**Essential Components of the Prepared Environment for Creating a**

**Peace Literate (PL) Culture of Respect and Belonging in a**

**Montessori Learning Community:**

**Helping Children Build Their Vocabulary and Self-Knowledge**

**About Their Non-Physical Needs and the Tangles of Trauma: A Collaborative Tool**

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| **In your meeting with a child in distress, they might be able to identify with these terms (or an age-appropriate cognate)** | **In which case one of these nine non-physical needs may require attention:** | **Try these responses to help meet their needs in healthful ways (these are just examples):** | **Collaborate with the child to come up with other healthful ways to meet these needs:** |
| Meaninglessness, nihilism | Purpose and Meaning | Allow to be a helper, assign a responsibility, send on an errand, tell a story /read a biography to focus on purpose.  |  |
| Mistrust | Nurturing Relationships | Express care and concern, give full attention, show compassion/empathy, connect and be present, assign roles of caring for plants or animals, working in the garden, caretaker in class to care for others. |  |
| Disillusionment, Ruthless Worldview | Explanations | Offer explanations (or help children find explanations themselves), seek explanations, always try to answer questions (model honesty and curiosity when you don't have the answer), invite and coach children to ask questions, respond compassionately to questions. |  |
| Rage |  Expression | Invite children's perspectives, invite children's opinions and insights, honor children's opinions and insights, provide art activity (draw, color, playdough, sing, dance, etc.). |  |
| Numbness, Cynicism | Inspiration | Inspire, be enthusiastic, role play, imagine together, set goals, give achievable targets, give pep talk, lead by example. |  |
| Alienation | Belonging | Help them connect with others, choose a friend to do an activity, restore or reconnect; introduce a ritual of greeting, ritual of welcome; encourage them to represent as members of a community; have them look at class picture, family picture, create special greeting. |  |
| Shame, Self-Loathing | Self-Worth | Offer positive affirmations/reminders. e.g., "You are worthy," "pobody's nerfect"; provide growth mindset activity, acknowledge learning pit, normalize mistake/ error, acknowledge strengths, express appreciation and gratitude, acknowledge positive behaviors and impact |  |
| Helplessness |  Challenge | Give achievable challenge, invite problem solving, invite creativity, invite friendly and productive competition (I wonder if you can spell ? I wonder who can find the most nouns in 5 minutes? I wonder if you two can measure three items longer than 8 inches?) |  |
| Addiction, addictive behavior | Transcendence(transcending our sense of time; being lost in the moment) | Be in the present moment; find ways to create a sense of wonder and awe (nature walks, planetarium visits); practice meditation/developing deep focus and concentration; play music/movement; model savoring of joyful moments. |  |