

EPCC Newsletter



CAEYC Center For Social Change Inspires Early Childhood Educators

BY MARILYN SHELTON

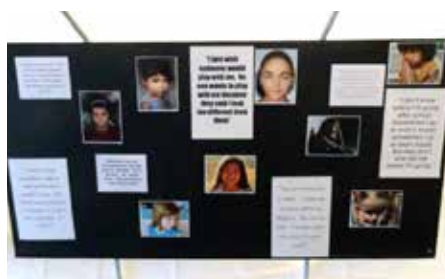
This year's CAEYC Center for Social Change was the scene of many a lively conversation about how ECE professionals could actively work to improve the lives of children, families and the state of the profession.

EPCC, Peace Camp of Orange County, Men in Childcare, PEACE, Fullerton College Lab School, and Family Child Care all came together to make the Center a place to share issues and potential solutions and to support children and families and each other in our continuing dedication for social justice.

The Center brought participants and visitors together to explore the many ways children's lives can be improved. Upon entry, each visitor received a card with the story of a child or family who has an issue or problem that needs a resolution. They were then invited to stop by the participants' tables to share the problem and talk about how to improve that child or family's situation. In this way, visitors and participants alike left the Center with greater insight and tools to be activists in Child and family support and advocacy. EPCC was, again this year, a major contributor to the organization and execution of this important annual event.



A table with artifacts and materials welcomes visitors to the Center for Social Change. (Main) Resources for teachers. (Above) These are some of the challenges our children face. Participants accessed resources offered by the Center's sponsoring organizations. (Below)



On March 6, EPCC was invited to be the keynote presenters for a one day conference for the early childhood teachers in Silicon Valley. 75 teachers and administrators participated in lively dialog on the issues of How to Create a Peaceful Community, educators, families and children. Read more in on Page 4!

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.

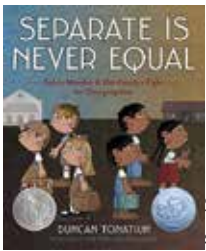
Here are a few ways you can get involved:

- 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.

***Separate is Never Equal*, by Duncan Tonatiuh**

BY SUSAN HOPKINS



This is a beautifully illustrated book sharing the true story of Sylvia Mendez and her family's fight for desegregation of a Southern California school district in 1947.

Sylvia was a young girl of Mexican descent who was excited to start her neighborhood school in the new town where her family had recently moved. She and her family got the surprise of their lives when Sylvia and her brothers were told that

they had to go to the Mexican School instead. She was an American citizen who spoke perfect English. The school officials gave no satisfactory answers and her family decided to organize a lawsuit. The Mendez family helped to bring an end to segregated schools in California seven years before Brown vs. the Board of Education case ended segregation in public school across the United States.

Duncan Tonatiuh incorporated interviews with Sylvia Mendez as well as court records to weave this story into a children's book that can help children understand the importance of desegregation.



EPCC Workshop at CAEYC Conference Provides Resources to Educators

BY SUSAN HOPKINS

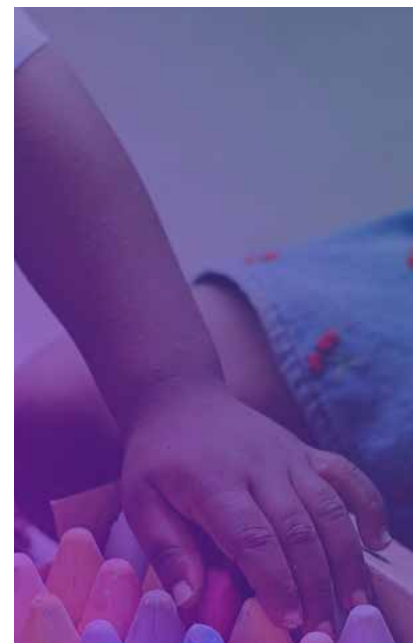
Our EPCC workshop drew about 40-50 attendees, mostly teachers and administrators.

Our EPCC workshop at the CAEYC conference in March drew about 40-50 attendees, mostly teachers and administrators. The title was: Engaging the Village in Raising the Children: Resources for teachers in building a village to develop Peace Education with Children. We began by thinking about the difference between peace education and classroom management and asking attendees where they go for support to teach peace education to children and families.

Each of the presenters, Marilyn Shelton, Wilma Gold, Joyce Daniels, Veronica Hernandez, Laura Hyatt, and Timothy Bongco, told stories about the help they have received from the resource organizations that were featured. From the Toy Guides that are published by TRUCE (Teachers Resisting Unhealthy Children's Entertainment) and offered to families each year about good toys for children from infancy to preschool, to the researched articles that are found

on line from Alliance for Childhood about the importance of play, the organizations that were shared provide helpful resources for peace education. Defending the Early Years, Peace Educators Allied for Children Everywhere, the Campaign for Commercial-Free Childhood, and the Children's Music Network all provide support for teachers and families in developing peace in the world.

Attendees also learned about Peace Camps from Orange County, Santa Cruz, Altadena and Orangevale, each one different and providing children with peace building skills. The Children's Peace Education and Anti-Bias Library (<http://www.childpeacebooks.org/cpb/>) is another resource that was presented. You can go to our website, www.educatorsforpeacefulclassroomsandcommunities.org to view the power point presentation. Do connect with these organizations to build your support network; also contact us to see how we can help.



In this issue News from CAEYC, Immigration, and Peace Education

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How can you help children affected by immigration and deportation?
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The effects of training over time: who will you inspire?
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Participants shared philosophy, pedagogy and best practices in a one-day workshop

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Immigrant Families and Early Learning Rights

BY GABY LITSKY

All families deserve peace of mind knowing their children are safe while they have the opportunity to learn.

On the heels of recent immigration and refugee executive orders and a proposed new executive order, Early Edge stands with California's diverse children and families.

Currently we are hearing that some families are not attending early learning programs out of concern of deportation, so we are working at the state level on information that can guide local policies and practices. We deeply believe diversity is one of California's greatest strengths and that supporting immigrant families is imperative to our future.

All families deserve peace of mind knowing their children are safe while they have the opportunity to learn. We encourage you to review the following resources so that you can protect and advocate for the educational rights of young children in immigrant families.

Families: Preschool and child care sites are "sensitive locations" in which immigration enforcement actions may generally not occur. The United States Department of Education released a fact sheet about safe spaces. The National Immigration

Law Center developed a know-your-rights card to show to Immigration and Customs Enforcement (ICE) officers.

Early Childhood Educators: The American Federation of Teachers released Immigrant and Refugee Children: A Guide for Educators and Support Staff to protect and prepare children and families in case of an immigration and ICE raid. The United States Department of Education published Building a Bright Future for All, a resource guide to help educators better serve immigrant children, promote early learning opportunities, and share resources with families. The guide

includes information about schools' legal obligation to ensure English Learners can meaningfully participate in programs.

Early Childhood Program and School District Leaders: We echo California's State Superintendent of Public Instruction's call for sites and districts to adopt resolutions that restrict ICE access to school properties and student files. Fresno County Board of Education, Oakland Unified, Los Angeles Unified, Sacramento City Unified, and San Bernardino City Unified are among the local education agencies that recently passed resolutions.

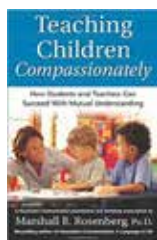


BOOK REVIEW AND LESSON IDEAS

Teaching Children Compassionately: How Students and Teachers Can Succeed with Mutual Understanding, by Marshal B. Rosenberg, PhD

BY JOYCE DANIELS

Marshall Rosenberg is the author of Nonviolent Communication: A Language of Life. This little book is the transcript of a Nonviolent Communication presentation and workshop he gave at a national conference of Montessori educators.



Marshall expressed his respect for learning that is motivated by reverence for life as opposed to learning that is motivated by coercion. He expresses this difference through

his model of the giraffe language as that which helps people to learn and jackal language that judges and blames.

In the book the author discusses topics such as, observation vs. evaluation, how to share power with children and co-

workers, and punishment. In this clear and uncomplicated way, the Nonviolent Communication elements are described with examples from the classroom. They are feelings, needs and requests.

The author shared, "in addition to expressing our needs and feelings, and expressing our needs as requests,

and needs" (Teaching Compassionately, p 25).

Marshall requests that we get "jackal language" out of our consciousness as teachers: right, wrong, good, bad, correct, incorrect, slow learner, fast learner (Teaching Compassionately, p 7).

Give this little book a try. We think it will

Nonviolent Communication requires empathetic connection to learn

Nonviolent Communication requires empathetic connection to learn how to hear any message that comes back at us as an expression of the other person's feelings

leave you wanting to learn more and trying the Nonviolent Communication strategies with your students, co-workers and family.

Connecting Our Values: Children's Rights, Anti-bias Education, and Peace Education

BY ANA PAGE AND LOUISE DERMAN-SPARKS

We dedicate our article to the late Chris Lamm, whose inspiration, insights, and prodigious skills laid the foundation and led the building of Peace Camp, Orange County, California.

In 1959, the United Nations General Assembly set forth its Declaration of the Rights of the Child, followed in 1989 by the Convention on the Rights of the Child. Diversity and equity early childhood advocates around the world treat these documents as foundational to their work. Article 2 of the Convention makes clear that children's rights are universal, applying "to all children, whatever their race, religion or abilities.... It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis." And, especially pertinent for anti-bias education, Article 29 declares that "education... should encourage children to respect others' human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment, and respect other people."

This article highlights the Orange County, California Peace Camp, a summertime day camp experience for a diverse group of children ranging from ages 5-17. The educational elements of the camp program practice the values of the UN Rights of the Child by melding peace education with anti-bias education. We describe the program's educational elements, offer a sample of activities, and close with comments from Peace

Camp alumni about the impact of their experiences on their lives as young adults.

Peace Camp's vision to create a more peaceful world rests on Dr. Martin Luther King, Jr.'s belief that "true peace is not merely the absence of tension; it is the presence of justice." Its mission is to nurture children to believe in themselves, understand and enjoy diversity, think critically about fairness, and develop the desire, values, and skills for building a just, peaceable community. The educational elements of Peace Camp draw from the goals and strategies of both peace and anti-bias education. A range of activities meet the changing developmental and age needs of the campers.

Grow and Strengthen Self-awareness and Identity

This first educational element includes supporting children to build their self-identify and social identity, find their voice, and be proud of who they are. If children feel strongly about themselves, they can then support others to develop their identity, voice, and be comfortable with diversity. Many children find healing at Peace Camp from hurtful experiences of prejudice and discrimination. Books such as *I Like Myself!* (2004) by Karen Beaumont and *These Hands* (2007) by Hope Lynn Price, open discussions with younger children. (continued, page 5)

Exciting Presentation for Santa Clara County Jewish ECE Educators

BY WILMA GOLD

March 6, EPCC was invited to be the keynote presenters for a one day conference for the early childhood teachers in Silicon Valley. 75 teachers and administrators participated in lively dialog on the issues of How to create a Peaceful Community, educators, families and children. Participants shared philosophy, pedagogy and best practices that support the building of respectful, empathetic and social justice advocates in their

classrooms, programs and communities. One of the major themes that emerged was the need for constant awareness of our responsibility as role models for children, families and each other. When we commit to living peace through respectful communication, true collaboration and action to improve the lives of others we set the tone for our educational community and beyond. We will continue to stay in touch with this community to support ongoing work in building peace through intention and action.

Ripple in the water revealed at the CAEYC state conference

BY MARIYLN SHELTON

One of my interns for Educators for Peaceful Classrooms and Communities had been talking about a program that is used in her school that has many components that are similar to what we use in our EPCC trainings and workshops. The program is Conscious Discipline. They had a booth in the exhibits hall at the conference, so I went to check it out. One of the ladies, Holly Kirkland Reynolds, at the booth had just done a presentation titled; Children with challenging behaviors; evidence from research and interventions that are effective. When Ms. Reynolds saw me, she bowed to me, and swept her arms to take in the booth, and said, "All of this is because of YOU." I was startled. She explained that many years ago she had been to one of my sessions and that she had been so inspired that she has continued with doing the work. Wow. That was so gratifying. I could hardly wait to go back and tell the rest of the team about this ripple because of our work. It didn't occur to me to find out if she had been through one of the intensive trainings or if it was a presentation at a conference. I also didn't think to ask what her relationship was with the author of the Conscious Discipline materials. But whatever the answers are for those questions, there is no doubt that many of their materials are compatible with our peace education philosophy.





Peace Campers work together to build a village. (2015)

Storytelling with Persona Dolls (see Derman-Sparks & Edwards, 2010) then becomes a major vehicle for building children's self-awareness and pride as they learn about and celebrate each other's differences. Older children have a chance to make their own persona dolls.

Communication skills also reinforce building conflict-solving and advocacy skills for challenging bias and injustice. One favorite tool – The Talking Stick – offers children an opportunity to take turns talking and listening to each other.

or group actions. Painting a mural is one popular collaborative activity. It begins with planning and working for consensus about the mural theme. Every child's voice is heard and blended into the final consensus. Everyone then participates in making the mural in ways comfortable to them. They may do the preliminary drawing, or grab brushes and paint after the drawing is sketched. Children who choose to be an observer support the sketchers and painters by gathering the supplies they need. Each choice contributes to the whole and exhibits the different roles of a village working towards a common goal.

Many children find healing at Peace Camp from hurtful experiences of prejudice and discrimination.

Expand Communication Skills

Promoting campers' use of peaceable and intentional language, learning to be conscious of how words can contribute (or not) to building positive relationships, and to resolving disagreements in peaceful ways all make up this element. Older children additionally explore the history behind certain words and why they are hurtful.

Learn Collaboration Skills

This element involves practicing being mindful of other peoples' perspectives, experiences, and life situations. The focus is on learning to be aware of how others may be different from oneself, and to understand needs in the context of people's lives. Collaboration requires allowing space and giving respect to everyone's voice when deciding on team

Build Community

Practicing integrating one's own needs with others' needs in a community that includes multiple diverse perspectives, voices, and ages is central to this element. It also includes understanding that actions of bias and bullying break the bonds and ties of a peaceable community and helps children learn to be self-aware of behaviors that may insult or step on other peoples' toes. Communication, collaboration, and advocacy skills (continued, page 6)

Campers pose for a unique group photo. (Left) These campers are doing an activity that allows campers to experience the power of words and stereotypes. After the activity, they discuss the experience and how it applies to real-life situations. (Right)



Collaboration between EPCC and CAEYC Affiliates

BY SHARON DAVISSON

EPCC recently contacted each of the nineteen CAEYC Affiliate presidents with an invitation to participate in one of our many transformational training opportunities.

We provided the affiliate presidents with information about the Core Trainings we developed specifically for early childhood educators. The Core Trainings consist of Level I, a 2-day intensive training which

focuses on understanding the issues of violence in the lives of children; and Level II, a 2+ day training which focuses on developing skills and strategies to become effective leaders in promoting peace education for children and adults.

We also encouraged the affiliates to participate in EPCC Customized Trainings and Workshops such as "Social Problem Solving and School Success," "Connection

between Peace Education and Play," "Cultural Competence," "Bullying Prevention and Intervention," "Building a Sound Classroom Community," and "Peace Education and Ecological Sustainability."

We genuinely look forward to continuing our work with CAEYC affiliates and helping to create a safe, just and fair life for children in the home and community.



Peace Campers learn about Storytelling with Persona Dolls to build self-awareness and empathy. Later, campers make personal dolls.



Working together to untie the Human Knot, campers practice invaluable skills: communication and collaboration. Additionally, it's fun!

Connecting Our Values, continued from page 5

also come into play. At the start of camp, the campers collaboratively discuss and create a written statement about behaviors they think make up a peaceful community. When an agreement is broken, the group gathers for a meeting to discuss it, problem solve what to do, and to review their statement. Building community threads throughout all the activities in which the campers engage.

Practice Peaceable Conflict-solving

Underlying this element is the awareness that bias and bullying undermine a peaceable, just community. It includes strengthening one's own sense of self, embracing differences, and building communication, critical thinking, and collaboration skills. One activity offered in Steve Seskin and Allen Shamblin's (2002) book and song, "Don't Laugh at Me," helps children open up about bullying experiences they've witnessed or experienced. Children primarily learn to undertake peaceable conflict-solving in the context of real-life issues that arise among them during a day at camp. An

example is staff teaching them how to use I-Messages to de-escalate a conflict.

Learn Ways to Take Care of the Environment

Peace Camp teaches that people, animals, and the environment are interconnected. The children also learn how violence harms all parts of the living environment. The program encourages campers to be aware of and take care of animals and the environment as a part of building peaceable, just communities. An example of children applying what they were learning occurred when a group of five- to eight-year-old Peace Campers on a field trip to a park witnessed children from another camp breaking branches off trees. The Peace Campers spoke to the perpetrators, trying to explain they were harming the tree, but that the tree could not voice to them that it was hurting. Finding that they needed help talking with the other children, the Peace Campers asked the park ranger for assistance and support.

Develop and Practice Advocacy Skills

This element focuses on developing the desire and confidence, as well as the skills, for speaking out and acting for fairness for both oneself and others. Children gain practice in advocacy as incidents occur at camp that invite them to speak up. In addition, learning about the history of social justice activism in our country offers campers examples of real people who worked for just, peaceable communities. This knowledge strengthens children's identity and their respect for diversity, and offers older campers insights into the issues of current life related to prejudice, discrimination, war, and peace. It also serves as inspiration and hope for creating a more just country and world. The Peacemaker Walk is one way children learn about social justice activists. Youth Leaders dress up as diverse activists from past and present, such as Mattie Stepanek, Cesar Chavez, and Marian Wright Edelman. They sit at stations around the camp, while the children go on a journey through time as they (continued, page 8)

Immigration Stress on Children: What to Look For and How to Help

BY GABY LITSKY

Last February there was an ICE/Homeland Security raid on several locations in Santa Cruz county where several people were picked up for deportation proceedings. The Hispanic and Immigrant Communities were shaken and the effects were felt everywhere including in young children.

As a response, a Workshop was organized at the County Office of Education by EPCC member Gaby Litsky to discuss effects on children, how Childcare Providers could work with children showing stress and work with families to recognize effects. Also a presentation was provided by Santa Cruz Sanctuary speaker Ernestina Saldana about how families can prepare for unexpected raids and the safety of their children.

What to look for in very young children:

- Has something changed in the way the child interacts?
- Is the child listless, clingy, assertive, easily startled by unexpected sounds?
- Is the child suddenly having strong emotions when family leaves or during transition times?

What to do:

- Be calm, get on their level, give reassurance (the tone of your voice is really important)
- Let them know they are safe and loved here
- Maintain routines
- Try sensory stimulation (sand, mud, things to throw or ways to be physical) Calming music
- Extra hugs and warmth, stay close

Preschoolers:

- Loss of interest in usual activities, withdrawal, unusual shyness
- Extreme nervousness, cries easily, nervous laughter, worries, frequent daydreaming
- Talks about fears or frightening images
- Unusual jealousy of close friends or siblings
- Urge to run and be physical, may be physical with others, irritable but can't say why
- Physical complaints - can't sleep, headache, stomach ache, bed wetting, change in eating habits, tics like ear pulling

What to do:

- Extra hugs, reassurance
- Be receptive, open to listening to what they have to say
- Encourage descriptive language, open ended conversation to find out what child is thinking or feeling.
- Make sure they know that they can trust you. You can help them sort out things they may see or hear that feel threatening.

Young children see things from their own experience. They will misinterpret things that they've heard or seen especially if it feels scary. They will relate to it themselves and worry about their own or their family's safety. Give them reassurance. Talk with them about who are the people in their life that keep them safe. Brainstorm with them how they

confidential information they may share with you. Know your legal responsibility as a teacher or care provider. ICE and Homeland Security may be asked to leave premises with young children if their being there causes harm to children.

Help families know their rights. Help them to set up a Family Plan in case someone is arrested. Who will be able to take care of children, who will help feed pets, water plants, pay rent if parents are arrested.

Some helpful websites:

- <https://santuario2017.files.wordpress.com/2017/01/red-card-spanish.pdf>
- www.unitedwedream.org/end
- www.ilrc.org

Help families know their rights.

keep themselves safe. Support their own confidence.

Use open-ended activities like art, blocks, airplanes, emergency vehicles, miniature people, a doctor's kit, puppets and dolls so they can work through images they may be seeing in the media or hearing about from parents and older children. Often children use dress up and pretend games to help themselves understand or sort out different points of view. Your job is to listen and reassure them that helpful adults will take care of them. You are also responsible for play to be safe both for bodies and feelings. This is a good opportunity to use problem solving techniques.

Share your information with families. Help them to observe their children. Help them to be aware that children see and hear everything. They may not realize when children don't seem to be paying attention, they still hear what's on the TV, hear what adults in the family are discussing or how their family reacts to what they read online.

Be sensitive that confidentiality may be an important issue for some families. They need to trust you to keep

One final word for Caregivers:

You too may be under stress. Think about how you can practice self-care and get support. Even talking with another Caregiver and sharing experiences helps. The point is to be proactive where we can and ready when we need to be.

visit with each activist, hear their stories, and ask questions about their struggles and victories.

Develop Leadership Capacity

Building the next generation of advocates is a key part of Peace Camp. This element is carried out in the Youth Leadership Training Program. Many campers return for several years, which makes this element possible. Youth Leaders (10-17) facilitate activities and discussions with younger children, and are expected to lead by example. Youth leaders regularly meet with Peace Camp staff throughout the year to talk about living the camp's mission in all aspects of their lives. Some of the youth leader's alumni – Ana among them – take over coordination of Peace Camp, and the responsibilities of passing on its vision and philosophy and training new Youth Leaders. This year, the Camp will celebrate the third generation of youth leadership.

Youth Leaders also create a yearly advocacy project, which involves reaching out to other organizations. They have worked towards planting trees in deforested countries, making recycle bins for parks and community centers, and cleaning beaches. Their most recent project brought 20 children from a homeless shelter to participate in a summer of Peace Camp. This required reaching out to community partners to help with tuition, lunch, and transportation.

Alumni of Peace Camp Speak

The following excerpts are from interviews Ana conducted with Peace Camp-Orange County alumni in 2016. Their statements illustrate how much the mission of the program took hold in the campers. People spoke about using the skills or tools they learned at Peace Camp in their workplace, classroom, or with family. Here is a small sample:

"The greatest thing that I've learned about being a part of Peace Camp is how important community is. I don't think I've experienced very many communities in my lifetime that are as rich as Peace Camp's was."

"The beauty of it is that we had such a diverse group... like we would have a lot of discussions and someone would say something and then someone would bring up another side of it that I wouldn't think of because they have different experiences than I do, and that was really



Campers focus to make personal Talking Sticks to use not only during the week of camp, but year-round at home and in classrooms.

powerful. You know, 'Aha, like wow,' that just kind of helps you understand there's a lot of other ways to view things and try to be open to that."

"I most treasure what we learned about working with different groups and being able to cooperate.... I use these in my field of environmental management.... You have a lot of different viewpoints, personalities, and stakeholders with different agendas, so it's important to think about and respect differences. For instance, take fishing with certain Native American tribes. It's very easy to say, 'No you can't do that, like that's just not allowed,' but you really need to understand the cultural significance [of fishing in specific places] to that group, and get other people to think about that. It's like bridging two fields – getting people to pay attention to the differences among people and to take care of the environment."

"Peace Camp helped me practice speaking up for people or causes that I believe in.... I don't think a lot of the people that I interact with have had that experience of being empowered to say something when they think something's wrong and knowing what you can do even if it's something small.... And also, speaking your views to people who have more power than you."

"The song 'What Can One Little Person Do?' has always resonated with me. Oftentimes when people say, 'But you're only one person,' I'm like, 'The problem

is that if no one does it, then there's not going to be people to follow.' It's hard being the only person, but I feel like I carry on in my life the idea that one person doing something does make a difference. And I teach this to my kids all the time."

We'll close with a wish expressed by one of the Peace Camp alumni, which aptly voices our own feelings: "Wouldn't it be wonderful if all children did have the chance to achieve the values, skills, and courage to work to make our world a peaceable, just community for all?"

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