

EPCC Newsletter

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.



Building a Peaceable Classroom: When Children Take Charge

BY ANA PAGE

Setting: Orange County Laboratory School, Mixed aged classroom ages 2-5 years old

Although the philosophy of our school encourages children to work and learn collaboratively, conflict continues to arise as children learn to work around each other and **“Play is the seedbed of democracy.**

A space for collaboration and negotiation, a social community that nurtures critical thinking and empathy. An incubator for innovation.” - Susan , ECE Policy Works

their environments. Conflict is unavoidable and children will face problems in their everyday life, therefore teacher can provide a safe environment to create opportunities for children to solve their own problems.

One typical preschool day, children were sharing stories during meeting (circle time).

As a child’s thought reminded another child of their personal thought, that child stands up in excitement and begins to share as well. This becomes a trickling effect of many children wildly sharing their experiences. One child screams, and another one gets upset and begins to cry. Everything changes and instead of sharing their stories, every child is yelling over each other.

The teachers ring their meditation bell and in that instant, the children turn to look at their teacher. A meeting is called and everyone sits down quietly. The teacher asks “How did it get so loud?”. A child responded by stating “everyone was talking.” A conversation began about how they (continued, page 4)

Center for Social Change

BY CHERYL HORNEY

The mission of CAAEYC’s Center for Social Change is based on the core principles of diversity, equity and social justice. The Center provides strategies and networking to support equitable, inclusive early childhood programs and to create an empowered community working for social justice through visibility, validation, and communication. This year the participants of the Center for Social Change have been meeting by phone every other month to discuss plans for the center. The group came to a consensus decision to

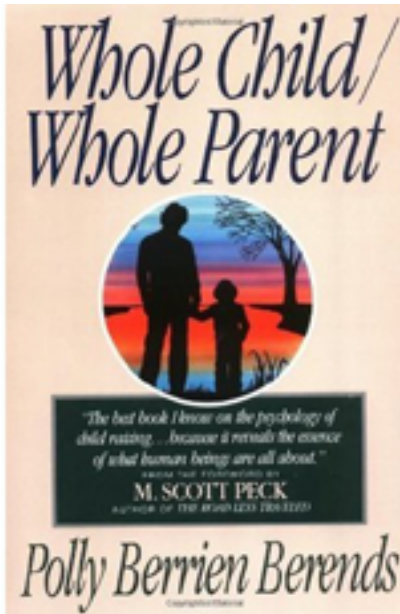
focus on a theme of **What Does Democracy Look Like?**

EPCC has been a main organizer of the center this year as in past years. This year EPCC will be focusing on Civility and sharing books and activities with participants. This year there will also be a panel with ECE advocates and talking about Democracy. The panel will be facilitated by Jacki Breger. Panelists include: EPCC member, Ana Page, EPCC intern, Lola Cornish, Louise Derman Sparks, Rodney West, Pat Dorman and Betsy Hitechew.

**Come visit the
Center for
Social Change
Saturday 10:00-3:00**

"Whole Child, Whole Parent" by Polly Berrien Berends

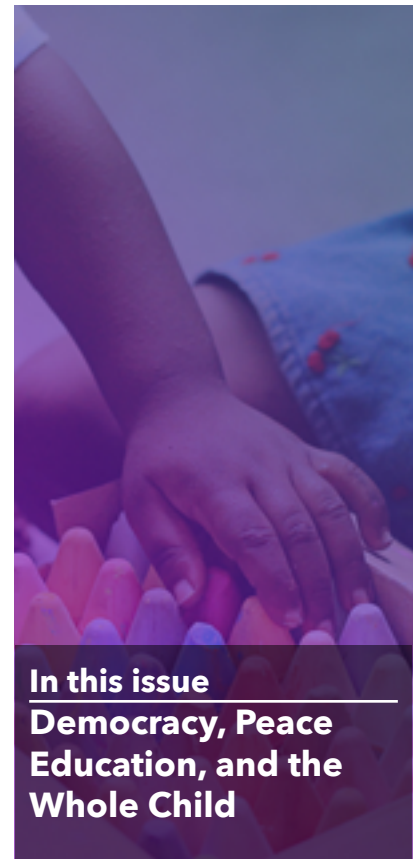
BY JOYCE DANIELS



Polly Berrien Berends, the author of Whole Child, Whole Parent said that, "Everything that happens to you is your teacher. The secret is to learn to sit at the feet of your own life and be taught by it." She definitely does this in her parenting book that was written in 1983 and is still relevant today. In the opening pages of this book she states that "It is certainly advisable to make use of the nine months of pregnancy to prepare not only for the child but also for parenthood." There is a spiritual dimension to this parenting book that not only contains quotations from

spiritual leaders throughout its pages, but also names chapters in the book not infancy or toilet training but "Wholeness", "Spirit", "Freedom", "Beauty", "Truth", to name a few. She talks about the challenges new parents face in terms of the physical needs that this new life demands. But she looks a little deeper about putting those baby needs in perspective. "The really dependent days are so few that you could almost miss the whole course. Suppose you live ninety years and your child who is born when you are about thirty heavily depends on you for three and a half years. If you wish away those three and a half years, you may spend fifty-six and a half years being nostalgic over what you missed." She constantly reminds parents and teachers throughout the book to enjoy and treasure where their child is right now. And she reminds parents and teachers that our children are constantly teaching about parenting and teaching.

At the end of most chapters are practical ideas for toys, books, food, furniture, games - some of the books she suggests are old, like Pat the Bunny or Jump, Frog, Jump, but we know they are still relevant and enjoyable to our twenty-first century children. I wish this book had been written in the nineteen seventies, when my own daughters were growing up - I know it would have helped me slow down, look at parenting a little more philosophically and grow more each day as a parent.



In this issue Democracy, Peace Education, and the Whole Child

- 1** BOOK REVIEWS
[Whole Child, Whole Parent](#) by Polly Berrien Berends
- 2** BUILDING A PEACEABLE CLASSROOM
Learn about what happens when children take charge.
- 3** THE CENTER FOR SOCIAL CHANGE
Learn about the theme for this year! Will you visit?
- 4** TRAINING AND WORKSHOPS
See the Level I and Level II training summaries and new events coming up near you.
- 5** CIVILITY AND PEACE EDUCATION
What is Peace Education, and what is it [not](#)?
- 6** A THRIVING DEMOCRACY
Read more online about how you can create a classroom where democracy thrives.

INSPIRATION FROM EXCHANGE EVERYDAY

"Paul Revere earned his living as a silversmith. But what do we remember him for? His volunteer work. All activism is volunteering in that it's done above and beyond earning a living and deals with what people really care passionately about. Remember, no one gets paid to rebel. All revolutions start with volunteers."

SUSAN J. ELLIS



READ MORE ONLINE

Creating a Classroom Where Democracy Thrives

[Click to Read the Article](#)

OUR ORGANIZATION

EDUCATORS FOR PEACEFUL CLASSROOMS AND COMMUNITIES

MAILING ADDRESS
520 Calabasas Rd.
Watsonville, Ca 95076
EMAIL: bonzvo@verizon.net

FIND US ONLINE

[educatorsforpeacefulclassrooms
andcommunities.org](http://educatorsforpeacefulclassroomsandcommunities.org)



Level I Training (top, right) Level II Training (below, left)



EPCC Level I: San Jose, CA

BY WILMA GOLD

Pacific Oaks College and Downtown Scholars sponsored a Level I training in San Jose, January 27 & 28. Participants came from all over California to learn and work together to support children's development of peaceful problem solving and community building skills. As the group shared their experiences and challenges the facilitators wove in new concepts and strategies that each professional could implement Monday morning in the wide variety of settings they would be returning to. Tools for supporting children were explored as well as ideas for working with families and supporting teachers. The sharing was deep and meaningful personally as well as professionally.

EPCC Level II: San Jose, CA

BY WILMA GOLD

Trainers Gaby Litsky, Gus Gold and Wilma Gold were excited to present the latest Level II Training the weekend of March 2 & 3. There were 13 participants from several past Level I Trainings from all over California. Participants were family child care providers, parent educators, program teachers and administrators, professors and agency trainers and advocates supporting and education children, families and educators. The focus of the weekend was going deeper into the topics of peace building with children and advocacy both in the education field and in our communities. The most exciting outcome was the desire of the participants and their follow through of staying in touch after the training. There has been an active communication and support between members of the group. They are truly forming a cohort. Additionally, many of the participants have expressed a desire to stay connected to EPCC and find their place in our work. It is amazing how the work is spreading because of these committed educators!



Upcoming Trainings and Workshops

CAAIEYC CONFERENCE WORKSHOPS

Connecting your Social Emotional Teaching Strategies with CLASS. ERS and DRDP: What to Do on Monday!

Apr 20, 2018 @ 08:00 AM

Room Location:

Conference Center Plaza Level

Meeting Room Name: 210

Theater Style: 70

Participants will practice observation skills in order to connect successful teaching strategies to program and child evaluation systems (CLASS, ERS & DRDP). Participants will view a short video clip of a teachable moment after which they will be asked to identify the teaching strategies and child behaviors they observed. They will then watch the video again, after which they will be provided with handouts of selected portions of CLASS, DRDP & ERS and be asked to discuss the connections they observed. We will then discuss additional teaching strategies that support social emotional learning. This will allow teachers to more easily make connections to evaluation systems' criteria. We will continue by focusing on one of the important aspects of social emotional development, interpersonal problem solving. Some of the strategies we will present are, class meetings, a problem solving model, peace sticks, the peace path and peace table. The workshop will provide handouts of the strategies they can use in their programs on Monday morning.

Building inclusion, respect, cooperation and compassion into your program: Is Civility more than good manners?

Apr 20, 2018 @ 04:00 PM

Room Location:

Conference Center Lower Level

Meeting Room Name: 104

Theater Style: 150

Embracing civility starts early. Civility is a learned process taking into consideration and respecting cultural context. We model civility for young children so that it becomes integrated into the ways they interact and form relationships with others. We will share tools and strategies that help children build genuine respect, cooperation, inclusion and compassion as well as how to set up your physical environment to encourage civility. We will give examples of ways to teach compassion and caring in the classroom

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LEVEL 1 AND LEVEL 2 TRAININGS

Fullerton College (Orange County)

Level I - May 5 & 6, 8:30 - 4:30

Level II July 6 (evening) 7 & 8, 8:30 - 4:30

Sacramento

Level I - June 7 & 8, 8:30 - 4:30

Level II - Summer 2018 (Date TBD)

San Jose - Saba Center

(Saba Faculty Only)

Level I - August 9 - 10, 8:30 - 4:30

Creating Peaceful Early Learning Environments: Peace Education & Civility

BY MARILYN SHELTON

The March program meeting for the Central California Chapter of the California Association for the Education of Young Children was focused on creating peaceful learning environments. My session was on peace education and civility. The session addressed three main questions:

- What is peace education?
- What it is NOT?
- How does civility relate to a peaceful environment?

Peace Education is both a philosophy and a process (I.M. Harris & M.L. Morrison, Peace Education (2003).

- The process involves empowering people with the skills, attitudes and knowledge to create a safe world and build a sustainable environment.
- The philosophy teaches non violence, love, compassion and reverence for all life. Our EPCC philosophy is based on shared core beliefs about teaching and learning as it is related to peace education. Our EPCC philosophy was developed as a collaborative group statement and it grounds us in our work and guides us for staying congruent.

The above points that reflect our core beliefs, lead to a culture of peace that is compatible with global citizenship.

The following Goals of Peace Education, developed in the 1980's by Rosmarie Greiner, are addressed in the content that we present in our trainings and workshops.

- Self Awareness
- Awareness of Others
- Cultural Understanding
- Conflict Management

- Creative Thinking
- Love of Nature

The goal isn't to eliminate conflict, but to teach children (and adults) how to manage it. We see conflict as an opportunity to practice peace building skills. Peace education embraces nurturing and responsive relationships and facilitates high-quality supportive environments.

CONCEPTS OF PEACEMAKING.

Those of you who are familiar with the Anti-Bias Perspective will notice that many of the following peacemaking concepts reflect the anti-bias goals.

- Begin with inner peace
- Safe-respectful
- Inclusive environment
- Sense of community
- Celebration of differences
- Advocacy

CIVILITY

At their table groups, participants brainstormed the meaning of civility, then shared their group's responses. There was agreement around the room that civility meant being polite, courteous, thoughtful and helpful, and having good manners.

EPCC has come up with the following statement. "Embracing civility starts early in a child's life. Civility is a learned process taking into consideration and respecting cultural context. We model civility for young children so that it becomes integrated into the ways they interact and form relationships with others. We share tools and strategies that help children build genuine respect, cooperation, inclusion, and compassion; we also discuss how to set up a physical environment to encourage civility. Through stories and group discussions we provide ways to teach compassion and caring in the classroom."

At their table groups (using a handout from]Hearing Everyone's Voice by Susan Hopkins) participants brainstormed how civility fit with peace education, with the Anti-Bias

Perspective, and with democratic practice. The participants concluded that civility was an integral part of all three of these.

Peace Education is both a philosophy and a process.

PEACE BUILDING TOOLS

In EPCC trainings and workshops we give examples of a variety of Peace Building Tools that include the following: agreements, talking sticks, peace table, peace path, and cooperative games. All of these tools were modeled as a part of this workshop presentation.

The workshop session ended by having participants answer the three questions. Here are summaries of their answers:

- **What is peace education?**
Peace education is about teaching peace building skills and respectful attitudes. Peace education, like the Anti-Bias curriculum, is infused throughout the day by incorporating and modeling respectful and appreciative behaviors.
- **What it is NOT?**
It is not the eliminating of conflict. It is not an add on-curriculum.
- **How does civility relate to a peaceful environment?**
It is a necessary component. You cannot have truly peaceful environments if people are not relating to each other in civil ways.

Peaceable Classroom, continued from page 1

felt when everyone was talking at the same time. Some responses were:

"It was loud."

"I didn't like that nobody listened to me."

"Too many people talking."

As the teacher facilitated the conversation, he then asked "It sounds like we didn't like that very much. What can we do to make sure that doesn't happen again?"

Children responded:

"We can take turns."

"Raise our hands."

Children began to problem solve the issue that they had before them. As the children came up with ideas, the teachers wrote everything down.

The teachers brought up their conversation at the next several meetings. As they wrote their answers that they wanted to try, one teacher wrote them on large paper that they would post on their wall. After they

brought up each point with the tools that they wanted to use to help them take turns, the teachers introduced them as **Agreements**. They explained that every person had an idea, they wrote them down together, and combined them to make a list that will help the whole class. This is an example of the collaborative process that creates a foundation of a democratic classroom!