

Teaching Young Children in Violent Times

BUILDING A PEACEABLE CLASSROOM

Second edition

by Diane E. Levin, Ph.D.



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Teaching Young Children In Violent Times 2nd:

Teaching Practice for Early Childhood Rosemary Perry, 2013-03-01 This fully updated new edition of Teaching Practice for Early Childhood will help student and recently graduated early childhood teachers make the most of their teaching in a variety of early years settings Chapters cover vital topics such as ways of knowing and relating to children the early childhood curriculum and working collaboratively with colleagues and parents In addition this new edition takes into account the current demands for quality accountability and continuity in the early childhood curriculum and includes fresh material on the importance of social and emotional development the role of observation in assessing children s learning and growing and the use of documentation as a form of accountability and teacher research the value of socially responsive learning environments This authentic trustworthy and engaging text is written in a style that talks directly to its readers By presenting the experiences of student teachers as well as those of beginning and experienced teachers the author brings into focus real situations dilemmas issues and rewards which student teachers are likely to face

Play from Birth to Twelve Doris Pronin Fromberg, Doris Bergen, 2012-11-12 In light of recent standards based and testing movements the issue of play in childhood has taken on increased meaning for educational professionals and social scientists This second edition of Play From Birth to Twelve offers comprehensive coverage of what we now know about play its guiding principles its dynamics and importance in early learning These up to date essays written by some of the most distinguished experts in the field help students explore all aspects of play including new approaches not yet covered in the literature how teachers in various classroom situations set up and guide play to facilitate learning how play is affected by societal violence media reportage technological innovations and other contemporary issues which areas of play have been studied adequately and which require further research

The War Play Dilemma Diane E. Levin, 2006 As violence in the media and media linked toys increases parents and teachers are also seeing an increase in children s war play The authors have revised this popular text to provide more practical guidance for working with children to promote creative play and for positively influencing the lessons about violence children are learning Using a developmental and sociopolitical viewpoint the authors examine five possible strategies for resolving the war play dilemma and show which best satisfy both points of view banning war play taking a laissez faire approach allowing war play with specified limits actively facilitating war play and limiting war play while providing alternative ways to work on the issues New for the Second Edition are more anecdotal material about adults and children s experiences with war play including examples from both home and school settings greater emphasis on the impact of media and commercialization on children s war play including recent trends in media programming marketing and war toys expanded discussion about the importance of the distinction between imitative and creative war play and summary boxes of key points directed at teachers or parents New information about violent video games media cross feeding and gender development and sex role stereotyping

Promoting Social Justice for Young Children Beatrice S. Fennimore, A.

Lin Goodwin,2011-04-05 This book explores important current social justice issues that confront young children in America A broad range of topics related to the fair treatment of young children and their families are approached with a fresh and hopeful energy The central argument of this volume is that a fair and just society must protect the basic needs of all children so they are able to reach their full potential to learn grow and ultimately become productive democratic citizens The book includes contributions from an impressive group of authors who have been consistent voices for the fair and equitable treatment of children in school and society Each chapter examines a critical issue in child social justice with a focus on the current problem historical importance of the issue potential solutions and a vision for the future The book has been developed to reach a wide audience of professionals whose work involves children and who have grown concerned about social forces that cause child suffering and threaten the well being or even the survival of children in the United States Readers will come away with up to date information and a renewed commitment to being life long advocates for children

Standing Up for Something Every Day Beatrice S. Fennimore,2014 Standing Up for Something Every Day is written for present and future teachers in the early childhood classroom who truly want to make a difference in the lives of children Exploring some of the most complex and pressing social and ethical dilemmas confronting early childhood educators the author provides concrete ways of addressing social justice concerns in practice Four model teacher guides accompany readers from chapter to chapter and demonstrate strategies for standing up for children through ethics respect for diversity and commitment to advocacy for children This book offers important insights encouragement and practical suggestions to early childhood educators who are committed to excellence and equity in their classrooms In short this is a book for all who are committed to improving early care and education from the ground up It is not just for those who already call themselves advocates but is especially for teachers who may be encouraged through these pages to engage question reflect and act patiently taking small steps with the resources and support that Fennimore clearly offers This is a book that informs us about advocacy on many levels and most importantly it invites and inspires us to stand up and act From the foreword by Celia Genishi Professor Emerita of Education Department of Curriculum Teaching Teachers College Columbia University Book Features A focus on classroom life including relationships with administrators colleagues and families Guidance for following the NAEYC Code of Ethics Questions for discussion and practical ideas for getting started Teacher guides for working in different settings rural suburban and urban Beatrice S Fennimore is a professor of education at Indiana University of Pennsylvania in the Pennsylvania State System of Higher Education **Teaching the Dimensions of Literacy** Stephen B. Kucer,Cecilia Silva,2012 Teaching the Dimensions of Literacy provides both the conceptual knowledge to support teachers instructional decisions in the reading literacy classroom and a multitude of instructional strategy lessons for classroom use with both monolingual and bilingual students It proposes that teachers need to help children become code breakers the linguistic dimension meaning makers the cognitive dimension text users and critics the sociocultural dimension and scientists

the developmental dimension Acknowledging and addressing all four dimensions this text links literacy theory literacy research and literacy practice in a useable way Covering both reading and writing it features clear concise and useable reading and writing strategy lessons and ways to modify them for different types of students Changes in the Second Edition Entirely reorganized the text is more user friendly builds a stronger link between theory and practice and makes it is easier for teachers to locate appropriate strategy lessons to use with their students Academic literacy is addressed more fully

Rebuilding Sustainable Communities for Children and their Families after Disasters Adenrele

Awotona,2009-12-14 Disasters impose enormous misery on children the most vulnerable members of the community Records show that two million children have died as a direct consequence of armed conflict over the past decade Globally millions more have suffered death disease and dislocation as a result of such natural disasters as earthquakes droughts and floods And even when emergency relief is available permanent human damage remains all too often families fall apart women are assaulted and degraded and children are left to take care of themselves In November 2008 the Center for Rebuilding Sustainable Communities after Disasters at the University of Massachusetts Boston USA hosted an international conference to examine how to reconstruct sustainable communities that would be safe and secure for children and their families after disasters This volume collects some of the papers that were presented at the conference It is remarkable for the sheer assortment of topics covered These include the role of gender equality in alleviating poverty and assisting children their families and their communities after disasters war and child soldiers lessons from Hurricane Katrina and the Tsunami the nature of psychosocial resilience and its significance for managing mass emergencies disasters and terrorism and the promotion of human dignity in the creation of sustainable environments that empower families in the aftermath of disasters

Play Sandra Heidemann,Deborah Hewitt,2009-05-01 Play skills are life skills as children develop them they also learn important social skills that they will use throughout their lives Teachers will find successful strategies for implementing changes in the classroom to enhance the environment for play and techniques to help support children s development This is the revised edition of the well respected and relied upon handbook Pathways to Play Play contains activity ideas that encourage play skills checklists to help identify where children are having problems specific teaching strategies and assessment options This new edition also examines how play theory translates into practice *Beyond Behavior*

Management Jenna Bilmes,2013-01-15 Why do children do the things they do What can teachers do to manage it all While there is not a simple method for understanding and managing all behaviors or all children teachers can give young children the social and emotional tools needed to grow and thrive on their own Developed and tested in the classroom Beyond Behavior Management is a strength based approach to guiding and managing young children s behavior by helping them build and use essential life skills attachment collaboration self regulation adaptability contribution and belonging into the daily life of the early childhood classroom As a result children will learn to exhibit more pro social behaviors work better as a

community and become excited and active learners This edition includes two new chapters and content reflecting early learning standards new research cultural diversity and strategies to strengthen the home school connection Discussion and reflection questions exercises journal assignments child profile templates a planning worksheet and sample scripts are also included Jenna Bilmes is an early childhood consultant and an instructional designer for WestEd Child and Family Services She is a frequent presenter to teachers administrators and counselors nationally and internationally Gender, Race, and Class in Media Gail Dines, Jean McMahon Humez, 2011 51 contemporary articles are new to this edition with 14 classic pieces retained from prior editions **Waging Peace in Our Schools** Linda Lantieri, Janet Patti, 1998-07-01 From the largest and most successful school initiatives in social and emotional learning in the country The Resolving Conflict Creatively Program now active in more than 350 schools nationwide comes a powerful practical guide for teaching young people to empathize mediate negotiate and create peace The authors address everything from minor schoolyard conflicts to violent outbursts and offer educators and parents proven strategies for enhancing children's emotional social and conflict resolution skills

Creating Caring and Nurturing Educational Environments for African American Children Vivian Morris, Curtis Morris, 2000-01-30 The history of the education of African American children in one Alabama town is reconstructed over a period of 100 years from the First Reconstruction period to the Second Reconstruction period Governor George Wallace's stand in the schoolhouse door Lessons learned from this case study in addition to 15 years of desegregated education in the community provides a perspective for educational policymakers to consider as they attempt to plan effective schools in the 21st century for all children in America Many have viewed segregated schools for African American students as dens of educational pathology with poor teachers and administrators poorly operated academic programs and activities dilapidated school buildings and scarce resources Until the last two decades little had been written about the internal functioning of these schools or the positive impact of their efforts from the perspective of their students families teachers or administrators Despite being underfunded understaffed and issued second hand books and equipment this school and community worked together as did many other African American schools and communities to create effective schooling for children This study addresses four major questions 1 What kinds of educational experiences did teachers and principals view as important for the successful education of African American children 2 How did the school interact with parents and the community 3 How did the educational environment change when African American children began attending desegregated schools 4 What can we learn from this successful school for African American children as well as their experiences in the desegregated setting that will provide a perspective for educational policymakers as we plan effective schools for all children in this country The findings from this case study present a perspective on which educational policymakers can build as we plan caring nurturing and equitable learning environments for children in schools in all communities *Peace Education from the Grassroots* Ian Harris, 2013-09-01 Historians often ignore the day to day struggles of ordinary people to improve their lives They tend to

focus on the accomplishments of illustrious leaders Peace Education from the Grassroots tells the stories of concerned citizens teachers and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations Belgium Canada El Salvador Germany India Jamaica Japan Mexico the Philippines South Korea Spain Uganda and the United States A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans Iran Senegal and the United States These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education

Born to Buy Juliet B. Schor, 2014-08-19 Ads aimed at kids are virtually everywhere in classrooms and textbooks on the Internet even at slumber parties and the playground Product placement and other innovations have introduced more subtle advertising to movies and television Companies are enlisting children as guerrilla marketers targeting their friends and families Even trusted social institutions such as the Girl Scouts are teaming up with marketers Drawing on her own survey research and unprecedented access to the advertising industry New York Times bestselling author and leading cultural and economic authority Juliet Schor examines how a marketing effort of vast size scope and effectiveness has created commercialized children Schor author of *The Overworked American* and *The Overspent American* looks at the broad implications of this strategy Sophisticated advertising strategies convince kids that products are necessary to their social survival Ads affect not just what they want to buy but who they think they are and how they feel about themselves Based on long term analysis Schor reverses the conventional notion of causality it s not just that problem kids become overly involved in the values of consumerism it s that kids who are overly involved in the values of consumerism become problem kids In this revelatory and crucial book Schor also provides guidelines for parents and teachers What is at stake is the emotional and social well being of our children Like Barbara Ehrenreich s *Nickel and Dimed* Mary Pipher s *Reviving Ophelia* and Malcolm Gladwell s *The Tipping Point* *Born to Buy* is a major contribution to our understanding of a contemporary trend and its effects on the culture

Educating Citizens for Global Awareness Nel Noddings, 2005-01-01 Educating students about their roles as global citizens is a challenge that has taken on increasing importance in recent years In this volume prominent educators join Nel Noddings to address the issue of global citizenship what this means and how it should shape curriculum and teaching in K 12 classrooms Features frameworks for educating global citizens including building community and mutual respect creating social responsibility instilling an appreciation for diversity promoting emotional literacy and managing and resolving conflict practical suggestions to help teachers enrich their classrooms with global content advice for teaching better global attitudes throughout the curriculum including social studies science literature and math classes and diverse perspectives by leading

educators and scholars on global citizenship and its value to education and community

Assessment of Young Children
 Lisa B. Fiore, 2012-05-31 In an era of standards and norms where assessment tends to minimize or dismiss individual differences and results in punitive outcomes or no action at all *Assessment of Young Children* provides teachers with an approach to assessment that is in the best interest of both children and their families Author Lisa B Fiore explores a variety of ways to study and assess young children in their natural environments while stressing the importance of bringing children and families into the process This lively text helps the reader learn how to cultivate developmentally appropriate practice create appropriate expectations examine children s work interact in groups and improve their teacher behavior Accounts of real experiences from children families teachers and administrators provide on the ground models of assessment strategies and demonstrate how children are affected *Assessment of Young Children* explores both standardized and authentic assessment work sampling systems and observation skills Readers will walk away with strategies for communicating information about children and portfolio assessment and how the use of formal and informal methods of observation documentation and assessment are connected to teacher and student inquiry *Assessment of Young Children* encourages an assessment strategy where the child remains the focus and explores how collaboration with children families and colleagues creates an image not a diagnosis of the child that is empowering rather than constraining Special Features Include Case Study examples that anchor the concepts presented in the chapters and engage readers more deeply in the content Now what and Avenues for Inquiry throughout the book present students with concrete extensions of the material that they may pursue for further investigation

Several Perspectives on Children's Play Jan van Gils, 2007

Resources in Education, 2001

The Young Child in the Family and the Community Janet Gonzalez-Mena, 2006 This book examines socialization issues of young children during child rearing in child care facilities and in the early education system Child development as it relates to a child s first eight years to a healthy family and to a multicultural community is presented to students through personal stories vignettes pictures and a wealth of examples K 8 Teachers and Head Start Administrators

Kids Working It Out Tricia S. Jones, Randy Compton, 2002-12-03 Kids who understand how to manage conflict successfully can transform their schools into safer and kinder places to learn *Kids Working It Out* offers educators and parents a guide to the most current and effective school based conflict resolution programs and shows how these programs can make a positive difference in our schools Throughout the book students and teachers share their stories of what it s really like in today s schools and reveal how Conflict Resolution Education has shaped their experiences *Kids Working It Out* covers a wide range of topics curriculum integration peer mediation restorative justice and others and shows what it takes to implement an effective program in any school and any community

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