

# Kids in View

Winter 2011

[www.kaleidoscope-kids.org](http://www.kaleidoscope-kids.org)

Volume 16 Issue 2

## A Purpose, A Heart, A Difference

By Matt Christenson, IT Officer, Teacher, and Timothy Davis, Adventurist

When you think of the word "sacrifice" what comes to mind? I'm sure you could share a number of personal stories about how your parents, or you, or friends of yours have had to make sacrifices to address certain issues in their lives. Sacrifice comes in many different forms. Last summer, we had the privilege of being the beneficiary of a sacrifice; a sacrifice made by someone who had no previous contact with Kaleidoscope. I am almost dumbfounded when I think about who would do such a thing, but then I had the honor of meeting and interviewing this person and many things became clear: a purpose, a heart, a difference.

In the Spring of 2010 Timothy Davis appeared on our radar. Tim is a Minnesota native who has lived in Colorado since 2001. He is currently at the University of Minnesota Duluth and will graduate this spring with a degree in Secondary Education. He wants to be a High School English teacher when he graduates. In Summer of 2010 Tim was going on a cross-country bike trip and wanted it to be more than just a bike trip. Tim's mom, Mary Beth Davis, is the Property Manager at Fairview Ebenezer, a seniors housing residence. For the last 4 years we have had a group of Kaleidoscope students volunteer with residents at Ebenezer. As Tim was talking about raising money for an organization, Mary Beth mentioned Kaleidoscope.



Tim Davis rode the final 1,500 miles of the Great Divide to raise money for Kaleidoscope Place's Summer Kids program

Tim contacted Quendy Raymond, our Executive Director, about his desire. She gave him a tour of Kaleidoscope and talked about the many different aspects of our organization. He ultimately chose Kaleidoscope because of our Summer Kids program and our mission. He has worked at a summer camp in Colorado for several summers and loves working with kids. This is where his heart and his calling are. Tim was drawn to the way that Kaleidoscope Place is involved in the community — focusing on the well-being of the students then bringing that back out into the community at places like Ebenezer. With Kaleidoscope he also knew that the money would go directly to the students and programming; not "expensive advertising or high salaries." So how did this fundraising venture come about?

In the spring of 2006, on a whim, a friend asked Tim if he wanted to bike the U.S. portion of the Great Divide. Due to the fact that Tim is adventure-driven, he was excited about the trip. They trained, headed down to El Paso, Texas, and then headed North on their bikes – the adventure began! They were off to an aggressive start, biking 70-80 miles every day, however, he

and his cohort rode at significantly different paces. Turns out this was quite challenging for Tim because he was more of an adventurer, not an avid cyclist. Due to this difficulty, after a still amazing 950 miles, Tim ended his ride at Salida, CO. It was discouraging, but he recovered and still hung onto the goal, "I gotta finish. I felt like it was something life changing." said Tim. Four summers later that goal would become a reality.

In summer of 2010 Tim finished his trip preparations, was dropped off in Salida, CO., literally put his bike on the exact spot where he ended the first leg of the bike trip in 2006, and was off to finish his adventure. As a great encouragement, some friends of Tim's rode with him for the first two days of the ride. After that point, it was just Tim, his bike, his iPod, the road, and adventures awaiting him. Tim rode 60 miles per day on average, however, the weather and terrain affected his average. Some days he was only able to ride 30 miles, other days he was able to ride 80 miles! "I had to keep a strong mindset – I'm going to finish this!" he stated. He had to set *daily* goals. Achieving those small goals played a significant part in keeping Tim motivated. It was sometimes tough to stay in the groove, but the pedaling brought on a meditative state and he also listened to Podcasts and music. "The hardest part of the ride was not physical, it was mental. Sometimes I would ride for two or three days without seeing a single person or car. It was easy to get very lonely during these times. Sometimes I would think, 'Why the heck am I

...continued on Page 2

...continued from Page 1

out here?" exclaimed Tim. What kept him going? "I was inspired to know that people had my back, were in my corner, routing me on and that the students at Kaleidoscope were depending on me." said Tim. He chose to fundraise during his ride because it was "a way to make it something bigger than just a ride, something more meaningful. It was a great opportunity to do something positive with the ride." stated Tim.

Overall, it took Tim 29 days to ride the final 1,500 miles of the Great Divide. The complete ride included over 200,000 feet of climbing from El Paso, TX to Rossville, MT. He set up camp almost every night. There was a cost to the trip. Not just the cost of time and energy. A few equipment purchases, trip preparations, staying at motels at certain times during the trip, and especially not working for the entire summer is taking its toll. He is actually feeling the hit now due to not working for the summer. Student teaching in January and February is occupying most of his time so he is unable to work to make extra needed money.

For Tim to pour out such time, energy, and sacrifice for Kaleidoscope is absolutely incredible. I asked Tim, "What makes you tick? What is in your heart?" Tim responded, "I want to live my life in a way that has the least negative impact and the most positive impact. I want to live intentionally. I want a sense of purpose." He also stated, "I want kids to know that they can do anything. It is not just about doing great things; it is about being great for other people. I am a normal person, average in many ways. I didn't think I would ride 20 miles, let alone 1,500 miles. Ordinary people can do extraordinary things. Never underestimate what you can do."

Even though the ride is over, the fundraising is still happening. Tim's desire was to raise \$2,000 for Kaleidoscope and he is currently at \$1,680. If you are inspired by Tim's incredible accomplishment, please show your support for his sacrifice and for Kaleidoscope: <http://givemn.razoo.com/story/Riding-The-Great-Divide-For-Kaleidoscope>.

We hope you were moved by Tim's story and effort. We also would like to take to heart his idea and challenge you to create your own fundraiser! What could you sacrifice to help the children and families of Kaleidoscope? How could you make a direct impact on the well-being of a child? What could you do to *save a life*?

## Donation Needs for our Artist in Residence

dyes, fabric paint, yarn, zippers, sequins, buttons, stencils, stamps, fabric (scraps or otherwise): silk, canvases, shirts, etc.

We are eternally grateful for **St. Stephen Lutheran Church** for planning and hosting the "St. Stephen's Got Talent" variety show fundraiser for Kaleidoscope Place! It was a remarkable evening of entertainment, talent, fun, and generosity! **A very special thank you goes to the planning committee:** Pam Anderson, Andrea Bach, Jean Berry Vicki Hodapp, Julie Magnus, Linda Olson, Quendy Raymond

***We wouldn't be here without you!!!***

### Part 3 - The Influence of Media: I Have Become *Uncomfortably Numb*

by Matt Christenson, IT Officer, Teacher

From the last article, we learned about how our brains process things we see and how those things can directly influence our social interactions and morality. Have you ever heard the phrase, "Monkey See, Monkey Do?" Well, it actually works that way when we are watching television. If we uncover the process in the brain the phrase changes to, "Neuron See, Neuron Do." When children (or adults) are observing the action, their neurons are firing exactly the same as if they were actually physically doing the action. Now we are going to take a look at some of the practical sides of the influence of television. We are going to revisit and also expand our discussion of its influence in academic, social, emotional, and physical effects. (Note: these effects can be easily applied to spending too much time on the internet, playing video games, and watching movies, so keep an eye on these things as well.)

The word *social* is defined as "pertaining to, devoted to, or characterized by friendly companionship or relations." The term *social skills* means "the personal skills needed for successful social communication and interaction" (Dictionary.com). How do children, and anyone else for that matter, develop social skills? The answer: simply by interacting with other people. The word *interacting* is the key here in relation to the definitions above. When children are watching television, they are not interacting, in the truest sense, with other children and adults. Interaction with other people is the key to developing and sustaining healthy social skills. Do we want to stunt their growth in this area, potentially creating negative and/or anti-social behavior? Remember children are spending twice as much time watching television then they are in school every year. Limiting their TV time and encouraging healthy interaction with other children and adults will make a significant impact in healthy social skills development.

Health issues are a little easier to realize: inactivity = out-of-shape. You will be surprised by some new revealing statistics (below). Watching TV is an inactive activity, which contributes

to health issues associated with being overweight and obese. Television robs children of energy-burning exercise and usually includes high-calorie/high-fat snacking. This is a formula for failure. Exercise is absolutely vital to the health and well-being of anyone. Getting into an exercise (and healthy eating) habit at a young age and keeping it going throughout life helps children maintain healthy hearts, lungs, muscles, minds, immune systems, etc, and will potentially spare them from diseases, illnesses, and disabilities that inactive children may get. That should be enough motivation to help you help your child shut off the tube and do something productive...but, there's more. Here come the "reality check" statistics from [www.whitedot.org](http://www.whitedot.org) from an article, "It's Official: TV Linked to Attention Deficit":

- For every hour watched at age one and age three, children have almost a ten percent higher chance of developing attention problems that could be diagnosed as ADHD by age 7.
- A toddler watching three hours of infant television daily had nearly a 30 percent higher chance of having attention problems in school.
- Children under the age of 2 should not be watching TV.

Research has also shown that too much screen time with children leads to passivity, being easily bored, requiring "bells and whistles" to keep attention/focus, delayed language skills, and more aggressive behavior and attitudes.

Those are some serious statistics that should help you rethink how you approach TV time with your children. If the brain isn't properly developed due to spending too much time in front of the screen, the impact on our children may be a lifetime of struggle.

A more unknown impact of too much television is on that of vocabulary. Children in poverty watch the most TV. They also enter school with a working vocabulary of 700-800 words, but it should be around 2,100-2,400 words. Words are the building blocks for complex thought. A small vocabulary limits the ability to communicate, solve problems, and formulate complex thoughts.

And finally, children who are watching TV are not reading, drawing, painting, building, creating, constructing, imagining, or inventing anything. These activities develop important motor (physical) and cognitive (mental) skills needed for school and life success. Instead of spending 1500 hours per year watching television, what if your child started painting or dancing or playing guitar or writing a book or skateboarding or reading? I think you will realize this would make a huge impact on your child's physical and mental skills. You never know what gift or talent you will uncover if you would just help your child turn the television off and turn on their mind and body. And who knows, they may end up changing the world.

(Note: Next month, the final article in the series will focus on giving you practical tools and ways you can limit the amount of TV watching and encourage other activities.)



**Save the Date**  
**Monday, May 2, 2011**  
**Biaggi's Fundraiser**  
**for Kaleidoscope Place**  
**5:30pm and 7:00pm**

**Pasta dinner complete**  
**with salad and beverage.**  
**Tickets are \$25.**

**Biaggi's Ristorante Italiano**  
**Eden Prairie Center**  
**8251 Flying Cloud Drive, #3010**  
**Eden Prairie, MN 55344**  
**Biaggis.com**

Want to build basic job, entrepreneur, communication, and leadership skills through garden based work at urban garden sites?

**Youth Job Fair**  
**Saturday, March 12, 2011**  
**10:00am—12:00pm**

In the Centrum at the Center for Changing Lives  
 2400 Park Avenue, Minneapolis, MN, 55404

If you are between the ages of 12-16, come learn about our partnership with the University of Minnesota Landscape Arboretum, and the many different Urban Garden Youth Employment opportunities.

There will be a short presentation, then you can pick up an application, and talk to the group you are interested in. If you can't make it you can pickup an application on Monday after the fair.

Job descriptions will be posted mid February on our website at [www.kaleidoscope-kids.org/registration](http://www.kaleidoscope-kids.org/registration).

Please call us with questions at (612) 871-9268.





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### Upcoming Events

- February 21** - Closed
- March 1** - Families Together: Cultural Heritage Play
- March 12** - Youth Job Fair: 10am-12pm
- April 4** - Summer Kids Registration Begins!
- April 5** - Families Together
- April 22** - Closed
- May 2** - Biaggi's Fundraiser for Kaleidoscope

### Kaleidoscope Place Staff

- Quendy Raymond, **Executive Director**
- Ryan Kirk, **Program Coordinator**
- Kate Hartman, **Volunteer Coordinator**
- Matt Christenson, **Technology Officer, Teacher**
- Sarah Baso, **Teacher**
- Ahmani Sangster-Curtis, **Teacher's Assistant**

### Kaleidoscope Place Board of Directors

- Debbie Ondov, Co-Chair
- John Ondov, Co-Chair
- Libby Ondov, Secretary (non-voting)
- Tom Gustafson, Treasurer
- Quendy Raymond, Executive Director (non-voting)
- Jim Lerberg, Volunteer Chief Financial Officer (non-voting)
- Karen Beamon
- Leslie Bell Pashalek
- Reverend Gordon Braatz
- Roxanne Cunningham
- Diane Daehlin
- Cindy Johnson (non-voting)
- Donley Johnson
- Janet Johnson
- Ann E. Keating
- Robert Purvis
- Laura Weghorst
- DeAundres D. Wilson

Kids in View

**OUR MISSION is to provide a creative, educational, and nurturing environment for children and youth to learn and grow in character and community.**

If you would like to stop receiving this publication, please call Matt at 612-871-9268.