

EPCC Newsletter



BUILDING BRIDGES IN ANTI-RACIST WORK: Division, Disagreements, and Downturns BY ANONYMOUS EPCC EDUCATOR

HOW DO WE MAKE PROGRESS WHEN WE ARE TEARING ONE ANOTHER APART?

Armed with knowledge but defenseless against our own demons, triggers, and our own division, we were nearly stalled in our work. Advocates and activists on the same side were at war, threatening to stall the forward motion, to give up the fight, in one way or another. Building the bridges across troubled waters was and is no easy task. But, when the alternative is to jump and forget racism exists altogether or run back to what was, to a racist safe shore....there is no choice but to keep building the bridge...no matter how challenging the task.

A story of a school, its struggles, stresses, and successes... in hopes that shared struggles help us all step forward...and stop stopping.

For the past two years, our school site has been committed to anti-racist policies, curriculum, and professional development. A small team has been working with a consultant to analyze aspects of racism in our school climate and culture, as well as our policies, procedures, and protocols. This past six months, it has been clear that the pace of the progress was far too slow and that change needs to happen now, not tomorrow.

Prior to the pandemic, one of our team

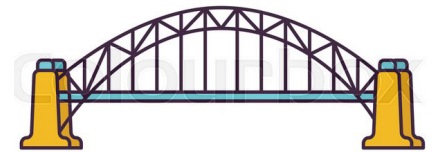
members purchased, out of her own pocket, *White Fragility* (DiAngelo, 2018) for the entire staff. Intrigued, we were grateful and empowered, but fatigued, and most of us let it gather dust on our shelves. When our anti-racist professional development training was suspended due to a global pandemic, we paused our work for a brief minute, but then the world spoke up, reminding us not to forget. We had no knowledge that our fatigue, our stress level, and our workload would increase...

Seemingly overnight, our team grew from 3 to 19, from one administrator to all four members of the admin team. We stopped waiting for the school year to start. We attended summer conferences on anti-racism, read *White Fragility*, *Teaching for Black Lives* (Watson 2018), and *How to Be an Anti-Racist* (Kendi 2019). We were armed and prepared for what was to come...or so we thought.

We knew it was going to be messy. We knew it was *supposed* to be messy. After all, we were not building a bridge over a serene, placid, unmoving, silent body of water. We knew this bridge was over blood red chaotic, deafening rapids.

But the battles themselves continued to surprise us. The enemy was amongst us, at times, and within us, often. We were not fighting the other. We were fighting our own selves and each other.

(continued, page 4)



Read about Dionne Clabaugh's new work, *The Resiliency Bridge™* on page 6.

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.

Bridge image courtesy of colourbox.com.

Dear Olive Branch

BY OLIVE

Dear Olive Branch,

How can we think about making changes in our family/school traditions and still honor their history? We love our family/school traditions. Sometimes we may need to consider changes when new circumstances make the traditional practices undoable or unwise. - Rose

Dear Rose,

Olive's helpers are sharing two examples below of how they made changes to traditional practices with their family and in their school setting. I hope you find their experiences helpful as starting blocks for you to think about as you begin making changes in your own traditions.

FAMILY EXAMPLE: TOM'S 85TH BIRTHDAY CELEBRATION, SEPTEMBER 6, 2020

Our family has celebrated birthdays together, always with the traditions of the very same Mocha Cake, a silly-looking hat, and a song that tells how special you are. Families have their traditions and we treasure ours!

However, times change, circumstances change, and adapt we must. How to keep some of the traditions, adapt others, and move on?

These are the questions I asked myself as we were planning my husband Tom's 85th birthday. We were in the midst of the COVID pandemic and he was living at a residential facility for folks with dementia. Working with my daughters to help plan around his request to have visits with his family, we decided to do a family birthday by Zoom, enjoying Mocha Cake with everyone making their own, and decorations like the silly birthday hat.

Tom did not have access to Zoom, so I brought my computer over to his residence and set it up for us both. The table was decorated, the cake set out on plates, the silly hat was in place... so we were ready to Zoom!

There were our daughters, and the grandchildren and the sons-in-law, all on the screen for my husband to enjoy. He just marveled at this new use of the telephone as he understood it. His joy at having his family right there before him was simply marvelous. And, as if that weren't good enough, then his sister called on the telephone and we all connected together! It could not have been more perfect for him! We sang the birthday song, ate the cake and enjoyed being together. It was the best of times, considering all the changes in our lives. (S.H.)

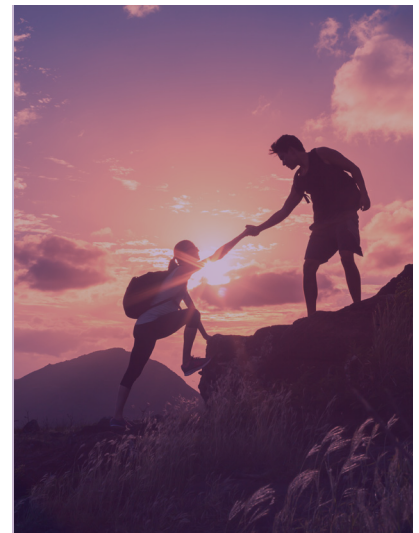
PRESCHOOL EXAMPLE: MOTHER'S DAY TEA

At one of the preschools where I taught there was a tradition of having a Mother's Day Tea for moms that children would help prepare. One year, in December, one of the mothers in the class died, and her husband was accused of killing her. The trial went on for quite a while; the child who was in my class, was living with his grandparents and still attending class.

Since it was a parent participation preschool class, I facilitated monthly meetings with the parents, to plan curriculum. I asked parents what they wanted to do about the Tea. All the parents agreed that having a Mother's Day Tea would be difficult, since the children participated in making invitations, placemats and music for the event. Everyone agreed to change the event - it became a Family Day, so that anyone from a child's family could attend. The children still enjoyed all the planning.

Family Day became a new tradition to honor the feelings of one family at first. One result was that the dads in the class felt included. They were left out of a celebration previously because Father's Day always occurred after school was out. Now, by considering the feelings of one family in a difficult situation, everyone was included! (J.D.)

NOTE: We chose "Dear Olive Branch" as the title for this column for several reasons - foremost as a sign of peace. Also olives come in many colors, sizes, tastes, uses - a sign of diversity just as there are many types of questions and those who send the questions. We hope "Olive's" responses will help you, the reader - if you have a question for Olive send it to our email address. When Olive isn't available to answer questions, members of EPCC and/or P.E.A.C.E. will step up to help.



In this issue Building Bridges

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OUR ORGANIZATION

EDUCATORS FOR PEACEFUL CLASSROOMS AND COMMUNITIES

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FIND US ONLINE

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

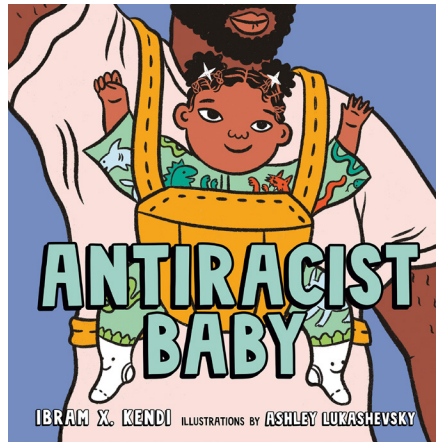
"Antiracist Baby"

by Ibram X. Kendi, Illustrated by Ashley Lukashevsky

BY SHIRLEY H. CHEN

I have read this book a handful of times, and I continue to notice new things and feelings that come up when reading and studying the words and the pictures. This book is so full of content and layers of meaning within. The author and illustrator use powerful words and images in the book. They express the importance of the work needed to be an anti-racist - to take responsibility for what we know, to reflect on ourselves, to allow ourselves to see what is happening in the world with eyes wide open, and to understand that we are all unique and bonded as human beings, and to realize that we all have an impact in this world.

I feel this book is very lowkey in its title and cover, and I love how the book is full of surprises each time I read through it. The content packs a gentle and firm guideline for



adults to process and guide those they care for. It is such an important book in allowing adults to recognize that we have an important role in shaping thinking and actions of future

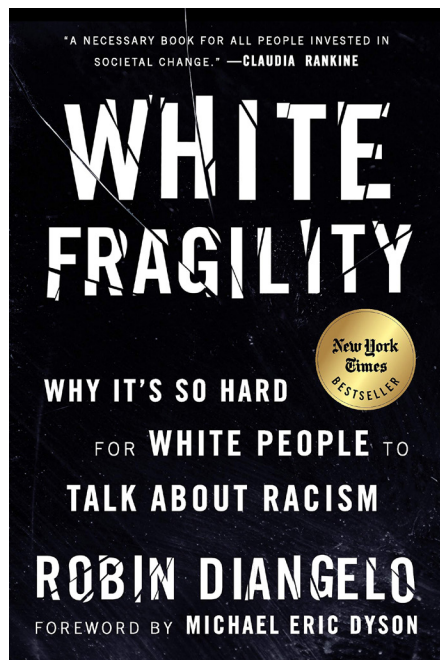
generations. It is also a lovely reminder in its pictures of how babies might see the world, and the wonder and freshness that adults can learn from it as well. The term "antiracist baby" is repeated throughout the book. I felt like it at times was being used as a form of endearment - a call to be antiracist, baby. I highly recommend this book for everyone - it is a great way to start important conversations with others who you may or may not be comfortable talking with, and reflecting about some of these heavy topics.

The author, Ibram X. Kendi "strives to be a hardcore antiracist and softcore vegan" and has published many books, essays and articles. To learn more about Ibram X. Kendi, here is a link to his bio on his website: <https://www.ibramxkendi.com/about>.

"White Fragility"

by Robin DiAngelo

BY GUS GOLD



In today's Black Lives Matter world, so many people of good will are seeking to truly understand what drives and sustains systemic racism and what they can do to break the 400-year-old cycle, Robin DiAngelo's beautiful articulation of her concept of White Fragility is an outstanding way to begin the search. Ms. DiAngelo has

been a consultant, educator, and facilitator for over 20 years working with a wide-range of organizations, including private, nonprofit and governmental on issues of racial and social justice.

Her fundamental message is that White people, as a whole, are consciously or unconsciously invested in the privilege conferred on them by simply being a White person in America. With academic explanation, anecdotes, examples and stories, she makes her compelling case that White people, over time, have constructed systems, cultures and beliefs to create, maintain and defend the supremacy of White people.

She talks about the power of socialization (lived experience, movies, news media, advertising, etc.) to reinforce the "way things are" to both White and non-white members of our society.

She demonstrates the myriad ways White people have developed to block any meaningful discussion or action to change the situation. She shows how the concept of individualism, commercial organizational systems, the authority of law and government systems, work to protect white supremacy. And she postulates that all this effort

is founded on fear of losing any of the institutional and cultural advantages accruing to them simply because they are White. Then she goes on to share culturally appropriate ways we can educate ourselves, and encourages us to develop the racial stamina to risk having conversations with other White people and with non-white people about how to begin creating a new, American society no longer built on White supremacy. Our EPCC Planning and Development Committee recently participated in a facilitated group read of White Fragility, and found the weekly discussions challenging and rewarding. We are now continuing our self-education through additional reading and discussion, and preparing ourselves to take actions that help move our American Culture toward a more perfect union. We see that the work will not be easy, and that there are those who may not appreciate our efforts, but we are resolved to participate in building an equitable local and national community that does not include bias and racism.

For more information about Robin DiAngelo, here is her website: <https://www.robindiangelo.com/about-me/>

Building Bridges in Anti-Racist Work

continued from page 1

Differences in opinion as to how things would go down or which curriculum to use, all in a virtual world in a pandemic...were expected, of course. However, expressing a different opinion transformed into trampling one another, and nearly broke up our army, and our own sanity.

Some of us experts in communication, collaboration, and social justice, we surged forward. At our progressive, open-minded, forward thinking, liberal school, the following things happened, within six weeks of opening our school's virtual doors:

- Private, personal attacks between members of the Anti-racist team. Silencing. Division, Ego. Power over.

- A black team member sat through a 2 ½ hour virtual anti-racism meeting, visibly angry the entire time, and went unnoticed by most.

- An anti-racist video, intended to be read with adult support was nearly broadcast to 300 Kinder-5th grade children, without the room and space for questions or processing.

- Some staff members were triggered, breaking down in tears, admitting to their own isolation in their homes, their own trauma, and their fragile lives.

- Anti-racist team members nearly quit the team and their jobs, due to the drama and trauma.

Some of us knew there would be white tears. Some of us knew nothing about white tears. Some of us expected resistance from

black staff members, some did not. Some of us felt superior in our knowledge, expertise, and wisdom.

Some of us were learners with ideas and curiosity and shut down.

Some of us had cancer, death in our families, and massive trauma.

And other incidents happened that first six weeks:

- An elementary school child sent a racist email, threatening the lives and naming the names of individuals on campus.

- A black child, riddled with anxiety, isolation, and anger, and terrified of police violence and a pandemic, pulled out a nerf gun on a Zoom call as a joke and nearly had to meet with police officers to discuss his actions, creating more fear, more trauma, and more racism.

While our foundation was shifting, we had to learn how to shift on a rolling foundation. We helped remind one another what we all had in common, not what divided us.

All of us are in a racist system. All of us are in a racist school. All of us are in a racist country.

Essentially, we learned to turn our fire, our passion, our sadness, our anger, and our pain toward fighting racism, instead of toward one another.

We kept building, and in that six weeks, we also:

- Developed four Anti-Racist Educator sub-teams and set goals in Professional Development, Curriculum, Policy, and Community.

- Committed to monthly all-staff anti-racist professional development.

- Researched and decided on a school-wide anti-racist curriculum for this fall.

- Planned monthly school-wide assemblies on anti-racism.

- Offered Parent Ed sessions with anti-racist expert educators.

- Revised our Student/Parent Handbooks to update and clarify policies on harassment, discrimination, and disciplinary policies.

- Took action, but mostly, we listened. And listened. And listened.

- Held an open-mic Listening Session Zoom call, inviting the entire community to share experiences around racism, openly and publicly, with administrators present and on mute.

Building bridges across troubled waters is hard work...sweat, and tears...but when you continue to move across that bridge, when you swallow your pride, take on the work, carry more burdens than you think you can manage...fall and rise...feel and fear...argue and despair...**know that others, in our history, have carried burdens far bigger, and far longer, than yours.** We can do this. Great change takes great struggle.

As we build the bridge, we try and look up to notice the sunsets and sunrises and the changes on the horizon...for that is what gives us hope to keep building.

Anti-Racism Resource Links: Click to Read More!



RACIAL EQUITY TOOLS

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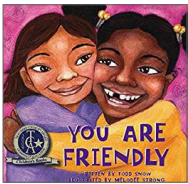


EPCC'S ANTI-RACISM RESOURCES FOR PARENTS AND TEACHERS

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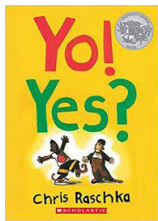
Icons courtesy of The Noun Project.

Books for Children About Building Bridges



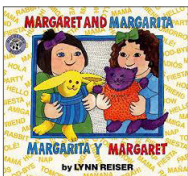
YOU ARE FRIENDLY by Todd Snow.
Ages 2-3 years.

At an early age, young children are trying to make and build connections with peers, adults, and other people around them. *You Are Friendly* gives young children ideas on how to join play, and reminds them that every day gestures can help build friendships and connections with those around us.



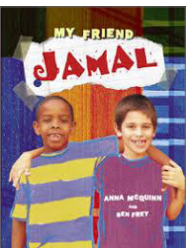
YO! YES? by Chris Raschka.
Ages 2-3 years.

Imagine bumping into a person you are curious about, but not sure how to make a connection. *Yo! Yes?*, recipient of the Caldecott Award, demonstrates that sometimes a few simple words can help build friendships. A great book that young children can connect with.



**MARGARET AND MARGARITA/
MARGARITA Y MARGARET**
by Lynn Reiser.
Ages 4-5 years.

Margaret and Margarita meet at the park, but Margaret does not speak Spanish and Margarita does not speak English. How will they ever communicate? *Margaret and Margarita/Margarita y Margaret* is a book about building bridges and making connections regardless of ethnicity, and language.



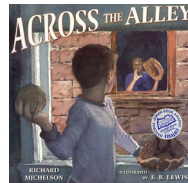
MY FRIEND JAMAL by Anna McQuinn.
Ages 4-6 years.

Jamal and Joseph have been best friends since Kindergarten. Through the years, the boys have created a strong bond and although their families are different culturally, they have learned so much from each other. Now they invite you to take a close look at their wonderful friendship and how sometimes our differences can make us a dynamic superhero duo.



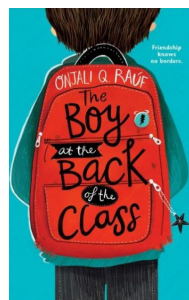
THE OTHER SIDE by Jacqueline Woodson.
Ages 5-8 years.

A fence divides the homes of Clover and Annie. Clover notices Annie playing by herself often. When Clover asks her mother why everything on the other side of the fence seems so far away, her mother replies, "because that's the way things have always been." Curious about each other, Annie and Clover begin to build a brave friendship during a time of segregation and prove to everyone else that fences only keep people apart, but a true friend will sit with you on the fence.



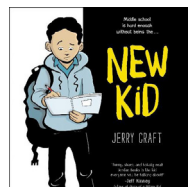
ACROSS THE ALLEY by Richard Michelson.
Ages 5-9 years.

Abe and Willie live across the alley from each other and every night they have long conversations about their interests, dislikes, and families. Abe wonders why his grandpa tells him to leave Willie alone and the boys soon find out that their differences can also be a bridge between their families. *Across the Alley* is a beautifully written book about perspective, friendship, and bravery.



THE BOY AT THE BACK OF THE CLASS
by Onjali Q. Rauf.
Ages 8-14 years.

Ahmet is a nine-year-old boy from Syria, who just started a new school in England. His classmates notice how quiet and serious Ahmet is, but one classmate really wants to get to know him. She soon finds out that Ahmet is a Syrian refugee who was separated from his family. Determined, she recruits other classmates and devises a plan that will reunite Ahmet with his family. *The Boy at the Back of the Class* is terrific novel for a young reader and reminds us that friendships have no borders.



NEW KID by Jerry Craft.
Ages 8-15 years.

New Kid is a graphic novel, about a boy named Jordan who loves to draw and begins his school adventures at a prestigious private school. As Jordan learns to acclimate to the new school, where he is one of the few kids of color, he realizes that there is a divide between his friendship with Drew, who is black and Liam, who is white. How will he bridge his friendships and how will he navigate his two worlds? Jordan, the new kid, tells his story and thoughts through the one passion that keeps him grounded, drawing.



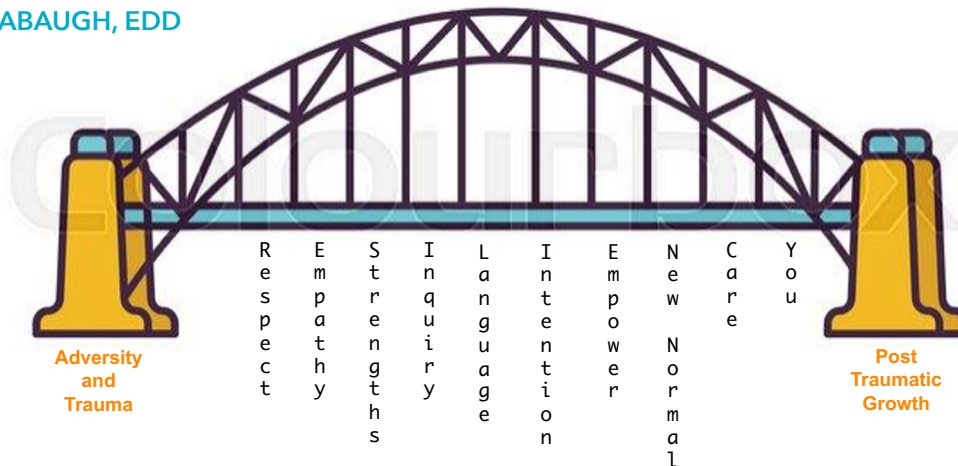
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Icon courtesy of *The Noun Project*.

The Making of The Resiliency Bridge™

BY DIONNE CLABAUGH, EDD



In the book, *We Make the Road by Walking* (Horton & Freire, 1990), the authors discuss adult transformation through education. In the third chapter, the competence and directiveness of adult learners are said to require a “vision of what ought to be or what they can become” through a process of inquiry, observation, and exploration. I agree!

It is from this perspective that I developed The Resiliency Bridge™ (EPCC, 2020) as part of a collaboration started in Fall 2019 with three other ECE educators to develop a Resilience Toolkit. As the reality of Covid-19 dawned upon us all, we began to talk about how resilience was developed. Bernard (2004) found in her research that resilience is an inherent trait we all possess to one degree or another, and that educators can create spaces and opportunities for resilience to be supported and nurtured.

I thought about the work of Horton, Freire, and Bernard through the lenses of both human development and growth mindset (Dwek, 2014). I realized that there must be several aspects to resilience, and that these aspects could be experienced independently and collectively.

I started to play with various elements such as respect, care, communication, attitude. The more our conference planning group talked about teachers applying resilience during Covid-19, the more I envisioned a person walking across a bridge of resilience. I began reading more about adverse childhood experiences (ACES) (Collier, 2016) and then realized that post-traumatic growth was the ideal landing point.

As I thought, talked, and played with the concepts of resiliency as movement toward growth, I came to believe that resilience could be seen as a bridge between adversity and growth, and that educators, parents, and individuals could intentionally walk across this resiliency bridge toward “a vision of what ... they can become” as described by Horton and Freire. The “not yet” notions of Dwek’s

Growth Mindset fit like a hand in glove.

Then I wrote out the word *resilience* and wondered whether it could become an anagram. Might there be a concept for each letter that was necessary to promote resilience?

My ideas excited me, the word play was fun, and the opportunities now seemed endless, like human development itself. Voila! The Resilience Bridge began to take shape. Below is The Resiliency Bridge in its third iteration. Next I will design my own bridge that visually conveys the sensation of moving and reaching, step by step, toward powerful personal growth.

Walking toward growth starts by respecting adversity, and then acknowledging one’s trauma, no matter how large or small. Each step on the bridge leads to the next step, until you are closer to growth than adversity. As one nears growth, they realize how important communication is, and how important they themselves are. The Bridge ends with “you” - meaning the walker themselves or a person who is supporting another’s resiliency.

You might like to explore this bridge. Consider an adverse experience you had. In adversity one is hurt and may feel stuck, defeated, or angry. At some point you may wonder whether you have to stay this way forever.

You do not have to stay there any longer. You can choose to step on The Resiliency Bridge and begin moving forward. What about the adverse experience can you respect? What or who do you have empathy for from that adversity? What strengths might develop out of respect and empathy? What questions do you have now, or what do you want to know more about? How can you now talk to yourself and others about your adversity, and your new movement toward growth? What intentions and goals do you have for moving forward? Can you imagine living beyond this adversity? As you begin to empower yourself and others,

there becomes a “new normal” in which you have new thoughts, new perspectives, and new opportunities. Perhaps you are working differently with others now through collaboration or cooperation, perhaps you are letting others in more, perhaps you are more forgiving of yourself or others now, or maybe you can share your story without regret.

Then, at the end of the bridge you know you are changed. You can feel your resilience by walking resiliently. Your adversity is behind you. Walking across this Resiliency Bridge is one way that a person can release the constraints of trauma and adversity. This release is described within the five categories of post-traumatic growth (Tedeschi & Calhoun, 1996): appreciation, stronger relationships, new possibilities, personal strength, and spiritual growth such as having a personal mission or new area of service to your community.

Would you like to walk across The Resiliency Bridge with the support of an EPCC Resilience Guide? If so, please let us know in the comments. I will reach out and offer to walk alongside you.

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- Horton, M. & Freire P. (1990). *We make the road by walking: Conversations on education and social change*. Temple University Press.

Resiliency Bridge developed by Dr. Dionne Clabaugh, EPCC © 2020.

Collaborative Process and Developing an Anti-Racism Position Statement

BY SHIRLEY H. CHEN

“Consistency is found in that work whose whole and detail are suitable to the occasion. It arises from circumstance, custom and nature.” - Vitruvius

This quote speaks to me when thinking of the valuable way that EPCC consistently advocates and practices the process of collaboration and consensus as a group focused on creating peaceful communities for children and their family members. This year has very clearly shown me that change is the constant, and the importance of working together to actively promote building strong foundations in relationships.

In our June 2020 meeting, the topic of EPCC developing and then sharing a statement of anti-bias or anti-racism came up. We decided that it would be important for the group to articulate our position on anti-racism, and with discussion notes from the meeting, the Writing Committee was tasked to start a draft. This was the first meeting I had attended, and I must admit, I was a bit overwhelmed and unsure of how much I would be able to contribute to this established group, and what a learning experience it was!

The writing committee, at the time, had four members, with Marilyn Shelton and Susan Hopkins spending a lot of time organizing first drafts and thoughts for the statement. The group had met again before the Writing Committee met to brainstorm the intention and focus of our statement. In the midst of drafting what ended up being an anti-racism commitment statement, committee members were actively working on anti-racism issues. Pam Bonneville was leading a Peace Camp and attended a rally for Black Lives Matter, and I also was able to join a march

for Black Lives Matter. The committee was able to come to a consensus on our draft and presented it to the larger group for feedback. We then reconvened in our small group for final edits, and then got consensus from the whole group by the end of July. At that point, our anti-racist commitment statement was posted on our website.

I had the opportunity to interview Marilyn Shelton and Susan Hopkins, with the intention of learning more about their perspective in what felt at first like a very daunting experience for me. I was refreshed by their peace and calm and familiarity with the collaboration and consensus process.

A few questions and answers stood out in relation to the practice of collaboration and consensus work at EPCC. I will share them in Q & A form.

What was your response when the Writing Committee was first assigned the task of writing up a position statement on Racism?

Marilyn: I was glad that I was part of a cohesive team to do the task. I was grateful that the members of the EPCC team were willing and eager to take on this task. It was our first such venture.

Susan: “OMG - then excitement...the energy of the full group was really helpful... which then went back to the brainstorming prior to the writing committee taking it on...”

Did the task feel overwhelming to approach with a small group, especially as two people working on the meat of the wording and to represent the group of EPCC?

Marilyn: No. Susan started us off with a great first draft. We have done collaborative writing for many years, so it seems very natural, not overwhelming. I am comfortable presenting drafts of things for discussion, editing and revisions. The task was for the committee to produce a draft for everyone to read and make suggestions. There was a sense of expectation that the process would end up representing everyone’s views (I did not have the responsibility to do that!).

Susan: It’s easier to take the large group brainstorming and then work as a small group and then taking it back to the large group...the small details...so then everyone is involved when we bring it back to the large group.

What recommendations or takeaways would you like to share from this experience?

Marilyn: Periodically reevaluate your goals and values. Check to see how your behaviors can be adjusted to stay congruent with your core and respond to current issues.

Susan: Collaboration: Large group brainstorm to small group ideas and writing draft and back to large group.

I love the approach that the EPCC team takes with working together and collaborating on each goal. I feel so welcome and appreciated and supported, and hope to offer that to others as well!

READ THE EPCC POSITION STATEMENT ON ANTI-RACISM
<https://bit.ly/31nGzrs>

Looking for More Great Content? Try P.E.A.C.E!



Peace Educators Allied for Children Everywhere, known as P.E.A.C.E., works to create a safer world for children through advocacy efforts. Their monthly newsletter shares news and links to Action Alerts, book reviews to help promote justice, and news of the P.E.A.C.E. organization.

VISIT P.E.A.C.E. ONLINE
<https://peaceeducators.org>

How to Get Connected!

EPCC has been working to provide you and your community resources and training to support you during these challenging times. We want to encourage you to visit our website and find the answers to many of your current questions. We have a list of many workshop topics and we can create a customized program for you. There are ways to network with our trainers as well as many organizations and individuals who are working to provide the best care and education for children and their families. Staying connected to others is vital more than ever today. Below are some of the many resources and connections you will find at educatorsforpeacefulclassroomsandcommunities.org. Click each button for more information.



COVID 19 RESOURCES

<https://bit.ly/2zmuqYw>

- Sharing with families about COVID at home and in school
- Planning for safe operations during the pandemic



ANTI-BIAS/ANTI-RACISM

<https://bit.ly/3fPqpeK>

- YouTube videos of interviews with leading anti-racism experts
- Videos and articles from outstanding educators on anti-bias in our schools
- Lists and reviews of outstanding children's books
- Sources for locating and selecting books
- Titles and descriptions of many books
- Topics including many everyday stories with diverse children represented and anti-bias topics specifically.
- Link to the Cabrillo Peace Library which is a searchable database of children's books: <http://www.childpeacebooks.org>



EPCC WORKSHOPS

<https://bit.ly/3o68QfZ>

All workshops can be customized to the specific needs of the organization. We work with you to create the training that is specific to your organization. Some topics available immediately are; bullying, building a peaceful classroom community, working with families as partners, the importance of play and hands-on learning, building resilience in children and environment and curriculum development. They can be from 1 hour to multi-day.

- Workshops for teachers
- Workshops for families
- Workshops of community groups working with children and/or families



NEWSLETTER ARCHIVE

<https://bit.ly/2IEr47U>

Valuable articles and ways to network with other educators

Alumni Corner

Meet Michy!

I am Michy, an early care provider in Orange County. In my long career in early childhood education, I have always been and have been working constantly in solving problems to take better ways that help children to be involved in environments that are favorable and that they can learn to solve their challenges individually or in their relationship from your peer group. These were one of the main reasons that motivated me to take the training at EPCC, training in levels I and II. I would like to be able to pass this information on to all the Spanish-speaking early childhood educators. I have recently collaborated with the translation of the anti-racism position statement posted on our website.

Conoce a Michy!

Soy Michy, una proveedora de educación temprana de cuidado infantil en el condado de Orange. En mi larga trayectoria en educación temprana, siempre estuve y estado trabajando en forma constante en la resolución de la problemáticas para tomar mejores vías que ayuden a los niños para que estén envueltos en ambientes que sean favorables y que puedan aprender a resolver sus desafíos individualmente o en su relación de su grupo de pares. Estas fue una de las razones principales que me motivó a tomar los entrenamientos en EPCC capacitandome en los niveles I y II y me gustaria poder traspasar esta información a todas las educadoras de de educación infantil de habla hispana.. Recientemente he colaborado con la traducción de la declaración de posición contra el racismo que se publica en nuestro sitio web.



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twitter.com/PeaceEducators



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Icons courtesy of The Noun Project.