Competent and Peaceable Children

🕊 **Sharon Davisson & Wilma Gold**

🕊 **NonViolence in the Lives of Children Project Inc.**

🕊 **Expectations**

Nonviolence in the Lives
of Children Project

Peace Education

What comes to mind when you hear Peace Education?

Peace Education

Peace education is *holistic.* It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. "It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet"

Fran Schmidt and Alice Friedman (1988)

Peace Education

Peace education is *skill building*. Skills include communication, listening, understanding different perspectives, cooperation, problem solving, critical thinking, decision making, conflict resolution, and social responsibility. What matters is integrating peaceful attitudes, values, and skills into the teaching and learning process in school and making it a part of the total curriculum.

National Council of Teacher Education website www.ncte-in.org:

Social Emotional Development

A child's social-emotional development is as important as her brain and physical development. It is her desire to connect with others that motivates her to learn. And her sense of who she is in the world deeply impacts how much and how well she learns, as well as the quality of the relationships she builds with others. A child's social-emotional skills drive her to learn to communicate, connect with others, resolve conflict, and cope with challenges. They give her the confidence she needs to reach goals, and the ability to persist in the face of difficulty.

From Zero to Three

Social Emotional Development

Emotional Development - Concerning children developing self-awareness as they learn to recognize and manage their own feelings as they arise. Children developing impulse control, persistence and self-motivation. Children developing empathy as they become aware of and sensitive to other's feelings.

Social Development - Concerning children developing and maintaining relationships with others and understanding their place within a social environment.

- *Pro-social behaviors* are voluntary behaviors that are intended to help or benefit others such as sharing, helping, comforting, defending and empathy.

- **Social competence** includes pro-social behaviors as well as the ability to predict others' behaviors, and successfully approaching and joining others in play

Nonviolence in the Lives of Children Project

Basic Steps to Peaceful Conflict Resolution

Assess the situation to see if there is immediate danger of someone getting hurt, or if the children are resolving the conflict in an equitable manner themselves. If you determine you are needed, approach the children quickly and **calmly**.

1. Calm children and acknowledge their feelings.
Feelings must be acknowledged & understood before children can move into problem solving.
"I can see that you are really upset."

2. Ask children, "What is the problem?"

3. When the children are calm, ask each child to express
what they want or need.
　　　　"Can you tell Sam what you need?"

4. State the problem clearly and non-judgmentally.
　　　　"Both Sam and Bill want to use the shovel? Is that the problem?"

5. The children brainstorm ideas about how to resolve the
conflict.
　　　　"How can we solve this problem?"

6. Try the idea (take action) and evaluate.

Class Meetings

Building Classroom Community

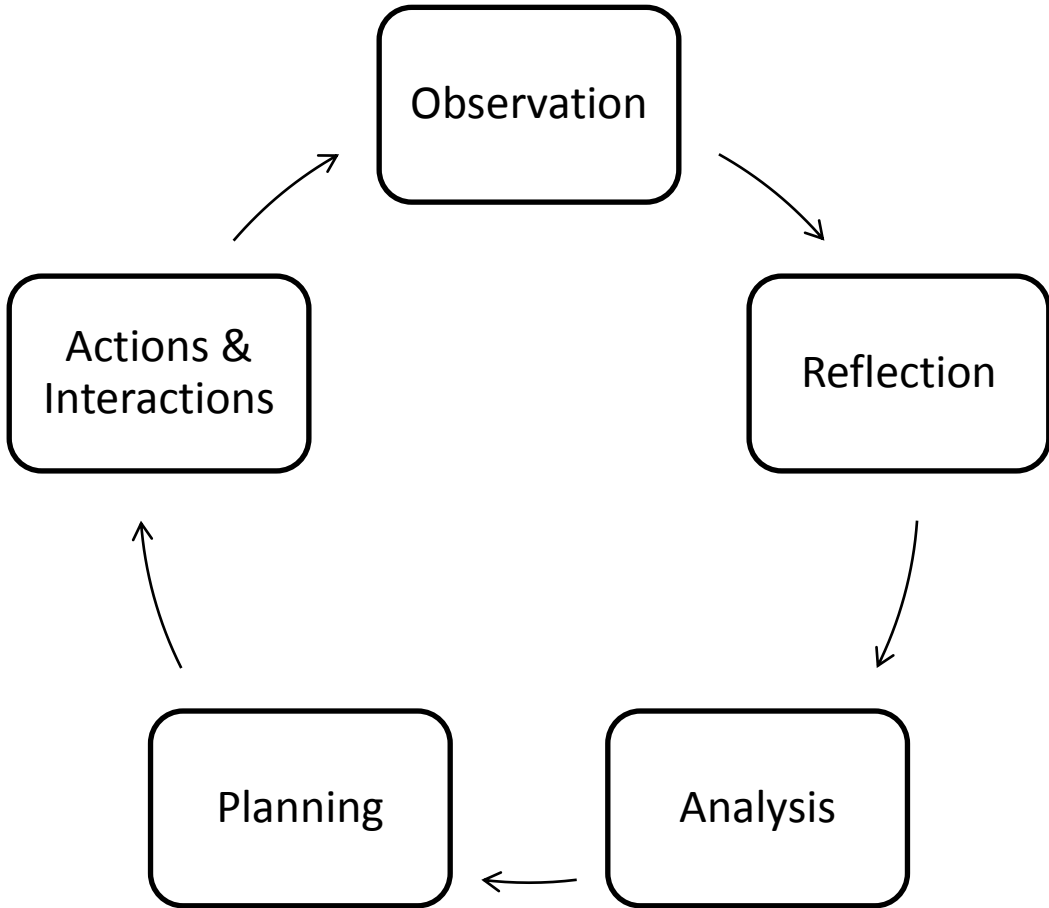🕊 **Activity and Project Planning**

🕊 **Creating Classroom Agreements**

🕊 **Group Problem Solving**

Observation

Looking through the lens of a Peace Educator

🕊 **Relationships – Social**

🕊 **Needs Met – Emotional**

🕊 **Perspective taking – Cognitive**

- – when a child is in conflict, they cannot access empathy until they calm and then take on the other's perspective. Perspective taking, which is a cognitive function, is a door to social/emotional development.

Activity

- **Small groups**
  - **Groups of 4**
  - **Handout : "Questions you ask yourself when you observe"**
  - **Think of a scenario from your experience, share your scenario and discuss possible strategies from the questions on the handout.**

Involving Families

- **Community building**
- **Developing child's sense of self and place in the community**
- **Respect & celebration of diversity**
- **Developing trust and respect**

Involving Families

🕊 **Not "just" a parent conference**

🕊 **Classroom participation**

- **Jobs, family celebrations, cooking favorite dishes, sharing favorite book, sharing hobbies**
- **Spending time**

🕊 **Photo documentation, observations**

🕊 **Creating a welcoming environment**

- **Arrival and departure rituals and culture**
- **Physical environment for adults**

Family Involvement

Creating opportunities for extended family participation

- **Grandparent involvement**
- **Special guests**
- **Family posters, family of the month shelf**

Nonviolence in the Lives
of Children Project

Conclusion

🕊️ **Look back at your Expectations**

🕊️ **Share what you will do on Monday morning**