

P.E.A.C.E. News for November, 2021

***Peace Educators Allied for Children Everywhere, Inc.
(P.E.A.C.E., Inc.)***

*Please contribute to our future as we support the
peaceful world we and children need to thrive.*

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NAEYC Annual Conference 2021

You're Invited!

NAEYC'S Peace Educators Interest Forum and P.E.A.C.E. Annual Meeting
Special Presentation: Social Stories for Young Children
by Dr. Shu-Chen Jenny Yen

During NAEYC Conference:
Click <https://us02web.zoom.us/j/89416267259>



NAEYC'S PEACE EDUCATORS INTEREST FORUM AND P.E.A.C.E. ANNUAL MEETING

Monday, November 8
7 PM (EST), 6 PM (CST),
5 PM (MST), 4 PM (PST)

FREE | CLICK THE ZOOM LINK TO JOIN
<https://us02web.zoom.us/j/89416267259>

GUEST SPEAKER: DR. SHU-CHEN JENNY YEN
USING SOCIAL STORY TO HELP YOUNG CHILDREN UNDERSTAND AND STAND UP AGAINST RACISM



Peace Educators Allied for Children Everywhere
www.peaceeducators.org
Working for a Safer World for Children Since 1978

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Monday, November 8, at 7 p.m EST, 6 p.m. CST, 5 p.m MST, 4 p.m. PST
We encourage your participation, as a member of Peace Educators Allied for Children Everywhere, Inc. (P.E.A.C.E.), at our Annual Meeting by Zoom, held in conjunction with the NAEYC Annual Conference. If you would like to get more involved in P.E.A.C.E., through membership on our decision-making Council, please get in touch with our Nominating Committee Chair, Marilyn Pearce, at 1peaceeducators@gmail.com, telling her about yourself and your interest in peace education for young children.

National American Indian Heritage Month

The month of November is dedicated to National American Indian Heritage Month. During this time of the year, we like to embrace rich and diverse cultures & traditions, and acknowledge the important contributions Native People provided for this country (NCAI, 2021). Please take a moment to read more information on [the National Congress of American Indians website](#), which provides us with ways to raise awareness as well as opportunities to educate the general public on tribes in this country.

We would like to bring awareness to the many Indigenous women who have been murdered or gone missing. As of 2016, the National Crime Information Center has reported 5,712 cases of missing American Indian and Alaska Native women and girls, according to the [Native Women's Wilderness website](#).



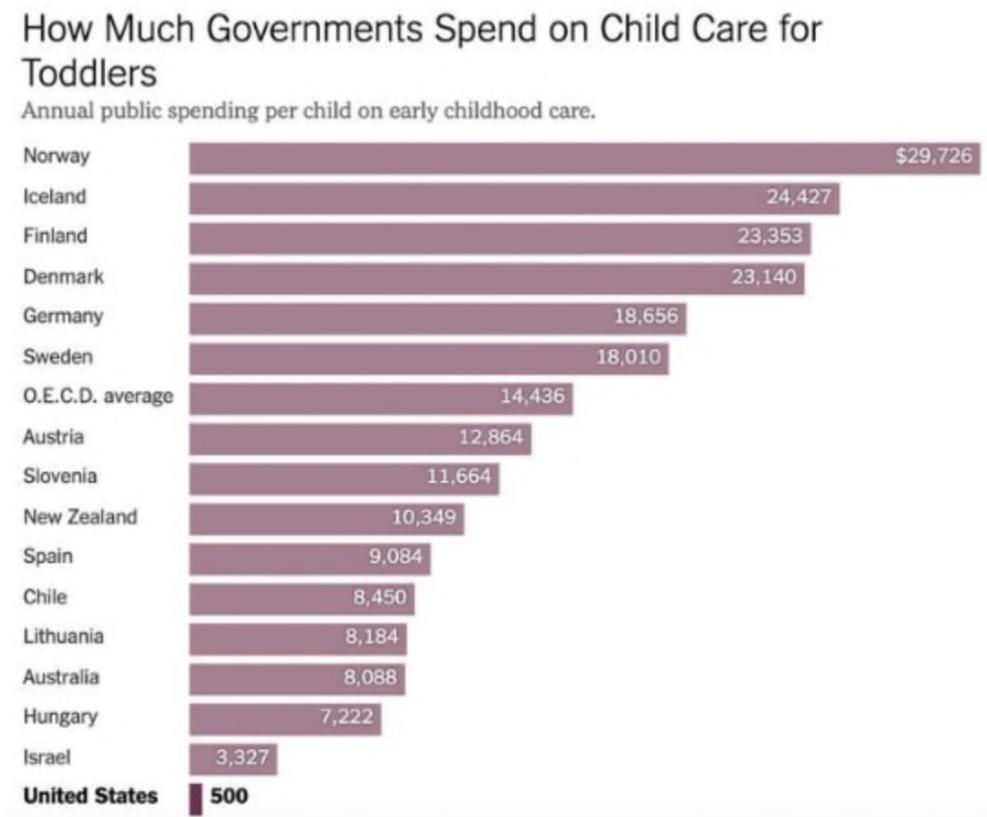
Photo courtesy of Dulcey Lima, Unsplash.com

Action Alerts

Congress Still Playing with Numbers: Child Care Support Needs Your Help!

Although the House of Representatives has passed Bills that would establish a high quality, affordable, well-paying child care system, including public preschool, in the United States, the Senate is still dithering about the overall cost of all the programs, from Defense to Climate to Paid Leave, to Health Insurance, etc., now contemplated in all the legislation passed by the House. Senators from West Virginia and Arizona, whose votes are needed to pass the Bills in the Senate, want to cut the overall expenditures by as much as a third. So the haggling continues. Your input, including your horror stories about how hard it is to provide child care right now, is needed for your Senators to ensure that child care gets what it sorely needs.

And we're clearly falling far behind our economic competitors in the help we give to young children in becoming productive citizens. Here's a [New York Times chart](#) showing how the USA compares with other industrial countries in terms of support for child care from all levels of government:



Please Get Vaccinated ASAP!



It's good for your health, it's good for the health of the children in your care, and it's good for their families too. The more eligible people we can get vaccinated, the easier it will be for life to return to normal for all of us. Kids from the ages of 5 to 11 are now eligible for vaccinations.

Resources

Chris Lamm Annual Legacy Lecture *Featuring Dr. John Nimmo*

By Karin Pavelek

We recently held our 4th annual Chris Lamm Legacy Lecture at Fullerton College (FC), California. Eighty-five participants joined us from across the nation, including students, community members, professionals, and friends. Chris worked at FC as a professor in the Child Development & Educational Studies Department for many years, and was known



Dr. Chris Lamm

for her advocacy and activism for the rights of children, her fight against racism and bigotry, as well as being the founder and co-founder of community groups such as OC Peace Camp, Stand For Children, and the FC Food Bank. As some of you know, Chris was an avid member of PEACE (formerly known as CEASE).

This year, we invited Dr. John Nimmo, who presented on *Citizenship Rights and Young Children's Participation in the Public Realm: Reflections from Diverse Global Contents*. In his presentation, Dr. Nimmo examined the meaning of children's rights, particularly the right to participate, starting with the UN Convention on the Rights of the Child and drawing inspirations from Reggio Emilia and other global perspectives. He emphasized considering different methodologies, on how to truly listen to children's voices, and to focus on how children express ideas and contribute to their communities. Carlina Rinaldi, Pedagogical Consultant for Reggio Children, once said *"The child is not a citizen of the future; he is a citizen from the very first moment of life and also the most important citizen, because he represents and brings the 'possible'...a bearer, here and now of rights, of values, of culture"*

During the presentation, Dr. Nimmo shared his inquiry regarding the child as a citizen in the world. How does this image change when we think about how we think of and engage with young children and what is the role of the teacher when supporting this image (Nimmo, 2021). He reflected on terms such as belonging, democracy, participation, community, place, contribution, and visibility and how they play a role when thinking about the citizenship of children. Dr.



Nimmo looked at the rights of the child in 4 different parts:

- Provision: the right to survival
- Protection: the right to protection from danger, abuse, neglect, and exploitation
- Potential: the right to develop to one's full potential
- Participation: the right to participate in family, cultural, and social life

When listening to young children, we start with infants & toddlers and their behavior, when we try to understand what they are saying about their environments and relationships (Nimmo, 2021). Dr. Nimmo shared that knowing what children think is essential, when we think about protecting their best interests and including them into our communities and society. He challenged us to reflect on *rights* being an

ratified this convention is the United States. This is disappointing to me as a future educator in America, as I believe children should be properly represented, listened to, and protected. As Dr. Nimmo stated, a child must have the right to provision, protection, potential, and participation. In my opinion, the right to participation is not often considered when thinking about children. However, Dr. Nimmo's short films explained how capable young students are at creating change. Children in India spoke about the issues of pollution and environmental waste, while a student in the U.S. discussed how infants should be able to play on safely constructed playgrounds. **What impacted me the most was how young students involved themselves in the Black Lives Matter movement by creating signs, developing a statement, and spreading the word to other classrooms at the facility.** In my community, there is a fear of children taking part in social issues as they are seen to be too young to comprehend and be involved in



seemingly controversial topics. However, children grasp what occurs around them whether it is positive or negative. Children have a strong desire to make changes to the outside world when they recognize that there are issues. It is up to educators, caregivers, authority figures, and every adult to nurture a child's potential, provide them with ways to express their ideas, and give value to their opinions when they are overlooked by others.

Social Emotional Issues and COVID-19

By Shirley Chen - E.P.C.C. Member



How do we communicate and partner with parents about their child’s social emotional learning in this “new” world when it can look so different at home and in child care?

Our world has changed drastically in the last couple years. Our basic need for health and safety has been challenged. We have been told and dictated ways in which we should live and work in ways (change to methods) that support the health and safety of ourselves and the communities around us, from our

homes to our local communities to our countries to the world! Our choices have been limited by external factors, and as adults, we are all navigating through a whole new world!

At the same time, our current infants and toddlers came into this world only knowing this world for the past 1.5 years. Terms are being used for children who were born during the Covid-19 pandemic or coronavirus crisis, including “coronials” and “Generation C”.

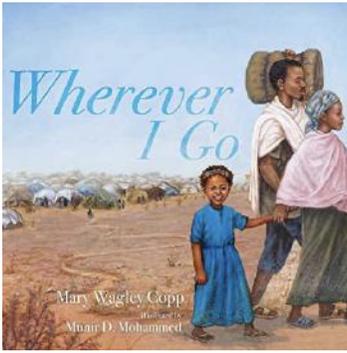
It has been interesting to have some unfamiliar conversations with parents about ways to support their toddlers in their social emotional learning. When children two and over were required to start wearing masks in child care, our teaching teams had many conversations about how we would support and encourage the parents in my care in this process. We grieved with parents wondering how the children would be affected by not being able to share and see each other’s expressions. We appreciated even more those times when we would eat together and connect and communicate without our masks. We talked about ways to communicate with our bodies and eyes and gestures. Some ideas that I usually share with the parents of ways to support their child’s emotions have felt a bit more clinical and theoretical, since there are so many more regulations and precautions that need to be taken when caring for a group of children who are from different homes and spaces! For example, a toddler who joined our group as a

two-year-old already was wearing a mask when he started. It was quite a transition to get to know his cues and expressions with a mask on most of the day. When he cried during a transition or when he was upset, we were finding ourselves as teachers, going into a routine of finding a separate space to be with him and taking off his mask so we could wipe his face and give him that space and room to breathe to calm down and prepare to then put on his mask again to play or interact.

Recently, we have engaged in different role plays and conversations with the children that include wearing masks indoors and staying indoors when the air is not ready for us to play (“It’s too smoky! Fire!” said one child). **For example, some new choices we are offering the toddlers are, “Do you want to wear your mask outside, or do you want to hang it up while you play?” or “Do you want to wear your blue mask or your rainbow mask?”** One child has an older brother who wears a mask and she is not quite two years old, so she wanted to wear a mask to mimic him. For safety reasons, children under two are exempt from wearing a mask, so an idea we had was to use the mask for her as a prop and take that opportunity to talk about why we wear masks and the idea of ages and birthdays.

Parents, care providers and teachers have been pushed to look closely at what is important to them as parents, as a family and as individuals. From an educator perspective, it has been very helpful in our communication with parents and the children to talk about safety for others around them. For the parents, our conversations stay focused on the children. For the older children who are two and older, it has helped to talk about keeping the babies safe! I hope that we can continue to support each other and move forward together in what we are experiencing as a new kind of living, and what most of our children are experiencing as their world.

Book Review



Wherever I Go

**Mary Wagley Copp, author,
Munir Mohammed, illustrator,
Atheneum Books, 2021.**

This important picture book celebrates imagination and acknowledges the resilience of one little girl, Abia, who has lived her whole life in a refugee camp. It is a perfect book to share in this season of Thanks. It can be hard to imagine what it's like to be a refugee, but by sharing this story we learn of the value of a good heart, and strong spirit. Of all her friends, Abia has been at the Shimelba Refugee Camp in East Africa, the longest — seven years, four months, and sixteen days. Papa says that's too long and they need a forever home. Until then, Abia has something important to do - be a queen. "I think it's the perfect amount of time to become a queen."

Sometimes she's a noisy queen, banging on her drum when she and her Mama wait in a long line for rice to cook for dinner. Sometimes she's a quiet queen, cuddling a baby cousin to sleep, while Auntie is away collecting firewood. When Papa talks hopefully of their future, Abia becomes nervous. Forever homes are faraway places—could she still be a queen? The voice of Queen Abia is gentle and fun, taking the reader on a journey that begins in the refugee camp and is depicted with Munir Mohammed's fabulous realistic acrylic illustrations. Mohammed, a native to Ghana, used muted colors throughout, except Abia's bright blue dress, which helps you focus on her on each page.

The family is resettled and Abia's life changes. *Wherever I Go* becomes a timely and respectful tribute to the courage of all refugees around the world. What is a refugee and what does it mean to be displaced? About half of the 68 million displaced people in the world are children.

Mary Copp has worked for many years in the refugee resettlement community and includes her author's note at the end: "*Books relevant to refugees and resettlement*" list of other children's books, as a resource for educators including website information from [UN Refugee Agency](#), [US Committee for Refugees and Immigrants](#), [International Rescue Committee](#)

Submitted by Karen Kosko

Days of the Month

November

November 16 - International Day for Tolerance

In 1996, the UN General Assembly adopted Resolution 51/95, proclaiming November 16 as International Day for Tolerance. This action followed the adoption of a [Declaration of Principles on Tolerance](#) by UNESCO's Member States on November 16, 1995. Among other things, the Declaration affirms that tolerance is neither indulgence nor indifference. It is respect and appreciation of the rich variety of our world's cultures, our forms of expression and ways of being human. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe.



Picture courtesy of Sarah Ardin, Unsplash.com

[November 20 - World Childrens' Day](#)

On November 20th, we celebrate World Children's Day. The first day was commemorated in 1954 as Universal Children's day, and on this day we celebrate and support universal togetherness, awareness among children around the globe, and improving their welfare.

Picture courtesy of Edmund Lou, Unsplash.com



[November 26th - National Day of Mourning/Thanksgiving Day](#)



Photo by Craig Simpson, 2019 National Day of Mourning in Plymouth, MA

Traditional Thanksgiving Day in the US is not celebrated by Indigenous Peoples. The National Day of Mourning was begun in Plymouth, MA by United American Indians of New England (UAINE).

Every year for 50 years the United American Indians of New England have gathered on the fourth Thursday of November at 12 Noon EST at Cole's Hill in Plymouth, Massachusetts just up the hill from Plymouth Rock and around the statue of the Wampanoag leader, Massasoit. The event is National Day of Mourning to remember that for many Indigenous people in the USA Thanksgiving Day is not a celebration but a reminder of the violence and genocide that has marked native lives since the landing of

the Mayflower. This is the 400 anniversary of the landing of the Mayflower in Plymouth Harbor. Events will be live and virtual. Go to uaine.org for more information or the [United American Indians of New England Facebook page](#) for more information on the events. Here is a [history of the Day of Mourning](#).

November 28 - [Hanukkah](#)



Chanukah, also spelled Hanukkah, is the Jewish 8-day celebration of the wintertime “festival of lights”. This day is celebrated with special prayers and fried foods.

Picture courtesy of Diana Polekhina, Unsplash.com

You're Important to Us!

Help us keep in touch!

Please contribute to our future as we support the peaceful world we and children need to thrive.

We are eager for new members, and active members. Membership is free, although you're encouraged to help us as you can. Spread the word and let us know how you would like to be engaged at 1peaceeducators@gmail.com.

Join Now

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Join the NAEYC Interest Forum

Help bring peace education to the profession and the public!

If you would like to bring P.E.A.C.E., Inc.'s perspective to more teachers on the ground working with young children, there are opportunities both in person and online.

Particularly on [NAEYC's HELLO open forum](#) we have seen opportunities to engage on these issues.

Join actforpeace@googlegroups.com to follow our members' recommended actions and share your own! You can sign up at 1peaceeducators@gmail.com or directly through Google Groups. We hope you will spread the word about the actions by forwarding them on to others.

Visit our Website, peaceeducators.org!

