

EPCC Newsletter



Change: Predicting Emotions and Planning Next Steps

BY MARILYN SHELTON

There are many reactions to change. Some people enthusiastically embrace it, others fiercely resist it with all their being. And then there are those who take an observer role and just wait to see what happens. Researchers Heath and Heath point out that there are many more negative words for emotions connected to change than there are positive words. Another aspect of change is that we frequently have mixed feelings, and that our feelings frequently do not connect to what is logical. Some events are major and life-changing (e.g.; death, divorce, moving) while others (e.g.; a new food, new toy, new friend) can easily be taken in stride.

Many years ago when I was teaching preschool and kindergarten parent-co-operatives, several families experienced the death of a loved one (grandparents, neighbors, pets...). To help the families help their children, I provided picture books on the topic, and parent meetings on the emotional experience of dealing with the change process after traumatic events. At that time the most helpful resource was information on the grieving process developed by Elisabeth Kübler-Ross. That process had five stages of grief: denial, anger, bargaining, depression and acceptance. Understanding these stages helped the families deal with their own emotions, and be ready to help their children talk about what they were feeling. Indeed,

understanding this process also helped me at the time as I was coping with my own mother's death.

Elisabeth Kübler-Ross' original work on the grief process became the basis for the Change Curve model, which is still widely used. This Change Curve is divided into three stages, each with a set of typical emotions. Stage 1 is "Shock and Denial," where common feelings include being comfortable with the way things have been, fear of unknown or failure, and feeling threatened. Stage 2 is "Anger and Depression" with common feelings of apathy, isolation and remoteness. Stage 3 is "Acceptance and Integration" where the feelings turn to acceptance, hope and trust. Elisabeth Kubler-Ross expanded her thinking on the usefulness of the Change Curve to be easily applied to any life changing situation, not just grief. She also recognized that not everyone experienced these emotions in the same order, that for many the stages were not relevant but the emotions were still experienced.

The article, "Good Grief: Dealing with Loss by Listening" by Johanna Booth-Miner describes how a center dealt with the death of one of their kindergarten students. The staff dealt with this sensitive situation and the common reluctance of adults to talk about death. The center's staff focused on intentionally and actively listening to the children and families, (continued, page 5)



EPCC members hard at work during the 2019 retreat. Read more about our takeaways from the retreat on page 2.

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 pambonzvo@gmail.com.

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The EPCC Team at the Summer 2019 retreat.

EPCC STRATEGIC PLANS: Change is on the Horizon

BY LOLA CORNISH

“Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.” - Rumi

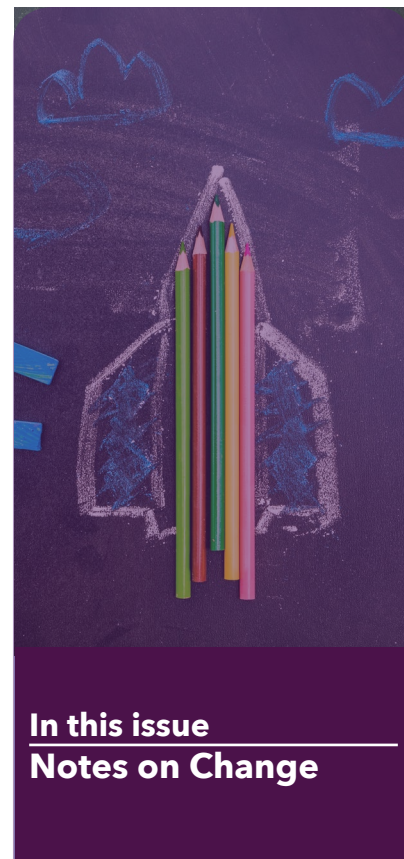
Every organization comes to a crossroads where it must consider its future. EPCC has recently found itself at this place. Our founders are ready to pass the torch to the next generation, but lacked the structure within the organization to do so. Would EPCC be around in a decade? How can we make sure that it is? At our June retreat questions such as these lead us to develop a strategic plan for moving forward.

A strategic plan is one that is developed with a five-year window in mind. It is part of a process of continuous quality improvement that includes setting goals, action steps, measures of progress, and evaluation that informs future decision making. Generally, the plan is reviewed annually, and often revised as a result of informational data.


At the retreat our goals were laid out in a logic model, which shows major steps that must be taken and who is responsible. Committees then had time to meet and develop action plans for how they would approach these goals, listing specific tasks.

Before we left the retreat, final edits to the logic model were made prior to approving the draft of the strategic plan.

This was intense work, but we tempered it with songs, games, time in Nature, and opportunities to reflect and connect. We have a solid plan for engaging new members while remaining true to the collaborative process that EPCC has always embraced. We hope you'll remain with us as we embrace this new stage in our work with our eyes focused on a hopeful future.



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READ THE FULL ARTICLE ONLINE

CLICK HERE

To view all the details of EPCC's Strategic Plan.

Or go to: <https://bit.ly/2ZAttay>

Photo courtesy of freepik.com. Icon courtesy of Erik Arndt for The Noun Project.

OUR ORGANIZATION

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BOOK REVIEW

“Cup: A Vibrant Vessel of Learning and Creativity”

By Bridgette Towle and Angela Heape, edited by Ann Pelo and Margie Carter

BY JOYCE DANIELS

Who would think that a book about using plastic cups in the classroom could inspire a book? The book *Cup*, written by Bridgette Towle and Angela Heape and edited by Ann Pelo and Margie Carter does just that. The interplay of cups as building materials and the children who explore with them give the reader a great insight into the use of any material in the classroom. “Materials seem to have their own inner life and their own story to tell. Yet they can only be transformed through their encounter with people” (Lelia Gandini and Judith Allen Kaminsky).



The colors of cups, the shapes created by children, the stories told by children as they build with cups, inspiring each other, the photos of the cups and the drawings by the children and their observations, even the falling down of the cups (“It’s like a water fountain, a water fountain falling.” - Tia) teach us that children develop theories, create and represent their ideas in many ways if we give them the opportunity.

Both the text and colorful photos draw the reader in and make us think of many possibilities for children to explore together the materials in our classrooms.

Children’s Books on Change

CHANGES, CHANGES by Pat Hutchins. *Wordless picture book.*

A classic from 1987. The little wooden couple are happy in their building-block house—until it catches fire. The solution? They transform the house into a fire engine! But then there’s so much water that they have to build a boat... Follow these inventive dolls as they use their imagination to adapt to each situation they encounter.

I KNOW HERE by Laurel Croza. *Ages 4-7 years.*

A simple but vibrantly illustrated story based on the author’s own experiences of leaving behind a place one loves, learning to cope with change and having the courage to embrace the new experiences that life brings while cherishing the world that was familiar and precious.

SHINE: A STORY ABOUT SAYING GOODBYE by Trace Balla.

Ages 3-6 years.

Shine is a poignant tale of love and loss, told in a simple way that helps to explore the topics of death and grief both for children in similar situations as well as for those who may not yet have experienced such loss.

SEEDS OF CHANGE: WANGARI’S GIFT TO THE WORLD

by Jen Cullerton Johnson. *Ages 6-11 years.*

As a young girl in Kenya, Wangari was taught to respect nature. She grew up loving the land, plants, and animals that surrounded her—from the giant mugumo trees her people, the Kikuyu, revered to the tiny tadpoles that swam in the river. Although most Kenyan girls were not educated, Wangari, curious and hardworking, was allowed to go to school. There, her mind sprouted like a seed. She excelled at science and went on to study in the United States. After returning home, Wangari blazed a trail across Kenya, using her knowledge and compassion to promote the rights of her countrywomen and to help save the land, one tree at a time.

FRED STAYS WITH ME by Nancy Coffelt. *Ages 5-6 years.*

Told from the point of view of a young child whose parents are divorced, *Fred Stays with Me* follows a girl and her dog, Fred, from one parent’s house to the other’s, giving her a sense of continuity and stability. With a simple text and childlike language, the story expresses and addresses a child’s concerns, highlights the friendship

between child and pet, presents a common ground for the parents, and resolves conflict in a positive way. Tricia Tusa’s charming and whimsical artwork adds a light, happy feel to this poignant—but not overly sentimental—story.

THE NAME JAR by Yangsook Choi. *Ages 3-7 years.*

A book about a Korean child going to an American School. The new kid in school needs a new name! Or does she? Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that American kids will like her.

HALF A WORLD AWAY by Cynthia Kadohata. *Ages 10 years and up.*

Jaden is a 12-year-old Romanian boy who was adopted at age 8 and has had trouble adapting to his life and family in America. He has been through years of counseling and his parents, especially his adoptive mother, never give up on him, but Jaden still lies, steals, and consciously manipulates his parents. When the family travels to Kazakhstan to adopt a new baby, Jaden’s feelings are mixed. On one hand, he is afraid the baby will supplant his role in the family and that he’ll be neglected. On the other, he is interested in the country and feels sorry for the orphans he visits because he knows he understands better than anyone what they’re going through.

BRINGING ASHA HOME by Uma Krishnaswami. *Ages 4-9 years.*

It’s Rakhi, the Hindu holiday special to brothers and sisters, and Arun wishes he had a sister with whom to celebrate. Soon it looks as if his wish will come true. His parents are going to adopt a baby girl named Asha. She is coming all the way from India, where Arun’s dad was born. The family prepares for Asha’s arrival, not knowing it will be almost a year until they receive governmental approval to bring Asha home. Arun is impatient and struggles to accept the long delay, but as time passes he finds his own special ways to build a bond with his sister, who is still halfway around the world. With warmth and honesty, this tender story taps into the feelings of longing, love and joy that adoption brings to many families. Readers will find reassurance knowing there is more than one way to become part of a loving family.

Intentional Language

BY DIONNE CLABAUGH

During the EPCC Level 1 training I attended, I was captivated by the notion of violence in our language. Our co-facilitator Gus lead us through a brainstorm activity to list all the words and phrases we could think of that had violent connotations. I was amazed at how many phrases we came up with! It was like vocal popcorn erupting in the workshop!

Here are some of the most common phrases we mentioned:

- Here is my bullet list
- Sorry, I am all tied up
- Shoot me an email
- Put me down for 10am
- Let's grab that table over there

At the end of this training, co-facilitator Wilma asked us to make a commitment for being more peaceful in our classrooms and communities. For me, this translated to intentionally reducing the violence in my language.

As I became more comfortable with this idea and with using alternative phrases, I now restate a student's comment or request in my own classroom (similar to how a parent would rephrase so young children learn grammar conventions). Here are two examples:

Student: "I can't meet with you then because I will be all tied up at work."

Dionne: "Are you saying that you are already booked for 10am tomorrow?"

Student: "Grab me a handout, OK?"

Dionne: "Are you asking me to give you a handout right away?"

Now it's your turn! What violence-based phrases can you think of? Listen more carefully when people talk with you and note violent phrases in their language. What rephrasing comes to mind? How might you respond when you hear violence in someone else's language?



DIGITAL FEATURE

The Language of Storyplay at the Child Development and Educational Studies Laboratory School at Fullerton College

BY SONIA SEMANA



Sonia Semana is the director of Fullerton College Lab School and an alum of EPCC who we are very proud of. She has developed this project with Veronica Hernandez, a member of EPCC's planning and development committee and Tim Bongco a past EPCC intern. Read the first paragraph of her article :

One of the oldest methods to transmit information is through stories. At the Child Development and Educational Studies Laboratory School at Fullerton College, we use the process of storytelling to learn about what the children are thinking. Storytelling has permitted us to truly get to know and see the child. Children have powerful stories to share, but it can only happen if the adult is willing to listen. The most important piece is to provide a space where children feel free to create stories.

CLICK HERE
To read the full article.

Or go to: <https://bit.ly/30K5T8x>



Honor an Educator: Lorraine Chow

Each year EPPC has recognized someone at the Honor an Educator reception at the CAAEYC conference. This April we nominated Lorraine Chow. She was honored in Santa Clara, along with eleven others throughout our state. She is an early childhood education professor at American River College in Sacramento. Besides assisting the trainers and attending Level I and II trainings in Sacramento in 2018, Lorraine is always generous with her time. Whether it's helping students navigate classes or mentoring instructors who are teaching a new class, she is always willing to lend a hand. And she appreciates the work of others. An instructor at another college said that "Lorraine sent me a note to thank me for my help - actually wrote me a note - nobody does that any more!" Lorraine does.

Change: Predicting Emotions and Planning Next Steps

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giving them time to find the words for their honest feelings.

The May 2019 issue of *Young Children* has some up-to-date information on helping children understand changes. The article by Dani Porter Born on "Life and Death in Nature; Outdoor discoveries bring the topic of death into a preschool classroom" provides a guide for helping children observe and discuss what they are seeing and feeling. In the same journal is a very helpful two page guide, "Helping Young Children Grieve and understand Death" by David Schonfeld. The Reading Chair section of the journal introduces readers to a new children's book; *The Funeral* by Matt James.

The field of early care and education has been changing over the years. One very prominent area of change has been around the anti-bias philosophy or point of view. As we work on uncovering our own biases and understanding that not everyone has had the same experiences or privileges, change is happening in our level of awareness and understanding of differences. Louise Derman-Sparks and her co-authors state that "change is a long-term undertaking."

A tool for helping us look at change deals with how we react to changing situations or circumstances. Many of my current colleagues are now using as a tool the book *Who Moved My Cheese? An A-Mazing Way To Deal With Change In Your Work and In Your Life* by Spencer Johnson, M.D. These colleagues are using this book with their adult students to help them understand and be aware of how they are responding to situations where change is happening. This quick read book shines a light on one's reactions and the consequences of related behaviors.

Who Moved My Cheese is a story about change that takes place in a Maze where four amusing characters look for "cheese" - cheese being a metaphor for what we want to have in life, whether it is a job, a relationship, money, a big house, freedom, health, recognition, spiritual peace or even an activity like jogging or golf," from Page 14 in *Who Moved My Cheese?*

The authors of *Who Moved My Cheese* outline the roles of the characters in the Parts of All of Us (see box at right). What I find helpful when monitoring my own emotional reaction to change, is to identify what role I am currently taking, and to check to see where I am on the Change Curve. This helps me be in touch with my emotions, and helps me figure out the best next steps.

RESOURCES CITED FOR THE CHANGE ARTICLE

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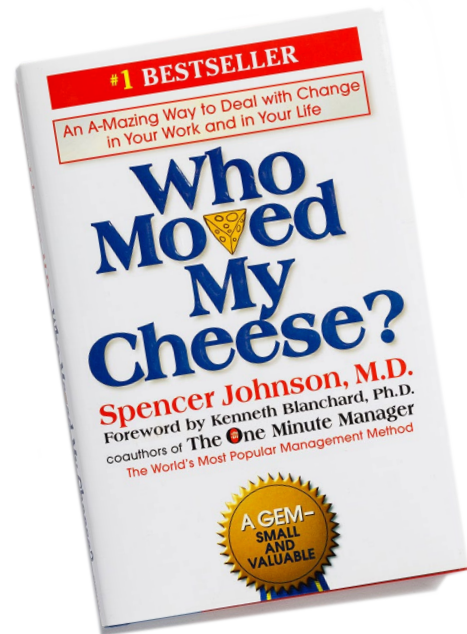
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Parts Of All Of Us

The Simple and The Complex

The four imaginary characters depicted in this story-the mice: "Sniff" and "Scurry," and the little people: "Hem" and "Haw"-are intended to represent the simple and the complex parts of ourselves, regardless of our age, gender, race, or nationality.

Sometimes we may act like

Sniff

Who sniffs out change early, or

Scurry

Who scurries into action, or

Hem

Who denies and resists change as he fears it will lead to something worse, or

Haw

Who learns to adapt in time when he sees changing leads to something better!

Whatever parts of us we choose to use, we all share something in common: a need to find our way in the maze and succeed in changing times.

Alumni Corner

IF YOU HAVE COMPLETED LEVEL I & II THIS ALUMNI CORNER IS FOR YOU!



SHARE YOUR NEWS!

Please send your news to Marilyn Pearce at mpearce4104@gmail.com. We are all interested in what you are doing as well as how you are using your learning from your EPCC experiences.



SHARE YOUR FEEDBACK!

If you haven't already, please complete the brief Alumni Survey to help us understand how you would like to participate in future EPCC activities.



WATCH FOR....

Alumni Webinar this fall!

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To Take the Survey!

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