

EPCC Newsletter



"Happiness is not something ready made, it comes from our actions."

Dalai Lama
MY RELIGION IS KINDNESS



Bella is sketching her face. This experience was created in order for children to closely look at differences and the uniqueness in all of us. This was the first step in creating intentional experiences in the realm of building a Peaceable Classroom. Read more in, "EPCC Intern Update" on Page 1!

How can I get involved?

We are honored that you have opened and perused our quarterly newsletter.

We value your input and support for our peace education work that is so close to our hearts and minds. There are many ways that you can support our work with educators, families and communities across the country.

Here are a few ways you can get involved:

- Share your training or workshop experiences with others.
- Think about what you see on our website (educatorsforpeacefulclassroomsandcommunities.org) that you might be interested in organizing for your community or sponsoring/funding or participating in yourself
- Tell others about the training opportunities we offer
- Refer others to our website
- Grant writing support, or leads
- Offer leads for training or speaking opportunities
- Offer leads for funding sources
- Offer leads for marketing our project

Please share this newsletter and refer others to our website, educatorsforpeacefulclassroomsandcommunities.org. If you have any questions email us at bonzvo@verizon.net.

EPCC Intern Update

BY MARILYN SHELTON

The interns have been busy, balancing their personal lives, work responsibilities and intern activities. The internships are providing opportunities for the interns to develop effective time-management skills and effective leadership skills. The following information covers three projects that share a common theme peace education.

Laura, a training and speaking intern, has presented at an EPCC training session. For her project, she is planning a January Peace Camp Family Event for Peace Camp Youth Leaders and Families in the school where she works. The purpose will be to recognize youth leaders and conduct a Needs Assessment for what the parents would like to see included in their curriculum. The family event will include discussions around a set of open-ended questions, where facilitators are listening and taking notes.

Veronica, another training and speaking intern, is presenting at workshops, national conferences, state conferences, as well as in the classroom as a model for fellow teachers. Since August, she has been working with her co-teachers and other staff members on



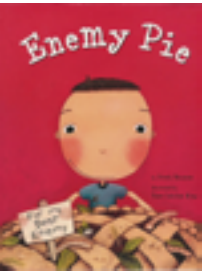
Peace maker: In this picture you see McKenzie supporting Kyran (the little boy) who struggles to speak up and voice his concerns. McKenzie spoke with both children and facilitated the conversation between them.

introducing Peace Education into a classroom. Building trust with teachers has been a goal in the transformation, as well as building community in the classroom, with students, faculty and most importantly with parents. Veronica reports that it has been amazing to

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Enemy Pie, Derek Munson, Chronicle Books, 2000

BY SUSAN HOPKINS



When a new kid, Jeremy Ross moves into the neighborhood, things seem different, maybe a bit scary. Maybe he's mean; maybe he is there to hurt kids. One day, Dad suggests that Jeremy be invited to come over for "enemy pie." The kids find all sorts of things to do together...and finally it's time to eat the "enemy pie."

This is a story of how change can happen. It is especially timely with the many new children coming into our neighborhoods and schools... and the need for all of us to accept them. This is a story about making friends.

The discussion around the story may use "Wondering Questions" such as:

- I **wonder** if you have ever felt like the boy in the story did?

- I **wonder** where you see yourself in the story?
- I **wonder** what you liked best in the story today?

Possible activities related to the story:

- Practice making new friends! Introduce yourselves to one another, play with someone you don't know well, sit next to someone you don't know at lunch.
- Make "enemy pie" and "friendship pie" and share a snack with friends.
- Sing "Magic Penny" - the wonderful song about "Love is something if you give it away, you'll end up having more."

Digital Edition- [Click to Listen](#)

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Upcoming Events

We are very excited to announce 4 upcoming trainings in California.

- Santa Cruz Level I training at Cabrillo College, January 28 & 29.
- Santa Cruz Level II (Spanish materials available) location TBD, May 26 - 28
- San Jose Level I at Pacific Oaks College, February 4 & 5
- San Jose Level II at Pacific Oaks College, August 4 - 6

We are presenting on building a peaceful classroom for the South Bay Jewish Early Childhood Conference in April 2017. Additionally, we will be participating at the CAEYC Conference in the Center for Social Change the weekend of March 24 - 26. There will be an Intern graduation retreat June 22 - 25.

If you are interested in our EPCC weekend trainings or you would like us to customize a 90 minute or longer workshop for your program or organization, visit our website at educatorsforpeacefulclassroomsandcommunities.org.



In this issue

New Events and Getting Involved

- 1** BOOK REVIEWS
[Enemy Pie](#) and [The Importance of Being Little](#).
- 2** EPCC INTERN UPDATE
Laura, Veronica, and Tim have been busy! Read all about it on page one.
- 3** UPCOMING EVENTS
Four new training events, two conferences, and one retreat!
- 4** DIGITAL CONTENT
You'll find two wonderful songs and a powerful article, "Advocacy: From Awareness to Action."

OUR ORGANIZATION

EDUCATORS FOR PEACEFUL CLASSROOMS AND COMMUNITIES

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FIND US ONLINE

educatorsforpeacefulclassroomsandcommunities.org

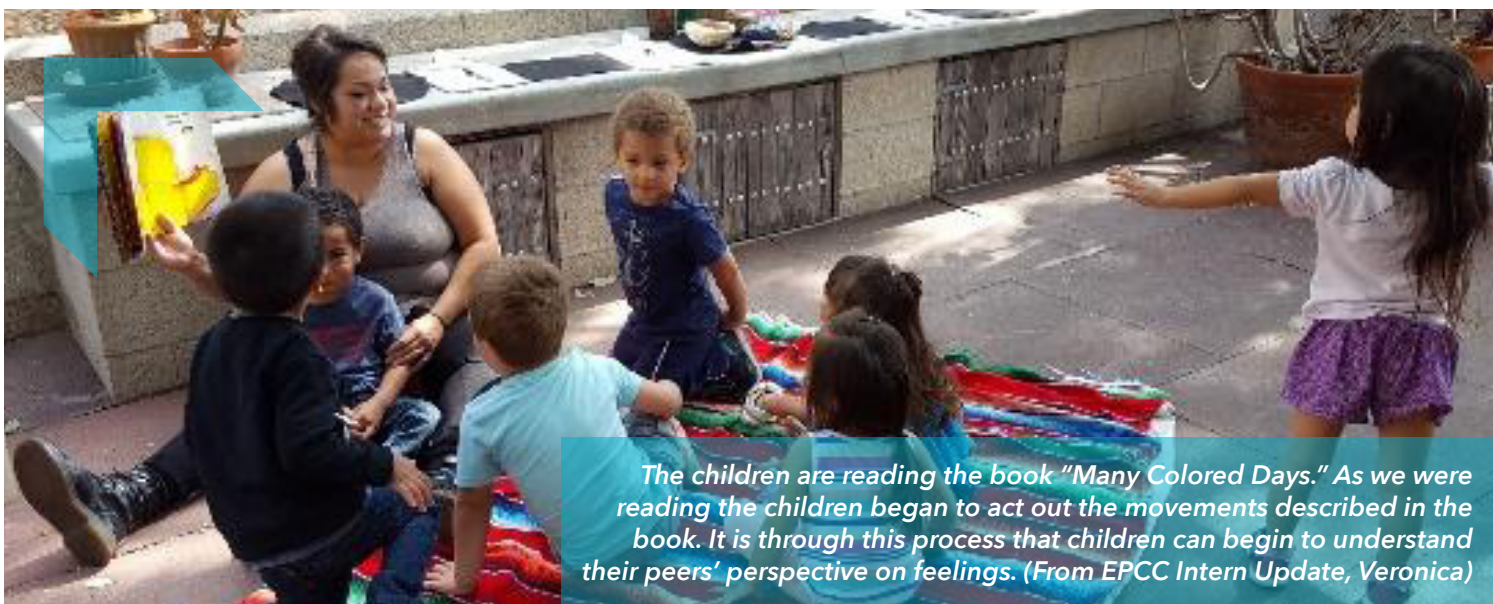
Digital Content

"This is a crucial time for our field; the need for child care and high-quality early childhood education is real in every corner of our economy and country."
"Advocacy: From Awareness to Action"

"You've got to look to the people for courage, in the hard times coming ahead"
Ruth Pelham
LOOK TO THE PEOPLE

CLICK TO READ ON EPCC WEBSITE »
OR VISIT [HTTPS://GOO.GL/YVY5F2](https://goo.gl/YVY5F2)

CLICK TO LISTEN ON YOUTUBE »
OR VISIT [HTTPS://GOO.GL/VGXE0C](https://goo.gl/VGXE0C)

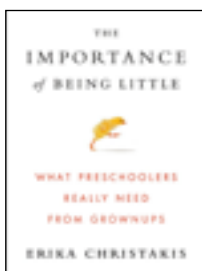


The children are reading the book "Many Colored Days." As we were reading the children began to act out the movements described in the book. It is through this process that children can begin to understand their peers' perspective on feelings. (From EPCC Intern Update, Veronica)

BOOK REVIEW AND LESSON IDEAS

The Importance of Being Little: What Preschoolers Really Need from Grownups, Erika Christakis, Viking Press, 2016

BY JOYCE DANIELS



The title of this book puzzled me at first. Why focus on being little? As I read this book I realized the author was telling us to look at the world from a preschool

view and how important that is if we want to interact well as parents, teachers, anyone who has a relationship with a young child. Being little doesn't mean that intelligence is missing. In the chapter titled "The Search for Intelligent Life" the author cites many studies that demonstrate young children's cognitive, emotional and social development. Being little does mean that young children can't think like adults. So in the chapter titled "Played

Out" Christakis talks about the limitations of developing children when we expect academic knowledge in an adult way and forget that children need to play to learn.

Christakis, who teaches courses on child development and education policy at the Yale Child Study Center, has also

inefficient. She says that "Children pay attention to letters that mean something to them." They're motivated to learn the letters in their own name so they can find their name on the snack table or put their name on a waiting list to have a turn at the sand table. She gives examples over and

Being little doesn't mean that young children can't think like adults.

had extensive experience as a teacher and a preschool director. She knows that teaching pre-literacy skills by focusing on a letter-of-the-week is out of context and

over again about how adults learn about children and how best to provide what they need when adults slow down and pay attention to children.

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The children were looking at differences in skin tone, when they began to say, "Hands in! It's Team Work!" This snapped picture, allowed for a teachable moment. The teacher was able to introduce a picture of Martin Luther King Jr. where people were reaching for his hand before his motor car drove away. (From EPCC Intern Update, Veronica)





Grace: "Well...it's kind of like we're a big family except its all kids...like brothers and sisters."

Tim says, "This introductory experience shows that children are already connected with each other and take an active role in shaping the sense of community at our school."

Tim's goal is to take peace camp/education concepts that the children are showing they already understand and developing them further, deepening their knowledge and role as young peacemakers, all while remaining within the umbrella of the existing Reggio inspired and constructivist curriculum.



EPCC Intern Update, continued from page 1

see the transformation in progress.

Tim, a peace camp intern, is bringing peace education into his classroom with three to five year olds. He began by using a statue of people standing in a circle with their hands on each other's shoulders. He placed the statue on the floor, then had the children come into the room. They spontaneously placed themselves in a circle around the statue, and held hands. (see photos) He asked, "What does the Circle of Friends mean to you?"

Here are some of their answers:

Marcelo: "We are Friends that take care of each other."

Megan: "When we hold hands, we can feel each other. Then we can take care of each other's feelings."

Josiah: "All my friends in this circle."

Natalie: "Look: I can see everyone. When I can see everyone, it makes me happy."

Kai: "Holding hands reminds us to be careful and gentle."

Owen: "Holding hands means we love each other."

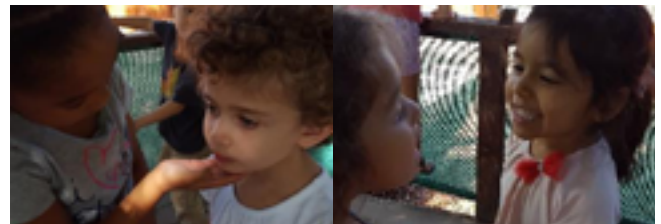
This introductory experience shows that children are already connected with each other and take an active role in shaping the sense of community at our school.



Two children and one painting easel. Conflict occurred when one child wanted to paint with the other child. Daniel said no, but Emelia, explained, "But Daniel we are suppose to share." "Daniel said, "But this is for my mommy." Emelia responded, "I could help you paint." Daniel agreed and they proceeded to paint together.



Two OC youth leaders (teachers) are helping a younger camper read a message of peace. The 5-year-old could understand the messages of peace, which inspired one of the leaders to use these activities in his classroom. The Agreements in the background document what the campers brainstormed about how they wanted to behave during their time at camp.



In this photo (left), you will notice the continued observations of differences and similarities between the children and their peers. McKenzie, "Let me see your teeth Saskia." "Okay, but I want to see yours too," Saskia replied. McKenzie said, "Wow! We both have white teeth and a pink tongue." "Let me see!" said Saskia excitedly, then continued, "Oh Yeah! Teacher, we both have white teeth and pink tongues!". We continued this experience for about 3 weeks and went in really deep. From types of hair to skin tone, as well as height, and matching clothing in colors. In the next picture (right) you see Dasha and Elena, observing the teeth and mouth after listening to McKenzie and Saskia.

The Importance of Being Little, continued from page 3

She also writes about many ways that children learn. One of my favorites is what she says about all the cognitive, physical and emotional knowledge that is gained when children have a classroom pet. Many children's centers have outlawed classroom pets in recent years. But "children learn to take responsibility for the vulnerable...they also learn a lot of self-regulation by modulating their behavior (quieting their voices or handling something gently or waiting a turn if the animal needs a rest)" when they have a classroom pet to care for.

Christakis also talks about the value of having children cook and prepare foods at school. Many families are too busy to cook together or even eat together at home. "Childcare settings are one of the rare places where people eat communally and where children needn't feel in a hurry, so they would seem to be the perfect place for the Slow

Food movement to flourish."

This book has something to say to those who have been in the early childhood field for a long time - it validates the intentional teacher and reminds us about what we know and may have forgotten. It's also a valuable resource for the beginning teacher - it's full of stories and new research that makes the theories real. It's almost like there were some preschoolers guiding Christakis to tell us what they really need.