



Peaceful Play and Peaceful Learning in K - 12 EDUCATION

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Peaceful Play and Peaceful Learning

Movement is needed for physical health and safety, learning, and neuro-developmental growth. Moving the body is an untapped entry to discovery in a world dominated by technology and quick-fix approaches to injury and disease. Dance is a creative and potentially joyous extension of movement that can amplify the social, emotional, and physical benefits of physical activity when properly guided. Movement and Dance approaches to learning are foundational aspects of an integrated arts approach to learning and to embodying peace. The creative arts can be used to teach any concept. They are also of course, the center of aesthetic development, useful for developing taste, opinion and new ideas.

Peaceful Play Programming - administrative support for recess and positive school climate
Martha Eddy, C.M.A., Ed.D either develops or helps you select conflict resolution, recess, and socio-emotional development programming that is best for your school.

Components of Peaceful Play Programming:

- Programmatic Evaluation of Recess Components

- Selecting or Designing Appropriate Outdoor and Indoor Recess Programming

- Recommending or Providing Conflict Resolution or Peer Mediation Programming

- Staff Support in Implementation

 - Recess Team Leadership - self-awareness, conflict resolution

 - Practice of Peaceful Play Recess Activities - Cooperative Games and Creative Play Options

- Classrooms Sessions on Conflict Resolution and Peaceful Play

- Recess Peacekeepers and Peace Zones

- School-wide communication

 - Facilitated Meetings for Aides, Teachers, and Specialists

 - Reviewing and Updating Procedures and Behavioral Management Strategies

- Developing a School Recess Manual



Physical Approaches To Problem-Solving and Peacemaking: Activities and Lessons Tailored for Educators or Children

Eddy teaches conflict resolution and community building through physical activities. The types of physical activity selected from include alertness and perceptual readiness exercises, cooperative games for positive recess and physical education, body awareness and non-verbal communication exercises, peace building through martial arts discipline, and creative problem-solving and emotional expression through dance and drama experiences. These skills can be taught during physical education, dance classes, or in the classroom. They can be embedded into recess through adult modeling.

Peaceful Action lessons involve real-life practice for handling conflicts. By repeating these activities safer responses to danger and conflict become automatic. Sports activities naturally cause conflict - responses to physical conflict need to be especially quick. Martha Eddy's programs teach fast reaction time and quick decision making for responding to physical and social conflict. Peaceful Action is fun - it uses games, body language observation, and movement problem solving. Coordination improves through safe physical interactions. Adults and children develop leadership skills as they learn and practice the philosophy of embodied peace.

Peaceful Play Units:

- Transforming Bullying through Peaceful Play
- TNT: Teasing No more, Today!
- Multi-Cultural Appreciation through Dance
- Reading Body Language Right - Communicating Clearly
- Creative Coaching - Kids are Great Leaders

Classes in Body Language and Self-Awareness

Learn to listen to cues from your body and accurately read the cues of others. Reduce the number of escalating conflicts **and** tap into your effective communication skills. Have you ever wondered how you could reverse the cycle of non-decision or argumentativeness with your staff or team? Have you ever noticed that when a child is being stubborn that you habitually hold your body in a rigid posture? Many people don't notice these body cues. However, once you are aware you can make different choices. To make change requires motivation, self-reflection, and awareness of options. EmbodyPeace Body Language techniques increase self-awareness and supports healthy choices by teaching new options and supporting practice through role-plays, movement games, and somatic training. This creative process can also support your expressive nature and contribute to your confidence in creating anything.



This work can help a child with a disability feel greater self confidence and act with dignified strength even when frustrated. It helps any person find their own inner strength so that they can respond more peaceably. Enhanced body language skills foster meaningful interactions.

Assessment of perceptual and motor skills can identify the missing approach in a child or adult's education. Peaceful Play, Peaceful Learning trains teachers, tutors, and parents to add new physical approaches to learning. These embodied strategies can tip the balance in a positive direction.

Staff Development:

Peaceful Play and Learning Teacher Training and Assessment -

Assessment: Observation of a teacher's ability to effectively communicate and model conflict resolution in the classroom, gym, auditorium, play yard or studio using research based rubrics and rating systems.

Training for educators and paraprofessionals: engaging staff development for educational administrators, teachers, and school support staff to become self-aware of responses to stress and situations along a continuum of disrespect to violence. Using award winning violence prevention curricula enhanced ...the Peaceful Play, Peaceful Learning approach gives educators direct feedback about how to productively adapt their management style for a wide range of difficult situations. Learning to reduce the stress of the school staff assists in positive interventions with colleagues and pupils. Self-reflection and honest communication create more peaceable schools.

Conflict Resolution, Violence Prevention and Community Building through Movement and Dance. Eddy shares innovative methods of using movement and dance in violence prevention work with youth. Activities include role plays in conflict resolution, clarification of the "body sense" and physical sensitization to others, and how to creatively "move out" for what one believes is right in response to bullying, sexual harassment, prejudice and intolerance. Dance as an inroad to multicultural appreciation, expression of feelings, and creative collaboration are addressed. Lessons and teaching strategies draw from Nancy Beardall's award-winning curriculum "Creating a Peaceable School," Eddy's doctoral research on "The Role of Physical Activity in Educational Violence Prevention programs for Youth" and highly regarded educators from around the globe.

This course is currently offered through SUNY Empire State College for undergraduate or graduate credit and is taught at the 92nd Street Y.



Martha Eddy, Ed.D., CMA, is an educational consultant and Director of the Center for Kinesthetic Education in NYC. Eddy offers staff development and direct services to children through Peaceful Play Programmingsm, and staff development in conflict resolution through Educators for Social Responsibility National and Project Renewal in New York City. She has also provided staff development through the International Center for Cooperation and Conflict Resolution (ICCCR) and the Creative Arts Laboratory, both programs of Teachers College, Columbia University.

Her teaching strategies draw upon movement observation and research, perceptual-motor development, as well as dance and physical education pedagogy. She taught graduate students at Columbia University, Teachers College for 10 years, and previously at the New York University, the New School for Social Research, and Antioch Graduate School. Her work in Qualitative Analysis (Observation) of Movement developed while teaching in the Kinesiology Department of San Francisco State University. She has lectured on movement, dance, and physical education to teachers and to youth in schools, universities, independent studios, and at conferences nationally and internationally.

She offers staff and program evaluation independently. She completed her doctoral studies in 1998 at Teachers College, Columbia University by doing ethnographic research on the use of physical activity in anti-violence programs for youth. She specializes in guiding teachers and other school professionals using didactic and experiential teaching methods to foster positive human communication and greater caring. Her Peaceful Play Programming has been piloted in several upper west side New York City Public Schools. She teaches and lectures nationally and internationally and has published in numerous scholarly journals. Her work has been featured in several books.

She is also a Senior Program Advisor for Project Renewal's Stress Reduction Days offered in NYC Public Schools. This initiative includes personalized body awareness sessions as well as movement workshops for dealing with stress and trauma. It began as a resource for the educators in the schools close to Ground Zero. Eddy brings her expertise in physical/somatic approaches to transforming the physical symptoms of emotional tension to her work in these settings.

Peaceful Play, Peaceful Learning Costs of consulting and training vary based on the time involved, the size of the group, and the resources of the organization. Generally packages are available for

Workshops \$200 - \$500

Program Evaluation \$700 - \$1500

Programmatic Implementation can be completed in phases for \$1 - 5,000 per phase.

