

Teacher's Role in Creating A Culture of Non-Violence



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Teachers Role in Creating A Culture of Non-Violence

- ✚ Review Conflict Resolution
- ✚ Anti-Bias Educational Goals
- ✚ When and How to Intervene
- ✚ Bullying
- ✚ Building Family Partnerships
- ✚ Collaboration
 - ✚ Administration
 - ✚ Colleagues
- ✚ Tools





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Peaceful Conflict Resolution

The goal is:

To give children skills to manage conflict and
creatively solve problems

NOT TO ELIMINATE CONFLICT!



Basic Steps to Peaceful Conflict Resolution

Assess

1. Calm children and acknowledge their feelings.

"I can see that you are really upset."

2. When the children are calm ask, "What is the problem?"

3. Continue by asking each child to express what they want or need.

"Can you tell Sam what you need?"



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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.)

7. Evaluate.



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Anti-Bias Educational Goals

1) Nurture each child's construction of a knowledgeable, confident self-identity and group identity.

The teacher's role is to create an environment where each child can discover and feel comfortable with who they are bi-culturally (home culture and dominant culture) in the classroom community.



Anti-Bias Educational Goals

2) Promote each child's comfortable, empathic interaction with people from diverse backgrounds.

The teachers role is to guide development cognitively, emotionally and behaviorally to be curious about differences and to negotiate and adapt to them while seeing the common humanity in all people.



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Anti-Bias Educational Goals

Foster each child's critical thinking about bias.

The teacher's role is to support children's Identification of "unfair" and "untrue" images, comments and behaviors when they see them and to ask the open-ended questions to support exploration of these concepts.



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Anti-Bias Educational Goals

Cultivate each child's ability to stand up for her/himself and for others in the face of bias.

- Stand Up – begin the journey on the path of “activism”.
- The ability to have empathy, to care for and about others and ability to stand up and speak up is predicated on a strong sense of self-identity, group identity and sense of belonging.



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“Anti Bias Activism Project”

Ann Pelo

“Young Children and Social Justice”

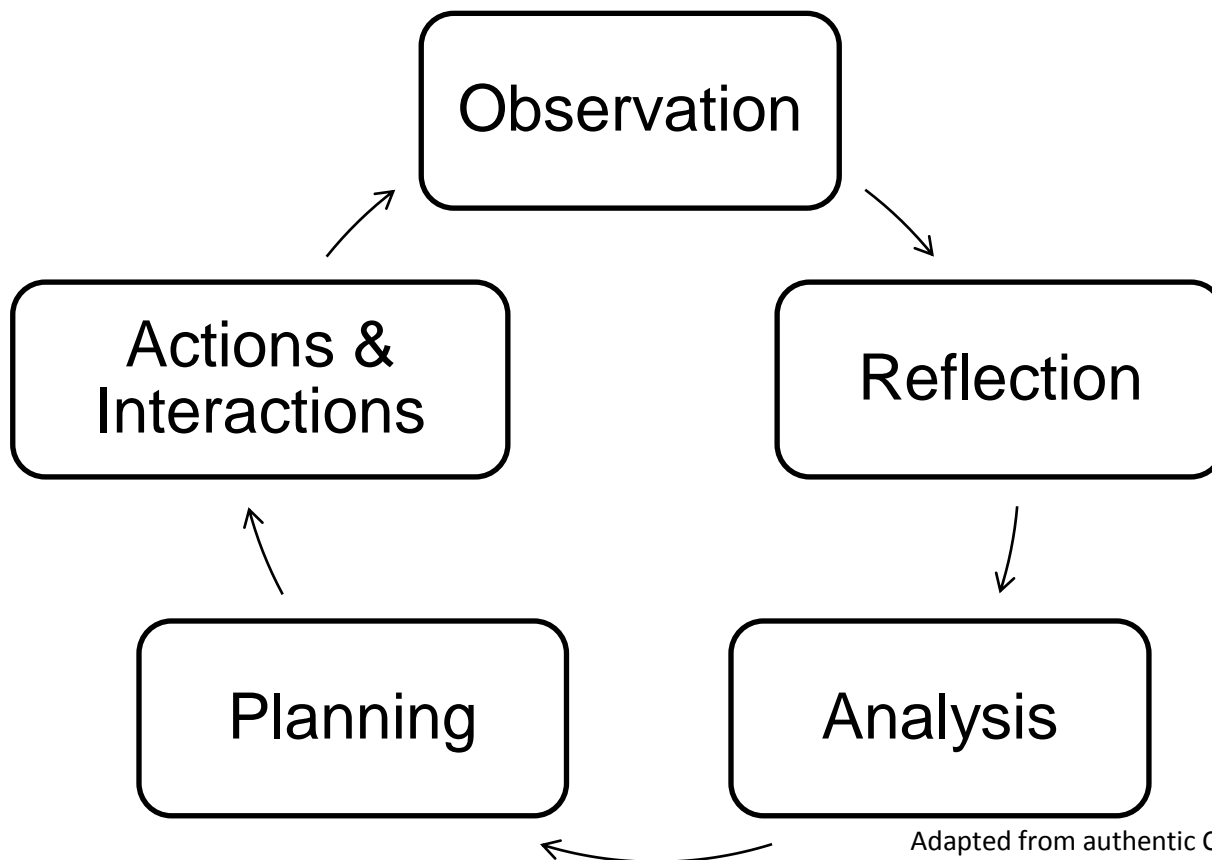
Karen Cachevki Williams & Margaret Cooney

“How to Create an Environment that Counteracts Stereotypes”

Alice Honig



Observation



Adapted from authentic Childhood: Exploring Reggio Emilia in the Classroom



Observation

Looking through the lens of a Peace Educator

✚ **Social – Relationships**

✚ **Emotional and Physical - Needs Met**

✚ **Cognitive - Perspective Taking, Critical Thinking**



Mirror Activity

- Choose a partner from another table
- Pick one person to start as the mirror and one to be the actor
- The mirror must follow the actor exactly in time with the actors movement
- On the mark, switch the mirror and actor role
- Talk about what you observed.



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When and How to Intervene

- ✚ Ensure Safety
- ✚ Power On, For and With
- ✚ Model Language and Behavior
- ✚ Empowering Children to Talk to Each Other
- ✚ Open Ended Questions – Fostering Critical Thinking
- ✚ Allow Children Time to Think



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When and How to Intervene

- ✚ Opportunity to Scaffold a “Teachable Moment”
 - ✚ Emergent curriculum
 - ✚ Complicating and deepening play
 - ✚ Involving more children in the process



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Teacher's Role

Create the foundation by
building community

- ✎ Agreements created by children, posted & referred to often
- ✎ Involving families
- ✎ Rituals & celebrations
- ✎ Caring for others, animals & plants in classroom
- ✎ Real Responsibilities: Help sweep up, weed care for the garden & class pets, carry heavy things! Shovel snow
- ✎ Traditions around listening



Teacher's Role

Common Ground

Helping children see what they have in
common to build upon



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Teacher's Role

Empowerment Activities

- Teach communication skills - "stop" - "I feel. ...When you..."
"I want..."
- Classroom responsibilities: help sweep up, weed care for the garden & class pets, carry heavy things! Shovel snow
- Opportunities for decision making
- Opportunities to be heard
- Opportunities for leadership
- Working together to solve a problem/create a solution



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Teacher's Role






Creating Content

- ✚ Provide content that creates opportunities that reflect the children's experiences
- ✚ Provide open-ended materials
- ✚ Offer creative problems for children to consider








Environment

Physical

-  Furnishing
-  Open Space
-  Private Space
-  Timing/schedule
-  Reflection of Children, Families and Staff

Psychological

-  Classroom Culture
-  Agreements
-  Limits
-  Timing
-  Tools



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From Bullying to Empowerment :

Bullying Behavior is:

- Physical
- Verbal (teasing, taunting)
- Relational (exclusion)

Characteristics are:

- Intention of hurting another physically or emotionally
- The behavior is repeated, ongoing
- There is an imbalance of power


NOTE: The behavior in preschoolers is part of the developmental stage he/she is trying to find a way to get needs met. Talk about bullying before concrete thinking. Think in black and white and egocentric.



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Focus on Prevention

Creating a Community Built on Trust

-  **Issues of power and power imbalance:**
- It is critical to keep in mind whenever creating strategies to build trust, that the issues around power will be central. Some individuals are feeling powerless, some are seeking power, and some are unclear about the use of power.
 - The bullied, the bully and the witness are all part of the community.
 - Witnesses, children and adults alike, can be empowered to become allies.



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Focus on Prevention cont.

- ✎ **Judging** is not helpful – when there is an imbalance of power, everyone in the situation suffers. We don't use the word victim to describe any one party since it suggests helplessness.
- ✎ **Role modeling** by the adults in their own interactions with children and other adults is critical



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The Witness

- ✚ What is the distinction between a witness and an ally?
How do adults become allies? How do children?
- ✚ Skills: observing, accessing danger, knowing when to intervene, knowing how to share and balance power.
- ✚ The witness' role in building community



The Bullied

Empowerment

- Care must be taken to insure that the bullied is not retaliating
- Practice appropriate language and behavior

Trusted Adults

- Dependable consistent behavior
- Availability
- Empathy
- Facilitator of problem solving and communication




Sense of community

- Both the teacher and the other children can provide a supportive community for the child



The Bully


This child needs to trust and have a sense of responsibility

-  **I need to know that there is someone who will not allow me to do harm. "I can't let you hurt anyone, and I will not allow anyone to hurt you."**
-  **When you see me lash out and hit someone for no apparent reason, ask what is it that I need? I may be lashing out because I need to feel safe.**
-  **When you see me boss others around and insist on getting my own way, what is it that I need?**



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The Bully cont.

 **To help me, you must take the time and have the patience to calm my unthinking, automatic response to perceived danger.** All the things we do as preschool teachers to help build resiliency are critical in relaxing a child's conditioned responses to perceived danger. We do this by starting at the very beginning - we take the responsibility of developing TRUST .



The Bully cont.

- ✎ **Primary caregiver** is someone who is "matched" to the child, to encourage attachment. Primary caregivers genuinely enjoy the child's company, care about the child's welfare, is committed to the child's success and build a trusting relationship.
- ✎ **Predictable daily routine** - the child comes to "own" his school day.
- ✎ **Predictable Adult** - no surprises - we say what we mean - if we say, "if you use the scooter to hurt others, you will not be able to use it today" - and then follow through. So that they can *depend* upon your word.



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Involving Families – Creating Partnerships

- ✎ Community building to include families**
- ✎ Developing child's sense of self and place in the community**
- ✎ Respecting & celebrating of diversity**
- ✎ Developing trust and respect**



Involving Families cont.

- ✎ 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**



Collaboration: Administration

Asking for Support

- Emphasize Proactive Strategies not Punitive

Staff Meetings

- Setting a Program Philosophy
- Operationalizing the Philosophy



Working with Colleagues

✚ Live What You Teach

✚ Consensus



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Tools

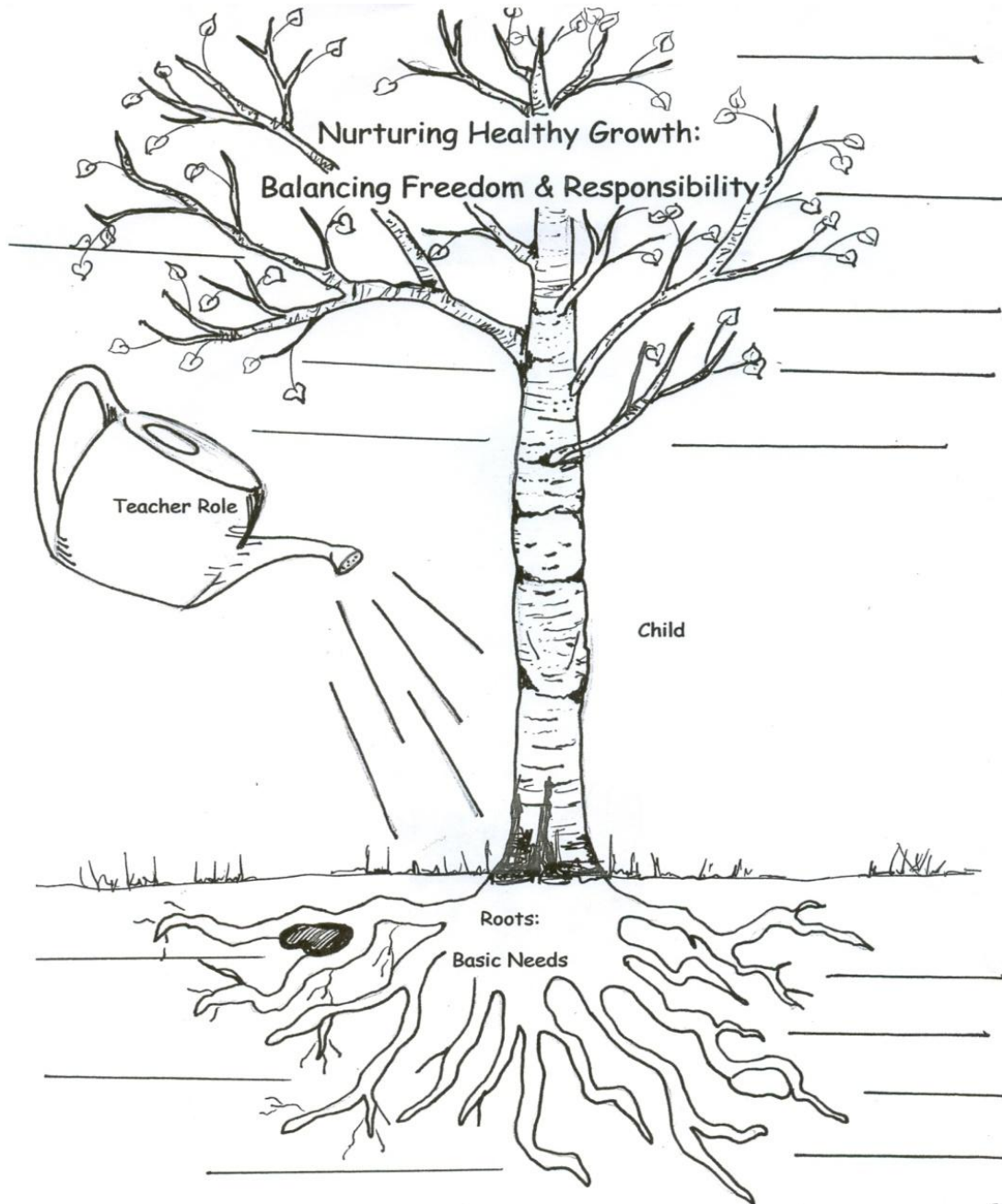
 Class Meetings

 Talking Stick

 Peace Path

 Peace Table

 Peace Bag



Nurturing Healthy Growth: Balancing Freedom and Responsibility



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Teacher's Role

Address adult responsibility and accountability

- Modeling through adult to adult and adult to child interactions
- Reminding children of agreements with consistency
- Observing and reflecting back to children
- Engaging children in problem solving and planning