

UN Declaration of the Rights of the Child

The right to affection, love and understanding

The right to adequate nutrition and medical care

The right to free education and full opportunity
for play and recreation

The right to protection against all forms of neglect,
cruelty and exploitation

The right to a name and nationality

The right to special care, if disabled

The right to be among the first to receive relief
funds in times of disaster

The right to be a useful member of society
and to develop individual abilities

The right to be brought up in a spirit of peace and universal brotherhood

The right to enjoy these rights regardless of race, colour,
sex, religion, national or social origin.

Peace at Last: your place in peace education



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The Professional Support Coordinator is an initiative funded by the Australian Government under the Inclusion and Professional Support Program.

Overview of session

- FKA Children's Services
- Attitudes to prejudice and justice
- What does peace 'look like' in family day care?
- Strategies for implementing peace education
- Helping children advocate for peace
- Action Plans



FKA Mission Statement

FKA Children's Services:

- is committed to the rights of all children and their families to access affordable, universal, high quality education, care and health services.
- supports early childhood practitioners and services to provide programs which respond to the social, cultural and linguistic contexts of their community using a strengths focused, play based approach to program provision.
- promotes the ongoing professional learning of all children's services staff as reflective practitioners, innovators and critical enquirers.
- is committed to advocating for social justice, equity, and the recognition of the diversity of children and families' life chances and to forming local and national alliances in the pursuit of this mission
- uses a consultative approach to decision making which respects the expertise and experience of all stakeholders and which promotes organisational effectiveness and equity in the workplace.



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‘As educators we have a responsibility to critically examine our own values and attitudes. For as research on sexism and social class clearly demonstrates, unconscious prejudice can undermine even the best-intentioned efforts’

- Pettman J, p27



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How prejudiced are you?



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Have you ever made a disparaging comment about ...

- Men?
- Volvo drivers?
- Collingwood football fans?
- Yanks, Poms, Kiwis, Asians, Aborigines, Muslims?



‘True peace is not merely the
absence of tension: it is the
presence of justice’

- Martin Luther King Jr



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What does peace mean?

- Many people, including children, think of peace as the absence of conflict
- A peaceful world is not necessarily a world without conflict
- It is a world in which conflicts can be resolved without violence
- Conflicts handled well can strengthen peace making and peace keeping



Conflict resolution

Milne (1997) identifies 7 steps to conflict resolution

1. Identify that there is a conflict
2. Get a description of the incident from both parties
3. Explore a range of alternatives
4. Reason about alternatives



Conflict resolution

Milne (1997) identifies 7 steps to conflict resolution

5. Choose an action
6. Carry out the action
7. Follow up activities



Conflict resolution

Children need to learn

- That problems arise but can be resolved through listening, negotiation and compromise
- To withhold violent behaviour and relieve stress in other ways
- That there are many ways to be right
- To value and respect diversity in all its forms



Children's Understandings of Peace

- Children's understanding of peace develops through their relationships with others
- Their understandings are influenced by what they observe
 - The way care providers and coordination unit staff relate to each other
 - The way care providers and coordination unit staff relate to parents
 - The way care providers and coordination unit staff relate to each child



What can you do – as a care provider?

- Talk to children about ‘fairness’
- Play games that encourage turn taking, cooperation and team work
- Read books that incorporate team work, problem solving and conflict resolution
- Give children strategies to help them resolve their own conflicts peacefully



What can you do – as a care provider?

- Give children the words they need to describe how they feel, to express what outcomes they would like and to help them negotiate
- Be consistent in your own approach to ‘peace’. Remember young children will more likely copy what you do rather than what you say



What can you do – as a scheme?

- Have a written commitment to peace education
- Engage in conversations about peace with staff, care providers, parents children and the wider community
- Reflect this in policies and practices that promote socially just behaviour such as respect for families, cultural diversity and children.



Children as Global Citizens

“Intolerance of others begins with a lack of understanding, ignorance and fear. Education is crucial in our attempts to create a more tolerant world. Children need to be taught about humanity, human rights and tolerance in order to combat images and stereotypes from the media and the world around them”

- Greenman J. 2002 p53



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Children as Global Citizens

Further strategies to support children develop into global citizens include:

- Using accurate and contemporary images of cultural groups
- Prohibiting teasing or rejection based on identity: race, colour, religion, age, size, gender etc



Children as Global Citizens

Further strategies to support children develop into global citizens include:

- Teaching children to challenge bias about themselves and others
- Talking to children about stereotypes and generalisations
- Involving children in taking action to make their community a better and fairer place



“Establishing peace is the work
of educators not armies”

- Maria Montessori



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How to contact us

Kathy Kent

9 – 11 Stewart St

Richmond 3121

Ph: 9428 4471

Fax: 9429 9252

Email: kathyk@fka.com.au

Website: www.fka.com.au



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