportunidad igual a todos.
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2018-2019

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Who Should Apply?

**Head Start/Early Head Start:** Pregnant women and children ages birth to 5 years whose household income is at or below the federal poverty guideline ($24,600 or under for a family of 4)

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**How to apply:**
Call Shippensburg Head Start 717-477-1626
or stop in and apply
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Shippensburg, Pa. 17257

Call Today!