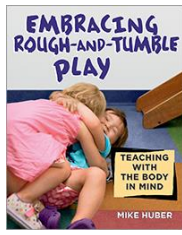
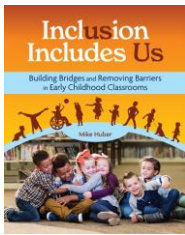


Making Peace with Warplay

Exploring Consent and Power in the Preschool Classroom
Mike Huber

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Mike Huber



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POLL

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Warplay through two lenses

Consent

Power



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Consent



- We listen to our bodies
- We check in with each other
- We ask permission
- We accept "No"
- We can say "No"
- We are in charge of our bodies



• From Lydia Bowers series We Say What's Okay

With songs from Peaceful Schools

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We listen to our bodies



- Interoception (hunger, bathroom, etc)
- Emotional literacy
- Trauma can affect both

- Feel heartbeat after running
- Take deep breaths
- Increase vocabulary for emotions
- Excited, angry, silly, etc.

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We check in with each other

- Are you OK? Is there anything I can do to help?
- Check in regardless of responsibility
- Cause and effect are still developing



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We ask permission

- Teacher models asking for permission
- Friends may have implied permission
- It's not always with words



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We accept "No"

Involves Executive function skills

- Inhibitory control (Can't just grab it)
- Flexible thinking (what else can I do?)
- Working memory (picturing what is available)



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We can say "No"

- It's OK Not to share
- Don't insist on verbal
- Teach children to listen to all expression
- May have to translate for some
- Trauma may make this difficult for some



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We are in charge of our bodies

- Children can say "No" to hugs or tickling
- Children can stop an activity they had been enjoying
- Some children may be hypervigilant



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Juanita and Hektor

- We listen to our bodies
- We check in with each other
- We ask permission
- We accept "No"
- We can say "No"
- We are in charge of our bodies

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Children can learn consent from gunplay (depending on the teacher's reaction)

<p>1</p> <p>Banning this play teaches:</p> <ul style="list-style-type: none"> • The person in power decides what happens • Our ideas are wrong or shameful 	<p>2</p> <p>Ignoring this play teaches:</p> <ul style="list-style-type: none"> • Children they can do what they want without having to listen to others 	<p>3</p> <p>Guiding this play teaches:</p> <ul style="list-style-type: none"> • Children's ideas are welcome, but they must also respect the wishes of others
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Play is Self-Chosen



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Power Play

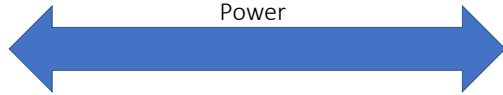
Why do children play this way?

- Dinosaurs
- Lions
- Superheroes
- Princesses
- People with guns
- Moms

• Children like to play power because they are often powerless

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The Continuum of Children Playing with Power



Nurturance



Protection



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What Princesses Do

- Magic
- Protect people from the tigers
- Make people feel better
- Twirl and say, "Step, kick, spin."
- Go underwater
- Get married

What Superheroes Do

- Fly
- Rescue people
- Save people
- Fight bad guys (the bad guys destroy the Earth)
- Help people
- Help the hospital (the bad guys make the good guys get sicker)

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Rules of Engagement

- What are the rules for each participant
 - What can they do in the role?
 - What can't they do?
- Don't interrupt the play
- Step back and observe
- You can join if invited



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Whole Body Play

- Violent-themed play tends to be more physical
- Children need to move around
- Remember the six aspects of consent
- We Take Care of Each Other



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Warplay affects learning, especially


- Inhibitory control
- Flexible Thinking
- Building friendships
- Physical development
- Gives children a sense of agency



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POLL

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Playing about war is very different from having a real war. Play is one of the important ways children can work through their concerns. Of course, war play can become scary or unsafe. At times like that, children need to know adults are nearby to help reassure them.

(Fred Rogers)

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- Facebook: Inclusion Includes Us
- Teachingwiththebodyinmind.com
- [Teaching With The Body In Mind \(libsyn.com\)](http://TeachingWithTheBodyInMind(libsyn.com))
- [Inclusion Includes Us: Building Bridges and Removing Barriers to Include All Children in Early Childhood Classrooms \(redleafpress.org\)](http://InclusionIncludesUs:BuildingBridgesandRemovingBarriers to Include All Children in Early Childhood Classrooms (redleafpress.org))

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