

# Building Communities Through M&Ms

**What is the value of  
community-building within  
school cultures that promote  
individual competition?**

**Carlotta Castillo Moulder**

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**Building Communities in Schools**

# Inspiration

Joan Wink, *Critical Pedagogy*

3<sup>rd</sup> Ed., page 162: School Families



Dwayne Young, Principal, Centreville  
Elementary School



# What is play?

*Learning to  
Play,  
Playing to Learn*

Kolb & Kolb

## Two Stages

**Stage 1** – Epistemic play  
where we seek stimuli which  
require focus and intense  
attentive investigation.



## Stage II

Ludic, i.e. ludicrous play – more relaxed stage of applying knowledge gained through initial investigation.



# Findings & Implications

## Did this project change the culture of CES?

The data does not reflect a change in the culture, however anecdotal data found

- Those students who didn't have fun were mostly older 5<sup>th</sup> & 6<sup>th</sup> graders. \*
- Observations and reports from mentor teachers and administration corroborated the enthusiasm, laughter and delight of the younger students who participated.
- A buzzing curiosity filled the school on those Friday afternoons when an announcement reminded all M&Ms to please report to the gym. "What are M&Ms? How do I become an M&M?"
- A kindergarten parent heard something about M&Ms and wanted to know how to get her child involved.
- Another student asked Moulder when M&Ms was going to meet again and looked absolutely crushed when she heard it was over.
- Mrs. Green, an M&Ms mentor also reported that one of her students who had participated.

