
*Concerned
Educators
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Safe
Environment*



CEASE NEWS Vol. 31: Spring 2010

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Updates from the Network

National Association for the Education of Young Children Conference Update

The CEASE Seminar at the NAEYC conference in Washington, DC in November 2009 focused on media: helping children make sense of the media to which they are exposed, using media appropriately and helping families discover and use alternatives to media. The presenters, Sharon Davisson, Joyce Daniels, Diane Levin, GERALYN MacLaughlin and Lucy Stroock told stories about each topic followed by small group discussions facilitated by CEASE members.

Most of the small group responses about helping children make sense of media they are exposed to revolved around parents' ability to discuss with their children what they are seeing, watching or reading together.

There was discussion about helping parents (families) understand that fear can result from children's exposure to inappropriate media. A suggestion for helping parents with this understanding was to have parents look back on their own fears as a child – What was real for you about being scared?

There were many responses to the query about using media responsibly. Some of the ideas were:

- getting children involved in making their own videos or films to share with family and friends to create memories of special events and celebrations,
- offering children the opportunity to create films as research for school projects,
- recording families' home languages for children to listen to at school.

A grandmother sent audio tapes of family stories to her grand daughter. They were cherished as a lasting memory both when she was alive and when she died.

The query about what can be done to help families find alternatives to media brought some creative ideas to share with families. These included:

- turning off the car radio to talk, share stories, sing,
- limiting children's use of screens,
- advocating (by becoming members of CEASE and/or Campaign for Commercial Free Childhood) for limiting corporate funds used to control the use of products in the many public markets available to children of all ages.

The seminar itself was an alternative to media as the room buzzed with interacting people. Presenting and sharing thoughtful ideas for media on and media off provided a rich prelude to CEASE's 30th anniversary celebration.

Joyce Daniels

To see a complete list of ideas please visit our website www.peaceeducators.org

Update from CEASE West

Last March at the California AEYC Conference in Sacramento, Nancy Carlson-Paige at her key-note presentation, previewed the new and critically acclaimed film (DVD), "Consuming Kids: the Commercialization of Childhood," sponsored by the Campaign for a Commercial-Free Childhood (CCFC). This film describes marketers spending \$BILLIONS to entice children and their families to buy everything from fatty, unhealthy foods to inappropriate baby items and violent, bloody video games. Also outlined are responses for parents, advocates and others who want to take an active part in stopping these horrific practices.

Having seen this film, Joyce Daniels, Pat Dorman and Marilyn Pearce, CEASE and local AEYC members, responded by sponsoring two viewings of the film, a month apart at a local library. We prepared handouts and posted publicity in preschools/child care facilities, community colleges, at the child care resource and referral agency and with the CCFC website where film showings are listed in the Brave New Theater. Both evening viewings were well attended and many reactions were expressed during the after-showing discussion. Several participants requested information about how to obtain the DVD and how to arrange a viewing for their agencies, schools or meetings. Since the public viewings at the library, the film was shown to a High Scope group, a parenting group at a local charter school, a local AEYC affiliate meeting and with the Brave New Theater website, where film showings are listed.

It has been like a stone dropping in the water with a ripple affect whereby the word is getting out and we continue to think of ways to show this DVD and involve more parents and others interested in this film.

If you are interested in getting involved, the website for CCFC is www.commercialfreechildhood.org

Joyce Daniels



Left to right: Pat Dorman, Joyce Daniels and Marilyn Pierce

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Pirates - Guest editorial

What do you think of when you hear the word “pirate”? Some of you may conjure up an image of Captain Hook from Peter Pan, while others may imagine Jonny Depp from the hit movie Pirates of the Caribbean. If you have been reading a great deal of international news lately, you may instead pull up an image of a Somali ‘Pirate’. For all we have heard in the past couple of years about the increase in vessel hijackings off the coast of Somalia, we haven’t heard much of a story to accompany this dramatic image. The story seems to be simply that there are bad guys hijacking cargo ships and holding innocent good guys until a ransom is paid. We have been content to name the “Pirates” the “bad guys” and distantly hope somebody gets a handle on the situation before our access to saffron or coffee is disrupted by these scarf-wearing, gun-toting African men.

There is, indeed, a much bigger story here. There is significant historical context that has colored the situation dire, and one terrible layer after another perpetuates the chaos that is life in Somalia. We cannot hope to see an end to these hijackings by simply arming our cargo ships and sea captains with weapons. The motivating factors that support an increase in hijackings off the coast of Somalia and high seas of the Indian Ocean must also be addressed. Let’s take a step back and allow a bigger picture to emerge; let’s trace the problem to its roots and then, reconsider our approach to the situation from a learned perspective.

Somalia has not had a functioning governing body since 1991. Over the past (nearly) twenty years, Somalia has lost nearly every mechanism necessary for running civil society, and the people are suffering tremendously. After the fall of the government, the national coast guard disintegrated leaving no one to patrol and protect Somali seas and their highly lucrative fishing industry. Large fishing vessels from other countries took advantage of the situation and began to illegally plunder Somali waters, stealing an estimated \$450 million worth of seafood per year. The Somali fishing industry soon collapsed, and families were forced to find new livelihoods within a broken society engulfed in civil war. Many of the first pirates from Somalia were former fishermen eager to gain the attention of the international community; without an avenue to address their crisis domestically, they were hoping to expose the problem with the help of news media. As the years wore on, piracy became more than a cry for help. Having failed to gain the attention of the international community, piracy evolved to what it has become today, a thriving industry in Somalia. Many Somalis consider the pirates their “Marines” who are protecting their coastal resources and bringing critical dollars to the desperate

coastal communities. There are many sides of this devastating story. Like the saying goes, “One man’s terrorist is another man’s freedom fighter”.

Political instability is only part of the problem in this region. The extreme environmental degradation associated with illegal dumping of hazardous waste along the Somali coast is combined with the lack of any sanitary means of disposing of excreta. The average Somali makes \$600 a year. There are competing militant groups who are fighting for control, killing one another off and perpetuating the instability of the region.

Somalis turned to piratism about ten years ago in an effort to gain the attention of the global community. It was a desperate cry for help. A decade later, the situation, left mostly untouched by the global community, has gotten significantly worse. Young people are faced with two terrible options. They can live in poverty earning an “honest” wage, or they can take the opportunity to join a pirate operation and risk getting shot at sea (instead of onshore, where the odds aren’t much better for personal safety), and the potential of bringing in \$10,000 for a successful turn of a hijacked ship. Living in poverty in Somalia equates to a kind of discomfort that we Americans can hardly begin to imagine; it is unsafe environmentally, socially, and politically. Desperate times call for desperate measures; weighing the risks and benefits of the lifestyle choices young people face makes it difficult to imagine a decline in piracy anytime soon.

Last year, the UN met to address the significant problem of insecurity on the high seas. The global community is viewing the problem from a very narrow perspective, and thus, their attempt to bring an end to the situation is bound to fail. A new high seas patrol has been created to discourage pirate activity, but it seems clear, now that hijackings are occurring thousands of miles off the coast, closer to India than to Africa even, that this significant effort has only complicated matters. Pirate “motherships” are being seized by these patrols, but due to a lack of criminal court to try the pirates, they are often released. Some of the pirates have become so organized, they are back on the high seas within days of being released, hijacking other fishing vessels, quickly outfitting them for their purposes.

Piratism has become an industry in Somalia, complete with supply lines, support mechanisms, financial backing and an increasingly desperate population of new recruits. Adding patrols and arming cargo ships will not put an end to this problem. The Somali people are living in a pressure cooker. The hazardous environment, chaotic political situation, and general suffering related to extreme poverty must be addressed if we can hope to shift people’s reality

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Gardening with Young Children

Access to safe and natural environments is an essential part of healthy human existence, especially during childhood. I have a feeling that early childhood educators have always known about the importance of connecting children to the natural world around them. It's hard to miss the sense of wonder and inspiration evident in young shining eyes not only at the aesthetic beauty of say a blooming plum tree, but also the miracle of the edible fruit that grows from it. So gardening with young children has, for me, two important goals: to connect children directly to the natural world and to inspire them with the natural processes occurring all around them. There are, of course, many other developmental benefits and learning objectives to be achieved through gardening experiences. To name a few, I'll mention the opportunities for multimodal sensory stimulation and integration inherent in holding, seeing, and smelling a flower or herb; fine and gross motor development necessary for seeding, watering, weeding, and harvesting plants; cognitive development co-constructed through scientific inquiries of growing and changing; and multicultural appreciation of the role plants play in the lives of diverse peoples. This list is not all inclusive; I'm sure that creative and motivated teachers have and will continue to find ways to justify and personalize the inclusion of nature and gardening in the lives of the children they work with.

When I started teaching preschool, I did not, and still don't, know very much about the details of gardening, pH scales of the dirt or Latin names of plants, but I wouldn't advocate letting technical ignorance be a road block to anyone. I've learned about gardening along side the children I've worked with. First we walked around the neighborhood noticing gardens and struggling with the ethics of picking someone else's flowers and picking wild flowers and what to do with them once they were picked. We made collage and used our collections as props for play, but now I think I'd ask the children how we could represent their beauty in a way that won't wilt and die; and look up how natural collections are used in various cultures. Our discussion continued when large flower troughs and pots were donated to our school's barren recycled rubber play ground. Unfortunately, those plants did not fare well against the heat and the children's curious hands, but I was inspired to bring the growing inside. We sorted and experimented with seeds that we found in the food that we ate like orange and apple seeds and root foods that grew when we let them sit in water even though they weren't seeds like potatoes, carrots and even garlic. We transplanted them into containers and took care of them until our curiosity got to us and we pulled them out and tried transplanting them again. We explored different herbs like rosemary, basil, and lavender, especially by putting them



in the water table. A friend had given our classroom a spider plant – probably the most essential plant in our collection for its metaphor as a parent with children – that had flourished, flowered, and sprouted new spider plants that we transplanted many times over for each child. We also brought the growing back outside to see how things grew differently inside and out. This time the plants fared much better. We planted and watered and waited and observed the beauty of flowering plants and the miracle of where food comes from. Then the plants started attracting animals . . . but that's a story for another time.

When we connect children to the natural world early and concretely, we ensure a future that values safe and sustainable natural environments. Gardening doesn't have to be technically insurmountable. Just remember that every learning experience has a life of its own and always reflects on what could be changed next time.

Patrick Romero, Oakland, CA



Bringing Recycling into the Classroom



How do we get children to recycle and/or compost in the early childhood classroom? In my Toddler classroom we have some success with a few key strategies. The first was to have the children label a recycling bin with recycling symbols like the triangle of arrows. In order for the children to sort out what goes where, we covered each cardboard box with different colored paper and added pictures of what goes in the box. For example we used pictures of food scraps and paper cups and plates on the composting box. On the recycling box, we used pictures of cardboard, colored paper and white paper. In order for the teachers to keep it straight we made a list of what is compostable, what is recyclable, and what would go in the trash (if anything). Of course, if you have a composting bin, you should try to use it, maybe for a garden or a worm farm, so that children can really see the complete cycle. These simple changes will reduce your trash output as well as continue to educate children, families and staff about green sustainable practices.

Another way that we can bring the idea of an earth friendly school environment into the classroom is through using recyclable materials as learning materials. Many of the materials we use in the classroom on a daily basis can be reused as toys or for activities. For instance tissue boxes, glove boxes, and wipe boxes can be used for storage containers, sensory activities, art, music, or dramatic play. A milk carton also has several uses. For example, it can be made into blocks with children's pictures on them; they can also be used as containers; they can be decorated or constructed with for art; and they can be simple planters for sprouting seeds. Finally, egg cartons can be used as sorting containers, planters, paint holders and many more things. When it comes to bringing recycling and "green" activities into the classroom, the possibilities are as endless as your creative inspiration and commitment to investing in a future with a safe and sustainable environment.

Cheryl Horney, Oakland, CA

Pirates

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from desperation to one of hope once again. Give people an opportunity to make positive choices by helping them clean up their destroyed environment, help them create even a basic sense of order within their communities and things will start to change for the better.

The UN opted to invest in increased patrols. The global community could choose to (instead, or also) invest in the Somali people –enough to create a stable infrastructure for assuring first order needs. If we promised to work toward a goal of sustainability together, what then might be possible? Eliminating desperation with direct aid and providing a hopeful avenue for the people to build a secure future is the best way to empower the Somali people and eliminate this need for desperate measures all together.

We must address significant poverty and environmental degradation in the world my friends, because left untouched, the inhabitants of these realities have very few

choices -and desperation, someday, will be felt by everyone, one way or another. As human beings, our will to survive is great, and what we will do to survive is impressive –really. So let us not force the issue. Let us instead pay attention to the cries for help and address them; get our hands in the mix and do our part to alleviate suffering...and let us ask more questions, assume less, and long for the bigger story –there is always a bigger story. When did we stop wanting to hear it? When did we stop NEEDING to hear it? Let us require more from our trusted sources of investigative journalism. Let us ask why, and not settle with the answers. Let us long to see the world differently, so much so, that we give more of ourselves each day to make that dream a reality.

www.Greenleft.org, April 18th, 2009

www.UNEP.org, Somalia Layout, Section 8.3, page 134

Katey Gordon, Burlington, Vermont

A Teacher's Reflections on Sustainability



Global warming, war, food shortages, gang warfare, high extinction rates, cyber bullying, water crises, pollution, nuclear arms . . . the list, alarmingly, goes on. Daily, we learn of threats to human existence through violence or the degradation of the environment. Contemporary society presents us with tremendous challenges. What are we to do?

As an educator, I have begun to realize that ecological sustainability and peace education are inextricably linked. If we are to have a peaceful and sustainable future, to quote Mahatmas Gandhi, "we must begin with the children." In this case, I believe the children are way ahead of me.

I was delighted to learn recently that many of my preschool graduates, now young adults, chose to work within the environmental sciences. Quite a few of them are environmental activists. They actually made these choices prior to the emergence of the current "green" movement and Al Gore's "An Inconvenient Truth." I'd like to believe that their early experiences in a peaceable school contributed to their decision. As a sixth grader wrote in an essay, "My teacher, Sharon felt strongly about being gentle to the earth. We were careful about recycling and reducing the amount of trash we made. We grew a big garden and learned about plants. Sharon taught me many things: be kind to others, care and share with the world; take ideas of peace and conflict resolution everywhere I go; loyalty is a good thing, and playing with and in nature is a true gift." Chandler Heppe, 2007

Peace education nurtures a special kind of consciousness, "a new way of seeing and being, of learning to be in the world as responsible, creative members of the community of life." (Anita L. Wenden, ed., *Educating for a Culture of Social and Ecological Peace*, 2004, p. 49) If we want world citizens who can think critically, solve problems creatively, and evidence a sense of social responsibility and compassion, we must begin teaching and modeling, at the very earliest ages, the value concepts of peace

education. In a peaceable environment, we teach peaceful conflict resolution skills, we embrace anti-bias education, we encourage children's initiative and creativity, we incorporate social and emotional learning into our daily routines, we support participatory decision making, we offer opportunities for children to experience, value and respect nature, and we support children taking action when they recognize an injustice.

I have observed that the listening, speaking, thinking and feeling that children do as they experience the processes of peace education leads to the development of deep and meaningful relationships. I can attest that many of the relationships formed in my preschool are still strong after 15 or 20 years. The same is true for the children's relationship with the natural world as they tend the seedlings they plant, observe the metamorphosis of a butterfly or a cicada, care for pets, handle nature's materials, and observe seasonal changes. They develop a deep relationship with the natural world as evidenced by the many environmental activists that started their fascination with nature during their preschool years. By providing these experiences, we are ultimately creating a learning environment where it is impossible to objectify other living beings or the environment. The natural consequence of this is that children demonstrate respect in their interactions with one another and with nature.

Thus, deep relationships lead to respectful behaviors and ultimately, to taking responsibility for one's own actions. There's the key, I believe! To answer the question, "What are we to do?" I believe that as parents and educators we must provide an environment that nurtures these attributes: Relationship, Respect, and Responsibility (I think of them as the 3 R's for saving the planet). In doing so, we encourage our children to grow into compassionate and proactive world citizens, committed to a peaceful and sustainable future.

Sharon Davisson, Nevada City, CA

We hope you will visit our website www.peaceeducators.org for two more pages of updates with the complete articles by Sharon Davisson, Irene Lipshin and Susan Hopkins which are abbreviated on page eight.

Please consider sending your news and articles for possible inclusion on the website.

Book Review

And Here's to You

by David Elliott,

illustrated by Randy Cecil

published by Candlewick Press

Elliott's celebration poem is contagious.

It is a joyful poem that is a tribute to insects, animals [wild and pets] people, birds and of course fish! The book is a love poem to nature and families that can be

used as a read aloud for holidays and everyday. It's a book that shows the reader/listener that we are all in this together and it is a pretty great world!

Cecil's oil paintings are vibrant and stunning. The art work is quirky and delightful. Double page spreads allow the text to cascade between the pictures.

Karen Kosko, Cambridge, MA

Statement of purpose

This revised Statement of Purpose was adopted at the CEASE Annual Meeting November 21, 1996.

CEASE is a network of parents, teachers and other concerned individuals who are dedicated to creating a safe world for our children. We seek to end the violence that permeates our society to an ever increasing degree and to remove the root causes of this violence by advocating for peace, justice and economic opportunity.

We are committed to:

- Raising public awareness about both the origins of violence and the disastrous effects violence and injustice have upon children, families and communities.
- Eliminating the acceptance of violence which is created by mass media conditioning.
- Ensuring the abolition of nuclear weaponry, and other weapons of mass destruction, and an end to the proliferation of conventional weapons.
- Putting a stop to the dangerous degradation of our natural environment by supporting the development and use of reusable, non-polluting resources that protect the health and safety of future generations.

Central to the solution of these problems is the redirection of national priorities and funding from the military and corporate interests to human services and environmental preservation.

We work towards these goals through the following activities:

- Providing a supportive network for teachers and parents who share our concerns.
- Educating the early childhood community through the publication of **CEASE NEWS**, creating periodical informational fliers, giving workshops and developing peace education materials.
- Advocating for a government that is committed to improving and expanding quality child care and child development programs.
- **Fostering a society that focuses on the well being of young children and their families through all our work.**

YES, I WANT TO JOIN THE CEASE NETWORK

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Enclosed is my \$10 subscription.

new subscription

renewal

Enclosed is my \$5 student subscription.

Here is an additional gift to help defray expenses.

Enclosed is a gift membership for:

Name _____ Phone number () _____

Address _____

_____ e-mail _____

Place of work _____ position _____

NAEYC Member

How did you learn about CEASE? _____

For tax deductible contributions over \$50 make check payable to Survival Education Fund

Return to CEASE, c/o Lucy Stroock, 55 Frost Street, Cambridge, MA 02140

E-mail: info@peaceeducators.org

Updates from the Network

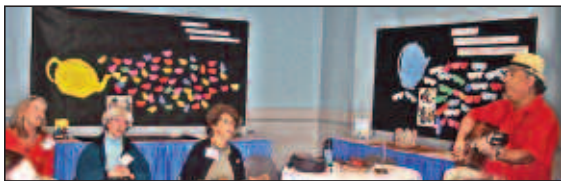
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Three Cups of Tea at the CaAEYC 2010 Conference

West Coast CEASE members are a consistent presence at the California AEYC Center for Social Change. This year we had the pleasure of participating in the most exciting and rewarding exercise in recent memory. The exercise originated from another group we all belong to – the CaAEYC special interest forum, NonViolence in the Lives of Children Project (NVP).

At the NVP retreat this winter, one of the new NVP members, Gaby Litsky, suggested that we use Greg Mortenson's book, *Three Cups of Tea*, as the focus for our approach to the Peace Area of the Center for Social Change. She envisioned using the cultural formality of serving guests tea as a metaphor for how we build relationships and community in our ECE settings. Wow! Her idea excited all in the room, and immediately our collaborative style was in full form!

The result was an aesthetically appealing, inviting, and deeply meaningful Peace Area alive with animated discussions and generous sharing of ideas. Conference participants were invited to start at our "First Cup of Tea" table where it was explained that in Afghanistan & Pakistan, a guest is invited in for a cup of tea as a cultural formality. And using that as a metaphor for our own work in ECE, with the first cup of tea, we build trust as we welcome others. The "Second Cup of Tea" table represents the cultural message of intention to build a deeper relationship through listening and learning. And, finally, the "Third Cup of Tea" table represented acknowledgement of a person as a valued member of the community – and with the third cup of tea we commit to work together as a compassionate community.



CEASE members Susan Hopkins and Gaby Litsky join Jose-Luis Orozco in song.

As you can see from the abundance of cups in the photograph, participants were generous in sharing their ideas. We posted nearly 200 ideas! The "One Cup" *welcoming* ideas ranged from "Meeting with each child's family to build trust and relationship before they come to school" to "Be open and listen with a kind heart" and "Give of yourself." The "Two Cup" *deepening relationship* ideas were rich! One participant wrote "Welcome

their traditions and stories. We start with the day you were born and who was there and how they felt." And finally, the "Three Cup" of a *compassionate community* brought forth marvelous contributions. One wrote, "Hands make the work lighter. Hearts make the bond stronger. Teach compassion. Do away with bias. Show love and care to each other. Listen to each other."

For more information about NonViolence in the Lives of Children Project please check CEASE's *Close Partners* links as well as NVP's website at www.nvpchildren.org.

Sharon Davisson

Our Children: A Million Tomorrows

Each year our local Northern California peace group, El Dorado County Peace and Justice Community, in Placerville, celebrates THE SEASON FOR NONVIOLENCE, commemorating the memorial anniversaries of Dr. Martin Luther King, Jr., Mahatma Gandhi and Cesar Chavez, with actions that promote and encourage us to consider our personal roles in creating peace through non-violent means.

As my contribution to this annual event, I exhibited a collection of my photographs of children from the United States, Mexico and Vietnam, at a local cafe. Information for The Campaign for the U.S. Ratification of the Convention on the Rights of the Child (CRC), childrightscampaign.org, was featured and available during the month-long show and reception. The campaign is actively working with our government representatives to ratify this treaty and work with all nations to make the rights of children a centerpiece in decision-making that affects the well-being of children. One of the ways to improve the chances of a peaceful tomorrow is to ensure that the needs of all children are met. With that goal, the United Nations, in 1989, developed the "Rights of the Child" treaty. All nations have ratified this document, except the United States and this campaign is one of the critical advocacy issues of our time.

The exhibit, in collaboration with my teaching and photography partner, Janis Arnell, OUR CHILDREN: A MILLION TOMORROWS, was inspired by Gandhi's famous words "If we are to reach real peace in the world, we shall have to begin with the children." I decided to search the web for the source of this quote and found that Gandhi had spoken in 1931 at the Montessori Training College in London. His speech was printed in a newspaper, "Young India" and appears on this webpage, <http://www.peace.ca/montessoriangandhi.html>. He spoke of the millions of poor children in India, their basic needs for education, and the lessons taught by children. Gandhi's powerful words are connected to the work we do to make the future, the

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tomorrow, of this planet sustainable and peaceful, always returning to the world we create in the present for our children.

Gandhi's quote in its entirety reads, "You have very truly remarked that if we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with children and if they will grow up in their natural innocence, we won't have the struggle, we won't have to pass fruitless idle resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which, consciously or unconsciously, the whole world is hungering."

CEASE and the many advocacy groups around the world continue to work together for the peace that Gandhi inspired.

Irene Lipshin

A Season for Peace and Nonviolence:

Northern California CEASE members and grandmothers, Sharon Davisson and Susan Hopkins, have been inspired to create an interactive workshop to dialogue and share solutions, especially related to the concerns about youth and media, violence, and separation from human interaction. So, we organized a workshop for the Nevada County "Season of Nonviolence" to share concerns, to dialogue about values, and to experience some activities to "con-

nect generations." The CEASE web site gave us wonderful resources including books for children, web site links, and adult materials. Enjoy: Peaceeducators.org

Our workshop opened with expressing the facts and concerns related to media exposure and youth: screen time. After setting the stage, we broke into small groups to share the values we wish to pass along to future generations. The discussion was lively and rich. To integrate how values can be passed along to the younger generations, the children's book, *The Raft*, by Jim LaMarche, was read to the group. They loved having the story read aloud to them! The story tells of a young boy who has to spend the summer with his grandmother who "doesn't even have a TV!" It presented the joys of meeting the needs of a child growing up in a world full of technology by providing an opportunity to interact with the natural environment. The grandson even became an artist, like his grandmother!!! It opened the door for the group to tell family stories, and then we shared family story albums. Finally, we all described activities we enjoy doing with children such as quilt making and documentation, family adventures, cooking and making gifts together, journals created with children, sewing projects, and many more. Participants delighted in exploring ways to share values and deepen relationships between generations through stories, projects, and adventures. Most important to all was the idea that we as elders have something very special to contribute to children's lives and that doing things together with them is what really matters!

Susan Hopkins

Updates from the Network

Updates from the Network begin on page 2. To read the complete articles abbreviated here, go to page 8

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Three Cups of Tea at the CaAEYC 2010 Conference article by Sharon Davisson.

For the full article, go to page 8

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Our Children: A Million Tommorrow's article by Irene Lipshin. For the full article, go to page 8

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A Season for Peace and Nonviolence article by Susan Hopkins. For the full article, please go to page 8

One Size Does Not Fit All

One Size Does Not Fit All Op Ed. in the Boston Globe by Diane Levin and Nancy Carlsson Paige.

On boston.com at the following link,
http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2010/04/18/one_size_doesnt_fit_all/

Please feel free to copy this newsletter and any other materials you receive from CEASE and distribute them to colleagues, parents, students..... Help us to reach out!

**Let people know about our website
www.peaceeducators.org**

CEASE welcomes contributions to the newsletter. Please write us about your work for a peaceful and safe world for children. Send us resource information you value. We will publish as space allows.

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