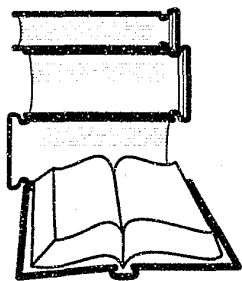
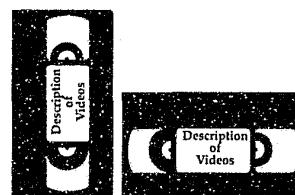
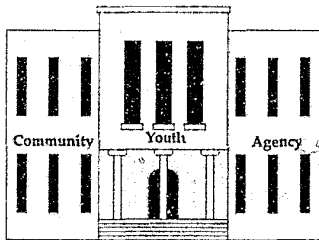


Taking Action To Prevent Adolescent Violence:

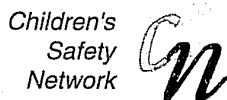
Educational Resources for Schools and Community Organizations



Annotated Bibliography of Curricula



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THE CHILDREN'S SAFETY NETWORK
ADOLESCENT VIOLENCE PREVENTION RESOURCE CENTER
EDUCATION DEVELOPMENT CENTER, INC. (EDC)



FUNDED BY THE MATERNAL AND CHILD HEALTH BUREAU
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
PROJECT NO. MCJ-253A23-01

156958

TAKING ACTION TO PREVENT ADOLESCENT VIOLENCE:

*EDUCATIONAL RESOURCES
FOR SCHOOLS AND COMMUNITY ORGANIZATIONS*

Children's
Safety
Network



NOV 1995

OCT 18 1995

ACQUISITION

CHILDREN'S SAFETY NETWORK
ADOLESCENT VIOLENCE PREVENTION RESOURCE CENTER
EDUCATION DEVELOPMENT CENTER, INC. (EDC)



Maternal and Child Health Bureau

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Children's Safety Network Adolescent Violence Prevention Resource Center

Mission Statement

The Children's Safety Network Adolescent Violence Prevention Resource Center was established in 1992 by Education Development Center, Inc., with funding from the Maternal and Child Health Bureau, U.S. Department of Health and Human Services.

The goal of the resource center is to improve the science and practice of youth violence prevention. To accomplish this goal, the center provides state Maternal and Child Health agencies with information, resources, materials, and technical assistance that will encourage the development of new adolescent violence prevention programs and the improvement of current efforts.

The resource center is directed by Larry Cohen and staffed by Rebecca Atnafou, assistant director; Kristen Croke, research associate; and Ronnie DiComo, administrative assistant.

Other Children's Safety Network Resource Centers

Core Sites

CSN National Injury and Violence Prevention Resource Center

Georgetown University
2000 15th Street North
Suite 701
Arlington, VA 22201-2617
(703) 524-7802
FAX: (703) 524-9335

CSN National Injury and Violence Prevention Resource Center

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158-1060
(617) 969-7100
FAX: (617) 244-3436

Other Targeted Resource Centers

CSN Injury Data Technical Assistance Center

California Center for Childhood
Injury Prevention
San Diego State University
6505 Alvarado Road
Suite 208A
San Diego, CA 92120
(619) 594-3691
FAX: (619) 594-4293

CSN Economics and Insurance Resource Center

National Public Services Research Institute
8201 Corporate Drive
Suite 220
Landover, MD 20785
(301) 731-9891
FAX: 731-6649

CSN Rural Injury Prevention Resource Center

National Farm Medicine Center
1000 North Oak Avenue
Marshfield, WI 54449-5790
(715) 389-4999
FAX: (715) 389-4950

National SAFE KIDS Campaign

111 Michigan Avenue, NW
Washington, DC 20010-2970
(202) 884-4993
FAX: (301) 650-8038

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Introduction

We need to learn much more about the causes of violence in American society. Yet even with imperfect knowledge, helpful actions can be taken. We can teach, we can enact and enforce regulations, we can change the environment. Youth can be taught skills to help them deal with violent situations. They can be helped to develop the self-esteem needed to solve differences without violence. Young people can be taught about the situations or actions that are likely to result in violence or violent injuries, such as associating with violent peers, using alcohol or drugs, and possessing a firearm or other weapon. They can be provided with mentors or special teachers, who can serve as role models. Laws and regulations can be developed specifically to reduce injuries and deaths, such as stronger laws governing the use, ownership, and sale of guns.

—*The Prevention of Youth Violence: A Framework for Community Action*¹

DESCRIPTION OF THIS RESOURCE

America's concern about the growing youth violence problem and the urgency to respond to the crisis has resulted in a conglomerate of violence prevention curricula and programs working in every corner of the country. Although most of the available curricula have not been evaluated, they are being marketed, widely distributed, and replicated as "violence prevention" curricula. The Children's Safety Network (CSN) Adolescent Violence Prevention Resource Center has been flooded with requests for information on various types of curricula. In fact, our most popular publication is *Educational Resources for Violence Prevention*, which lists curricula and videos and their distributors. Realizing that there is no one central location or publication that describes the available curricula, we are proud to develop such a needed resource—*Taking Action to Prevent Adolescent Violence*. In addition, we are currently working with the U.S. Departments of Justice and Education to develop the publication *Conflict Resolution in Schools: A Guide to Program Selection and Implementation*.

Like preventing other types of injuries, there are many different approaches to preventing violence. *Taking Action to Prevent Adolescent Violence* focuses on the education and behavior change approach by identifying and describing educational curricula, videos, and other materials for violence prevention. Despite the wide range of interventions currently being employed, what seems obvious is that one intervention strategy alone is not likely to be effective in preventing or reducing violence. What is needed to address this multifaceted problem are comprehensive approaches that incorporate health agencies, community organizations, families, peers, and schools, as well as the media.

Based on all that has been said to date, it is obvious that curricular interventions alone are insufficient. Therefore, the purpose of this annotated bibliography is not to encourage the use of curricula as *the* answer to violence prevention. Rather, it is to list and describe many of the print and video violence prevention-related materials currently on the market that can be used as a piece of a

multicomponent violence prevention program. It is vitally important to implement interventions, including curricular ones, in school-based settings; however, such efforts, if implemented in isolation, are likely to produce only short-term effects, if any. Therefore, this bibliography, while useful in providing a few of the pieces of the violence prevention puzzle, will not supply the full picture.

This annotated bibliography is not exhaustive. It results from our continual examination of the developments in violence prevention over the last decade. It is very much a work in progress, just as the field of adolescent violence prevention is a dynamic and growing area of research and practice. We hope, from time to time, to provide additional annotations, and we request your assistance in calling new and innovative curricula and other learning materials to our attention.²

ORGANIZATION OF THIS MANUAL

This manual is divided into four sections: (1) Violence Prevention Print Resources, (2) Violence Prevention Video Resources, (3) Additional Resources, and (4) Distributors. A description of each section follows.

Section I: Violence Prevention Print Resources

Eighty-four curricula are annotated in this section. Each curriculum's annotation presents a range of information including title, author, publisher and publication date, length, price, as well as a brief description of its goals, format, and structure. Also included at the bottom of each annotation are key words. All key words are listed in the Index and can be used to find materials that address specific subjects—for example, handgun violence—or use certain techniques, such as stress reduction.

The annotations are succinct to allow for quick review. *Our purpose was neither to endorse nor critique any of the materials.* Rather, it was to present and describe a broad range of educational materials in sufficient detail to permit readers to determine whether a curriculum contains information or teaches techniques in which they are interested.

Section II: Violence Prevention Video Resources

This section contains brief descriptions of a variety of videos. Some are components of the curricula annotated in Section I, others are stand-alone videos with or without user's guides. These videos have been included because of the importance of media in the lives of young people. In addition, videos are an effective medium to gain attention and present issues and people whose experiences and views otherwise might not be heard. Some of these videos also demonstrate specific violence prevention techniques and can be used to train teachers and others who work with youth.

Section III: Additional Resources

This section includes two kinds of print resources: (1) additional curricula, and (2) some noncurricular materials that might be of interest.

Section IV: Distributors

This section provides an alphabetical listing of distributors of the curricula, videos, and other materials included in this manual.

USES OF THIS MANUAL

In less than a decade, the number of curricula and videos that address youth violence prevention has increased exponentially. Adolescent Violence Prevention Resource Center staff are frequently asked by educators, community group members, and others to provide information about educational materials. Sometimes the request is for information about a specific curriculum, its approach, focus, and availability. Other requests are broader, asking about educational materials in general that might be used for violence prevention. Similar questions are asked of Maternal and Child Health (MCH) personnel at the state and local levels. Frequently, answering such requests requires "asking around the office" for what people know of or what material has recently crossed their desks. This resource will help in the identification of available materials.

Taking Action to Prevent Adolescent Violence provides a listing of educational resources for the following professionals:

- state and local health department staff
- administrators
- teachers
- counselors
- school service coordinators
- school-based and school-linked health clinic staff, including school nurses
- other pupil support personnel in middle and high schools
- staff members of the state education agencies
- staff of youth-serving agencies
- staff of community-based organizations, including religious groups, that work with youth

State and local health agencies often serve as important resources for educational professionals and many of the other individuals noted above. It is hoped that state MCH violence prevention contacts, state-designated injury prevention coordinators, adolescent health coordinators, school service coordinators and their colleagues in health departments, as well as MCH regional liaisons, will bring these resources to the attention of schools and community organizations.

In states where injury prevention coordinators or adolescent health coordinators maintain libraries of violence prevention materials, *Taking Action to Prevent Adolescent Violence* can be used to update the collection. This resource can also serve as a guide to developing such a collection. In addition, this document can be shared with members of state or local violence and injury prevention coalitions or networks in which MCH agencies participate. On the local level, this resource can be disseminated to libraries for their use in identifying materials to order.

How To Use This Manual

Each annotation contains one or more keywords to aid the user in identifying programs in particular topic areas. Although the curricula are listed alphabetically, they are indexed by keywords. Thus, if you are looking for curricula that address specific subjects, such as handgun violence, or make use of specific techniques, such as peer mediation, they can be identified through the index under those keywords. See Table 1 for definitions of the keywords.

Table 1: *The Keywords*

Afrocentric Curricula. As a general category, Afrocentric curricula may be directed at achieving the same goals as curricula in other categories (e.g., conflict resolution, life skills training, or self-esteem development). However, the vehicle for violence prevention is through an awareness of African and African American roots and such cultural elements as rites of passage³ designed to instill in youth a sense of cultural identity and pride.

Aggression Reduction/Anger Management. These curricula begin by conveying the message that anger is a normal human emotion. They explore healthy and unhealthy ways to express anger and may focus specifically on violence as a consequence. Skills that teach ways that anger can be channeled appropriately and violence avoided can be included in these curricula as well.

Conflict Resolution. Conflict resolution is directed at helping students develop empathy; impulse control; and skills in communication, problem solving, and anger management. Role playing of conflict situations is almost always a component, as is an analysis of response to conflict. Not all conflict resolution curricula are focused on preventing violence, per se, but they are designed to help young people build life skills—critical thinking, decision-making, communication—and peer pressure resistance that can be the prerequisites to violence prevention.

Crime Prevention/Law-Related Education. These curricula often focus on two primary goals: (1) to teach students how to reduce their own chances of becoming victims and (2) to encourage them to develop school and community projects designed to reduce crime. In addition, information may be provided about the justice system and the juvenile justice system in particular.

Gang Prevention/Reduction. Curricula with this focus generally seek to build awareness of and negative responses to gang membership among youth who are not yet members. They may focus on the realities of gang life, the impact that gang membership can have on the students' families and communities, and alternatives for youth. These curricula may also be complemented by community outreach and recreational or other programs.

Handgun Violence Prevention. Although gun safety courses (developed by the National Rifle Association, among others) have existed for many years, they

traditionally focus on the safe handling, storage, and use of firearms, not violence prevention. Curricula in this category alert young people to the risks posed by handguns, in particular, and help them acquire the ability to recognize and avoid potentially dangerous situations.

Life Skills Training. Life skills curricula seek to teach a range of social competencies that adolescents need to successfully accomplish many of the developmental challenges they face. These skills include general problem-solving skills, the ability to plan and make decisions, strategies for resisting peer pressure or media influences, and coping strategies to deal with everyday stresses. Although not developed specifically as an approach to violence prevention, life skills training focuses on many of the underlying elements of successful conflict resolution.

Peace Education. Peace education curricula take a very broad approach, looking at violence prevention not only in an interpersonal context but at many different levels, from the individual to social groups, and within and among societies as a whole. They may be explicitly pacifist in approach and explore issues of fundamental justice in many different settings.

Peer Mediation. Mediation programs generally involve 15–20 hours of training for students and teachers. Afterwards, the students, usually working in pairs, attempt to identify and mediate conflicts that occur within the school—from classroom to playground. Peer mediation has been adopted widely, sometimes alone and at other times in conjunction with conflict resolution programs.

Prejudice Reduction/Cultural Awareness. These curricula attempt to overcome the stereotypes and prejudices that can foster violence. They use a variety of approaches from exploring historical events to looking at the strengths and contributions of different ethnic and social groups.

Promoting Cooperation. Cooperative learning is a general approach to education that emphasizes collaboration and encourages students to achieve academic success through interdependence and accountability to each other. Beyond the immediate academic benefits, this method teaches students the benefits of cooperation in their lives, communities, etc.

Role Models. These curricula approach the learning and reinforcement of lessons in nonviolent behavior by having students explore the lives of exemplary historical or contemporary persons—William Penn, Gandhi, Rosa Parks, Martin Luther King, Jr., for example. Through the lives and choices of the role models, children are exposed to social norms or messages that reinforce nonviolence.

Self-Esteem Development. Underlying these curricula is the belief that academic performance and the prevention or reduction of violence can be enhanced by raising students' self-esteem and providing positive models for life. Curricular components may be embedded in a context of cultural identity and pride (as with Afrocentric curricula) or enhanced through mentoring by adults in the community.

Teen Dating Violence/Family Violence/Sexual Assault. This final category, into which a large number of curricula fall, exemplifies the increased importance accorded to domestic violence in recent years. Further, it is a reflection both of the extent to which teens experience this form of violence and of a growing appreciation of the connection between dating violence in the teen years and domestic violence in adulthood.

BACKGROUND ON YOUTH VIOLENCE

Although many Americans believe otherwise, violent crime in many of the nation's largest cities has in fact been decreasing over the last few years.⁴ However, the level of violence committed by and against adolescents has continued to increase. Furthermore, violence is affecting youth at younger and younger ages.

Over the past 35 years in the United States, adolescence is the only age group whose health status has not improved. One of the major reasons for that disparity is violence. Historically, when American youth were termed juvenile delinquents, their crimes were perpetrated primarily on property, not people. The most frequently committed crimes were car theft, larceny, and arson.⁵ But during the 1980s, violence became a more significant component of juvenile crime, and the change occurred across race and class.

In the 25-year period of 1965 to 1990 examined by the U.S. Department of Justice, the murder arrest rate for juveniles increased 332 percent. This means the rate jumped from 2.8 arrests for every 100,000 juveniles to 12.1 arrests. But if we were to look *within* those figures, we would find that approximately 7 percent of all youth account for 79 percent of all serious, violent offenses committed by youth. That is extremely important to remember when defining the population most at risk.

Homicide is the second leading cause of death for all young people between the ages of 15 and 24, and the leading cause of death for African American males and females in the same age group. Nonfatal violence, far less accurately reported than fatalities, is an enormous cause of injury and disability among young people as well. Young people between the ages of 12 and 24 have the highest rate of nonfatal assault of any other age group in the U.S. Moreover, the violence in our communities results in an ever-present fear, even among the many who are not directly victimized.

There are many risk factors associated with violence: early childhood experiences of physical abuse or witnessing domestic violence, living in a community experiencing chronic violence, alcohol or drug use, socioeconomic status, oppression (racism, sexism, adultism, or undervaluing youth), and adolescence itself. Particularly high on the list of risk factors is ready access to firearms, especially handguns. Between 1986 and 1992, for example, the number of children killed by firearms increased by 144 percent; the increase for adults was 30 percent.⁶ In 1988, nearly half of all deaths among 15- to 19-year-old African American males was attributable to guns. Between 1984 and 1988, gun-related deaths within this population increased by 100 percent.⁷

Teen dating violence is a major youth violence problem that is just beginning to receive attention. Research on teen dating violence is limited. However, the following is known:

- Approximately 1 out of 10 high school students experiences physical violence in a dating relationship.
- More than 70 percent of pregnant or parenting teens are beaten by their boyfriends.
- Date rape accounts for 60 percent of all reported rapes; the majority of date rape victims are between the ages of 16 and 24.

Teen dating violence reflects a larger societal problem. Our culture perpetuates and reflects inequalities that are based in large part upon gender. At the center of any abusive dating relationship are destructive and unhealthy dynamics of power and control. For the most part, boys in this country continue to be socialized to exercise power over others; many girls are still encouraged to be nurturing, passive, and dependent upon males.

Violence in Schools

What do we know about the level of violence in and around the nation's schools? There are many more homicides and violent acts taking place outside of school property. Nevertheless, the violence rate in our schools is intolerably high and is an affront to schools as safe institution of learning. In addition:

- Nationally, more than 400,000 students were victims of violent crime at school during a six-month period in 1988–1989.⁸
- The 1993 Youth Risk Behavior Surveillance System survey found that nearly one-fourth of high school students surveyed had carried a weapon during a 30-day period. Eight percent reported carrying a gun.⁹
- An estimated 430,000 students took a weapon to school to protect themselves at least once during a six-month period in 1988–1989.¹⁰
- Seventy-four percent of girls who had intercourse before age 14, and 60 percent of those who had intercourse before age 15, had sex involuntarily.¹¹
- A 1993 national survey on the opinions and experiences of American teachers found that 11 percent of public school teachers and 23 percent of students reported being victims of violence in or around their school.¹²
- Communities across the country have responded to this crisis with dedication and imagination through the development and implementation of hundreds of programs nationwide. In fact, several recent attempts to collect information about violence prevention interventions have identified hundreds across the nation.¹³

The Year 2000 National Health Promotion and Disease Prevention Objectives for the Nation provide a framework for action at the federal, state, and local levels. Among the 18 objectives dealing with violent and abusive behavior (Objective 7) are the following:

- Reduce homicides among black men aged 15–34 to no more than 72.4 per 100,000
- Reduce homicides among Hispanic men aged 15–34 to no more than 42.5 per 100,000
- Reduce homicides among black females aged 15–34 to no more than 16.0 per 100,000
- Reduce assault injuries among people aged 12 and older to no more than 8.7 per 100,000
- Reduce by 20 percent the incidence of physical fighting among adolescents aged 14–17
- Reduce by 20 percent the incidence of weapon carrying by adolescents aged 14–17
- Increase to at least 50 percent the proportion of elementary and secondary schools that teach nonviolent conflict resolution skills, preferably as a part of quality school health education
- Extend coordinated, comprehensive violence prevention programs to at least 80 percent of local jurisdictions with populations over 100,000^{14, 15}

Violence is a complex problem that demands a complex, multidisciplinary solution. Consequently, there is no one solution that will universally solve the problem. Health agencies, schools, and communities are key players in this comprehensive strategy.

State Maternal and Child Health (MCH) agencies are well placed to play a major role in the advancement of adolescent violence prevention efforts. Whether providing direct services or coordinating efforts and services with other state agencies, professional associations, voluntary agencies, and community-based organizations, they have access to and responsibility for serving the health needs of our nation's youth. MCH agencies are responsible for identifying the unmet health needs of mothers, children, and youth and serving as the advocate and focal point for ensuring that these needs are met. State health agencies can identify violence as a priority public health issue and mobilize the states to take steps in addressing the problem. Acknowledging that the "domain" of violence issues is beyond one institution or profession, health agencies can mobilize support from criminal justice, education, businesses, the media, and community organizations. In addition, state health agencies can increase public awareness of youth violence and prevention programs through public service announcements.

In addition to being connected to many local service programs such as primary care, well-child, and prenatal programs, state MCH agencies are also linked to schools in ways that enable them to play a major role in school-based violence prevention activities. By building collaborations with schools and integrating interventions into programs ranging from health education to school-based clinics, state MCH agencies can have a tremendous impact on the health, safety, and well-being of young people.

Schools are an important focus of effort for three reasons: (1) schools are a place in which large numbers of adolescents can be reached with prevention messages; (2) violence is a community phenomenon and schools are a primary community for youth; and (3) schools have always served as a primary transmitter of social norms. Schools can provide a forum to change the beliefs and assumptions that support violent behavior, and teach the skills that can be used to avoid conflicts or resolve them nonviolently.

Even in narrowing the focus of violence prevention to educational interventions, the range of possible strategies is vast. Because the purpose of this document is to provide a guide to curricula and other educational resources, we do not describe other types of interventions.¹⁶ It appears that other interventions that are environmental and technological in nature, especially those that focus on the confiscation of firearms (e.g., metal detectors and X-ray machines), are receiving considerable attention. This is not surprising, considering both anecdotal and research evidence points not only to the widespread availability of firearms, but also to their possession and use by youth in school settings. However, there are many disadvantages to this type of approach—equipment price; time, both of school personnel to operate the confiscation process and students, who must be searched individually at the start of each school day; lowered morale for both students and staff; and constant patrol procedures to avoid security “breaches.” In addition, while metal detectors and x-ray machines may reduce the number of weapons brought into schools (and this is certainly a plus from the perspectives of both school staff and students), that is only the case if the system works and works well.

Furthermore, even if metal detectors and x-ray machines do achieve the goal of reducing weapon possession and weapon-related violence in schools, they will not result in behavior change. The anger, fears, jealousy, prejudices, and misunderstandings that result in conflict and violence will not end because weapons are no longer present. Therefore, although some school districts may be able to report reductions in in-school violence, the number of out-of-school conflicts and violence that begin in school and end elsewhere—perhaps only steps from the school—cannot be determined.

Many noncurricular interventions used in schools are listed in the following table.

Table 2: Noncurricular School-Based Interventions¹⁷

STUDENT SUPPORT SERVICES

Career Exploration Programs
Dropout Prevention Programs
Extracurricular Activities
Individual and Group Counseling
Mentor and Role Model Programs
Peer Counseling
School-Based Health Clinics
School-Linked Services
Student Leadership Programs
Student Support Groups
Work Experience Placements

ENVIRONMENTAL/TECHNOLOGICAL INTERVENTIONS

School Theme Promoting Nonviolence
Murals and Poster with Nonviolent Messages
Highlighting Youth-Run Activities
Clean Schools
Public Announcement Supporting Nonviolence
Classroom Phones
Closed Campuses
Closed Circuit Television (in classes and on school buses)
Dress Codes
Gun-Free School Zones
Landscaping and Changes in External Lighting
Locker Searches
Metal Detectors/X-ray Machines
Magnetic Door Locks
Police on Campus/School Security Staff
Safe Corridor/Safe Haven Programs
Student ID Cards

SCHOOL-HOME-COMMUNITY LINKAGES

Family Support Programs
Interagency Collaborations
Parent Skill Training
School Advisory Committees
School-Business Partnerships
School-Community Task Forces
Violence Hotlines
Volunteer Parent Patrols
Youth Crime Watch Programs

SCHOOL POLICIES AND PROCEDURES

Alternative Programs and Schools
Crisis Management Teams
Gang Elimination Policies
Improvements to School Campuses
In-School Suspension
Low Pupil-Teacher Ratio
Multicultural Awareness/Diversity/Sensitivity Training
Personnel Diversity
School Safety Plans
Student Arbitration Boards
Student and Staff Conduct and Discipline Codes
Suspensions, Expulsion, and Formal Charges
Weapons Policies
Zero Tolerance for Violence Policy

You will note that even among these primarily school-based interventions, many also involve the community. Violence prevention efforts in the community, which can reach large numbers of adolescents, are especially important for two reasons. First, often the youth they affect most are precisely those who have been lost already to the school system—the chronically truant, the runaways, and the school dropouts who are at highest risk for becoming perpetrators and victims of violence. Second, youth interventions are less successful when not supported by family and the community. Outside of school, youth often participate in services provided by community agencies such as the Boys and Girls Clubs, religious institutions, the YMCA/YWCA, and other neighborhood youth centers. Traditionally, the focus of youth programs was on providing recreation but this role has expanded to include providing for the total well-being of youth through tutoring, mentoring, education, and street outreach.

Parents, regardless of economic status, use violence as a primary disciplinary measure. Parents need to be aware of the cycle of violence that starts at home. In order to break this cycle, they need to learn nonviolent disciplinary actions and assist their children in developing effective anger management and conflict resolution skills.

EVALUATION OF VIOLENCE PREVENTION PROGRAMS

In 1990, in preparation for a Carnegie Corporation conference on improving the evaluation of adolescent violence prevention programs, EDC carried out a nationwide survey to assess the extent to which violence prevention programs had been evaluated.¹⁸ We identified 83 programs, many of which used curricula in school or community settings. Fifty-one programs responded to the survey with detailed information about their history, goals, programmatic activities, and whether and to what extent any evaluation had been conducted. Several programs that had conducted some form of outcome evaluation were selected as case studies in which the strengths and limitations of their evaluations were assessed. Several of the curricula annotated in Section I were among those case studies, including *Resolving Conflicts Creatively Program*; *Second Step: A Violence Prevention Curriculum*; *Viewpoints*; and the *Violence Prevention Curriculum for Adolescents*. The practitioners, researchers, and policymakers brought together by Carnegie concluded that “given the limitations of existing evaluations of violence prevention programs, it would be premature to come to closure about what works and what doesn’t.” However, they continued, “that does not mean that we lack any indicators of which programs are promising,” including those listed above.¹⁹ They also urged that promising programs be continued and monitored through process evaluation and new or expanded outcome evaluations.

In the intervening years, some progress has been made. Additional curricula such as *Facing History and Ourselves* and *Straight Talk About Risks (STAR)* have been evaluated. The *Resolving Conflicts Creatively* program is the subject of a multiyear CDC-funded evaluation. New curricula, such as *Aggressors, Victims, and Bystanders* have been based on research and assessment and have shown favorable results. Furthermore, recent reports on some life skills curricula have also provided positive preliminary outcomes.²⁰

However, the vast majority of violence prevention interventions, including a majority of the curricula annotated here, have not been evaluated to date. Recently, a lively debate has focused on the effectiveness of school-based curricula.²¹ It is true that most programs have been created out of a

deep desire to take action, and resources have not been available for or devoted to rigorous evaluation. But the lack of evaluation is not evidence that an intervention does not work. It is evidence that it needs to be evaluated.

Violence prevention is a young field. It has been barely a decade since violence was defined as a public health problem—understandable and even amenable to prevention. It is also vital to acknowledge the recent progress to improve research and evaluation efforts. The state of the art of evaluation will continue to improve. We urge, therefore, that in considering any of these curricula, you request information on any evaluation from the developer. Most important, we strongly urge that the use of these materials be accompanied by, at a minimum, a process evaluation, and where appropriate and possible, outcome measures as well.

CONSIDERATIONS FOR SELECTING AND IMPLEMENTING VIOLENCE PREVENTION CURRICULA

Whether a curriculum has been formally and rigorously evaluated is only one of the questions that it is useful to ask when considering which one(s) to adopt. Tables 3 and 4 summarize some of the other important questions to consider when selecting educational materials and implementing them to increase the likelihood of positive outcomes.²²

Table 3: *Questions to Consider When Selecting Curricula*²³

- Is teacher training on the use of the curriculum available?
- Are the goals and learning objectives of the curriculum well-defined, realistically attainable, and appropriate for the grade level to which they are addressed?
- Are desired changes in students' knowledge, attitudes, and behaviors specified and is there a balance among them?
- Does the content reflect the needs and interests of a majority of your students? Does it address the perspectives of different ethnic and cultural groups and of male and female students?
- Is the curriculum based on accepted theory or the application of research evidence, and does it reflect current knowledge of the field?
- In which subject areas can it be taught? Can it be integrated into more than one area?
- Does it make use of a variety of teaching strategies to facilitate student learning (e.g., mini-lectures, small-group activities, case studies, role playing, cooperative learning, group investigation, community activities, etc.)?
- Are the curriculum and any accompanying materials (e.g., worksheets) aesthetically pleasing, exciting, and likely to stimulate the interest of teachers and students?
- Does the curriculum include sufficient background information for teachers?
- Is the curriculum affordable?

Table 4: Considerations for Program Implementation

- Is there sufficient funding to purchase the curriculum and related materials?
- Select the teachers who feel most comfortable addressing the issue and have good rapport with the students.
- Be aware of the limited efficacy of implementing a program in just one or a small number of classes.
- Is the school equipped to provide students with special services when issues are surfaced in the class (e.g., does the school have enough support staff to respond to needs)?
- Does the school have referral services for students who need intensive special services?
- What evaluation system will be implemented to assess the impact of the program?

KEY ELEMENTS OF PROMISING VIOLENCE PREVENTION PROGRAMS

Interventions have the greatest likelihood of success if they are implemented with preparation, training, and adaptation to population and place. Although few violence prevention programs have been rigorously evaluated, we do know something about the elements of prevention programs that appear to increase program effectiveness. These elements include:

- beginning in early grades before violent behavior begins
- conflict resolution to help young people gain the ability to recognize when a violent conflict is beginning to develop, understand how it escalates, and learn how to de-escalate it
- mediation to empower students to help one another resolve their conflicts without adult involvement
- developing skills in critical thinking, problem solving, communication, impulse control, empathy, and peer pressure resistance to increase young people's ability to define the problem and generate solutions, anticipate consequences of behavior choices, improve self-control, and form and retain friendships
- family involvement
- a training component to help teachers use the curriculum to its maximum potential
- providing more than information by including lessons that teach students how to use these new skills
- developmental and cultural appropriateness that appeals to varied learning styles of students

In date rape or sexually abusive relationships, conflict resolution is not an effective strategy because the power dynamics are unequal. Conflict resolution programs should have a companion piece on date rape (see curricula indexed as Teen Dating Violence in this manual), and it must clearly be known that conflict resolution is not appropriate in circumstances involving date rape. In such circumstances, the victim or potential victim should seek professional help in getting out of the relationship, staying safe, and filing charges against the perpetrator.

The reader should keep in mind that violence prevention curricula will be most useful and effective with students who are not yet involved in violence and least effective with violent youths.

CONCLUSION

There is a remarkable range of diverse approaches to preventing youth violence in general or to preventing specific aspects of the problem. Some of these approaches teach conflict resolution or mediation skills; others teach a variety of life skills that may reduce violence. There are those that teach "street smarts" skills or train adolescents to understand the law or reduce their own likelihood of victimization. Self-esteem development or Afrocentric education are highlighted in some programs. The use of mentors and role models is another strategy, as is home visitation programs or parenting education for young parents. In addition, some programs based in hospital or community clinics provide not only medical care, but also counseling and related services to youth injured as the result of violence or at high risk for injury or death.

Some programs focus on fighting in and around schools. Others are designed to ameliorate the problem of teen dating violence. Still others focus on reducing the likelihood that adolescents will join gangs, or increasing the likelihood that adolescents will try to move gangs away from violence and drug involvement. Providing community-based recreational opportunities to youth is the strategy in some communities, while job training and placement is seen as essential in others.

There are many innovative programs. In one community, Latino youth are being taught translating skills with which they can secure jobs in hospitals and courts, thus providing an economic alternative to gang and drug involvement. Another program pairs youth in detention with senior citizens who can demonstrate that making positive life choices can lead to both fulfillment and longevity. Still another program has juvenile offenders, including former gang members, working with disabled children.

Each of these examples and the hundreds of others underway demonstrate the imagination with which violence is being addressed. Yet none of them alone is likely to be effective in preventing or reducing violence. The problem is multifaceted and it requires comprehensive approaches that incorporate federal, state, and local agencies; community organizations; schools; religious institutions; families; peer groups; and the media.

It is essential that as many people as possible become involved in efforts to prevent violence, and imperative that considerable attention and energy be focused on our youth. However, before efforts in this area can be truly effective, certain steps must be taken, namely:

- attempting to understand the true magnitude, causes, and consequences of violence
- examining the effectiveness of current efforts to prevent its initiation or continuation
- deciding what interventions are most feasible and appropriate in your setting
- implementing, evaluating, revising, reimplementing, and reevaluating

Educational materials have an important role to play in violence prevention programs, as we have noted. But if they are truly to be an effective tool, they must be reinforced by all members of the community including parents, media, health professionals, and religious institutions. Only then can the benefits of teaching and learning new messages about violence be reinforced and the resolution of the crisis among our youth be brought that much closer to reality.

END NOTES

- ¹ National Center for Injury Prevention and Control. (1993). *The Prevention of Youth Violence: A Framework for Community Action*. Atlanta, GA: Centers for Disease Control and Prevention.
- ² The CSN Adolescent Violence Prevention Resource Center can provide information about many other types of interventions. Information about several of the approaches, especially those that deal with environmental and technological interventions, is available from the National School Safety Center in Westlake Village, California (805-373-9977). The National School Safety Center also collects and disseminates information about laws and policies governing school safety. Another source of information is the National School Boards Association in Alexandria, Virginia (703-838-6722). And recently, the National Institute of Justice (NIJ) and six Cabinet-level federal departments established PAVNET Online, an Internet database that includes information about violence prevention programs for schools and communities (for information, contact NIJ at 202-307-2954).
- ³ Rites of passage is a formal process for grooming and educating young boys and girls for adulthood based on African rituals.
- ⁴ Krauss, C. (1995, January 1). "A Safer, if Not Safe, City: Crime Falls in New York." *The New York Times*, p.1.
- ⁵ U.S. Department of Justice, Federal Bureau of Investigation. (1992). *Crime in the United States, 1991*. Washington, D.C.: U.S. Government Printing Office.
- ⁶ Jones, M.A., & Krisberg, B. (1994). *Images and Reality: Juvenile Crime, Youth Violence, and Public Policy*. San Francisco: National Council on Crime and Delinquency.
- ⁷ Centers for Disease Control and Prevention. (1990). *Morbidity & Mortality Weekly Report*, 39 (478): 869-73.
- ⁸ CDC. (1990). Weapon-carrying among high school students, United States. *Health Objectives for the Nation*. Atlanta, GA: U.S. Department of Health and Human Services.
- ⁹ CDC. (1995, March 24). *CDC Surveillance Summaries. Morbidity & Mortality Weekly Report*, 44 (No.55-1): p.5.

- ¹⁰ U.S. Department of Justice, Bureau of Statistics. (1991). *School Crime: A National Crime Victimization Survey Report*. Washington, D.C.: U.S. Government Printing Office.
- ¹¹ Moore, K.A., Nord, C.W., & Peterson, J.L. (1989). "Nonvoluntary Sexual Activity Among Adolescents," *Family Planning Perspectives*, 21: 110-114.
- ¹² *The Metropolitan Life Survey of the American Teacher: Violence in America's Public Schools*. (1993). New York: Metropolitan Life Insurance Co.
- ¹³ See, for example, U.S. Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, Justice, and Labor. (1994). *Partnerships Against Violence: Promising Programs, Resource Guide, Volume I* (draft). Rockville, MD: National Criminal Justice Reference Service.
- ¹⁴ U.S. Public Health Service. (1990). *Healthy People 2000 National Health Promotion and Disease Prevention Objectives*. Washington D.C.: U.S. Department of Health and Human Services.
- ¹⁵ Revised baselines, reflected in some of the recommendations above, were published in U.S. Public Health Service. (1994). *Healthy People 2000 Review 1993*. Washington D.C.: U.S. Department of Health and Human Services.
- ¹⁶ For details on these various interventions refer to our workshop summary "Youth Violence and Its Prevention" from 1993 State Adolescent Health Coordinators Conference.
- ¹⁷ Wilson-Brewer, R. Peer violence prevention programs in middle and high schools. *Adolescent Medicine: State-of-the-Art Reviews*. Special Volume, Violence and Injury Prevention, forthcoming (June 1995).
- ¹⁸ Wilson-Brewer, R., Cohen, S., O'Donnell, L., & Goodman, I. (1991). *Violence Prevention for Young Adolescents: A Survey of the State of the Art*. Washington, D.C.: Carnegie Council on Adolescent Development.
- ¹⁹ Cohen, S., & Wilson-Brewer, R. (1991). *Violence Prevention for Young Adolescents: The State of the Art of Program Evaluation*. Washington, D.C.: Carnegie Council on Adolescent Development.
- ²⁰ Tolan, P., & Guerra, N. (1994). *What Works in Reducing Adolescent Violence: An Empirical Review of the Field*. Boulder, CO: The Center for the Study and Prevention of Violence.
- ²¹ See *Health Affairs*, Winter 1993 and Fall 1994 issues.
- ²² For additional information concerning selecting and implementing conflict resolution programs in schools, see *Conflict Resolution in Schools: A Guide to Program Selection and Implementation*, Office of Juvenile Justice and Delinquency Prevention.
- ²³ Adapted from English, J., Sancho, A., Lloyd-Kolkin, D., and Hunter, L. (1990). *Criteria for Comprehensive Health Education Curricula*. Kent, OH: American School Health Association.

Section I: Violence Prevention Print Resources

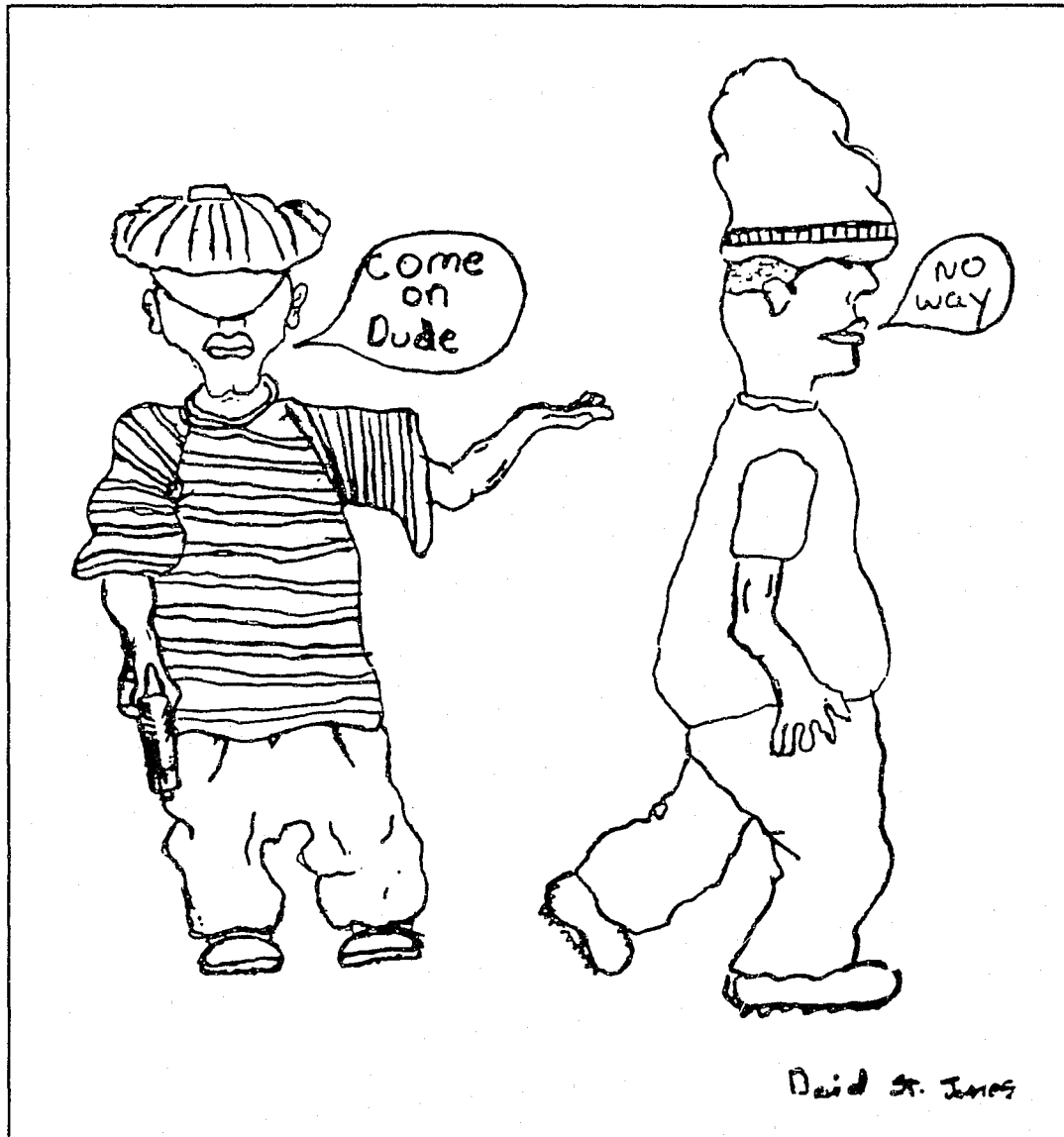


Illustration by David St. James from the *Firearm Injury Prevention Curriculum* (Student Supplement, Grades K-8), the New Mexico Emergency Medical Services for Children Project, Maternal and Child Health (MCH) Project # 354001-03-01, 1993, Albuquerque, NM: University of New Mexico School of Medicine. Reprinted with permission.

Afrocentric Self-Inventory and Discovery Workbook for African-American Youth

Authors: Useni Eugene Perkins
Chicago, Illinois: Third World Press, 1989
55 pp.

Level:
Ages 12-15

Ordering Information: Third World Press
P.O. Box 19730
Chicago, Illinois 60619
312-651-0700
\$5.95
S&H: Post office book rate

Keywords: Afrocentric

Description:

This workbook is designed to help African American youth better understand and appreciate themselves and all African people. It contains exercises and readings on Afrocentricity, black value systems, Afrocentric self-esteem, genealogy, special African American-centered days to celebrate, appreciation of African American culture, famous quotations from blacks, African proverbs and traditional African names, as well as a listing of reference books that provide additional information about the positive development of African American youth.

Afrocentric Theory and Applications.

Volume II, Advances in the Adolescent Rites of Passage

Authors: Nsenga Warfield-Coppock, with Bertram Atiba Coppock
Washington, D.C.: Baobab Associates, 1992
205 pp.

Level:

Teachers experienced in rites-of-passage education (not meant for beginners)

Ordering Information: Baobab Associates
7614 Sixteenth Street, N.W.
Washington, DC 20012
202-726-0560
\$18.00
S&H: \$3.00

Keywords: Afrocentric

Description:

An extensively researched work, this book seeks to enrich the reader's understanding of the rites of passage and their relevance to young people; it is designed for those seriously interested in the positive socialization of African American youth.

The book is organized into eleven chapters and includes a glossary and bibliography. Chapters address the ancient foundations of initiations and rites of passage; the research conducted on adolescent rites-of-passage programs in the United States; the role of evaluation and evaluative tools in the rites-of-passage programs; the physical, cognitive, mental, and spiritual characteristics of adults who are prepared to initiate youth into these programs; the purpose of rituals; the role of elders in rites-of-passage programs; the rite of separation; the way in which spirituality is reflected in rites programs; methods of getting, using, and keeping parents and families involved in the rites-of-passage process; the myriad roles—leader, liaison, resource person, curriculum writer, teacher, facilitator, speaker, mentor, sponsor, and elder—adults can play in these programs; and in-depth guidelines for evaluating rites-of-passage programs.

Throughout the book are recommendations for developing an effective rites program, suggestions for further reading, and numerous self-assessment tools, pre- and postprogram questionnaires, and other evaluative instruments.

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth

Authors: Arnold P. Goldstein and Barry Glick, with Scott Reiner,
Deborah Zimmerman, and Thomas M. Coultrey
Champaign, Illinois: Research Press, 1987
366 pp.

Level:

Adults working
with adolescents

Ordering Information: Research Press
2612 North Mattis Avenue
Champaign, IL 61821
217-352-3273
\$18.95
S&H: \$4.00

Keywords: aggression reduction, anger management, life skills training

Description:

The goal of *Aggression Replacement Training (ART)* is to respond to the three primary causes of juvenile delinquency: deficient interpersonal and social-cognitive skills, deficient anger control, and primitive levels of moral reasoning. ART consists of three coordinated interventions designed for use with small groups (six to twelve) in a 10-week training format of weekly classes.

Through the Structured Learning intervention, adolescents are shown examples of expert use of social behaviors, given guided opportunities to practice these behaviors, provided with praise and feedback, and encouraged to transfer skills to school, home, and community settings. Anger Control Training teaches youths how to respond to provocation with a series of techniques that counteract anger arousal. The Moral Education intervention exposes youths to a series of moral dilemmas in a discussion-group context.

Detailed information for administrators and assessment and research instruments are provided.

Aggressors, Victims, and Bystanders: ***Thinking and Acting to Prevent Violence***

Authors: Ronald G. Slaby, Renée Wilson-Brewer, and Kimberly Dash
Newton, Massachusetts:
Education Development Center, Inc., 1994
185 pp.

Level:

Middle school
students

Ordering Information: Ellen Mushlin • EDC Publishing Center
Education Development Center
55 Chapel Street, Suite 25
Newton, MA 02158-1060
800-225-4276 or 617-969-7100 x2215
\$45.00
S&H: \$4.25

Keywords: conflict resolution, life skills training

Description:

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence is the product of a three-year research and development project that involved the active and intense collaboration of teachers and students in Boston's public schools and experts in the field of violence prevention and education. This curriculum deals specifically with issues of violence among peers and the different roles youths play in potentially violent situations. Unlike most other violence prevention curricula and strategies, which have traditionally focused on the aggressor, *Aggressors, Victims, and Bystanders* also considers the separate but interrelated roles of victims and bystanders and suggests that all three players can build skills of thinking and acting to resolve problems nonviolently.

The model helps students to pause and keep cool, to understand what is going on before jumping to conclusions, to understand other perspectives, to define their problems and goals in ways that will not lead to fights, and to generate and act on solutions that have positive outcomes for themselves and others. The skills students learn will enable them to stay safe while maintaining self-respect and the respect of others.

This curriculum has been evaluated for effectiveness. In schools in communities at high risk for violence, *Aggressors, Victims, and Bystanders* changed students' thoughts and actions away from support of violence to beliefs that aggression is not a desirable response; the intention to resolve conflict without aggression; the attempt to avoid conflict and seek relevant information; and the withdrawal of bystander acceptance and encouragement of aggression.

Alternatives to Violence: ***A Manual for Teaching Peacemaking to Youth and Adults***

Authors: *Kathy Bickmore, Prill Goldthwait, and John Looney; illustrations by Sandra Zodnik*
Akron, Ohio: Peace GROWS, Inc., 1984
126 pp.

Level: Adults and teenagers
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Ordering Information: Peace GROWS, Inc.
513 West Exchange Street
Akron, OH 44302
216-864-5442
\$9.95
S&H: Included

Keywords: conflict resolution

Description:

This text is a resource manual for facilitators of an Alternatives to Violence workshop in creative conflict resolution. The workshop goals are to increase understanding of the sources and forms of violence, to present nonviolent alternatives to conflicts from the interpersonal to the international level, and to build individual conflict resolution skills.

The curriculum is structured in twenty 45-minute units and fits well into many school and community settings. Topics covered include kinds of violence, institutional violence, responses to conflict, active listening, negotiation and leadership, nonviolent self-defense, and current events. Each session includes goals, materials needed, and a detailed lesson plan based on group discussion and activities. Background case histories on nonviolent action are provided. The complete program kit includes a workbook and teacher's guide.

See next page for supplemental materials

Supplemental Materials:

The course workbook provides additional materials needed by participants. These materials compose a course introduction, syllabus, session readings, blank journal-entry sheets, case histories on nonviolence, and case analysis worksheets.

Alternatives to Violence Workbook. John Looney. Akron, Ohio: Peace GROWS, Inc., 1984. 205 pp. \$16.95.

The workbook binder includes a Teacher's Guide. This section explains in detail the materials and additional resources needed, lesson objectives, summary of items to be covered in each lesson, and sample lesson agendas with suggested time requirements. The Teacher's Guide also includes background information on foreign cultures to be studied.

Teacher's Guide to the "Alternatives to Violence" Workbook. Kathy Bickmore, Prill Goldthwait, and John Looney; illustrations by Sandra Zodnik. Akron, Ohio: Peace GROWS, Inc., 1984. 126 pp. \$6.95.

Be Aware. Be Safe.

Authors: *Debbie Wong and Scott Wittet*
Renton, Washington: King County Sexual Assault
Resource Center, 1987
34 pp.

Level:

Ages 9-12

Ordering Information: King County Sexual Assault Resource Center
P.O. Box 300
Renton, WA 98057
206-226-5062
\$3.00 (bulk-order discount available)
S&H: Depends on order

Keywords: teen dating violence, family violence, sexual assault

Description:

The goal of *Be Aware. Be Safe* is to help Southeast Asian teens avoid becoming either victims or perpetrators of sexual assault. It is not a curriculum per se but rather is designed as a supplemental guide to individual or small-group counseling of new immigrants from Southeast Asian countries.

The text uses short stories and illustrations to explain four topics: (1) sexual assault, (2) date rape, (3) protecting oneself, and (4) what to do after a sexual assault.

This short text is written in simple English and contains a glossary of terms with translations in Chinese, Khmer, Lao, and Vietnamese. Brief quizzes and problem-solving exercises help teens test their understanding of the material and practice protective skills. Because it contains these built-in evaluation exercises, this book could be readily adapted for use with a class of new Southeast Asian immigrants.

The Brother to Brother Youth Counseling Program Guide

Authors: Cranston, Rhode Island: Brother to Brother, 1993
13 pp.

Level:

Teenage and
young adult men

Ordering Information: The Center for Nonviolence
389 Charles Street, Building 4
Providence, RI 02904
401-946-0163
6-week program (fee includes Program Guide):
\$250.00 for individuals and organizations (sliding scale available)
\$200.00 for nonprofit agencies

Keywords: teen dating violence, family violence, sexual assault

Description:

The Brother to Brother Youth Counseling Program presents six 90-minute sessions on controlling violent behavior in interpersonal relationships. Designed for use with small groups, the program provides the opportunity for sharing experiences and feelings about domestic violence and focuses on developing communication skills and problem-solving strategies.

Topics covered in the *Program Guide* include an introduction to abuse and violence control, anger and communication of feelings, growing up male, attitudes toward women, sexuality, and a program summation. Each session plan includes goals, activities such as brainstorming or storytelling, discussion questions, and homework.

***B**uilding Conflict Solving Skills: A Curriculum for Grades 4-9*

Authors: *Helen L. Swan*
Topeka, Kansas: Kansas Child Abuse Prevention Council,
1990
92 pp.

Level:

Grades 4-9

Ordering Information: Kansas Children's Service League
715 Southwest Tenth Street
Topeka, KS 66612
913-354-7738
\$180.00
S&H: Included

Keywords: conflict resolution

Description:

The *Building Conflict Solving Skills* curriculum consists of eight lessons, followed by optional learning exercises. The topics covered are learning about conflict, talking about the problem, listening to the other person, understanding other points of view, defining wants in conflicts, creating common solutions, and developing a win-win conflict model.

Each lesson provides background information and outlines learning objectives and classroom materials needed. The estimated time required for each lesson is 30 to 35 minutes. Activity procedures are described with specific teaching instructions. Instructional methods and activities include lectures, videotapes, poems, stories, games, written handouts, and role plays.

“Can’t We All Just Get Along?”

A Manual for Discussion Programs on Racism and Race Relations

Authors: *Martha McCoy and Mark Niedergain*
Pomfret, Connecticut: Study Circles Resource Center, 1992
42 pp.

Level:

Adults who work with children of junior high age or older; abridged version available for children with a lower reading level

Ordering Information: Study Circles Resource Center
P.O. Box 203
Pomfret, CT 06258
203-928-2616
\$5.00 (if more than 10, \$3.00 each)
S&H: Included

Keywords: prejudice reduction/cultural awareness

Description:

This program advocates the development of study circles, defined as “small-group, democratic, participant-driven discussions,” as a means to engage in dialogue in five specific areas of racism. Each session encourages participants to examine and share their own perceptions, attitudes, and experiences around race relations and racism, as well as those viewpoints of society as a whole. Through effectively listening to others, one can begin to understand a different point of view and reexamine one’s own belief systems.

Supplemental Materials:

The curriculum includes two handbooks: *The Busy Citizen’s Discussion Guide: Racism and Race Relations—Suggestions for Informal Conversations* (\$1.00) and *The Study Circle Handbook: A Manual for Study Circle Discussion Leaders, Organizers, and Participants* (free up to 10 copies, then 50 cents apiece).

**Ordering Information
for Abridged Version
of “Can’t We All Just
Get Along?”**

Laubach Literacy Action
1320 Jamesville Avenue • Box 131
Syracuse, New York 13210
800-448-8878 OR 315-4422-9121
\$3.00

Come in Spaceship Earth: Kids as Crew Members

Authors: Fran Schmidt and Alice Friedman
Miami Beach, Florida: The Grace Contrino Abrams Peace
Education Foundation, 1990
61 pp.

Level: Grades 4-10

Ordering Information: The Grace Contrino Abrams Peace Education Foundation
2627 Biscayne Boulevard
Miami Beach, FL 33137-3854
305-576-5075
\$22.95 (includes teacher's guide and poster)
\$35.95 (includes teacher's guide, poster, and music video)
S&H: Included

Keywords: promoting cooperation, peace education

Description:

The goal of *Come in Spaceship Earth* is to increase students' awareness of the interdependence of all people and to promote cooperation in responding to people's needs in constructive and peaceful ways. The curriculum uses the principles of environmental awareness and the example of the environmental protection movement to illustrate peaceful activism.

The curriculum explores the interconnectedness of life on Earth and how people and institutions such as Albert Schweitzer and the United Nations have worked to make the world a better place to live. Activities include games, guided imagery, choral reading, fables, art, and problem solving.

The curriculum is divided into sixteen lessons, each of which contains a detailed teacher's guide and reproducible student materials. The appendix contains a list of resource organizations and a 6-hour simulation developed by Peggy Mastrude for grades 4-8: Terra II: A Spaceship Earth Simulation, which contains a complete instructional guide and reproducible student worksheets and studies the interdependent systems of the Earth and how limited resources create the problem of inequitable distribution.

See next page for supplemental materials

Supplemental Materials:

Come In Planet Earth (Are You Listening?) is a music video showcasing images of the Earth as seen from space. The 4-minute song is performed in English, Spanish, French, Russian, German, Japanese, and a composite of other languages. The curriculum can be implemented without the music video.

Come In Planet Earth (Are You Listening?) Music video. Planet Earth Project. Miami Beach, Florida: The Grace Contrino Abrams Peace Education Foundation, 1990. (Song: Bil-Kar Music, Out of the Heart Music, and Giraffe Tracks Music, 1986.)

Coming of Age: African American Male Rites-of-Passage

Authors: Paul Hill, Jr.
Chicago, Illinois: African American Images, 1992
125 pp.

Level:

Teachers,
community
activists, group
leaders in rites-
of-passage
programs

Ordering Information: Yawa Books
2206 Eighteenth Street, Northwest
Washington, DC 20009-1813
202-483-6805
\$9.95
S&H: Post office book rate

Keywords: Afrocentric

Description:

This book provides an overview of the issues confronting the African American male and strategies to nurture young African American males.

The book is divided into four chapters. Chapters 1 and 2 highlight the social status and the current demographics of the African American male, discuss external threats that are devastating the African American male and the African American community, present society's definition of manhood and describe what happens to African American males who accept society's definition of manhood but are denied the resources to positively demonstrate their masculinity through traditional channels, and define Afrocentricity and rites of passage.

Chapters 3 and 4 cover topics such as the differences between the ancient initiation rites, the ten principles of educating and socializing African American males, examples of the rites-of-passage process and its functions, foundations of rites of passage, and the relationship between rites of passage and socialization. A rites-of-passage course of study and recommended readings are included at the end of the book.

The Conflict Center's Conflict Management Middle School Curriculum

Authors: Elizabeth Loescher
Denver, Colorado: The Conflict Center, 1990
64 pp.

Level:

Grades 6-8

Ordering Information: The Conflict Center
2626 Osceola Street
Denver, CO 80212
303-433-4983
\$20.00
S&H: \$2.00

Keywords: conflict resolution

Description:

The goal of the Conflict Center's curriculum is to provide students with skills that will enable them to deal with conflicts constructively, thus preventing violence and encouraging relationship formation. The curriculum promotes win-win outcomes as a way of fighting fair. Many of the ideas are adapted from the violence prevention curriculum developed by Deborah Prothrow-Stith, *Violence Prevention Curriculum for Adolescents*.

The curriculum explores conflict awareness, responses to conflict, emotions, effective communication, and responsibility. Activities include role plays, student journals, and brainstorming sessions.

The interdisciplinary curriculum is divided into twelve 50-minute sessions but is adaptable to other time frames. The text contains both a complete teacher's guide, including discussion questions and answer keys, and reproducible student materials. The addendum contains optional materials and personal plans for students.

The Conflict Management and Mediation Handbook

Authors: *Elisabeth T. Dreyfuss, Artemus Carter, and Judith A. Zimmer*
Cleveland, Ohio: Cleveland-Marshall College of Law,
Cleveland State University, 1991
47 pp.

Level:

Grades K-12

Ordering Information: National Association for Mediation in Education
205 Hampshire House • Box 33635
University of Massachusetts
Amherst, MA 01003-3635
413-545-2462
\$12.00
S&H: Included

Keywords: conflict resolution, peer mediation

Description:

This handbook contains an NTP (Neutral Third Party) training curriculum. An NTP, or peer mediator, has skills in identifying and understanding student disputes, participates in resolving conflicts, and trains others as NTPs.

The curriculum takes 4 days to complete. Topics covered are the steps of conflict resolution, questioning and listening, comparing of conflict resolution programs, and key features in putting together a conflict resolution program. A sample agenda, lesson plan, small-group strategies, and checklists are provided for each topic. Activities include role plays and games.

Conflict Management for Juvenile Treatment Facilities

Authors: *Meg Holmberg and Jim Halligan*
San Francisco, California: The Community Board Program,
Inc., 1992
160 pp.

Level:

Juvenile justice
professionals

Ordering Information: The Community Board Program, Inc.
1540 Market Street, Suite 490
San Francisco, CA 94102
415-552-1250
\$27.00 Item No. C3
S&H: \$3.00

Keywords: peer mediation

Description:

This book provides a blueprint for the development of a "conflict manager" program. Conflict managers are young people who have been trained to mediate day-to-day conflicts among their peers.

Part 1 deals with program implementation and covers how such a program works, at-risk youth as conflict managers, whether a program is appropriate for the needs of the youth, how to begin a program, and how to keep a program going. Part 2 deals with training and covers the training of at-risk youth, background information on understanding conflict, guidelines for training conflict managers, and an annotated agenda for conflict manager training. An appendix contains eleven handouts, a training agenda without annotations, guidelines for staff orientation, and sample program evaluation forms. (See also the listing for *Starting a Conflict Manager's Program.*)

Conflict Resolution

Authors: Vivian Einstein Gordon
St. Paul, Minnesota: West Publishing Company, 1988
158 pp.

Level: High school

Ordering Information: West Publishing Company
P.O. Box 64833
St. Paul, MN 55164-0779
800-328-2209 or
612-687-7000
\$20.50
S&H: Included

Keywords: conflict resolution, peer mediation

Description:

Conflict Resolution presents a school curriculum that can be used to teach negotiation, mediation, and arbitration as segments within social studies, English, or communications courses. Each of these three main topics is treated in detail, including areas such as legal background, methodology, overcoming of obstacles, and creative solutions.

Each course segment develops specific problems within the context of each dispute resolution process. The problems begin with simple interpersonal, school, and individual versus company disputes and move toward individual versus community, tenant versus landlord, employee versus employer, and corporate, community, and global disputes.

Supplemental Materials:

A book for teachers is also available for use with *Conflict Resolution*. The book, *Teacher's Resource and Implementation Manual*, provides additional activities, problems, and reading materials.

Teacher's Resource and Implementation Manual. Vivian Einstein Gordon. St. Paul, Minnesota: West Publishing Company, 1988. 20 pp. \$13.95.

Conflict Resolution: A Secondary School Curriculum

Authors: Gail Sadalla, Manti Henriquez, and Meg Holmberg
San Francisco, California:
The Community Board Program, Inc., 1987
290 pp.

Level:

Secondary school

Ordering Information: The Community Board Program, Inc.
1540 Market Street, Suite 490
San Francisco, CA 94102
415-552-1250
\$44.00 Item no. C1
S&H: \$3.00 first item, \$1.00 each additional item

Keywords: conflict resolution, life skills training

Description:

This curriculum is designed to help students better understand and resolve the conflicts they encounter at school, at home, and in the community. Because of the reality that most conflicts take place within the context of an interpersonal relationship, the text focuses on the idea that conflict resolution can help students appreciate the significance of the relationship that generates a dispute.

Its five chapters focus on defining major kinds of conflict and society's attitudes toward them, three basic styles for resolving conflicts, the communication process and factors influencing it, communication skill building, and specific steps used in the conflict resolution process.

Each chapter provides teacher background information on central concepts and a series of student activities. These structured activities, such as record keeping, role plays, and group discussion, are the keys to helping students draw their own conclusions about past experiences. Teachers are encouraged to employ active listening and open-ended questions.

Cooperation, Social Responsibility and Other Skills

Authors: *Reynold Bean*
Santa Cruz, California: ETR Associates, 1992
176 pp.

Level:

Elementary and
middle schools

Ordering Information: ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
800-321-4407 • 408-438-4284 (fax)
\$21.95
S&H: 15 percent

Keywords: promoting cooperation, life skills training, self-esteem development

Description:

Cooperation, Social Responsibility, and Other Skills is part of a series that analyzes how self-esteem principles can be used to promote successful school programs. This text shows teachers how to develop classroom practices that enhance children's capacity for cooperation and social responsibility, thus improving students' self-esteem and ensuring that learning is active and fun.

Topics addressed include organizing a classroom using competition, individualism, and cooperation; cooperation as a skill; the conditions of self-esteem; the benefits of a cooperative classroom climate; seven strategies to build cooperation; and handling of problems with nonresponsive children. Information for administrators and school boards is provided as well.

The teaching strategies presented include team building, parent-classroom interaction, use of community resources, and peer tutoring. (See also listing for *The Four Conditions of Self-Esteem*, the first book in the series.)

Cooperative Learning, Cooperative Lives: *A Sourcebook of Learning Activities for Building a Peaceful World*

Authors: Nancy Schniedewind and Ellen Davidson
Dubuque, Iowa: William C. Brown Company, 1987
538 pp.

Level:

Teachers of
grades K-12

Ordering Information: Brown/Roa Publishers
2460 Kerper Boulevard
Dubuque, IA 52001
800-922-7696
\$39.95 Item no. 2274
S&H: 5 percent

Keywords: promoting cooperation, life skills training, self-esteem development

Description:

A resource book for teachers, *Cooperative Learning, Cooperative Lives* provides a methodology to enable students to improve academic skills, successfully reach academic goals together, and relate to each other with more respect, concern, and liking. Through both interdisciplinary and content-area lessons, students learn the benefits of cooperative alternatives to competition.

The lessons follow a developmental plan from more simple to advanced levels of cooperation so that students can slowly build understanding and skills. Topics covered include the rationale for cooperative learning and living; implementing cooperative learning; appreciating strengths in self and others; cooperation at school; involving families, communities, and workplaces; how competition divides Americans; and a vision of a cooperative and peaceful world.

Each chapter provides detailed instructions on lesson objectives and how to implement activities such as games, role playing, and group discussion. Sample worksheets and an extensive bibliography are included.

Creative Conflict Resolution: *More than 200 Activities for Keeping Peace in the Classroom, K-6*

Authors: William J. Kreidler
Glenview, Illinois: Good Year Books, 1984
216 pp.

Level:

Grades K-6

Ordering Information: Good Year Books
1900 East Lake Avenue
Glenview, IL 60025
800-628-4480 x3038 or 708-729-3000
\$12.95
S&H: \$3.00

Keywords: conflict resolution, promoting cooperation, life skills training

Description:

The purpose of *Creative Conflict Resolution* is to help teachers increase their understanding of conflict and its resolution, examine their attitudes and behaviors to assess how they contribute to conflict and its resolution, and work on establishing a caring classroom community where children learn how to respond constructively to conflict. The five qualities of such a community are cooperation, communication, tolerance, positive emotional expression, and conflict resolution.

The book provides more than twenty conflict resolution techniques with examples, fourteen reproducible worksheets, and more than 200 classroom-tested activities and cooperative games. Each activity includes suggested grade level, a list of materials needed, step-by-step procedures, and discussion starters.

Creative Conflict Solving for Kids

Authors: Fran Schmidt and Alice Friedman
Miami Beach, Florida: The Grace Contrino Abrams Peace
Education Foundation, 1985
71 pp.

Level:

Grades 4-9

Ordering Information: The Grace Contrino Abrams Peace Education Foundation
2627 Biscayne Boulevard
Miami Beach, Florida 33137-3854
305-576-5075
\$22.95 teacher's guide
S&H: Included

Keywords: conflict resolution, life skills training

Description:

The goal of *Creative Conflict Solving for Kids* is to develop interpersonal skills that will enable students to handle conflict constructively and, in the process, contribute to a more peaceful world. The underlying rationale is that understanding human behavior and the nature of conflict will increase students' self-control, responsibility, and decision-making skills.

The curriculum explores the causes of conflict, conflict resolution strategies, behavior and conflict, basic needs, values and perceptions, frustration and anger, and conflict as a force for democratic change. Using role plays, brainstorming, visualization, creative writing, fables, physical exercise, and mediation, the curriculum teaches the strategies of "fighting fair" in order to make everyone a winner.

The text contains both a detailed teacher's guide and forty pages of reproducible student materials. Each of the thirty-eight interdisciplinary lessons contains teaching suggestions, discussion questions, activities, and optional activities to expand students' understanding of the concepts of creative conflict solving.

Supplemental Materials:

The student workbook is a bound version of the reproducible materials contained in the teacher's text.

Creative Conflict Solving for Kids: Student Workbook. Fran Schmidt and Alice Friedman. Miami Beach, Florida: The Grace Contrino Abrams Peace Education Foundation, 1985. 40 pp. \$12.95 for 5 workbooks.

Dating Violence: An Anti-Victimization Program

Authors: Pasadena, Texas: The Bridge over Troubled Waters, Inc.,
and Austin, Texas: Texas Council on Family Violence,
1990
73 pp.

Level:

Grades 7-12

Ordering Information: Texas Council on Family Violence
8701 North MoPac Expressway, Suite 450
Austin, TX 78759
800-525-1978 or 512-794-1133 • 512-794-1199 (fax)
No charge for publication or S&H

Keywords: teen dating violence, family violence, sexual assault

Description:

The goal of *Dating Violence: An Anti-Victimization Program* is to educate students about the dynamics of violence and destructive relationships. This program guide provides concise background information on family violence, statistics on dating violence, a history of dating, and ways to promote the program.

The curriculum details activities that address the following topics: pre- and postprogram student testing, awareness of dating violence, myths about dating violence, recognition of abuse, roots of violence, prevention of violence, and help seeking and giving. Handouts and worksheets are provided.

The material can fill several hours of class time and is appropriate for use in health or life issues courses. An alternative 1-hour curriculum outline is included.

Discovery Sessions: How Teachers Create Opportunities to Build Cooperation and Conflict Resolution Skills in Their K-8 Classrooms

Authors: Sarah Pirtle
Greenfield, Massachusetts:
Franklin Mediation Service, 1989
65 pp.

Level:

Grades K-8

Ordering Information: Franklin Mediation Service
97 Franklin Street
Greenfield, MA 01301
413-774-7469
\$12.00 each (single copy)
\$8.00 each (ten or more copies)
S&H: \$1.65

Keywords: conflict resolution, promoting cooperation, life skills training

Description:

The goal of the Discovery Sessions program is to teach students how to resolve conflicts, communicate their needs, and listen to the other person's point of view. The program presents conflict resolution skills for grades K-12 and mediation skills for grades 4-12. The lessons can be incorporated into a variety of subject areas, including math, language arts, social studies, and science.

The phrase "Discovery Sessions" refers to a variety of fun, informative, and educational activities in which students participate within a cooperative structure. The five formats for Discovery Sessions are activity sessions, conflict resolution work, cooperative learning teams, feelings discussion groups, and expressive arts sessions. Through repeated practice in solving conflicts creatively, students integrate their learning and make their own discoveries.

Sample lesson plans, classroom tips, and listings of further resources are provided for each format.

Educating for a Just Society

Authors: Kathleen McGinnis
St. Louis, Missouri:
The Institute for Peace and Justice, 1993

Level:

Grades 7-12

Ordering Information: The Institute for Peace and Justice
4144 Lindell Boulevard, Suite 124
St. Louis, MO 63108
314-533-4445
\$12.00
S&H: \$3.00

Keywords: conflict resolution, life skills training, prejudice reduction, cultural awareness

Description:

Educating for a Just Society presents a methodology for teaching about peace and justice, including developing alternatives to violence as a means of resolving conflicts, working for reconciliation among all people, and fostering institutions that promote the well-being of all people. The curriculum's three main goals are to teach awareness, concern, and action.

Topics covered are conflict resolution and violence, ageism, justice for people with disabilities, sexism, racism, multicultural education, poverty, and advertising. Each lesson unit includes a listing of goals, background information for the teacher, suggested classroom activities, student worksheets, and a list of additional written and audiovisual resources.

Empowering African American Males to Succeed: A Ten-Step Approach for Parents and Teachers

Authors: Mychal Wynn
South Pasadena, California: Rising Sun Publishing, 1992
144 pp.

Level:

Parents and
teachers of
children in
grades 3-10

Ordering Information: Rising Sun Publishing
1012 Fair Oaks Boulevard, Suite 104
South Pasadena, California 91038
(800) 524-2813 or (818) 799-1999
\$15.95 (text)
\$9.95 (2 cassette audio version of text)
S&H: \$3.50

Keywords: Afrocentric

Description:

The book outlines a ten-step approach to empowering African American males to succeed and provides specific strategies for teachers and parents to implement in the classroom and at home.

Inspired by the Great Pyramids of Egypt, the book's arrangement comprises ten chapters, or blocks, each laying a foundation toward empowerment. The blocks address teaching techniques based on cultural understanding; behavior standards and conduct codes for African American males; the importance of assuming personal responsibility for one's self, family, community, and relationships with others; the need for maintaining high expectations; the establishment of goals for success; the process of visualizing success; the power of speaking affirmatively; the incorporation of an African American "family style" of learning into school and home activities; the significance of a quest for excellence; and the concept of empowerment. Also included is a reference list providing background and additional sources on the topics covered.

Supplemental Materials:

An accompanying workbook for parents and teachers is also available. Utilizing a similar ten-step, or -block, approach, it includes worksheets, poems, affirmations, and strategies to help empower African American males to succeed. Exercises can be easily photocopied for classroom use.

Empowering African-American Males To Succeed: A Ten-Step Approach for Parents and Teachers—Teacher-Parent Workbook. Mychal Wynn. South Pasadena, California: Rising Sun Publishing, 1992. 96 pp. \$9.95.

*F*acing History and Ourselves

Authors: Brookline, Massachusetts: Facing History and Ourselves Foundation, Inc., 1994
576 pp.

Level:

Teachers of
middle and high
school students

Ordering Information: Facing History and Ourselves Foundation, Inc.
16 Hurd Road
Brookline, MA 02146
617-232-1595
\$17.95
S&H: \$2.50

Keywords: prejudice reduction

Description:

Facing History and Ourselves Organization trains teachers and educators through extensive professional development programs to incorporate a multicultural curriculum into their classroom. By examining historical events through recent history, trained educators can help students understand how mass conformity and racism are created. Factors that lead to human rights violations and the dehumanization and murder of millions of people show the consequences of avoiding, denying, or distorting historical events. This curriculum encourages students to gather various perspectives in order to make judgments about these complex issues.

Fighting Fair: Dr. Martin Luther King, Jr. for Kids

Authors: Fran Schmidt and Alice Friedman
Miami Beach, Florida: The Grace Contrino Abrams Peace
Education Foundation, 1990
67 pp.

Level:

Grades 4-9

Ordering Information: The Grace Contrino Abrams Peace Education Foundation
2627 Biscayne Boulevard
Miami Beach, Florida 33137-3854
305-576-5075
\$22.95 (plus tax in Florida only)
S&H: Included

Keywords: conflict resolution, promoting cooperation, life skills training, peer mediation,
prejudice reduction

Description:

The goal of *Fighting Fair* is to promote courage, cooperation, communication, and commitment among students, thereby enabling them to lead productive and peaceful lives. The curriculum uses the life of Dr. Martin Luther King, Jr. to encourage students to confront racism, prejudice, and injustice using the philosophy of nonviolence. The curriculum expands upon the "fighting fair" model of conflict resolution used in *Creative Conflict Solving for Kids*.

The curriculum covers the history of the civil rights movement and the philosophies of nonviolence and cooperation. It teaches problem solving, decision making, mediation, conflict resolution, and communication skills by using role plays, brainstorming, creative writing, games, and other activities.

The text is divided into a detailed teacher's guide and reproducible student worksheets for forty-two lessons. Each lesson plan contains suggestions for introductory exercises, discussion questions, and optional activities. The text provides a list of resources for teachers and is accompanied by a color poster illustrating "The Rules for Fighting Fair."

Supplemental Materials:

An 18-minute video depicts a common teen conflict and uses scenes from the civil rights movement to illustrate the philosophy of nonviolence in action. Although the video definitely enhances the "fighting fair" message, the curriculum can be implemented without this supplement.

Fighting Fair: The Video. Fran Schmidt and Alice Friedman. Miami Beach, Florida: The Grace Contrino Abrams Peace Foundation, 1990. \$60.00 video only; \$76.95 teacher's guide, video and poster.

***F*irearm Injury Prevention Curriculum: Grades K-8**

Authors: The New Mexico Medical Services for Children Project
Albuquerque, New Mexico: University of New Mexico
School of Medicine, 1993
110 pp.

Level:

Grades K-8

Ordering Information: The New Mexico Emergency Medical Services for Children Project
University of New Mexico School of Medicine
Emergency Medicine Department
Ambulatory Care Center, 4 West
Albuquerque, NM 87131-5246
505-272-5066
\$10.00 (includes Student Supplement) **S&H: No charge**

Keywords: handgun violence prevention

Description:

The *Firearm Injury Prevention Curriculum* addresses problem solving, critical thinking, and creative hands-on application of interdisciplinary lessons. Designed around statistics of unintentional firearm fatalities, this classroom-tested curriculum has been proven effective because students identify with injuries sustained by children their age from their own geographic region. An overview of program implementation and assessment is included.

The curriculum tells the stories of thirteen New Mexico children involved in unintentional firearm deaths. Each story is followed by a study outline section that analyzes the problem, suggests solutions, and provides activities for further thought.

Eighteen lesson plans are provided, including objectives, time and materials needed, and step-by-step activity and discussion procedures. Topics covered are the consequences of unintentional firearm death, decision making when tempted to play with guns, safety steps in firearm injury prevention, peer refusal skills, survivors' stories, unsafe gun storage, political cartoons, and case studies of firearm accidents. Creative exercises encompasses writing, drawing, role playing, and brainstorming. Sample evaluation forms and completed student exercises are included.

See next page for supplemental materials

Supplemental Materials:

The *Student Supplement* consists of a selection of art and writing created by children in the pilot program. The drawings, stories, comments, and questions can be used as a basis for role playing and group discussion.

Firearm Injury Prevention Curriculum: Student Supplement. The New Mexico Emergency Medical Services for Children Project. Albuquerque, New Mexico: University of New Mexico School of Medicine, 1993. 27 pp., included with curriculum.

The Four Conditions of Self-Esteem

Authors: *Reynold Bean*
Santa Cruz, California: ETR Associates, 1992
217 pp.

Level:

Teachers and
administrators,
working in
elementary and
middle schools

Ordering Information: ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
800-321-4407 • 408-438-4284 (fax)
\$24.95
S&H: 15 percent

Keywords: self-esteem development

Description:

The goal of this book is to show teachers how to strengthen children's self-esteem in order to promote successful learning and create a positive school environment. It contains important information for school supervisors and administrators.

Topics covered include what self-esteem is, how to assess an individual's self-esteem, how to use discipline procedures, how teachers and administrators can evaluate their own self-esteem, and how all these methods can create a supportive environment for the self-esteem of everyone in a school. Included as well are more than fifty classroom-tested activities to raise self-esteem.

Each chapter presents theoretical background material and practical strategies for employing classroom activities. Sample checklists and questionnaires are provided.

This book is the first of a series of books on self-esteem principles. (See also listing for Cooperation, Social Responsibility, and Other Skills.)

Gang Prevention through Targeted Outreach

Authors: New York: Boys & Girls Clubs of America, 1993
77 pp.

Level:
Program
directors

Ordering Information: Boys & Girls Clubs of America
1230 West Peach Street, Northwest
Atlanta, GA 30309
404-815-5700
No charge for publication
S&H: \$5.00 for first item; \$1.00 for each additional item

Keywords: gang prevention, gang reduction

Description:

The goal of *Gang Prevention through Targeted Outreach* is to address the root of the gang problem by offering alternatives to gang involvement before young people progress to hard-core membership. This manual is designed to help Boys & Girls Clubs assess their local gang problem, recruit youth at risk for or on the fringe of gang involvement, and focus club efforts and resources on serving this critical group. The manual is written for the person who will oversee the implementation of such a program.

The manual is divided into four sections. Section 1 presents background information on gangs and why youth are at risk for involvement; section 2 identifies the steps required to survey the extent of a gang problem, including using local resources; section 3 turns to how to identify and recruit at-risk youth for the program, using law enforcement and hospital data to target youth at risk in the community and then design outreach specific to the community's needs; and section 4 provides sample forms for community organization and youth interviews and for case management intake and tracking.

Helping Kids Learn Multi-Cultural Concepts: *A Handbook of Strategies*

Authors: Michael G. Pasternak
Champaign, Illinois: Research Press, 1979
249 pp.

Level:

Educators
working with
students ages 10
to 13 (adaptable
to any age level)

Ordering Information: Research Press
2612 North Mattis Avenue
Champaign, IL 61821
217-352-3273
\$14.95
S&H: \$4.00

Keywords: life skills training, prejudice reduction, cultural awareness, self-esteem development

Description:

The goal of *Helping Kids Learn Multi-Cultural Concepts* is to increase awareness of the need for programs to enhance and support cultural literacy and pluralism in our schools. Based on a training program developed by the Nashville (Tennessee) Consortium Teacher Corps, it delineates leadership roles for educators and provides a wide selection of classroom activities.

The primary section of the text consists of more than ninety activities and games designed to help students develop multicultural understanding, build healthy relationships, and enhance their self-concept. These activities explore topics such as cultural groups, family, contemporary media, and literature.

The second section describes how to develop a multicultural resource center, including an extensive listing of resource materials, while the third section outlines the organization and management of the program by the Teacher Corps, including selections written by teacher trainers.

Helping Teens Stop Violence

Authors: *Allan Creighton, with Paul Kivel*
Concord, California: Battered Women's Alternatives, 1993
129 pp.

Level:

Adults working
with teens

Ordering Information: Battered Women's Alternatives
Youth Education and Support Services (YESS)
P.O. Box 6406
Concord, CA 94524
510-229-0885
\$11.95
S&H: \$2.00

Keywords: prejudice reduction, cultural awareness, teen dating violence, family violence, sexual assault

Description:

Helping Teens Stop Violence is a practical guide for counselors, educators, and parents who work with high school students on the prevention of family and dating violence. The text offers a 2-day, 50-minute class curriculum designed to be presented by adult and youth volunteers with a modicum of training. The material can be adapted to different time frames, including a 3-day workshop incorporating a video on dating violence.

The workbook includes introductory theory about young people and violence, the relation of adults to youth, and working with youth across racial and cultural lines. It suggests role plays and exercises for training volunteers in these areas prior to classroom work. Information on setting up teen support groups, sample tests and forms, written exercises, and classroom tips are also included.

Helping Teens Stop Violence: *A Practical Guide for Educators, Counselors, and Parents*

Authors: Allan Creighton, with Paul Kivel
Alameda, California: Hunter House, Inc., Publishers, 1992
152 pp.

Level:

Educators,
counselors, and
parents working
with teens

Ordering Information: Hunter House, Inc., Publishers
2200 Central Avenue, Suite 202
Alameda, CA 94501-0914
510-865-5282
\$11.95 (softcover) • **\$14.95** (spiral bound)
S&H: \$2.50 (UPS \$4.50)

Keywords: prejudice reduction, cultural awareness, teen dating violence, family violence, sexual assault

Description:

This guide is based on the premise that to end the occurrence of violence, the many oppressions in society—sexism, racism, heterosexism, adultism, classism, and so on—must be eliminated. A 2-day, 50-minute class curriculum for high school use that focuses on family and relationship violence is the heart of this text. Alternative versions that can be adapted to different time constraints are provided and include suggestions for a 3-day workshop incorporating a video on dating violence. The curriculum is designed to be presented by adult and youth volunteers with a modicum of training.

The five other sections of the guide cover general issues for adults to consider in working with youth; basic theory about age-, gender-, and race-related power imbalances; techniques for teaching; workshop training for other adults; and provision of long-term support through teen groups outside the classroom.

The role plays, exercises, and guided discussions included in every section represent years of work with adolescents through the Battered Women's Alternatives (BWA) Teen Program. An appendix provides sample forms, tests, written exercises, and classroom tips.

Into Adolescence: Stopping Violence

Authors: Jory Post
Santa Cruz, California: Network Publications, 1991
115 pp.

Level:

Grades 5-8

Ordering Information: ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
800-321-4407
\$23.50 (includes copy of student workbook)
S&H: 15 percent

Keywords: aggression reduction, anger management, conflict resolution, handgun violence prevention

Description:

The goal of this text is to provide a curriculum that equips students with skills needed to prevent and defuse violence.

The curriculum begins with a student brainstorming activity to define violence. The following lessons examine the portrayal of violence in various media, students' own anger and tendencies toward violence, the dangers of fighting, methods to resolve conflicts, gun control, and the philosophy of nonviolence as illustrated by the actions of Mohandas Gandhi and Martin Luther King, Jr.

Instructional strategies include brainstorming, use of case studies, categorization of activities, classroom discussion, and cooperative learning groups. Creative expression through drawing, writing, and dramatic and oral presentations is emphasized. Lessons also provide resources to be used as transparencies, worksheets, and evaluation methods.

Macho: Is That What I Really Want?

Authors: Py Bateman and Bill Mahoney
Briarcliff Manor, New York:
Youth Education Systems, 1989.
48 pp.

Level:

Male adolescents

Ordering Information: Alternatives to Fear
2811 East Madison, Suite 208
Seattle, WA 98112
206-328-5347
\$4.32
S&H: not available

Keywords: teen dating violence, family violence, sexual assault

Description:

The goal of *Macho: Is That What I Really Want?* is to promote sexual responsibility in adolescent males and to inform them about sexual assault, particularly acquaintance rape. It hopes to help boys develop nonaggressive dating relationships based on honesty, respect, and fairness.

The text explores dating relationships, sexual activity, sexual assault, peer pressure, intergender communication issues, and respectful relationships. It uses statistics, case studies, and thought-provoking questions to help boys clarify their values and develop sensitivity to sexual issues.

The text is a self-help book written for adolescent males, rather than a classroom curriculum. However, the text raises issues that are readily adaptable to group discussion and activity.

Making Choices: A Program for Youth

Authors: Linda Schoyer and Cheryl Duray
Pittsburgh, Pennsylvania:
The Pittsburgh Peace Institute, 1993
124 pp.

Level:

Middle school

Ordering Information: The Pittsburgh Peace Institute
116 South Highland Avenue
Pittsburgh, PA 15206
412-361-5900
\$30.00 (in Pennsylvania add \$1.80 tax)
S&H: \$1.50

Keywords: aggression reduction, anger management, promoting cooperation, prejudice reduction, cultural awareness, role models, self-esteem development

Description:

Making Choices: A Program for Youth contains a curriculum designed to teach the importance of nonviolent problem solving through examining the lives of role models. Themes covered are developing self-esteem and respect for others, appreciating cultural diversity, understanding and prioritizing values, dealing positively with anger, understanding the importance of cooperation, and making positive changes in the community and the world. The curriculum is divided into nine sessions: an introductory session, six role-model sessions (Roberto Clemente, Jane Addams, Rosa Parks, Chief Joseph, William Penn, and Desmond Tutu), a community role-model session, and a concluding session. Two classes apiece can be spent on sessions 2-7 to extend the curriculum to fifteen sessions.

Each role-model session begins with a biographical sketch and theme discussion, followed by creative activities such as role playing, writing, group discussion, problem solving, and arts projects. Small-group work among students to develop trust and communication skills is emphasized. Each lesson plan includes goals, objectives, preparations, and procedures.

Managing Conflict: A Curriculum for Adolescents.

Book One: Youth Corrections Mediation Program

Authors: Noreen Duffy Copeland
Springer, New Mexico: New Mexico Center for Dispute
Resolution, 1989
70 pp.

Level:

Staff and
adolescent
residents of
correctional
facilities

Ordering Information: New Mexico Center for Dispute Resolution
620 Roma Northwest, Suite B
Albuquerque, NM 87102
505-247-0571
\$30.00
S&H: \$1.00

Keywords: aggression reduction, anger management, conflict resolution, life skills
training

Description:

The goals of *Managing Conflict: A Curriculum for Adolescents* are to teach communication and conflict resolution skills to staff and residents in corrections facilities, improve the quality of life in these facilities, and ease the transition of youth back to the home environment.

The fifteen-lesson curriculum is divided into four sections: Understanding Conflict, Communication Skills, Managing Anger, and Problem Solving Skills. Each lesson outlines the objectives, materials needed, and preparations needed; provides a lesson overview; and presents a detailed set of procedures. Handouts are included.

The curriculum is designed to be taught over 3 to 6 weeks. The lessons have been written to accommodate the developmental needs of adolescents in juvenile facilities and to suit a variety of learning styles. The curriculum relies on extensive use of role playing, small-group work, and other experiential learning strategies.

Mediation Games: Teenage Conflicts

Authors: *David W. Felder*
Tallahassee, Florida: Felder Books and Games, 1991
44 pp.

Level:
Grades 7-12

Ordering Information: Felder Books and Games
9601 Miccosukee Road, #30
Tallahassee, FL 32308
800-231-1638 or 904-878-6500 • 904-878-6500 (fax)
\$14.95
S&H: \$2.00

Keywords: conflict resolution, peer mediation

Description:

This resource consists of a package of five games demonstrating the role of mediation in resolving conflict. Each game has a fact sheet with background information on a conflict situation and sheets telling the story of each party to the conflict. Participants are assigned roles and act out a settlement to the conflict.

The package includes a lesson in conflict resolution that explains mediation concepts and skills and the steps of the mediation process.

Missouri Comprehensive Guidance: A Model for Program Development, Implementation, and Evaluation

Authors: Marion Starr and Norman Gysbers
Jefferson City, Missouri: Missouri Department
of Elementary and Secondary Education, 1993
595 pp.

<p>Level: Grades K-6</p>

Ordering Information: Instructional Materials Lab
2316 Industrial Drive
Columbia, MO 65202
314-882-2883
\$120.00 (includes Administrator's Guide, Educating to Prevent Sexual
Abuse and AIDS Education, and Peer Helping) **Item no. 30-2070-I**
S&H: Included

Keywords: life skills training

Description:

Missouri Comprehensive Guidance provides a framework for instituting a comprehensive guidance program to develop students' self-knowledge and skills needed in everyday life. Guidance is a program for all students, as opposed to a service for only a few students. The Program Model has three major elements: Content, Organizational Framework, and Resources.

The Content is formed by student competencies in three areas: knowledge of self and others, career planning and exploration, and educational and vocational development. More than 500 pages of lesson plans are provided. Each one lists time and materials required, grade level, and step-by-step discussion and activity procedures.

The Organizational Framework covers six structural components (definition and philosophy, facilities, advisory council, resources, staffing, and budgets) and four program components (the guidance curriculum, individual student planning, responsive services, and system support). A suggested distribution of counselor time is included.

The Resources element identifies the human, material, and political resources that support the program.

See next page for supplemental materials

Supplemental Materials:

Included with the program is an Administrator's Guide, whose purpose is to provide information regarding the roles of district- and building-level administrators in implementing the program. Topics covered are a program overview; planning, designing, implementing, and evaluating a program; the administrator's role; reassigning nonguidance functions; common questions asked about the program; and solutions for barriers to a program.

Missouri Comprehensive Guidance: Administrator's Guide. Marion Starr and Norman Gysbers. Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education, 1993. 38 pp. \$34.00 if purchased separately; item no. 30-2065-I.

Two program templates are included with the Missouri Comprehensive Guidance Program Model. The first of a series on sensitive issues is *Educating to Prevent Sexual Abuse and AIDS Education*. It contains five lesson plans on these subjects, three for elementary school children and two for high school students. Each lesson plan lists time and materials needed and provides step-by-step instructions. A background reading on AIDS is included.

Educating to Prevent Sexual Abuse and AIDS Education. Jefferson City, Missouri: Department of Elementary and Secondary Education. 1993. 36 pp.

The second template covers basic peer helping information for grades 4-12. It includes twenty lesson plans with time and materials needed and step-by-step instructions. Topics covered are peer helping, peer tutoring, peer mentoring, and conflict management.

Peer Helping. Jefferson City, Missouri: Department of Elementary and Secondary Education. 1993. 53 pp.

My Family and Me: Violence Free

Authors: *Katia Stavrou Petersen and Denise Gamache*
St. Paul, Minnesota: Minnesota Coalition for Battered
Women, 1988
50 pp.

Level:

Grades 4-6

Ordering Information: Minnesota Coalition for Battered Women
1619 Dayton Avenue, Suite 303
St. Paul, MN 55104
612-646-6177
\$50.00 (includes supplemental text)
S&H: \$10.00

Keywords: teen dating violence, family violence, sexual assault

Description:

The goals of *My Family and Me: Violence Free* are prevention of domestic violence and early intervention with children who are being abused or are witnessing violence in their homes. Its teaching techniques challenge the social messages that perpetuate domestic violence and build children's problem-solving skills.

The curriculum comprises two weekly sessions, each lasting about 50 minutes, and runs for 6 weeks. Designed for use by teachers in a classroom setting, the curriculum is delivered through the use of puppets or role plays, storytelling, and other fun activities. Each session follows a routine of relaxation/visualization, reading/lecture, creative project, and closure.

Supplemental Materials:

The supplemental text is a collection of creative relaxation activities for home and school.

Taming Your Dragons. Martha Belknap. East Aurora, New York: D.O.K. Publishers, 1989. 44 pp. (included with curriculum)

***PEARLS (People Empowered to Address Real Life Situations):
Violence Prevention and Victim Assistance for Adolescents***

Authors: New York: Victim Services, forthcoming
101 pp.

Level:
adolescents

Ordering Information: Victim Services
P.O. Box 40
2 Lafayette Street
New York, NY 10007
212-577-3888
Price: not available
S&H: not available

Keywords: prejudice reduction, crime prevention

Description:

Through exercises and activities, students learn the roots and effects of violent behavior. Lessons focus on violent acts and ask students to examine victim and offender actions and responses. The curriculum provides specific homework assignments and discussion topics to facilitate thought on violence awareness and prevention. Information on bias-related violence provides an understanding of stereotypes, prejudice, and discrimination.

Peer Mediation: Conflict Resolution in Schools—Program Guide

Authors: Fred Schrupf, Donna Crawford, and H. Chu Usadel
Champaign, Illinois: Research Press, 1991
151 pp.

Level:

Middle and high
schools

Ordering Information: Research Press
2612 North Mattis Avenue
Champaign, IL 61821
217-352-3273
\$23.95
S&H: \$4.00

Keywords: conflict resolution, life skills training, peer mediation

Description:

This program guide for educators, along with an accompanying student manual, presents a peer mediation curriculum designed to teach students the skills needed to resolve school conflict. The program goals are teaching students that conflict can be an opportunity to grow and learn; promoting responsible behavior; reducing violence, vandalism, and absenteeism; reducing the time educators deal with discipline; increasing communication and problem-solving skills; and increasing mutual understanding of individuals and groups in a school.

The manual first provides background information on program implementation and promotion. It then presents a detailed description of the core activities and ongoing support for peer mediator training, covering topics such as the understanding of conflict, the role of a peer mediator, communication skills, and the steps of the mediation process. Information included comprises suggested agendas and time schedules, sample worksheets, materials needed, training tips, a sample program proposal, and role-play handouts.

Supplemental Materials:

The Student Manual includes eighteen training activities. Students are asked to read background information, brainstorm, evaluate themselves, and fill out worksheets.

Peer Mediation: Conflict Resolution in Schools—Student Manual. Fred Schrupf, Donna Crawford, and H. Chu Usadel. Champaign, Illinois: Research Press, 1991. 60 pp. \$9.95.

The Peer Mediator Training Program: Trainer's Manual

Authors: Dale R. Olen
Wauwatosa, Wisconsin: Life Skills Press, 1992
56 pp.

Level:
Grades 5-8

Ordering Information: Life Skills Press, Inc.
10125 West North Avenue
Wauwatosa, Wisconsin 53226
414-475-1600
\$39.95 (includes manual, 15 student workbooks, and 1 notepad of agreement forms) **\$24.95** for manual (if purchased separately)
S&H: \$4.00

Keywords: conflict resolution, life skills training, peer mediation

Description:

This manual provides step-by-step instructions for implementing the Peer Mediator Training Program, which teaches students conflict resolution skills. The program's goal is to develop a group of peer mediators who help other students solve interpersonal problems.

The manual covers preparation for setting up the program, including choosing student mediators and involving faculty. The curriculum is presented in twelve training sessions. Topics covered include defining peer mediation, understanding communication, developing listening skills, comprehending the steps of the mediation process, identifying needs, devising solutions, videotaping the mediation process, and dealing with confidentiality. Each session provides detailed activity instructions and classroom tips.

The manual is designed to be used with *The Peer Mediator Workbook*.

Supplemental Materials:

The student workbook contains sample worksheets for the peer mediator to fill out. Subjects covered are the definition of a peer mediator, when communication happens, rules for listening, the steps in mediation, the identifying of conflicts, what kids need when they fight, the finding of a solution to conflicts, and confidentiality.

The Peer Mediator Workbook. Dale R. Olen, Wauwatosa, Wisconsin: Life Skills Press, 1992. 24 pp. \$2.95 each (1 to 5 copies), \$2.25 each (6 to 10 copies), and \$1.50 each (11 to 15 copies).

Prejudice in Group Relations: Teacher's Manual

Authors: Brant Abrahamson and Fred C. Smith
Brookfield, Illinois: The Teachers' Press, 1991
63 pp.

Level:

Educators
working with
advanced junior
high school,
senior high
school, or junior
college students

Ordering Information: The Teachers' Press
7426 North Bradley Place
Tucson, AZ 85741
602-744-1911
\$7.00
S&H: 5 percent

Keywords: prejudice reduction, cultural awareness

Description:

The aim of the *Prejudice in Group Relations* curriculum is to teach prejudice as a general human condition, rather than concentrating on particular embodiments of it. This approach is designed to avoid emotional arguments among students. The curriculum can be incorporated into courses in the humanities or social sciences.

The curriculum takes 3 weeks to complete, with 15 days of classroom or study assignments. The instructional methods employed are reading, lecturing, note taking, memorization, feedback and positive reinforcement, individual student work, cooperative student learning, and application of concepts outside the classroom. Audiovisual materials such as films or videotapes can also be used.

The text includes instructions for study assignments and unit activities, as well as quizzes and answer sheets. It should be used in conjunction with the Student Text and Student Workbook.

See next page for supplemental materials

Supplemental Materials:

The Student Text provides reading materials on the following topics: how persons are grouped, prejudice definition, prejudice dissection, the effects of prejudice, taking a stand, and a unit summary.

Prejudice in Group Relations: Student Text. Brant Abrahamson and Fred C. Smith. Brookfield, Illinois: The Teachers' Press, 1991. 62 pp. \$7.00.

The Student Workbook is divided into five parts that correspond to the unit readings. Exercises include factual recall matching, study questions, and relation of ideas to topics not discussed in the readings.

Prejudice in Group Relations: Student Workbook. Brant Abrahamson and Fred C. Smith. Brookfield, Illinois: The Teachers' Press, 1991. 30 pp. \$5.00.

The Prepare Curriculum: Teaching Prosocial Competencies

Authors: Arnold P. Goldstein
Champaign, Illinois: Research Press, 1988
687 pp.

Level:

Junior high and
high schools

Ordering Information: Research Press
2612 North Mattis Avenue
Champaign, IL 61821
217-352-3273
\$29.95
S&H: \$4.00

Keywords: aggression reduction, anger management, life skills training

Description:

The *Prepare Curriculum* is designed to teach social skills to children and adolescents. The curriculum is intended for youth who exhibit behavior at two extremes: those characterized by aggressiveness, antisocial behavior, and juvenile delinquency and those characterized by withdrawal, asocial behavior, and isolation.

The ten curriculum topics are problem solving, interpersonal skills, situational perception, anger control, moral reasoning, stress management, empathy, recruiting of supportive models, cooperation, and understanding of groups. Although topics can be presented in a variable sequence, determined by the social deficiencies of the participants, recommendations for grouping related topics are provided.

The text also includes a section for trainers on behavioral techniques for classroom management.

Preventing Family Violence: A Curriculum for Adolescents

Authors: Susan Klaw, Freada Klein, Wendy Sanford,
and Adria Steinberg
Boston, Massachusetts:
Family Violence Curriculum Project, 1984
132 pp.

Level:

Adolescents

Ordering Information: Massachusetts Department of Public Health
Office of Violence Prevention
150 Tremont Street, Third Floor
Boston, MA 02111
No charge for publication or S&H

Keywords: teen dating violence, family violence, sexual assault

Description:

The purpose of *Preventing Family Violence* is to teach teenagers how to cope with violence at home and avoid repeating violent patterns in their own lives.

The flexible curriculum can be used in whole or in part in a variety of settings, from the classroom to a teen center to a residential youth facility. Eight units, which each take from two to five 50-minute sessions to complete, cover the following topics: family violence, child abuse, child sexual abuse, woman abuse, date rape, gender role stereotypes and socialization, stress, and violence prevention and intervention.

Each unit includes activities, as well as topics and guides for group discussion. Because the curriculum provides substantial background and statistical information, it is a useful course for teachers or facilitators, as well as for teenagers.

Preventing Teen Dating Violence: A Three Session Curriculum for Teaching Adolescents

Authors: Carol Sousa, Lundy Bancroft, and Ted German
Cambridge, Massachusetts:
Dating Violence Intervention Project, 1985
34 pp.

Level:

Teens

Ordering Information: Dating Violence Intervention Project
P.O. Box 530
Harvard Square Station
Cambridge, MA 02238
617-868-8328
\$15.00
S&H: 20 percent

Keywords: teen dating violence, family violence, sexual assault

Description:

Preventing Teen Dating Violence aims to help teens learn to identify abuse and its causes and to address the question of male domination of women. The text is divided into three parts: the curriculum, background information about teen dating violence and how to prevent it, and student handouts.

The curriculum's three sessions cover the following topics: definition of abuse and respect, recognition of sex-role stereotypes and what effects they have, and presentations by formerly battered women and, if appropriate, by a former batterer. Each session requires approximately 45 to 60 minutes. The lesson plans include materials and preparation needed and instructions for leading group discussion and brainstorming.

Supplemental Materials:

A companion manual, designed for use with the Dating Violence Intervention Project's Peer Leader Training Program, includes information on the role of a peer leader and materials on how to present the program in three classroom sessions. The topics covered are defining abuse and respect, understanding the "ideal date" debate, and recognizing sex-role stereotypes. The lesson plan for each session includes an explanation of goals, detailed instructions for leading group discussions, helpful hints, and readings on teen dating relationships.

Respect Can't Be Beat: Peer Leader Training Manual. Carol Sousa, Lundy Bancroft, and Ted German. Cambridge, Massachusetts: Dating Violence Intervention Project, 1987. 31 pp. \$10.00, S&H 20%.

***P**roject H.A.R.T.:*

Healthy Alternatives for Relationships among Teens—Curriculum Guide

Authors: St. Louis, Missouri: Progressive Youth Center and Women's Self Help Center, 1989
163 pp.

Level: Teens

Ordering Information: Progressive Youth Center
8630 Olive Boulevard, Rear
University City, MO 63132
314-993-3566
\$34.00
S&H: Included

Keywords: aggression reduction, anger management, life skills training, teen dating violence, family violence, sexual assault

Description:

Project H.A.R.T. is a prevention program for domestic violence. The manual includes thirteen lesson units, which cover the following topics: program introduction, family violence, responsibility for emotions, assertive communication, media messages about gender roles, anger management, gender stereotypes and sexism, a men's self-help group to end violence, the cycle of domestic violence, dating violence and rape, safe dating relationships, rape prevention awareness, and evaluation and closure. The program has been piloted in senior high school classes in family relations, sociology, psychology, and health.

Each lesson outline lists materials needed and provides instructions for activities such as role plays, group discussions, lectures, and video presentations. Handouts and worksheets are included.

Project REACH: Respecting Ethnic and Cultural Heritage— Teacher Guide and Training Manual

Authors: Seattle, Washington: REACH Center, 1987
255 pp.

Level:

Teachers and
administrators
working with
junior high and
middle school
students

Ordering Information: REACH Center
180 Nickerson Street, Suite 212
Seattle, WA 98109
206-284-8584 • 206-285-2073 (fax)
\$70.00
S&H: 5 percent

Keywords: life skills training, prejudice reduction, cultural awareness

Description:

The purpose of Project REACH (Respecting Ethnic and Cultural Heritage) is to prepare students in both predominantly white and culturally diverse communities to live within a culturally pluralistic world. The project has been effective in increasing students' multicultural knowledge and attitudinal acceptance of others.

The four phases of the curriculum, designed for the social studies area, cover human relations skills, cultural self-awareness, multicultural awareness, and cross-cultural experience.

The *Teacher Guide and Training Manual* presents the goals, time required, and activities for each phase. Activities include brainstorming, writing, group discussion, role playing, and creative projects. Detailed teacher directions and activity sheets are provided.

RAPP: Resolve All Problems Peacefully—Procedural Manual

Authors: *Barbara Rain, Compiler*
Ferguson, Missouri: Ferguson-Florissant School
District, 1990
37 pp.

Level:

Grades 4–10

Ordering Information: Ferguson Middle School
701 January Avenue
Ferguson, MO 63135
314-521-5792
No charge (includes Training Manual)
S&H: \$1.00

Keywords: peer mediation

Description:

This manual documents the design and implementation of the RAPP program at the Ferguson Middle School. RAPP: Resolve All Problems Peacefully is a conflict mediation program designed to reduce the number of conflicts between students.

The *Procedural Manual* sets forth the goals and an overview of the program's first two years, including the selection of students, the steps of the mediation referral process, and follow-up and evaluation. Documents provided are faculty memos, letters, sample forms, and a sample lesson plan.

Supplemental Materials:

The accompanying Training Manual presents a peer mediator curriculum designed to be used with the Procedural Manual for the RAPP program in conflict mediation. The 4-hour curriculum can be taught over 4 weeks or as a 1-day seminar.

In the first session, conflict and mediation are defined. Through group activities, students discuss their interpretation of conflict situations. The second session covers each step of the mediation process. In sessions 3 and 4, students practice handling conflict situations. Ongoing session ideas and a checklist of active listening techniques are also provided.

Conflict Resolution Peer Mediator Training Manual. Ferguson, Missouri: Ferguson-Florissant School District. 17 pp. 1991.

Relationship Abuse Prevention Project (RAPP): A Domestic Violence Prevention Curriculum for High School Students

Authors: Patricia B. Kuta, Rana Lee, Regina Penna-Currie, Steve Marks, Hamish Sinclair, and members of the Marin Abused Women's Services Speakers Bureau
San Rafael, California: Marin Abused Women's Services, 1986
31 pp.

Level:

High school

Ordering Information: Marin Abused Women's Services
1717 Fifth Avenue
San Rafael, CA 94901
415-457-2464
\$12.50
S&H: \$3.00

Keywords: teen dating violence, family violence, sexual assault

Description:

This text provides a domestic violence prevention curriculum that encompasses three 50-minute presentations, usually given on consecutive days.

The format includes presentation of a videotape, audiotape, discussion guide, and group activities. Suggestions for adapting the curriculum to one or two classes are provided. The detailed lesson plans set forth objectives, discussion questions, classroom tips, and activity instructions. Also provided are a sample resource card, a sample worksheet, and handouts on domestic violence.

Relationships without Violence: A Curriculum for Adolescents

Authors: Anne Stewart Helton
Houston, Texas: March of Dimes Foundation, 1987
103 pp.

Level:

Grades 9-12

Ordering Information: Texas Gulf Coast Chapter of the
March of Dimes Foundation
3000 Wesleyan, Suite 100
Houston, TX 77027
713-623-2020
\$65.00 (includes a 10 minute video)
S&H: No charge

Keywords: life skills training, teen dating violence, family violence, sexual assault

Description:

The goal of *Relationships without Violence* is to teach what battering is, how and why it happens, and how relationships can be maintained free from battering. Suggested instructional settings are schools, scout groups, Y programs, day care centers, detention centers, runaway shelters, parent groups, and health clinics. The learning units are designed to be presented in five sessions but can be adapted to less time.

Topics covered are differences between battering and disagreeing, circumstances that precipitate battering, myths and stereotypes regarding battering, cycle theory of violence, effects of battering on society, communication of feelings, coping skills, skills for alternative behaviors to violence, and self-accountability for behavior.

A variety of age-specific educational methods are used, including lectures, group discussions, role plays, and media presentations. Suggested films, handouts, and slide-video scripts are provided.

Resolving Conflict Creatively: *A Draft Teaching Guide for Secondary Schools*

Authors: Linda Lantieri, Tom Roderick, and Peggy Ray
New York: Educators for Social Responsibility–
Metropolitan Area, 1992
121 pp.

Level:

High school
students

Ordering Information: Educators for Social Responsibility–Metropolitan Area
475 Riverside Drive, Room 450
New York, NY 10115
212-870-3318
Obtainable only with training

Keywords: conflict resolution, peer mediation

Description:

More than thirty lessons are presented for use in a workshop format, encouraging discussion on building a sense of community and dealing with the basic concepts and skills of conflict resolution. Students first participate in exercises designed to build trust within the groups they are working with; they then explore key concepts involved in effective conflict resolution, including brainstorming ideas, using effective listening skills, engaging in assertiveness training, and exercising negotiation and mediation abilities. Each workshop encourages students to go beyond learned behaviors of violence, toward understanding the power of cooperation.

Rethinking Mediation: Living Peacefully in a Multicultural World/ Replanteándose la Mediación: Como Vivir Pacíficamente en un Mundo Multicultural—A Bi-Lingual Training Manual for Trainers

Authors: Cate Woolner
Amherst, Massachusetts:
National Association for Mediation in Education, 1992
55 pp.

Level:

Grades 6–12

Ordering Information: National Association for Mediation Education
205 Hampshire House
Box 33635
Amherst, MA 01003-3635
413-545-2462
\$18.50
S&H: included

Keywords: peer mediation, prejudice reduction, cultural awareness

Description:

The intent of *Rethinking Mediation* is to ensure that the goals of mediation are not subverted by mediator prejudice. It promotes a model of mediator training that combines negotiation skills with anti-bias education. Much of the multicultural material is based on the concepts of Children's Creative Response to Conflict (CCRC).

The text explores the nature of conflict, stereotypes, oppression, and multiculturalism as it teaches the steps of the mediation process. Students are trained primarily in small groups that involve role playing, brainstorming, and discussion.

The mediator training process is designed to be implemented in four 5-hour sessions, but it can be adapted to other time frames. The trainer's manual contains suggestions for implementing a mediator training program and for using role plays, background information and a list of resources, and a detailed training agenda in both English and Spanish.

Supplemental Materials:

The student manual, which is required for each participant, contains vocabulary, practice exercises, and lists of helpful steps and strategies. The manual presents all material in both English and Spanish.

Rethinking Mediation: Living Peacefully in a Multicultural World/Replanteándose la Mediación: Como Vivir Pacíficamente en un Mundo Multicultural—Student Mediator Training Manual. Cate Woolner. Amherst, Massachusetts: National Association for Mediation in Education, 1992. 50 pp. \$14.00 (S&H: included).

“School-Based Conflict” Management Manual

Authors: Steve Jenkins
Jefferson, Missouri: Missouri Department of Health, 1992
91 pp.

Level:

Grades 5-12

Ordering Information: Missouri Department of Health
P.O. Box 570
Jefferson City, MO 65102
314-751-6400 • 314-751-6010 (fax)
No charge for publication
S&H: \$5.00

Keywords: conflict resolution, peer mediation

Description:

This manual provides a guide for implementing a school-based peer mediation program that gives children concrete, fully supported alternatives for the resolution of common, everyday disputes.

An introduction to the program covers objectives and needs assessment. Topics in the core training curriculum include clarifying roles and responsibilities, promoting partnerships and teamwork, examining the causes of conflicts, recognizing responses to conflicts, learning the skills mediators need, understanding the steps of the mediation process, and practicing mediations. The curriculum requires 6 to 8 hours to complete.

A program agenda lists the time required for each segment and includes background information and activity instructions. An appendix provides more than two dozen sample forms and ten conflict scenarios for discussion.

School Targeting Operation for the Prevention of Interpersonal Violence (STOP) Curriculum

Authors: Anne B. Rogers
Atlanta, Georgia: Council on Battered Women, 1987
194 pp.

Level:

Nursery,
elementary,
middle, and high
schools

Ordering Information: Council on Battered Women
P.O. Box 54383
Atlanta, GA 30308
404-870-9600
\$10.00
S&H: No charge

Keywords: teen dating violence, family violence, sexual assault

Description:

The School Targeting Operation for the Prevention of Interpersonal Violence (STOP) Curriculum seeks to provide information about the causes of violence and to offer instruction in violence prevention skills. The seven units cover the following topics: an introduction, myths and beliefs about violence, definition of abuse, roots of violence, reasons women stay in violent domestic situations, responses to and prevention of abusive situations, and facts about sexual assault.

The fourth unit, on the roots of violence, is the largest unit and covers sex-role stereotyping, the media, unrealistic expectations of marriage and parenting, lack of communication skills, poor self-esteem, lack of parenting skills, stress, and the cycle of violence.

Each unit specifies objectives and sets forth discussion and activity instructions. Activities include brainstorming, role playing, and presentations by local speakers. More than thirty pages of student handouts and a bibliography are provided.

Second Step: A Violence Prevention Curriculum, Grades 6-8

Authors: Kathy Beland
Seattle, Washington: Committee for Children, 1993
119 pp.

Level:

Grades 6-8
(adaptable for
high school)

Ordering Information: Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134
800-634-4449 or 206-343-1223
\$285.00 (includes *Check It Out* videotape)
S&H: 5 percent

Keywords: aggression reduction, anger management, life skills training

Description:

The two major goals of *Second Step* are to help students learn prosocial skills and to reduce impulsive-aggressive behavior. The curriculum is designed for integration into the health and safety program of grades 6-8 but can also be adapted for high school use or for use by school counselors and therapists with individuals or small groups.

Second Step is divided into four units: Understanding the Problem, Training for Empathy, Creating Options, and Applying Skills. Each lesson consists of concepts, objectives, preparation, notes, key definitions, a lesson script, role plays and/or an activity, and homework. Overhead transparencies are provided. While the curriculum is self-contained, it furnishes a resource list of lesson extension materials.

Supplemental Materials:

While the *Second Step* text focuses on how to avoid becoming a victimizer, a companion volume, *Personal Safety and Decision Making*, teaches students how to avoid becoming victims. Designed for grades 6-8, includes 33 lessons, teacher's guide, and reproducible homework sheets.

Personal Safety and Decision Making. Kathy Beland. Seattle, Washington: Committee for Children, 1993. \$110, S&H: 5%.

Sex without Consent. Volume I, *A Peer Education Training Manual for Secondary Schools*

Authors: *Toby B. Simon and Cathy A. Harris*
Holmes Beach, Florida: Learning Publications, Inc., 1993
152 pp.

Level:

Secondary school

Ordering Information: Learning Publications, Inc.
P.O. Box 1338
Holmes Beach, FL 34218-1338
800-222-1525 • 813-778-6818 (fax)
\$21.95
S&H: \$3.00

Keywords: teen dating violence, family violence, sexual assault

Description:

This manual presents the Sexual Assault Peer Education (SAPE) program, a method for training students to teach other students about sexual assault. Its six primary goals are to promote discussion of sexual abuse and harassment issues, such as consent, force, rape, alcohol, and "victim blaming"; teach skills to help someone who discloses an assault; educate students about community resources for abuse survivors; work with teachers and staff; provide campuswide out-reaches; and include and not alienate males while raising awareness about sexual assault.

The training program takes approximately 20 hours, with sessions conducted in a single weekend or through shorter weekly meetings. The varied training format includes small- and large-group discussions, single- and mixed-sex group work, brainstorming, role plays, and exercises.

Sexual Harassment and Teens: A Program for Positive Change

Authors: Susan Strauss, with Pamela Espeland
Minneapolis, Minnesota: Free Spirit Publishing, Inc., 1992
149 pp.

Level:

Grades 7-12

Ordering Information: Free Spirit Publishing, Inc.
400 First Avenue North, Suite 616
Minneapolis, MN 55401
800-735-7323 or 612-338-2068
\$17.95
S&H: \$4.25

Keywords: teen dating violence, family violence, sexual assault

Description:

Sexual Harassment and Teens gives young people a safe, supervised way to learn the facts about sexual harassment and to examine their own attitudes about this subject. It is designed for use in courses such as social science, cultural awareness, vocational education, work study, human sexuality, and current events. The course is also recommended for use in churches, community groups, youth groups, or workplaces.

This comprehensive program spells out what educators can do to sensitize students, faculty, and staff to sexual harassment; design a sexual harassment policy; develop grievance procedures; and create a healthy learning and working environment.

Each curriculum unit includes unit objectives, time requirements, resources and equipment needed, suggested scripts, student activities and discussions, supplemental activities, and reproducible forms and handouts. The units can be presented in three class periods of approximately 45 to 60 minutes each.

Skills for Violence-Free Relationships: Curriculum for Young People Ages 13-18

Authors: *Barrie Levy*
Santa Monica, California:
Southern California Coalition for Battered Women, 1984
88 pp.

Level:

Ages 13-18

Ordering Information: Southern California Coalition for Battered Women
P.O. Box 5036
Santa Monica, CA 90405
213-655-6098
\$25.00
S&H: No charge

Keywords: teen dating violence, family violence, sexual assault

Description:

The goal of *Skills for Violence-Free Relationships* is the primary prevention of domestic abuse by educating all teenagers, particularly those not identified as having experienced abuse. The text can be used by educators, shelter workers, and youth advocates.

An introductory chapter explains the goals and objectives of the program. Covered in the curriculum are the definition of domestic violence, myths and facts about battering, why battering occurs, and domestic abuse prevention skills—among them defining roles in relationships, handling emotions, resolving conflicts, developing support systems, and helping abuse victims.

Each section contains a set of objectives, background information, and educational activities such as brainstorming, role playing, and storytelling. The materials can be adapted to presentations of varying lengths, with a minimum of 1 hour required. A sample lesson plan of three or four class periods of about 45 minutes each is suggested.

Supplemental Materials:

An accompanying teacher's guide, designed to prepare teachers to present the program materials, provides an 8-hour training program in three parts. Part 1 contains additional background material on domestic violence, more ideas for classroom exercises, and materials to enhance the curriculum's relevance to diverse cultural communities; part 2 presents information on violence in dating relationships; and part 3 lists additional print resources and audiovisual materials on domestic violence.

Minnesota Teacher's Guide to the Prevention Curriculum "Skills for Violence-Free Relationships." Denise Gamache. St. Paul, Minnesota: Minnesota Coalition for Battered Women, 1988. 92 pp. \$8.00, S&H: \$2.00.

***Ordering Information
for Supplemental
Materials:***

Minnesota Coalition for Battered Women
1619 Dayton Avenue Suite 303
St. Paul, MN 55104
612-646-6177
(Also distribute the curriculum: \$25.00)

So What's It to Me? Sexual Assault Information for Guys

Authors: Gayle M. Stringer and Deanna Rants-Rodriguez
Renton, Washington:
King County Sexual Assault Resource Center, 1989
34 pp.

Level:

Adolescent boys

Ordering Information: King County Sexual Assault Resource Center
P.O. Box 300
Renton, WA 98057
206-226-5062
\$4.50
S&H: \$2.00

Keywords: teen dating violence, family violence, sexual assault

Description:

This booklet contains thoughts from teens about relationships, sexual exploration, and the problem of sexual assault. Its purpose is to inform and challenge readers to examine their own ideas and values. The format includes information to read, questions to think about, and activities that require brainstorming and discussion.

The text defines sexual assault and provides background information. It describes scenarios that might arise in school or during dating and options for handling them. Topics covered include communicating clearly, creating equal relationships, and understanding what to do if someone has been victimized.

Supplemental Materials:

An Activity Guide for group leaders accompanies *So What's It To Me? Sexual Assault Information for Guys*. The program material is designed for use by large mixed groups as part of a personal safety program, with some activities provided for smaller groups.

In addition to the booklet pages the participants will be using, the activity guide contains additional information, activities to support the learnings, and blank space for comments. Activity sheets, reproducible transparency masters, supplementary scenarios, role-play suggestions, and a resource list are included.

So What's It To Me? Activity Guide. Gayle M. Stringer and Deanna Rants-Rodriguez.
Renton, Washington: King County Sexual Assault Resource Center, 1987. 33 pp. \$14.00.

Social Skills Curriculum for Intermediate/Middle Schools

Authors: Cleveland Heights, Ohio:
Society for Prevention of Violence, 1989
109 pp.

Level:

Intermediate/
middle schools

Ordering Information: Society for the Prevention of Violence
3439 West Brainard, Room 102
Cleveland, OH 44122
216-591-1876
\$30.00
S&H: \$3.00

Keywords: life skills training, role models

Description:

The *Social Skills Curriculum for Intermediate/Middle Schools* is designed to teach social behaviors by providing children with information about positive role models and encouraging interaction with others. It uses a structured learning method that consists of four components: modeling behaviors, role playing, discussion of performance, and use of skills in real-life situations. Each lesson plan identifies objectives and provides step-by-step instructions.

Topics covered by the twenty-five lesson plans include listening, understanding and expressing feelings, dealing with fear, rewarding oneself, helping others, coping with peer pressure, avoiding fights, identifying problems, setting goals, prioritizing problems, and making decisions.

The curriculum is intended for classroom use in 30- to 40-minute sessions conducted two or three times a week.

Starting a Conflict Managers Program

Authors: San Francisco, California:
The Community Board Program, Inc., 1992
116 pp.

Level:

Educators for
grades 7-12

Ordering Information: The Community Board Program, Inc.
1540 Market Street, Suite 490
San Francisco, CA 94102
415-552-1250
\$25.00 Item no. S1
S&H: \$4.00 first item; \$1.00 each additional item

Keywords: conflict resolution, peer mediation

Description:

This manual provides a detailed description of each step necessary to implement a "conflict managers" program. Conflict managers are young people who have been trained to mediate day-to-day conflicts among their peers.

The manual is divided into three parts: Implementation Steps, Biweekly Meetings, and Appendices. The Implementation Steps section addresses securing support, training teachers, planning for implementation, training students, and implementing and maintaining the program. The Biweekly Meetings section covers objectives, logistics, facilitation, procedures, problems and solutions, and training activities. The Appendices provide seventy-four pages of sample agendas, forms, and letters.

Supplemental Materials:

Training Middle School Conflict Managers outlines a 2-day program that trains students to be conflict managers. Students practice conflict management skills through structured experiences, role plays, and simulations. Detailed agendas are provided for orientation and the 2-day training activities. The agendas break down the curriculum by activity, specifying time and materials needed and step-by-step procedures for each segment.

Training Middle School Conflict Managers. San Francisco, California: Community Board Center for Policy and Training, 1986. 92 pp. \$17.00; item no. S4.

Training High School Conflict Managers presents a 2 1/2-day program that demonstrates how particular skills apply to the job of conflict manager. Students practice the skills through structured experiences, role plays, and simulations. Detailed agendas for each day break down the curriculum by activity, specifying time and materials needed and step-by-step procedures for each segment.

Training High School Conflict Managers. San Francisco, California: Community Board Center for Policy and Training, 1986. 68 pp. \$17.00; item no. S5.

Straight Talk about Risks (STAR): A Pre-K-12 Curriculum for Preventing Gun Violence, English-Spanish Bilingual Edition

Authors: Washington, D.C.:
Center to Prevent Handgun Violence, 1992
158 pp.

Level:

Grades pre-K-12

Ordering Information: Center to Prevent Handgun Violence 10951 West Pico Boulevard,
1225 Eye Street Northwest, Room 1150 Room 204
Washington, DC 20005 Los Angeles, CA 90064
202-289-7319 • 202-408-1851 (fax) 310-475-6714
\$7.50 (curriculum alone) 310-475-3147 (fax)
\$13.90 (curriculum plus video *Guns and Teens*)
S&H: No charge

Keywords: conflict resolution, handgun violence prevention, life skills training

Description:

The Straight Talk about Risks (STAR) curriculum is designed to reduce the potential for children and teens to be injured or killed in gunfire.

The curriculum contains the following elements: skills practice, including making decisions, refusing peer pressure, and managing conflict; student self-reflection and role playing; student goal setting; leadership skill building; and suggestions for parent and community involvement. Each chapter contains detailed instructions for leading activities.

This curriculum has been field-tested in Florida public schools. Its flexible format can be taught on consecutive days or over several weeks, and many activities are suitable for use across the curriculum, in English, mathematics, science, or visual and performing arts classes. A national directory of violence prevention programs is provided.

Supplemental Materials:

Designed for educators to use with the *Straight Talk about Risks (STAR)* curriculum, the educator's manual provides resources and suggestions for use of the program in traditional and nontraditional instructional and counseling settings.

Straight Talk about Risks (STAR): Resources for Educators. Washington, D.C.: Center to Prevent Handgun Violence. 1225 Eye Street N.W., Room 1150, Washington, DC 20005. 1992. 86 pp. Manual received after training: not sold separately.

A Teacher's Guide to "Fighting Invisible Tigers": **A 12-part Course in Lifeskills Development**

Authors: Connie Schmitz, with Earl Hipp
Minneapolis, Minnesota:
Free Spirit Publishing Company, 1987.
144 pp.

Level:

Grades 7-12

Ordering Information: Free Spirit Publishing Company
400 First Avenue North, Suite 616
Minneapolis, MN 55401
800-735-7323
\$16.95
S&H: \$4.25 (\$5.00 for teacher manual plus student text)

Keywords: life skills training, self-esteem development

Description:

The goal of *Fighting Invisible Tigers* is to teach students life skills that will enable them to manage stress constructively and thus maintain mental and physical health. The course focuses on five life skill areas: (1) physical activity, (2) relaxation, (3) assertiveness, (4) supportive relationships, and (5) life planning.

The course explores the nature of stress, emotional and physical responses to stress, common coping mechanisms and their consequences, and proactive stress management techniques. Activities include role plays, brainstorming, discussions, and meditation exercises.

The course is divided into twelve 50-minute lessons but can be adapted to other time frames. This text is a teacher's guide containing detailed lesson plans, including objectives, evaluation materials, optional activities, and more than one hundred pages of reproducible student materials. Each student also needs a copy of *Fighting Invisible Tigers: A Stress Management Guide for Teens*.

Supplemental Materials:

The student text is written in an easy-to-read, self-help style and is illustrated with numerous cartoon graphics. The text is divided into two sections: *Life in the Jungle* explores stress and coping mechanisms, while *Lifeskills* discusses stress management techniques such as humor and good nutrition.

Fighting Invisible Tigers: A Stress Management Guide for Teens. Earl Hipp. Minneapolis, Minnesota: Free Spirit Publishing Company, 1985. 120 pp. \$9.95 (S&H: \$3.25).

A Teacher's Guide to "Stick up for Yourself!"

A 10-Part Course in Self-Esteem and Assertiveness for Kids

Authors: Gerri Johnson, Gershen Kaufman, and Lev Raphael
Minneapolis, Minnesota:
Free Spirit Publishing Company, 1991
117 pp.

Level:

Upper elementary school
through middle school

Ordering Information: Free Spirit Publishing Company
400 First Avenue North, Suite 616
Minneapolis, MN 55401
612-338-2068
\$14.95
S&H: \$4.25

Keywords: self-esteem development

Description:

This *Teacher's Guide* provides a comprehensive, step-by-step self-esteem curriculum for use in the classroom or in counseling groups. There are ten sessions of approximately 30 to 45 minutes each in this course. Topics covered are understanding what sticking up for oneself means, responsibility for one's behavior, making choices, exploring feelings and dreams, getting and using power, and learning to like oneself. Each lesson includes clearly defined learner outcomes, materials needed, an agenda, experiential group activities, and classroom tips. Also provided are reproducible handouts and evaluation forms.

Supplemental Materials:

The student text is designed to help children understand that they are worth sticking up for and to help them learn to assert themselves in meaningful ways.

Stick up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem. Gershen Kaufman and Lev Raphael. Minneapolis, Minnesota: Free Spirit Publishing Company, 1991. 96 pp. \$8.95.

Teaching the Skills of Conflict Resolution: Activities and Strategies for Counselors and Teachers

Authors: David Cowan, Susanna Palomares, and Dianne Schilling
Spring Valley, California: Innerchoice Publishing, 1992
186 pp.

Level:

Grades K-8

Ordering Information: Innerchoice Publishing
P.O. Box 2476
Spring Valley, CA 91979
619-698-2437 • 619-698-3348 (fax)
\$17.95
S&H: \$3.00

Keywords: conflict resolution, life skills training, peer mediation, self-esteem development

Description:

Teaching the Skills of Conflict Resolution is a developmental and sequential program designed to build students' understanding of and skills needed for conflict prevention and resolution, to give students classroom practice using strategies to manage and resolve conflict, and to encourage students to apply those strategies to real life.

Each lesson unit identifies objectives, appropriate grade levels, materials needed, and classroom activities. The most important instructional strategy presented is the Sharing Circle, a small-group discussion process designed to build thinking skills, self-esteem, group cohesiveness, and communication skills. Topics covered include negotiation and compromise, humor, assertiveness, stress management, peer mediation, win-win problem solving, active listening, apologizing, and sharing.

Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods, Second Edition

Authors: National Institute for Citizen Education in the Law
and the National Crime Prevention Council
St. Paul, Minnesota: West Publishing Company, 1992
196 pp.

Level:

Grades 6–12

Ordering Information: West Publishing Company
P.O. Box 64833
St. Paul, MN 55164-0779
612-687-7000 or 800-328-2209
FAX request to: (612) 687-6857
\$12.00
S&H: not available

Keywords: crime prevention, law-related education

Description:

The goal of *Teens, Crime, and the Community* is to educate teens about crime and to engage teens as active participants in preventing crime in their homes, schools, and communities. A major focus of the book is designing and implementing a crime prevention project.

Topics covered in the book include victims of crime, violent crimes, property crimes, criminal justice, conflict management, child abuse, acquaintance rape, drunk driving, substance abuse, and drug trafficking.

The book contains eleven chapters, an appendix, and a glossary. Each chapter begins with a set of objectives, a vocabulary list, and a Use Your Experience exercise to stimulate discussion. Each chapter also contains several activities that require students to discuss, analyze, and apply information from the chapter to real-life situations.

Supplemental Materials:

The Teacher's Manual contains answers to discussion questions, activity suggestions, supplemental information, and more than sixty pages of reproducible activity sheets.

Teacher's Manual with Transparency Masters to Accompany "Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods, Second Edition." National Institute for Citizen Education in the Law and the National Crime Prevention Council. St. Paul, Minnesota: West Publishing Company, 1992. 111 pp. \$39.95

The Implementation Guide provides step-by-step instructions for implementing both the education and action phases of the Teens, Crime, and the Community Program.

Teens, Crime, and the Community: Implementation Guide. National Institute for Citizen Education in the Law and the National Crime Prevention Council. St. Paul, Minnesota: West Publishing Company, 1992.

Authors: Karen Kane, Gabriella Moller, Nancy O'Mara,
and Gayle M. Stringer
Renton, Washington:
King County Sexual Assault Resource Center, 1992
76 pp.

Level:

Middle and high
schools

Ordering Information: King County Sexual Assault Resource Center
P.O. Box 300
Renton, WA 98057
206-226-5062
\$30.00
S&H: \$3.50

Keywords: life skills training, teen dating violence, family violence, sexual assault

Description:

The goal of *Teen Talk* is to educate young people about the prevention of interpersonal sexual violence through examining a broad range of relationship issues. The text presents scenarios for discussions about problem solving, decision making, relationship building, help seeking, and communication.

The scenarios address the following problems of adolescence and adulthood: discrimination and racism, homophobia, date rape, sexual abuse and assault, sexuality and dating, substance abuse, suicide, media and image, eating disorders, relationship violence, divorce, and pregnancy. Each scenario reading is followed by discussion questions. An appendix lists recommended audiovisual resources.

“Think Aloud: Increasing Social and Cognitive Skills— A Problem-Solving Program for Children

Authors: Mary Ann S. Bash and Bonnie W. Camp
Champaign, Illinois: Research Press, 1985
243 pp.

Level: Grades 5-6

Ordering Information: Research Press
2612 North Mattis Avenue
Champaign, IL 61821
217-352-3273
\$39.95
S&H: \$4.00

Keywords: life skills training

Description:

The Think Aloud program combines training in cognitive and social problem solving through verbal mediation. Described as talking to oneself, verbal mediation is the use of language as an internal regulator and tool of rational thought. Theoretical background on this subject is provided.

The curriculum consists of twenty-three lessons. Topics include problem solving, planning, predicting different perspectives, social perspective taking, verbal labeling, visual learning, effective inquiry, means-end analysis, the nature of authority, and goal setting. Each lesson presents an introduction, teaching strategies, objective(s), materials needed, scripted instructions, and extension activities such as creative games. An appendix provides teacher and student evaluation forms.

The lessons are designed to be taught daily for 30 minutes but can be presented three times a week. Some lessons may require 2 days, and the curriculum can take a semester to complete.

Top Secret: Sexual Assault Information for Teenagers Only

Authors: Jennifer J. Fay and Billie Jo Flerchinger
Renton, Washington:
King County Sexual Assault Resource Center, 1988
31 pp.

Level:

Middle and
high schools

Ordering Information: King County Sexual Assault Resource Center
P.O. Box 300
Renton, WA 98057
206-226-5062
\$4.50
S&H: \$2.00 (more for purchases over \$10.00)

Keywords: teen dating violence, family violence, sexual assault

Description:

The goal of this manual is to reach teens in a direct and honest way about sexual assault without overwhelming, threatening, or judging them. It is meant to encourage teens to start talking about sexual assault. Topics covered are rape by strangers, who is a sexual offender and why, acquaintance rape, sexual exploitation, incest, and what to do after a sexual assault.

Each section answers questions that many teenagers ask and provides analysis of behaviors that can help prevent assault. Three typical assault scenarios are told from a teenage point of view, followed by discussion questions.

Supplemental Materials:

A discussion guide is provided for teachers and other group leaders who are using *Top Secret* in personal safety, abuse prevention, or health classes. It is designed so that the discussion materials, activities, and teacher notes coincide with the appropriate pages in *Top Secret*. The guide can be used in as few as three to five class periods.

Top Secret: A Discussion Guide. Billie Jo Flerchinger and Jennifer J. Fay. Santa Cruz, California: Network Publications, 1985. 53 pp. \$14.00.

**Ordering Information
for Supplemental
Materials:** Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
408-438-4080

Tribes: A Process for Social Development and Cooperative Learning

Authors: *Jeanne Gibbs*
Santa Rosa, California: Publisher's Press, 1987
248 pp.

Level:

Adult facilitators
of children in
grades K-8

Ordering Information: Center Source Publications
305 Tesconi Circle
Santa Rosa, CA 95401
707-577-8233
\$25.00
S&H: \$4.50

Keywords: promoting cooperation

Description:

This book presents a process by which teachers can incorporate cooperative learning methods into their classrooms.

Defining tribes as groups of five or six children who work together throughout each school day, the author presents strategies to enhance the way in which students relate to, show respect for, and assume responsibility for each other. Among the topics covered within Tribes's nine chapters are the need for cooperative learning programs; an explanation of the tribe concept and how it works; ways to develop a positive social climate in the classroom; suggestions for introducing and implementing the tribe process; an overview of cooperative learning methodology and research; recommendations for involving parents, child care programs, and school staff; and the development of appropriate curricula.

The book includes a variety of sample curricula to use in a cooperative learning environment, with activities ranging from kindergarten to adult levels. Suggested readings, classroom materials, and training programs are presented as well.

Viewpoints: Solving Problems and Making Effective Decisions

Authors: Nancy Guerra and Ann Panizzon
Santa Barbara, California:
Center for Law-Related Education, 1986
91 pp.

Level: Young adults

Ordering Information: Center for Law-Related Education
827 State Street, Suite 28
Santa Barbara, CA 93101
805-965-9610
\$10.00
S&H: No charge

Keywords: conflict resolution, life skills training

Description:

This curriculum is about understanding oneself and others and learning how to confront problems and solve them effectively. The workbook can be used on one's own or as part of a small group. Each chapter presents informative readings about problem solving, specific scenarios, and question-and-answer worksheets.

The curriculum focuses on the following eight steps to problem solving and personal success:

1. Ask if there is a problem
2. Stop and think
3. Ask why there is a conflict
4. Ask "What do I want?"
5. Think of solutions
6. Look at the consequences
7. Choose what to do and do it
8. Evaluate the results.

Violence Is a Choice: A Curriculum of Violence Prevention Activities

Authors: Susan H. Edwards and Maria Moscaritolo
Plymouth, Massachusetts:
South Shore Women's Center, 1989
155 pp.

Level:

Grades 8-12

Ordering Information: South Shore Women's Center
225 Water Street, Suite 412
Plymouth, MA 02360
508-746-2664
\$40.00
S&H: No charge

Keywords: life skills training, teen dating violence, family violence, sexual assault

Description:

The *Violence Is a Choice* curriculum covers issues of family, dating, and interpersonal violence with three goals: education, prevention, and intervention. Each section begins with teaching objectives, an introduction to the material, and instructions. While the curriculum is designed in a progressive format, with each section building on the ones preceding it, suggestions for exercise combinations to accommodate time constraints are provided.

The six curriculum sections cover the following topics on interpersonal violence: a student survey to measure knowledge and beliefs; how to differentiate the myths from the facts; the roots of violence and sexism in cultural mediums; various behaviors attributed to love and the warning signs of abusive relationships; skills for violence-free relationships, including healthy communication, assertiveness, stress management, and conflict resolution; and a retaking of the student survey.

Teaching strategies include brainstorming, role playing, and question-and-answer sessions.

Violence Prevention Curriculum for Adolescents

Authors: *Deborah Prothrow-Stith*
Newton, Massachusetts:
Education Development Center, Inc., 1987
106 pp.

<p>Level: Adolescents</p>

Ordering Information: Ellen Mushlin • EDC Publishing Center
Education Development Center, Inc.
55 Chapel Street, Suite 24
Newton, MA 02158-1060
800-225-4276 or 617-969-7100 x2215
\$150.00 (includes 1/2-inch VHS or 3/4 inch-UMatic video,
plus teacher's guide) **\$30.00** (includes teacher's guide)
S&H: \$3.00

Keywords: aggression reduction, anger management, conflict resolution

Description:

The goal of *Violence Prevention Curriculum for Adolescents* is to educate young people about the high risk of becoming a victim of violence in our society. The curriculum deals primarily with violence between peers. Issues addressed include homicide and the factors associated with it, positive ways to deal with anger and arguments, how fights begin and escalate, and the choices, other than fighting, that are available in conflict situations.

The text recognizes anger as a normal emotion that may be caused by legitimate reasons. Therefore, students are taught not to be passive or to ignore their anger, but to respond in healthy ways.

The curriculum includes handouts on homicide statistics and other factual information, but its substance is student participation through brainstorming and role playing. A 1-hour teacher training videotape provides teaching strategies, answers teachers' questions, and offers classroom tips.

Violence Prevention Education Project Training and Curriculum Guide

Authors: Bowie, Maryland:
Bowie State University Community Partnership, 1991
530 pp.

Level:

Elementary,
middle, and high
school

Ordering Information: Norwood Security Consultants, Inc.
10015 Old Columbia Road, Suite B
Columbia, MD 21046
(410) 290-3297
\$158.00
S&H: No charge

Keywords: conflict resolution, life skills training

Description:

The *Training and Curriculum Guide* presents a series of educational activities aimed at violence prevention that use audio, video, and musical teaching aids. Targeted to primary- through upper-level grades, materials are culturally relevant to African American children; however, all elementary school children can benefit from these activities.

The guide is divided into four modules. The Parent-Education Module teaches parents to foster their children's growth and impart violence-free models of behavior. The School-Based Education Module presents topics such as friendship, decision making, expressing of feelings, and "face saving." The Church-Based Education Module teaches Christian principles and the values of friendship and peace. The Community-Based Education Module teaches the social skills of cooperating, thinking through problems, handling conflicts, and thinking positively about oneself.

Each module provides detailed activity instructions, including target group, optimum trainer participant ratio, materials and time needed, teaching strategies, and sample activity sheets.

See next page for supplemental materials

Supplemental Materials:

Big Friend, Little Friend. Eloise Greenfield; illustrations by Jan Spivey Gilchrist. New York: Black Butterfly Children's Books, 1991. 12 pp. \$5.95.

This illustrated, nontoxic board book is written for children ages 1 and up.

Book of Black Heroes from A to Z. Wade Hudson and Valerie Wilson Wesley. Orange, New Jersey: Just Us Books, 1988. 54 pp. \$14.95 hard; \$7.95 soft.

This book introduces young readers to black men and women who have overcome great obstacles to make significant contributions. The accomplishments of these heroes can help children realize that they too can overcome obstacles and reach their goals.

My Kwanzaa Book. Carolyn M. Cockfield. Beltsville, Maryland: Sea Island Information Group, 1990. 44 pp. \$10.95.

This book introduces children and families to the tradition of Kwanzaa, an African American holiday commemorating African ancestors. The exercises, including reading, writing, and drawing, are designed to enhance personal development and knowledge of family history.

Afrocentric Theory and Applications. Volume 1, Adolescent Rites of Passage. Nsenga Warfield-Coppock. Washington, D.C.: Baobab Associates, Inc., 1990. 147 pp. \$16.00.

This guide provides comprehensive background information on traditional African culture and philosophy, including analysis of value systems and codes of behavior. A practical model for introducing young people to Afrocentric adolescent rites of passage is presented.

Violence: Where Have All The Children Gone?

Authors: Michael W. Hazelton
Detroit, Michigan:
New Center Community Mental Health Services, 1988
85 pp.

Level:

Young people
ages 10-17 and
adults

Ordering Information: National Innovative Media Company
117 Highway 815
Calhoun, KY 42327
800-962-6662
\$149.95 (video and workbook) **\$129.95** (set of 15 workbooks)
\$8.95 (single workbook)
S&H: 5 percent

Keywords: conflict resolution

Description:

The goal of the *Violence: Where Have All the Children Gone?* multimedia program is to teach young people and adults how to respond to everyday conflict in a nonviolent fashion. The program provides a framework for understanding the dynamics of violence and for building the problem-solving skills required to resolve conflicts effectively and prevent their recurrence.

The workbook is divided into three parts. Part 1, an overview of the program, provides information for session leaders. Part 2 discusses the scope of the violence problem and contributing factors. Part 3 presents five 50-minute activity sessions for use in classroom and group settings; each session outlines objectives, materials needed, and step-by-step procedures for employing activities such as role playing and group discussion. Worksheets and evaluation tools are included.

Supplemental Materials:

A video program presents facts and figures about violence, discussions with young people, and a role-play example of nonviolent conflict resolution.

Where Have All The Children Gone?—Video. Detroit, Michigan: New Center Community Mental Health Services, 1988.

*W*e: Lessons on Equal Worth and Dignity— The United Nations and Human Rights

Authors: *RoAnne Elliott (Upper elementary and middle school)*
Ken Simon (Grades 7–12)
Co-published by United Nations Association of the United States of America (New York) and United Nations Association of Minnesota (Minneapolis) as part of the Educating for Peace Project, 1993
Circa 100 pp. each

Level:

Upper elementary and middle school students

Grades 7–12

Ordering Information: Educating for Peace Project
United Nations Association of Minnesota
1929 South Fifth Street
Minneapolis, MN 55454
612-333-2824
\$16.95 each
S&H: not available

Keywords: prejudice reduction

Description:

This curriculum, which was developed by upper elementary and middle school students, begins by examining language by which students define the concept of tolerance. Next, students look at racial and religious intolerance on the individual, school, and global levels. Students identify disrespectful actions and develop more respectful ways of approaching issues. The program also uncovers the goals of the United Nations and what is being done about human rights globally. Finally, students are encouraged to reflect on how they, as individuals, can make a difference.

When Love Really Hurts: Dating Violence Curriculum

Authors: *Network Against Teenage Violence*
Williston, North Dakota: Family Crisis Shelter, 1987
84 pp.

Level: Teens

Ordering Information: Family Crisis Shelter
P.O. Box 1893
Williston, ND 58801
701-572-0757
\$10.00
S&H: No charge

Keywords: teen dating violence, family violence, sexual assault

Description:

This text presents a flexible curriculum on dating violence that can be incorporated into the classroom in subject areas such as health, home economics, family living, social studies, history, psychology, and English. The guide recommends teaching the material in four class periods, with suggestions for using a minimum of one to two class periods.

The guide provides background material on gender language use, measurement of student learning objectives, and a pre- and postprogram test. The four curriculum topics are the existence and forms of dating violence, the relationships of abusers and victims, ways to prevent dating violence, and resources for help for victims.

Discussion questions, informational handouts on violence statistics, and a resource list of domestic violence programs are included.

A World of Difference: A Prejudice Awareness Project of the Anti-Defamation League of B'nai Brith—Teacher/Student Resource Guide

Authors: Boston, Massachusetts:
Anti-Defamation League of B'nai Brith, 1986
252 pp.

Level:

Elementary or
secondary
schools

Ordering Information: A World of Difference
Anti-Defamation League of B'nai Brith
1 Lincoln Plaza, Suite 301
Boston, MA 02111
617-330-9696
\$35.00
S&H: \$4.00

Keywords: prejudice reduction, cultural awareness

Description:

The objective of this resource guide is to provide teachers with a specific tool that will help them reduce prejudice among their students. The guide is divided into four units: Massachusetts Case Studies; American Beliefs and Values; Prejudice, Stereotyping, and Discrimination; and Scapegoating and Racism.

The first unit contains four case studies on incidents involving prejudice and includes readings, analysis, and instructions for group discussion. Each case study requires from five to eleven full class periods. The other three units contain thirty-seven lessons. Each lesson includes a student reading and a teacher's guide with objectives, teaching strategies, discussion questions, and suggestions for additional activities, such as writing, role playing, and games.

An annotated bibliography is provided.

A Year of SCRC: 35 Experiential Workshops for the Classroom

Authors: *Kinshasha Nia-Azariah, Frances Kern-Crotty,
and Louise Gomer Bangel*
Cincinnati, Ohio: Center for Peace Education, 1992
105 pp.

Level:

Grades 4-6
(adaptable to
other levels)

Ordering Information: Center for Peace Education
103 William Howard Taft Road
Cincinnati, OH 45219
513-221-4863
\$22.00
S&H: \$2.50

Keywords: conflict resolution, promoting cooperation, life skills training

Description:

The goal of the SCRC (Students' Creative Response to Conflict) program is to create a classroom atmosphere among children and adults that is warm and supportive. The four main themes explored in the curriculum are affirmation, cooperation, communication, and conflict resolution.

Each theme area has seven experiential learning workshops, which take place in a circle seating arrangement. Each workshop begins with a gathering activity to build trust and community, followed by an agenda review, activities, and evaluation. Step-by-step instructions are provided. Activities include arts and crafts, group pantomimes, music making, storytelling, role plays, and brainstorming. The workshops are intended to be presented at least once a week for 45 minutes to 1 hour.

***Youth to Youth: A Student Focused Discussion and Activity Guide
for Violence Awareness and Prevention to Accompany the
"Youth to Youth" Video for Grades 7-10***

Authors: Sarah Feinbloom, with Signe Taylor and David Axelrad
Allston, Massachusetts: Youth to Youth Productions, 1992
45 pp.

Level:
Grades 7-10

Ordering Information: Sunburst Communications, Inc.
39 Washington Ave.
P.O. Box 40
Pleasantville, NY 10570
800-431-1934
\$169.00 (includes video, *Youth to Youth*) **Item no. 245903**
S&H: 6 percent

Keywords: life skills training

Description:

This discussion and activity guide is designed to be used with the *Youth to Youth* video. It provides a framework for students to discuss issues raised by the video and to work toward developing their own solutions to reducing violence. The underlying belief of the program is that responsible decisions and actions come from the capacity to think critically, to communicate, and to listen.

Students are asked to examine the many sources of violence and analyze the relation between them. The curriculum engages students in structured, focused discussions and gives them the opportunity to produce their own essays, art projects, magazines, and presentations on violence. Each lesson includes an objective, suggested class time, and activity instructions.

Section II: Violence Prevention Video Resources

Title: *Janice*

Artist: *Kalleah Smart*

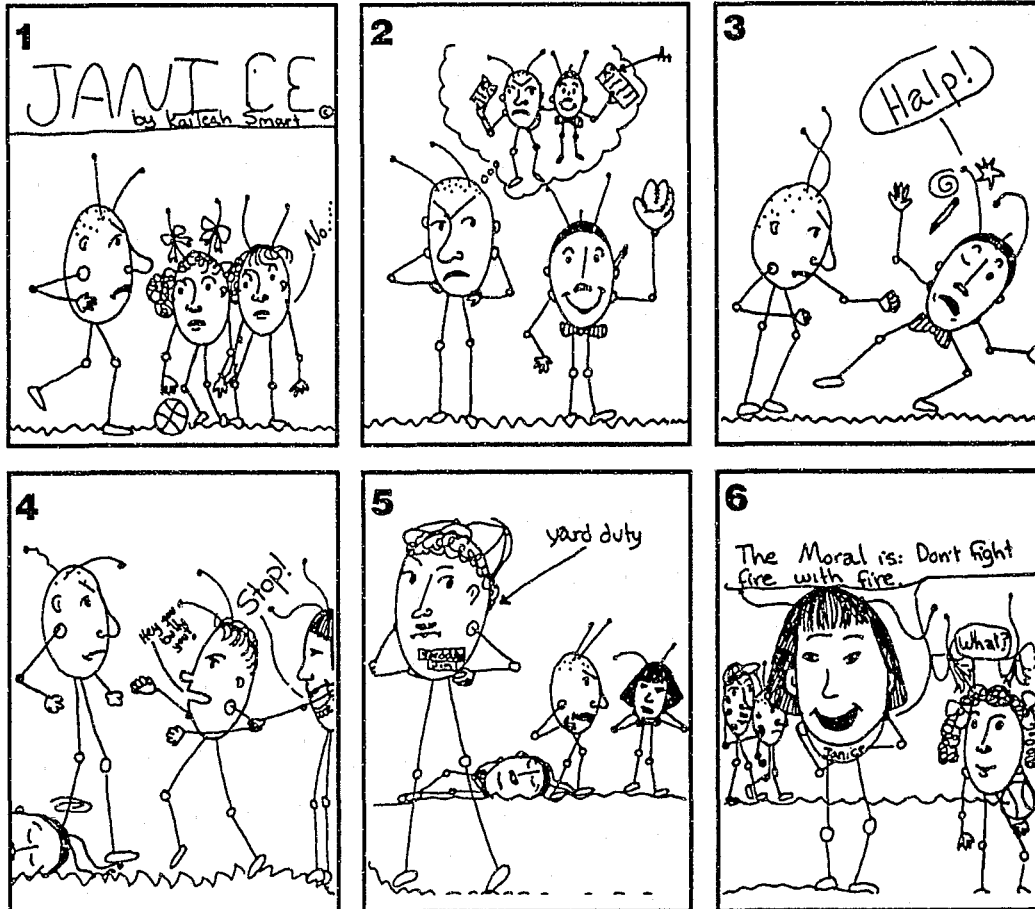


Illustration by Kaileah Smart from *Into Adolescence: Stopping Violence* by Jory Post, 1991, Santa Cruz, CA: ETR Associates. Reprinted with permission.

After the Crisis: How to Prevent Recurrence of Potentially Dangerous Confrontations. Brookfield, Wisconsin: National Crisis Prevention Institute, 1994. Two tape series: Volume I: Establishing Therapeutic Rapport (37 minutes, \$325.00) and Volume II: Staff Debriefing Strategies (26 minutes, \$325.00). Combined cost for both Volume I and Volume II, \$485.00.

After the Violence. Northbrook, Illinois: Film Ideas, Inc., 1993. 30 minutes. \$110.00. Addresses survivor issues and reactions of parents and siblings who have lost a loved one to a violent death.

Ain't It a Shame. Music video. Chicago, Illinois: Slick Boys, Inc., 1993. 5 minutes. \$24.95 plus \$5.00 S&H. Depicts the life of a troubled youth who gets involved in gangs and drugs, as seen through the eyes of The Slick Boys, a group of young Chicago police officers who gained their popularity as "cop rappers" who patrol the Chicago Housing Authority complexes.

Alternatives to Violence. Niles, Illinois: United Learning, 1994. \$150.00 for two-part video series. In Part 1 (33 minutes), students learn the value of problem solving and conflict resolution as alternatives to fighting. Teaches skills such as listening, oral expression, critical thinking, assertiveness, and teamwork. In Part 2 (31 minutes), teachers, counselors, administrators, and parents learn methods of employing conflict resolution skills in everyday interactions at school and home. Presents basic techniques for setting up peer mediation programs and for resolving youth-adult conflicts. Instructor's manual included.

Alternatives to Violence: Conflict Resolution, Negotiation, and Mediation. Boulder, Colorado: Chariot Productions, 1994. Two 30-minute videos with mediation curriculum. \$150.00. Developed to help educators teach students in grades 6 to 12 the concepts and skills they need to resolve conflicts productively rather than destructively.

And I Am a Rapist: A Story about Rage. Santa Monica, California: Pyramid Film and Video, 1991. 24 minutes. \$195.00. Dominance, control, and anger—not sex—are the true motives for rape. In this drama about the nature of sexual assault, Anthony, a rapist, tells why and how he rapes. Provides information that can help women protect themselves against becoming victims of sexual assault. Also outlines options available to women who have been assaulted.

Anger Management for Parents: The RETHINK Method. Champaign, Illinois: Research Press, 1990. 25 minutes. Purchase cost \$200.00 (Item no. 4520), rental cost \$55.00 for three days (Item no. 4525). This comprehensive video training program addresses the relationship between parental anger and child abuse. It helps parents learn to channel their anger into a constructive force for solving problems and bringing about positive change.

Anger, Temper Tantrums, and Violent Emotions. Santa Monica, California: Ready Reference Press. 22 minutes. \$89.00. Designed to help youth understand the nature of anger and offer them positive alternatives to this type of behavior.

Anti-Violence: Boy; Anti-Violence: Girl. Boston, Massachusetts: Violence Prevention Project and the Department of Health and Hospitals, 1988. Two 30-second public service announcements. \$15.00 each. Produced by the Greater Boston Advertising Council of Boston, has brief thought-provoking messages acted by teens. Based on the slogan "Friends for life—Don't let friends fight."

Asset: A Social Skills Program for Adolescents. J. Stephen Hazel, Jean Bragg Schumaker, James Sherman, and Jan Sheldon-Wildgen. Champaign, Illinois: Research Press, 1981. Series of eight videotapes. 10 to 12 minutes each. \$195.00 each or \$1,400.00 for set of eight videos. (Updated version to be released in 1995; projected cost of eight-volume series: \$800.00.) Research-based training program that uses behavior modeling videotapes, group discussion, role-playing, and homework assignments to teach adolescents the skills they need for successful social interactions. Tape 6 out of the eight-tape series focuses on negotiation, resolving conflicts with others, suggesting solutions, asking for alternatives, and learning to compromise.

Avoiding Date Rape. Charlotte, North Carolina: KIDSRIGHTS, 1990. 21 minutes. \$149.00. Provides real answers for coping with sexual pressure. Vignettes show how dangerous situations develop and teach avoidance/prevention techniques. Workbook included. Additional workbooks (package of ten) available for \$29.95.

Be Cool: Don't be Hot, Don't be Cold...Be Cool! Santa Barbara, California: James Stanfield Publishing Company, Inc., 1993. Series of conflict resolution/anger management videos produced for each of the following levels: grades K-2, upper elementary, and junior high + students. Comprehensive modules developed specifically for each age group include videos and teacher's guide on: Coping with Criticism, Coping with Teasing, Coping with Bullying, and Coping with Anger. Appropriate for students with learning and developmental disabilities as well as mainstream classes. \$249 per module; price discount for sets.

Beating the Odds. WNVN-TV. Fall Church, Virginia, 1995. \$19.95. Youth Forum. Adolescents discuss violence in their communities, their reactions and possible solutions.

Beginning with the Children: A National Teleconference on Violence Prevention. New York: Educators for Social Responsibility Metro, March 1993. 50 minutes. \$15.00 plus \$5.00 S&H. Portrays adults and youth exchanging ideas about conflict resolution work in schools in New York City, Philadelphia, Washington D.C., and Dallas.

Beyond Hate. Mystic Fire Video. Amherst, Massachusetts: National Association for Mediation in Education, 1992. 88 minutes. \$76.00 (Item no. VM-083). Bill Moyers narrates this PBS special, which attempts to gain and impart a deeper understanding of hate, an emotion from which few of us are exempt. Moyers listens to those gripped by hatred and those victimized by it. He also focuses on individuals and groups who are working to move beyond hatred to achieve tolerance and acceptance.

Black on Black Violence. Princeton, New Jersey: Films for the Humanities and Sciences, 1989. 26 minutes. \$89.95 (Item no. ON-1932). African American males have a 1 in 29 chance of being murdered; for white males the odds are 1 in 186. Neither statistic is acceptable, but to what is the vast difference attributable? What is the role of poverty? What does today's African American leadership see as an answer? This program talks with some inner-city residents and violence prevention experts, including Dr. Alvin Poussaint.

Breaking the Chain: Building Healthy Relationships. Boston, Massachusetts: Massachusetts Department of Public Health. 30 minutes. Portrays the breakup of a young man's parents' marriage caused by his father's physical violence. The young man becomes possessive of and violent with his girlfriend. Through the use of anger management techniques and honest, direct communication, the teens learn crucial lessons about building a healthy relationship.

Bullets Have No Names on Them. Sheridan Peters Communications, Inc. Deerfield, Illinois: Coronet/MTI Film and Video, 1993. 23 minutes. \$350.00 (Item no. 6808M). Child advocate John Walsh takes a look into the lives of young people whose fears and aggressions turned them into grim statistics and whose survivors now suffer the terrible consequences of life without them.

But . . . He Loves Me. CBS Schoolbreak Special. Churchill Films, 1992. 46 minutes. Dramatic presentation that raises the issue of date abuse and abusive relationships with sensitivity and compassion. Illustrates the often confusing cycle of such abuse and provokes discussion among teens about abusive relationships, causes, effects, and what can be done to avoid them. Includes a discussion guide.

Cadillac Dreams. Santa Monica, California: Pyramid Film and Video, 1988. 30 minutes. \$295.00. (Available on laserdisc for \$325.00.) Compelling drama of a young man who succumbs to the lure of the drug culture and of his younger brother who courageously holds on to his dreams. Powerfully portrays the harsh realities of street life and the loss of innocence faced by many of our inner-city children, yet its message is one of hope: Every person has the power to turn his or her life around by refusing to participate in the cycle of crime and violence.

Canceled Lives: Letters from the Inside. Santa Barbara, California: Milestone Media, 1992. 40 minutes. \$133.00. Compelling portrait of the criminal justice system as seen through the eyes of those who know it best—people who are doing time. Based on personal letters from incarcerated individuals. Chronicles the experiences of young boys and girls who are first experiencing life in juvenile facilities all the way to men and women serving hard time in prison. Includes discussion guide.

Choices. Niles, Illinois: United Learning, 1993. 15 minutes. \$89.95 (Item no. 10206VE). Multifaceted media approach designed to encourage students to stay off drugs, to stay in school, and to confront the long-term implications for short-term decisions. Presents teens who talk about the

problems they have faced and the choices they have made. Student viewers are encouraged to take an introspective look at the many decisions they make daily that affect their futures. Includes teacher's guide with lesson plans, discussion questions, and role-playing activities.

Classroom Conflicts: The Teen Guide to Resolving Disputes and Arguments. Santa Monica, California: Ready Reference Press. 21 minutes. \$89.00. Youth learn how to fight fairly and resolve conflicts through compromise and negotiation so all parties can come out "winners."

Color Adjustment. San Francisco, California: California Newsreel, 1991. 88 minutes. For universities, purchase cost \$195.00 and rental cost \$75.00. For high schools, public libraries, agencies, and community groups, purchase cost \$69.95. Traces how network television reluctantly and selectively "integrated" African Americans into America's prime time family. Illustrates how network television absorbs deep-seated racial conflict into the nonthreatening formats of prime time television.

Come in Planet Earth: Are You Listening? Miami, Florida: The Grace Contrino Abrams Peace Education Foundation, 1990. 25 to 35 minutes (running time depends on language version). \$22.00. Companion video to *Come in Spaceship Earth* curriculum. Breathtaking NASA photographs of planet Earth from space accompanied by original music. Recorded in English, Spanish, French, Russian, German, Japanese, and Chinese.

Conflict Managers in Action. San Francisco, California: The Community Board Program, 1988. 13 minutes. \$30.00. Highlights student conflict managers in action and features national television coverage of these programs in elementary, middle, and high schools. Ideal for introducing the program to staff, students, parents, and others.

Conflict Resolution. Pleasantville, New York: Sunburst Communications, 1992. 26 minutes. \$169.00 (Item no. 2372). Teaches strategies for conflict resolution; helps students turn conflict into a positive experience; shows them how to avoid conflict, resolve problems, and build better relationships. Includes teacher's guide.

Controlling Anger and Problem Solving: A Program to Improve Children's Self-Esteem. Audiocassette. Salt Lake City, Utah: Learning Potentials, 1990. 45 minutes. \$10.95 (Purchase item no. A8). Helps children learn to relax when they feel angry so they may constructively express their feelings.

Coping. Perennial Education. Evanston, Illinois: Altschul Group Corporation, 1989. 14 minutes. \$245.00 (Item no. 7403). Suggests specific steps young people can take to overcome those "down," "tired," or "I can't cope" feelings. Promotes establishing priorities; talking to friends, parents, or teachers; and using relaxation techniques.

Coping with Fighters, Bullies, and Troublemakers. Santa Monica, California: Ready Reference Press. 22 minutes. \$89.00. Offers youth specific techniques for coping with disruptive classmates.

Creating Safe Schools: A Guide for Action. Northbrook, Illinois: Film Ideas, Inc., 1992. 26 minutes. \$60.00 for one of a two-part series or \$110.00 for series. Safe schools are orderly places where students can learn and staff can teach without the threat of physical and psychological harm. Offered is a simple, proven method that shows how parents, teachers, school administrators, students, businesses, law enforcement, and communities can create a safe and positive learning environment.

Creating Safe Schools: Chaos to Calm. Northbrook, Illinois: Film Ideas, Inc., 1992. 26 minutes. \$60.00 for one of a two-part series or \$110.00 for series. Drugs, gangs, and crime have crept onto our campuses and entered the schoolroom. In many schools the issue is no longer learning—it's survival. Deals with the problems of creating safe schools and some community programs that help transform problem schools into safe schools. Depicts model schools that have been successful. Hosted by actor Tom Bosley.

Crime and Human Nature. Princeton, New Jersey: Films for the Humanities and Sciences, 1987. 28 minutes. \$89.95 (Item no. ON-1327). Are criminality and antisocial aggressive behavior due to nature or nurture? Can adult criminal behavior be predicted in the antisocial aggressive behavior of children, weak attachment to family, and fatalism about the future? Anthropologist Ashley Montague and other experts address these questions.

Crossing the Line: Sexual Harassment Among Students. Santa Cruz, California: ETR Associates, 1992. 30 minutes. \$350.00 (Item no. B077-C4). Do your students know when a peer has gone over the line? This video-based curriculum gives middle and high school students the facts on what constitutes sexual harassment, why it's wrong, and how sexual harassment can be prevented or stopped. Package includes video, teacher's guide, transparencies, and student handouts.

Date and Acquaintance Rape: Someone You Know. Perennial Education. Evanston, Illinois: Altschul Group Corporation, 1990. 29 minutes. \$295.00 (Item no. 9961). Designed to stimulate discussion on date and acquaintance rape through two very realistic situations. A man and a woman discuss their reactions to each situation presented and encourage viewers to explore their own beliefs.

Date Rape. Seattle, Washington: Intermedia, Inc., 1989. 45 minutes. \$275.00 Explores the issue of date rape through the eyes of both the boy and the girl. The girl begins to repair her battered emotions by formally charging the boy with rape, which forces the boy to confront what he has done.

Date Rape: Behind Closed Doors. Charleston, West Virginia: Cambridge Career Products, 1994. 45 minutes. \$79.95 (Item no. CCP0151V-G). Myths and misconceptions surrounding date rape provide insight into the origins of this crime. This video defines rape and elaborates on the fact that rape is a crime of violence, not a crime of passion. Also presents strategies for possible prevention and offers specific advice and comfort for those who have been victimized.

Dating, Sex, and Trouble: Acquaintance Rape. Pleasantville, New York: Sunburst Communications, 1990. 24 minutes. \$169.00 (Item no. 2336). Pointing out that sexual assault can be anything from unwanted kissing and touching to rape, program details how sexual attitudes contribute. Emphasizes every person's right to safeguard his or her own body.

Dating Violence: The Hidden Secret. Seattle, Washington: Intermedia, 1993. 25 minutes. \$229.00 Uses male and female teen actors to examine various types of abuse—emotional, verbal, physical, and sexual. Deals with common myths and gives clear direction to help recognize abuse. Includes 10-page discussion guide.

Deadly Force: Teens on Target Promotional Film. Oakland, California: 1991. 16 minutes. \$35.00. The video is written, directed, edited, acted, and produced by teens in the Teens on Target program in Oakland, sponsored by Youth ALIVE! and the Oakland Unified School District. The first segment introduces Youth ALIVE!/Teens on Target. The second part presents many facts and statistics about gun and youth violence and a critique of media coverage of youth involvement in crime. The final segment, *Breaking the Cycle*, dramatizes the setting and emotional state of young people whose home lives include domestic violence.

Dealing with Anger: A Violence Prevention Program for African American Youth. Champaign, Illinois: Research Press, 1991. 55 minutes. \$495.00 Three part instructional video training program that focuses on the social environment of African American adolescents. Tape 1 ("Givin' it") shows how to express anger in a calm and nonthreatening manner. Tape 2 ("Takin' it") shows how to accept criticism without losing control and acting irrationally. Tape 3 ("Workin' it out") shows how to negotiate, compromise, and create solutions to conflict without resorting to aggressive or violent behavior. Two versions are available, one for males and one for females.

Down with Us. Green Bay, Wisconsin: Northeast Wisconsin School of Telecommunications/Cooperative Education Service Agency, 1994. 40 minutes. \$35.00. Produced by a Southeast Asian youth video production ensemble, this short drama explores the psychological reasons why a teenager joins a gang and the unfortunate realities that result.

Ethnic Notions. San Francisco, California: California Newsreel, 1987. 56 minutes. For universities, purchase cost \$195.00 and rental cost \$75.00. For high schools, public libraries, agencies, and community groups, purchase cost \$69.95. Documentary tracing the evolution of deeply rooted stereotypes that have fueled anti-black prejudice. Sheds light on the origins and devastating conse-

quences of the 150-year long parade of bigotry from the ante-bellum period to the Civil Rights era. Approaches this complex and delicate subject with great sensitivity, equipping viewers to look at popular culture with an eye toward bias.

Everybody Rejoice: A Celebration of Diversity. Cambridge, Massachusetts: Educators for Social Responsibility, 1991. 26 minutes. \$25.00 for nonmembers; \$22.50 for members. Adds a new and engaging dimension to school conflict resolution and multicultural/diversity programs. A group of high school students pay tribute to their individual and ethnic differences through dance, music, drama, poetry, and personal reflections. Video comes with a two-page user's guide complete with pre- and post-viewing discussion questions.

An Eye for An Eye . . . Makes the Whole World Blind. Peter Barton. Resolving Conflict Creatively Program (RCCP). Cambridge, Massachusetts: Educators for Social Responsibility, 1991. 12 minutes. \$25.00 for nonmembers; \$22.50 for members. Alternative high school students, teachers, and their principals share the dramatic changes they have experienced in attitudes and behaviors in dealing with conflict in their lives as a result of the RCCP.

Facing Up. Seattle, Washington: Committee for Children, 1990. 20 minutes. \$195.00. Teaches social skills to prevent bullying and other forms of youth violence. Film illustrates the internal struggles two boys go through to gain the skills needed to face up to their problems and interrupt the cycle of violence.

Fear, Invincibility, and Loss: Teens Respond to Violence. Northbrook, Illinois: Film Ideas, Inc., 1993. 22 minutes. \$150.00. Teens express their feelings as they deal with their emotions in response to the violence that surrounds them.

A Fistful of Words: Adult Version. Resolving Conflict Creatively Program. Cambridge, Massachusetts: Educators for Social Responsibility, 1990. 23 minutes. \$25.00 for nonmembers; \$22.50 for members. Teachers, principals, students, and local school board members share their enthusiasm about making conflict resolution a regular part of the school curriculum.

A Fistful of Words: Student Version. Resolving Conflict Creatively Program. Cambridge, Massachusetts: Educators for Social Responsibility, 1990. 13 minutes. \$25.00 for nonmembers; \$22.50 for members. Students share how they feel about their peer mediators and role-play the steps involved in mediation. Includes a two-page user's guide.

Flyin' Cut Sleeves. Rita Fecher and Henry Chalfant. New York: The Cinema Guild, 1993. 30 minutes. Purchase cost \$350.00; rental cost \$95.00. Examines the recent history of street gangs in New York City.

Friends for Life: Violence Prevention in Durham Schools. Chapel Hill, North Carolina: Violence Prevention Project, University of North Carolina School of Public Health. 10 minutes. Documents the need for intervention based on statistics of violence and homicide.

Freedom from Violence Series #1—Resolving Conflicts Peacefully. Evanston, Illinois: Altschul Group Corporation, 1993. 26 minutes. \$295.00 (Item no. 3122-C). School staff will learn the skills needed to implement a successful conflict resolution model in the classroom, as well as a schoolwide peer mediation program. The model demonstrated will enable students to state what they need, to arrive at an acceptable solution, to listen reflectively, and to be a peer mediator. (This video is the first of a four-part video series that is supplemented with two workshop manuals.)

Freedom from Violence Series #2—Taking the Lid Off Anger. Evanston, Illinois: Altschul Group Corporation, 1993. 28 minutes. \$295.00 (Item no. 3122-B). Gives teachers the tools to help students manage anger by being aware of the signs of anger, expressing their feelings, and making healthy choices. The boundary between violence and anger, the roots of anger, forming a positive relationship with students, and the tips to integrate the discussion of feelings into the curriculum and specific violence prevention activities are also discussed and demonstrated. (This video is the second of a four-part video series that is supplemented with two workshop manuals.)

Freedom from Violence Series #3—The Gang Alternative. Evanston, Illinois: Altschul Group Corporation, 1993. 28 minutes. \$295.00 (Item no. 3122-A). Teachers and staff will learn valuable information on how to identify students at risk for joining a gang and how to implement successful prevention strategies in the classroom. The program shows three staff members of a gang outreach prevention organization at work in the classroom using violence prevention strategies and counseling students. (This video is the third of a four-part video series that is supplemented with two workshop manuals.)

Freedom from Violence Series #4—Safe School, Safe Environment. Evanston, Illinois: Altschul Group Corporation, 1993. 26 minutes. \$295.00 (Item no. 3122-D). This comprehensive program provides a guide to creating a safe school. A former police officer and a dean of students discuss key areas to examine in order to implement an effective emergency plan in the case of violent events in the school. How to create a safe environment with an emphasis on prevention is also discussed in depth. (This video is the fourth of a four-part video series that is supplemented with two workshop manuals.)

"Friends" Raping Friends. Charlotte, North Carolina: KIDSRIGHTS, 1992. 28 minutes. \$189.00. Dramatizes date scenes and interviews with rape experts and real high school and college students. Increases awareness of date rape and details situations and factors that increase a woman's risk of date rape: alcohol and drug use, sending mixed signals, and more.

From Fists to Guns. Charleston, West Virginia: Cambridge Career Products, 1993. 40 minutes. \$49.95 (Item no. VEV100V-G). Beginning with a discussion of the history of gangs, talks about the structure and future of gangs and teaches how to make educated decisions about gang membership. Includes teacher's discussion guide.

Gang Awareness. Portland, Oregon: Television Services, Portland Public Schools, Jefferson High School, 1989. 12 minutes. \$40.00. Demonstrates nonthreatening behaviors young people can use when confronted by bullies and how to leave bullying situations.

Gang Violence: Los Angeles Gangs on the Move. Northridge, California: Medina Productions, 1989. 19 minutes. \$375.00. Gives a description of gangs and the dynamics of gang behavior.

Gangs—A Matter of Choice. Northridge, California: Medina Productions, 1989. 24 minutes. \$375.00. Addresses how parents, schools, and the community can create an antigang climate.

Getting to the Heart of It. Tom Snyder Productions. Cambridge, Massachusetts: Educators for Social Responsibility, 1994. 45 minutes. \$215.95 for nonmembers; \$194.36 for members. Using Roger Fisher's proven techniques for solving conflicts through negotiation, a fascinating cast of characters negotiate their way through compelling and realistic conflict situations. Program can be completed in three class sessions or paced over the semester. The set includes an easy-to-follow teacher's guide, detailed lesson plans, 30 follow-along workbooks, role-play cards, and a sample take-home video and booklet.

Getting S.M.A.R.T. Santa Cruz, California: ETR Associates, 1990. 32 minutes. \$99.95 (Item no. 482-C4). The creator of S.M.A.R.T. (S—Stay one step ahead, M—Move one step at a time, A—Accelerate 0-100, R—Refocus attention, T—Take control and stick together) shows students how to cope with their fears and teaches them five common sense principles for avoiding violence.

Guns, Gangs, Graffiti. Santa Monica, California: Pyramid Film and Video, 1989. 30 minutes. \$295.00. Graphically illustrates the consequences of gang membership and gang violence. Produced for at-risk juveniles in junior and senior high schools and adults who are working to combat gangs in their communities. Reveals the truth about gang loyalty, gangs and guns, drug money, and graffiti.

Heart on a Chain: The Truth About Date Violence. Deerfield, Illinois: Coronet/MTI Film and Video, 1991. 17 minutes. Purchase cost \$350.00; rental cost \$75.00 (Item no. ME-6394M). Addresses the issue of teenage date violence by speaking directly to young abusers and victims. Actors demonstrate a range of dating behaviors, from abusive and controlling to healthy and open. Teenagers get a clear understanding of what constitutes abuse in a relationship; why it happens; and what a healthy, rewarding relationship is. Presented from a male perspective.

How Did Our Children Learn to Kill? What Must We Do About It? Audiocassette. Trumansburg, New York: Good Hope Youth Homes, 1993. \$8.00. Address by Dr. Deborah Prothrow-Stith.

I'm in Control. Atlanta, Georgia: Wholistic Stress Control Institute, 1987. 17 minutes. \$29.95. Story of how a troubled male youth handles stressful problems with his girlfriend, family, and school after returning from a youth detention center to his home community.

The Invincibles. Santa Monica, California: Pyramid Film and Video, 1991. 25 minutes. \$295.00. Sensitive portrait of three ordinary young men living in the inner city who make a difference in their own lives by refusing to fall into a trap of drugs and violence. Shows how parents, coaches, community organizers, and police officers can help overcome the burdens of a broken family or the dangers of street life, and provides positive role models for young viewers.

It's Not Easy. New York: Sidewalks of New York Productions, Inc., 1992. 29 minutes. \$35.00. Portrays the potentially explosive issue of interracial dating and explores positive solutions.

Jailbrake: The Videotape. Boston, Massachusetts: Commonwealth of Massachusetts, 1990. 35 minutes. Free. Hard-hitting educational program that provides youngsters with a realistic experience of life in jail. Designed to shatter any myth that "doin' time" is macho or cool and to show that criminal activity entails very real consequences.

Juveniles and the Death Penalty. Princeton, New Jersey: Films for the Humanities and Sciences, 1993. 58 minutes. Purchase cost \$159.00; rental cost \$75.00 (Item no. LM-2140). This 48 Hours program visits a number of death row inmates who committed murder before they were 18. Interviewer talks with prosecutors, defense attorneys, and family members about the kind of punishment appropriate for criminals who were juveniles when they committed their crimes. The convicted murderers are surprisingly articulate as they demonstrate a range of attitudes.

Kids and Guns. Princeton, New Jersey: Films for the Humanities and Sciences, 1993. 28 minutes. \$89.95 (Item no. LM-1835). Examines the consequences of the American gun culture—more than 27,000 youngsters between the ages of 12 and 15 are the victims of handguns in just one year; a child is killed by a handgun every day; the handgun is replacing the switchblade as the teenager's weapon of choice. Examines how the increase in youth violence and gun accidents can be stemmed.

Kids and Race: Working It Out. Princeton, New Jersey: Films for the Humanities and Sciences, 1987. 52 minutes. \$89.95 (Item no. ON-1268). Shows a weekend encounter group in which nine young people of varied backgrounds explore painful and poignant feelings about stereotypes and prejudice.

The Kids Are Watching. Los Angeles, California: Mediascope, 1992. 13 minutes. \$10.00. Shows interviews with children and adolescents (both school children and youngsters in juvenile detention) in which they are asked to describe their reactions to media violence.

The Last Hit: Children and Violence. Northbrook, Illinois: Film Ideas, Inc., 1993. 20 minutes. \$150.00. This culturally diverse video focuses on children who candidly share their experiences with violence. Viewpoints on what constitutes violence and the best ways to avoid it are also expressed.

Learning to Live. Charlotte, North Carolina: Charlotte-Mecklenburg Schools, 1991. 15 minutes. \$20.00. This video features former students of the Charlotte-Mecklenburg Schools who have been incarcerated for committing murder. The inmates offer advice on avoiding violence, and student mediators demonstrate communication skills and how to handle anger.

Learning to Manage Anger: The RETHINK Workout for Teens. Champaign, Illinois: Research Press, 1988. 33 minutes. \$200.00. This video and program guide teaches junior high and high school students to effectively control anger and resolve conflict through the seven-step RETHINK method.

A Life Sentence. Princeton, New Jersey: Films for the Humanities and Sciences, 1993. 26 minutes. Purchase cost \$149.00; rental cost \$75.00 (Item no. ON-3921). To have one's child murdered is the ultimate nightmare. Families must deal not only with their own grief and anger but with the police and media as well. This program examines how parents of murdered children are also victims of the crime.

Living With Parents: Conflicts, Comforts, Insights. Charlotte, North Carolina: KIDSRIGHTS, 1988. 45 minutes. \$249.00. Offers teens specific tactics for improving their relationships with parents. Dramatizes some common conflicts between teens and their parents (borrowing the car, curfews, talking on the phone) and discusses how teens have conflicting desires for independence, yet want to be cared and provided for. Examines the ambivalence of parents who find it hard to let go of their children.

Making a Difference. Resolving Conflict Creatively Program (RCCP). Cambridge, Massachusetts: Educators for Social Responsibility, 1989. 26 minutes. \$25.00 for nonmembers; \$22.50 for members. Highlights the dramatic changes in attitudes and behaviors of teachers and students in the RCCP in relation to dealing with conflict.

Media Mayhem: More Than Make Believe. Green Bay, Wisconsin: Northeast Wisconsin School of Telecommunications/Cooperative Education Service Agency, 1994. 30 minutes. Purchase cost \$195.00; rental cost \$50.00. Demonstrates to young people, especially those considered "at risk,"

that the violent action pervading today's media is an artificial, contrived device intended to draw audiences, not a reflection of reality. Introduction to media literacy for students in grades 7-12.

My Girl: Battering in Teen Relationships. Concord, California: Battered Women's Alternatives, 1987. 60 minutes. Purchase cost \$225.00; rental cost \$35.00. Three-part video and curriculum guide addressing dating violence in adolescent relationships.

Negotiation Skills. Evanston, Illinois: Altschul Group Corporation, 1991. 25 minutes. \$295.00 (Item no. 7474). During conflicts, teens often end up distancing themselves from parents and other authority figures. This video helps teens improve problem-solving skills, promotes understanding of other's views, and fosters active listening. After learning how to negotiate, a young man replaces conflict with compromise when interacting with his father.

No Easy Answers. Santa Cruz, California: ETR Associates, 1987. 32 minutes. \$95.00 (Item no. 429-C4). Sexual abuse prevention video for juveniles and senior high students emphasizes the difference between nurturing and exploitive touch. Covers a variety of topics including a definition of abuse, sexual decisionmaking, talking about sex, assertive communication, and helping a victim.

No Means No! Avoiding Date Abuse. J. Gary Mitchell. Deerfield, Illinois: Coronet/MTI Film and Video, 1988. 19 minutes. Purchase cost \$365.00; rental cost \$75.00 (Item no. ME-5718M). Through dramatized examples of typical behavior leading to rape and other forms of date abuse, the program stresses the importance of communicating expectations and sexual limits, and helps alleviate the fear of being rejected for standing up for personal rights.

Nonviolent Crisis Intervention Training Program. Brookfield, Wisconsin: National Crisis Prevention Institute, 1993. Volume I: 26 minutes; Volume II: 30 minutes. Individual volumes \$365.00 each; set of both volumes \$565.00. Volume I, "The Preventative Techniques," covers the warning signs of crisis, the four stages of crisis development, paraverbal communication, nonverbal communication, five steps to empathic listening, and management of the stages of verbal escalation. Volume II, "Therapeutic Physical Intervention," depicts the basic principles of personal safety, passive blocking skills, release techniques, and utilization of physical and psychological advantages during a physical assault.

On Television: Teach the Children. San Francisco, California: California Newsreel, 1992. 56 minutes. For universities, purchase cost \$195.00 and rental cost \$75.00. For high schools, public libraries, agencies, and community groups, purchase cost \$69.95. Designed to help teachers, parents, and students scrutinize television's hidden curriculum. Uses clips from Saturday morning cartoons, sit-coms, and music videos with commentary by critics, scholars, and network executives. Explores the values television communicates and the role models it provides. Sixteen-page study guide and transcript included.

On Television: The Violence Factor. San Francisco, California: California Newsreel, 1992. 59 minutes. For universities, purchase cost \$195.00 and rental cost \$75.00. For high schools, public libraries, agencies, and community groups, purchase cost \$69.95. Examines the violence portrayed daily on television and explores the impact of television violence on viewers' behaviors and attitudes.

Peacemakers of the Future. Phyllis Bankier. Amherst, Massachusetts: National Association for Mediation in Education, 1991. 23 minutes. \$33.00. Demonstrates the mediation process as it begins in elementary school and the changes in this process as students move to middle school and to high school.

The Peer Mediation Video: Conflict Resolution in Schools. Fred Schrumf and Donna Crawford. Champaign, Illinois: Research Press, 1992. 28 minutes. \$365.00. Demonstrates how to establish a successful peer mediation program with students in grades 6–12. Peer mediation is a nonadversarial process in which trained student mediators help fellow students solve their own problems. Includes 160-page program guide.

Pockets of Hate. Princeton, New Jersey: Films for the Humanities and Sciences, 1988. 26 minutes. \$89.95 (Item no. ON-1940). Examines the particular danger of racial crime. Seeks to determine where young people are picking up racist attitudes and why they are becoming more comfortable in acting out their prejudices.

The Possible Dream? The Quest for Racial Harmony in American Schools. Charleston, West Virginia: Cambridge Career Products, 1993. 45 minutes. \$69.95 (Item no. FP100V-G). Provides a discussion "model" for those who want to encourage racial, ethnic, and religious tolerance. Features a group of students discussing racial differences and looking for solutions to problems found within their school and at schools throughout the country. Includes lesson guide.

The Power to Choose. Minneapolis, Minnesota: Agency for Instructional Technology and the National Council of Jewish Women, 1988. 20 minutes. \$150.00.

Pregnant Teen. Judith McFarlane. Houston, Texas: Texas Women's University (1130 M.D. Anderson Blvd. Houston, TX 77030, 713-794-2138.) \$20.00. Includes a copy of each brochure: "Are YOU in a SAFE Relationship? Prevention of Battering During Pregnancy," and "Is Someone Hurting You?"

Prejudice, Discrimination, and Stereotypes. Santa Monica, California: Ready Reference Press. 22 minutes. \$89.00. Designed to help youth understand how prejudice and discrimination come about and why these feelings can be so destructive—not only for the victim, but also for the person harboring the feelings.

Prejudice: Dividing the Dream. Dystar Television, Inc. Deerfield, Illinois: Coronet/MTI Film and Video, 1992. 25 minutes. \$450.00 (Item no. 6625M). Hosted by Collin Siedor, this program honestly faces the distressing elements of prejudice by offering us perspectives on its causes and suggestions for possible remedies.

Preventing and Resolving Conflicts. Huntington, New York: Bureau for At-Risk Youth, 1993. 25 minutes. \$69.95. This video, one in a 12-part series, encourages the use of basic rules of conflict resolution: listening to others, stating opinions clearly, "I" messages. Offers strategies for dealing with anger and fighting. Includes leader's guide.

Project Aware. Perennial Education. Evanston, Illinois: Altschul Group Corporation, 1993. 27 minutes. \$99.00 (Item no. 0084). An ex-felon discusses with a group of teenagers why crime doesn't pay.

Public Violence, Private Crisis. Boston, Massachusetts: WGBH and Coronet, 1989. 60 minutes. Free of charge (only available to schools and libraries). To order: 1-800-621-2131. Examines people's lives who have been affected by violence, the role of social attitudes in perpetuating violence, and ways to stop violence.

Racism: Cross Colors. Charlotte, North Carolina: KIDSRIGHTS, 1993. 12 minutes. \$99.95 (Item no. 6624-V). Just the word racism touches off strong thoughts, feelings, and emotions. In this video, scenes and interviews at demonstrations and riots graphically express emotions. Teens discuss fear, hatred, ignorance, and prejudice and offer possible solutions to these problems.

Rap Against Violence. Pleasant Hill, California: Contra Costa County Health Department, 1990. 25 minutes. \$40.00. Presents Los Angeles-area high school rap groups participating in the Contra Costa County Violence Prevention Program's annual "Rap Against Violence" Contest.

Rape Prevention: Trust Your Instincts. Filmmakers, Inc. Deerfield, Illinois: Coronet/MTI Film and Video, 1989. 18 minutes. Purchase cost \$395.00; rental cost \$75.00 (Item no. ME-5789M). This program teaches women to raise their level of awareness and to project the kind of nonverbal assertiveness that makes them an "unattractive" mark. It also instills an effective nonviolent approach to rape prevention.

Reading, Writing, & Revolvers: Coping with Teenage Violence. Charleston, West Virginia: Cambridge Career Products, 1993. 45 minutes. \$89.95 (Item no. CCP0142V-G). Designed to provide students with specific skills they can apply if confronted with violence.

Real Men Don't Bleed. Sheridan Peters Communication. Deerfield, Illinois: Coronet/MTI Film and Video, 1991. 20 minutes. \$350.00 (Item no. 6546L). A teenager growing into adulthood faces many pressures. This program examines the situations faced by inner-city youth every day, and provides alternatives to the macho behavior that many young men feel constrained to practice.

Rumors, Conflicts, and Resolutions. Conflict Resolution Unlimited. Amherst, Massachusetts: National Association for Mediation in Education, 1993. 38 minutes. \$160.00. Gives middle school and high school students a clear model of the mediation process and techniques portrayed by young people.

Safety Nets for City Children: A Holistic Approach to Violence Prevention #1—Unlearning Violence: Parts I and II. Bridgeport, Connecticut: Psyche Productions, 1993. Individual videos \$150.00 each; complete set \$325.00. First video in a three-part series. Teaches nonviolent values to children and young teens. Teacher's guide accompanies this video; offers age-appropriate questions for discussion and activities for further class involvement.

Safety Nets for City Children: A Holistic Approach to Violence Prevention #2—Community Action. Bridgeport, Connecticut: Psyche Productions, 1993. Individual videos \$150.00 each; complete set \$325.00. Second video in a three-part series. Presents expert information, thought-provoking ideas, and examples of community involvement for individual and community groups concerned with the growing problem of violence in the lives of children. Discussion guide accompanies this video; teaches a step-by-step process of utilizing groups to generate ideas and develop action plans for community violence prevention efforts.

Safety Nets for City Children: A Holistic Approach to Violence Prevention #3—Helping Professionals. Bridgeport, Connecticut: Psyche Productions, 1993. Individual videos \$150.00 each; complete set \$325.00. Third video in a three-part series. Offers information and support to those who work with children exposed to community violence. Discussion guide accompanies the video; can be used to stimulate discussion in faculty meetings, seminars, workshops, trainings, classrooms, and support groups.

The Secrecy Connection: Substance Abuse and Teen Rape. Harrisburg, Pennsylvania: Pennsylvania Coalition Against Rape, 1992. 41 minutes. \$65.00. Discusses teens, date rape, impaired judgment, early child sexual abuse, Adult children of alcoholics (ACOA) issues, and teen prostitution. Discussion manual included.

Scared Straight: Ten Years Later. Chatsworth, California: AIMS Media, 1987. 45 minutes. Purchase cost \$195.00; rental cost \$75.00 (Item no. 8721NR). Whoopi Goldberg hosts this powerful and revealing update of the original Academy and Emmy Award winning documentary, Scared Straight. The program documented an eye-opening visit to New Jersey's Rahway Prison by a group of juvenile offenders. The hope was that being in the frightening prison environment and hearing

graphic accounts of prison violence would scare youths straight. *Scared Straight! Ten Years Later* interviews the convicts and kids (now adults) who appeared in the original film. Featuring candid interviews, shocking revelations, and other confessions, the program intercuts between statements made by the teens and prisoners ten years ago and today. Supports the positive impact of the Rahway Prison Deterrence Program.

The Skillstreaming Video: How to Teach Students Prosocial Skills. Arnold Goldstein and Ellen McGinnis. Champaign, Illinois: Research Press, 1988. 26 minutes. \$365.00. Social skills training video that enacts concepts from two books: *Skillstreaming the Adolescent* and *Skillstreaming the Elementary School Child*. Designed to show educators how to direct children with behavior problems to socially acceptable skills.

Someone You Know: Acquaintance Rape. Dystar Television. Deerfield, Illinois: Coronet/MTI Film and Video, 1986. 30 minutes. \$470.00 (Item no. JG-4970M). Sensitive documentary that looks at the single-most underreported crime in America, acquaintance rape. Examines its effects on the victims, looks at the underlying causes behind these violent acts, and explores what can be done to prevent crime and aid the victims.

Staff Development: Conflict Resolution. Pleasantville, New York: Sunburst Communications, 1992. 28 minutes. \$149.00 (Item no. 2392). Draws on the expertise of nationally recognized educators with hands-on experience in conflict resolution and peer mediation training. Includes handouts and guide.

Sticks, Stones, and Stereotypes. Santa Cruz, California: ETR Associates, 1988. 26 minutes. \$325.00 (Item no. B022-C4). Offers instructors information on how to create a more accepting and comfortable learning environment in their high school or first-year college class. This program refutes the age-old adage about the harmless nature of name-calling. This bilingual video focuses on homophobic, racial, and ethnic slurs, and the anguish they cause. It examines the reasons why young people participate in name-calling and what the recipients can do to stop it. Includes an 89-page curriculum guide in English and a 95-page curriculum guide in Spanish.

Straight Talk About Substance Abuse and Violence. Verona, Wisconsin: Attainment Productions, 1993. Three videos, total of 88 minutes. \$259.00. Features the frank testimonials of 19 teens and young adults with significant chemical dependency issues, who range in age from 13 to 22. They discuss their most personal issues, which include substance abuse, physical and sexual abuse, suicide attempts, depression, and violent acting out. Includes a 95-page discussion guide.

Street Gangs of Los Angeles. Princeton, New Jersey: Films for the Humanities and Sciences, 1992. 44 minutes. \$149.00 (Item no. LM-3040). Looks at the thrills and dangers of life for gang members and at the occasionally successful efforts of parents in gang-run neighborhoods to keep their children safe.

Survivor's Pride: an Introduction to Resiliency. Verona, Wisconsin: Attainment Productions, 1994. 60 minutes. \$95.00. This instructional video program focuses upon the use of resiliency-oriented prevention and intervention techniques with teens at risk. Discusses how to recognize and foster resiliency among students and help them discover their own inner strengths.

Taking a Stand. Group W Productions. Deerfield, Illinois: Coronet/MTI Film and Video, 1988. 30-minute or 45-minute version available. \$495.00 for 30-minute video; \$650.00 for 45-minute video. Program is about fairness, equality, and civil rights, as well as inequality, prejudice, bigotry, and injustice.

Talking Helps. Perennial Education. Evanston, Illinois: Altschul Group Corporation, 1993. 29 minutes. \$295.00 (Item no. 7473). When teens are in trouble, they usually turn to a friend for help. Talking Helps teaches a series of steps teens can use to help their friends and themselves work through problems. Ideal component to peer assistance programs, school-based programs, and youth group sessions. Includes leader's guide.

Teenagers, Stress, and How to Cope. Pleasantville, New York: Sunburst Communications, 1992. 37 minutes. \$199.00 (Item no. 2400). Helps students understand what stress is—and what they can do about it—by dramatizing the stories of three stressed-out teenagers as they learn coping techniques. Includes teacher's guide.

Teen Sex: Drawing the Line. Seattle, Washington: Alternatives to Fear. 20 minutes. \$60.00. Video for teens about date and acquaintance rape. Includes teacher's guide.

Teen Stress: How to Cope. Atlanta, Georgia: Wholistic Stress Control Institute, 1992. 38 minutes. Video: \$59.95; Manual: \$10.00 Teen performers demonstrate the challenge of dealing with six stressful situations: selling drugs, violence, peer pressure, family conflict, AIDS, and alcoholic parents. A pause after each scenario allows for audience discussion, and is followed by solutions for each problem, offered by professionals.

Teen Violence. WGBH, Boston. Deerfield, Illinois: Coronet/MTI Film and Video, 1993. 29 minutes. \$295.00 (Item no. PM-33121). This documentary portrait of inner-city teenagers examines the effectiveness of violence prevention strategies for young people seeking a way out of the cycle of gangs, guns, and crime.

That Old Gang of Mine. Huntington, New York: Bureau for At-Risk Youth, 1994. \$125.00. 50 minutes. Portrays gang life and its dire consequences through the eyes of actual gang members who have ended up behind bars. Male, female, black, white, Hispanic, and other young people tell their gripping stories—why they joined, who they hurt, and the terrible price they paid. Excellent springboard for discussions on gangs, anger, personal responsibility, violence, and its consequences.

They Never Call It Rape. ABC News. Deerfield, Illinois: Coronet/MTI Film and Video, 1990. 21 minutes. Purchase cost \$250.00; rental cost \$75.00 (Item no. ME-6281M). In this edition of ABC's 20/20, viewers are given a detailed exploration of this growing problem. Revealing interviews with students, school officials, rape experts, and rape victims present a shocking picture of double standards that blame the victims rather than their abusers.

True Colors. ABC News. Deerfield, Illinois: Coronet/MTI Film and Video, 1991. 19 minutes. \$250.00 (Item no. 6745M). Diane Sawyer explores skin color prejudice in America and discovers that our "society of equals" is not so equal after all. The program follows two friends virtually identical in all respects but one—John is white, Glenn is African American.

Understanding and Resolving Conflicts. Niles, Illinois: United Learning, 1994. 23 minutes. \$95.00 (Item no. 10240VE). Designed to help students solve interpersonal problems and intergroup strife. Shows why avoidance and confrontation are counter-productive and tend to perpetuate and escalate disputes. In clear, step-by-step demonstrations, shows how collaboration between feuding parties can be the best "win-win" way to settle conflict.

Violence and Aggression in Adolescents: A Video Review of Facts and Options. Bradenton, Florida: Human Services Institute, 2 hours. Purchase cost \$135.00; rental cost \$25.00 for three days. Experts discuss the extent of violence in the family and share ideas on how to reduce the incidence of violent behavior. Panelists include Richard Gelles and Lewis L. Judd.

Violence By and Against Latinos. Princeton, New Jersey: Films for the Humanities and Sciences, 1994. 28 minutes. \$149.00 (Item no. ON-4025). Drug- and gang-related killings and other violence have become an everyday fact of life in many urban Latino neighborhoods. This program looks at a variety of issues including drive-by shootings, effects of the Los Angeles riots, and family violence.

Violence in Our Schools: Everyone's Problem. WTVT TV-Fall Church, Virginia and Prince William County Public Schools, 1993. \$19.95 Panelists (which include students, teachers, other professionals, and national leaders) confront the problems of youth violence in schools.

Violence Prevention: A Guide to the Course. Newton, Massachusetts: Education Development Center, Inc., 1987. Purchase cost \$150.00; rental cost \$60.00 54 minutes. Dr. Deborah Prothrow-Stith demonstrates each of the 10 sessions of the Violence Prevention Curriculum for Adolescents with Boston area educators. Includes Teacher's Guide.

Violence Prevention: Inside Out. Charlotte, North Carolina: KIDSRIGHTS, 1993. 45 minutes. \$135.00 (Item no. 6615-V). Interviews with youths in juvenile centers, treatment programs, schools, and on the streets present a view of the cycle of violence as it manifests itself in a variety of situations: domestic, sexual, gang-related, and institutional. This three-part program explains the causes of violence, alternatives to violence, and ways to effectively cope with experiences of violence.

Violence: Reversing the Trend Series #1—Getting Along. Evanston, Illinois: Altschul Group Corporation, 1993. 12 Minutes. \$275.00 (Item no. 7827). Presented by teens, this program demonstrates the skills needed to resolve conflicts and to adapt the model to their own lifestyles.

Violence: Reversing the Trend Series #2—Weapons and You. Evanston, Illinois: Altschul Group Corporation, 1993. 18 minutes. \$275.00 (Item no. 7825). Shows high school students the real consequences of bearing and using weapons through emotional testimonials by victims and presentations by professionals (police officer and rehabilitation doctor).

Violence: Reversing the Trend Series #3—Crossing the Line: The Truth About Gangs. Evanston, Illinois: Altschul Group Corporation, 1993. 18 minutes. \$275.00 (Item no. 7826). This inside look at gang life focuses on the risks and reality of being associated with a gang. Gang members, a prison warden, and a police officer present the hard reality of gang life—jail, death, hurting family and friends. Teens who have successfully stayed out of gangs will give concrete advice on how to handle the pressure of not joining a gang.

Waging Peace in Our Schools. New York: Educators for Social Responsibility, 1992. 26 minutes. \$25.00, plus \$5.00 S&H. Offers chance to experience the in-depth components of the Resolving Conflict Creatively Program. Demonstrates conflict resolution skills being taught and students engaged in peer mediation. Includes testimonies of children, teachers, parents, and administrators who have worked to change their schools.

Waiting for Mr. Stone: Interpersonal and Institutional Responses to an Intercultural Dispute. Pamela Moore and Annette Townley. Amherst, Massachusetts: National Association for Mediation in Education, 1993. 50 minutes. \$65.00. This curriculum and video, designed for use in staff development workshops and preservice education, present a case study that looks at one of the complex issues confronting school communities—intercultural disputes and their ensuing potential for conflict. Includes 83 page curriculum.

Wasted Dreams: A Peer-to-Peer Video Dealing with Guns and Violence. Northbrook, Illinois: Film Ideas Inc., 1990. 27 minutes. \$175.00. Examines violence and guns, what's right and wrong, and how youth can steer clear of bad situations. Among teenagers, violence often follows rage. The kinds of adolescent conflicts that bring on the emotional progression from anger to rage to violent behavior can be identified by most teenagers before the conflicts occur.

What About Gangs? Series #1—What About Gangs? Decisions and Options. Charlotte, North Carolina: KIDSRIGHTS, 1993. 18 minutes. \$89.95 for one of two video series or \$179.95 for both (Item no. 6612-V). The two-video series is devoted to halting the growth of gangs in urban communities. This video, which is part one of the series, shows how three youngsters from various backgrounds struggle with their decision to join or reject gang membership. Covers issues of self-esteem, dysfunctional families and fears of gang violence and reprisal.

What About Gangs? Series #2—Recognizing, Containing, and Eliminating Gangs: Strategies for Educators. Charlotte, North Carolina: KIDSRIGHTS, 1993. 40 minutes. \$94.00 or both videos for \$179.95 (Item no. 6613-V). The two-video series is devoted to halting the growth of gangs in urban communities. This video, which is part two of the series, offers concrete strategies for concerned educators, staff, and parents to work together to stem this growing phenomenon.

What About Me? Kids and Grief. Northbrook, Illinois: Film Ideas, Inc., 1993. 18 minutes. \$150.00. Created to give children who are grieving an outlet to reflect on the feelings and thoughts that are part of the process. Includes children from a variety of ethnic and cultural backgrounds.

What'cha Gonna Do About Hate? City Kids Speak Productions. Deerfield, Illinois: Coronet/MTI Film and Video, 1992. 14 minutes. \$280.00 (Item no. 6809M). A racially diverse group of young people express their views on prejudice, each offering a very personal perspective on senseless hatred. Viewers see how people are able to turn their negative experiences in the past into positive messages for the future.

What If . . . Improving Decisionmaking Skills in Preteens. Perennial Education. Evanston, Illinois: Altschul Group Corporation, 1989. 18 minutes. \$295.00 (Item no. 0233). Short vignettes challenge student's communication skills and help develop their self-esteem and ability to resist pressure from peers, the media, and advertising.

What's the Difference Being Different? Michael Pasternak. Champaign, Illinois: Research Press, 1977. 19 minutes. \$345.00. Demonstrates how a multicultural program can be implemented in a school system. Illustrates middle and junior high school students participating in activities that increase feelings of self-worth and understanding of others.

When Love Hurts. San Rafael, California: Marin Abused Women's Services and Video Pix, 1988. 18 minutes. \$85.00 plus \$7.00 S&H. Supplements the curriculum entitled Relationship Abuse Prevention Project (RAPP).

Where Have All the Children Gone? Calhoun, Kentucky: NIMCO, Inc., 1989. 26 minutes. \$149.95. Utilizes role playing and audience participation. Helps teens and adults identify the causes of teen violence. Designed to enable young people to deal with everyday conflict in a nonviolent fashion. Activities provide "how to" approaches for understanding the nature of conflict and how to deal with it. Includes student workbook.

When You're Mad! Mad! Mad! Dealing with Anger. Pleasantville, New York: Sunburst Communications, 1993. 27 minutes. \$169.00 (Item no. 2365). For middle school students, the loss of control that anger provokes can not only be alarming but undermines their self-esteem as well. Shows viewers that they can learn to handle feelings of anger by controlling how they act, and suggests positive steps they can take. Includes teacher's guide.

Why Is It Always Me? Gerald T. Rogers Productions. Deerfield, Illinois: Coronet/MTI Film and Video, 1991. 17 minutes. \$350.00 (Item no. JG-JE03). Illustrates better and more effective methods for adolescents to resolve day-to-day personal problems, such as conflict situations with their family or peers.

Women Speak Out: Emotional Violence. New York: Sidewalks of New York Productions, Inc., 1993. 12 minutes. \$35.00. Written by teenage girls and women, shows women of all ages, races, education, and economic backgrounds expressing their concern about the impact of emotional violence.

Working It Out: Conflict Resolution. Pleasantville, New York: Sunburst Communications, 1992. 25 minutes. \$169.00 (Item no. 2396). Teaches preteens and young teens an age-appropriate process for resolving conflict. Shows students how learning good communication skills, brainstorming for solutions, compromise, and mediation can turn conflict into a positive experience, build self-esteem, and improve relationships. Includes teacher's guide.

Working It Out at Madison Series—Breaking the Chain: Building Healthy Relationships. Charlotte, North Carolina: KIDSRIGHTS, 1993. \$99.00 each or \$649.00 for package of seven videos (Item no. 6622-V). Minidramas address controversial topics. Examines the causes underlying the issue, and gives teens the direction they need to make positive choices.

Working It Out at Madison Series—Not Just Anybody: Dating Pressure and Violence. Charlotte, North Carolina: KIDSRIGHTS, 1993. \$99.00 each or package of seven videos for \$649.00 (Item no. 6621-V). Minidramas address controversial topics. Examines the causes underlying the issue, and gives teens the direction they need to make positive choices.

Working It Out at Madison Series—Working It Out: Conflict Resolution Through Teen Mediation. Charlotte, North Carolina: KIDSRIGHTS, 1993. \$99.00 each or package of seven videos for \$649.00 (Item no. 6616-V). Mini-dramas address controversial topics. Examines the causes underlying the issue, and gives teens the direction they need to make positive choices.

Working It Out At Madison II—Tough Cries: Fighting, Violence, and Peer Pressure. Huntington, New York: Bureau for At-Risk Youth, 1993. 25 minutes. One in a set of six videos. \$95.00 each (Item no. 2813) or \$490.00 for set of six (Item no. 2800A). Jamie opts out of the world of violence, encouraged by the love of his girlfriend and the strong, supportive arm of the law. Includes leader's guide.

Youth Stress. Perennial Education. Evanston, Illinois: Altschul Group Corporation, 1993. 24 minutes. \$295.00 (Item no. 0157). Stress during adolescence is normal and, when used in a positive way, provides the energy to accomplish desired goals. In our contemporary society, many adolescents are overloaded with stress. This program offers suggestions to counteract the stress.

Youth to Youth. Sarah Feinbloom. Pleasantville, New York: Sunburst Communications, 1992. 28 minutes. \$159.00. Made by a diverse group of eighth graders for other middle school students. Documents their thoughts and concerns about the violence in their lives and communities. Invites young people to think about the prevalence of violence and work towards prevention. Examines war, violence and racism, rape, growing up with violence, and police brutality. Includes a 45-page, student-focused curriculum and discussion guide.

Section III: Additional Resources



Illustration "Playful Children" from *Think Aloud: Increasing Social and Cognitive Skills—A Problem-Solving Program for Children* (Classroom Program, Grades 5–6; p. 77) by M.A.S. Bash and B.W. Camp, 1985, Champaign, IL: Research Press. Copyright 1985 by the authors. Reprinted with permission.

Books

The Anger Management Program: Teaching Anger Management to Persons with Mental Retardation. Betsy A. Benson. Santa Barbara, California: James Stanfield Company, 1992. 118 pp.

Containing Crisis—A Guide to Managing School Emergencies. Bloomington, Indiana: National Educational Service.

Cooperative Learning: A Resource Guide. Nancy and Ted Graves. Santa Cruz, California: International Association for the Study of Cooperation in Education, 1987. 26 pp.

Creating Conflict and Teaching Children to Be Peacemakers. David and Roger Johnson. Edina, Minnesota: Interaction Book Company, 1987.

How to Control Your Anger: A Guide for Teens. Minneapolis, Minnesota: Johnson Institute, 1993. 32 pp.

A Kid's Guide to How to Stop the Violence. Ruth Harris Terrell. New York: Byron Press Visual Publications, Inc., 1992.

Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning. David and Roger Johnson. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1994. 164 pp.

Resolving Classroom Conflicts. Craig Pearson. Palo Alto, California: Learning Handbooks.

Stop the Violence: Overcoming Self-Destruction. National Urban League, George Nelson, (Editor). New York, New York: Pantheon Books, 1990.

Understanding Black Adolescent Male Violence: Its Remediation and Prevention. Amos N. Wilson. New York, New York: Afrikan World Infosystems, 1992.

Curricula

Anger Management and Violence Prevention: A Group Activities Manual for Middle and High School Students. Minneapolis, Minnesota: Johnson Institute, 1993. 232 pp.

Breaking Patterns: A Teenage Dating Violence Program. Laura Prato and Regina Braham. Morris Plains, New Jersey: Jersey Battered Women's Service, 1989. 64 pp.

Character Education. Character Education Institute. San Antonio, Texas: Character Education Institute, 1993.

Conflict, Resolution, and Diversity. Ellen DeBenedetti. Published by EDUPRESS, 1993. Distributed by National Association for Mediation in Education (Amherst, Massachusetts). 43 pp.

Conflict Resolution in the Middle School: A Curriculum and Teaching Guide. William J. Kriedler. Cambridge, Massachusetts: Educators for Social Responsibility, 1994. 324 pp.

Conflict Resolution in the Schools. San Rafael, California: Human Rights Resource Center, 1992. 53 pp.

Connecting Rainbows. Charlotte, North Carolina: KIDSRIGHTS, 1991. 128 pp.

Coping with Street Gangs. Margot Webb. New York: Rosen Publishing, 1990. 183 pp.

Creating the Peaceable School: Conflict Resolution in Schools. Richard Bodine, Donna Crawford, and Fred Schrupf. Champaign, Illinois: Research Press, 1994. 344 pp.

Cross-Cultural Swinging: A Handbook for Self-Awareness and Multicultural Living. Liang Ho. Published by Cross Cultural Communications, 1990. Distributed by National Association for Mediation in Education (Amherst, Massachusetts). 72 pp.

A Curricula on Teen Violence Prevention. Contra Cost County Department of Public Health Prevention Program: Alternatives to Violence and Abuse Coalition, Youth Violence Prevention Project. Martinez, California: Contra Costa County Department of Pubic Health, 1990. 32 pp.

Dating Violence: A Discussion Guide on Violence in Young People's Relationships. Debra J. Lewis. Vancouver, British Columbia, Canada: Battered Women's Support Services, 1987. 25 pp.

Detroit Family Project Curriculum. Donna Walker. Detroit, Michigan: Urban Families Program, Center for Urban Studies, Wayne State University, 1993. 250 pp.

Everything You Need to Know About Date Rape. Frances Shuker-Haines. Santa Cruz, California: ETR Associates, 1990. 64 pp.

Everyone Wins: Cooperative Games and Activities. Charlotte, North Carolina: KIDSRIGHTS, 1992. 90 pp.

Facing Racial and Cultural Conflict: Tools for Rebuilding Community. Washington, D.C.: Program for Community Problem-Solving, 1992. 87 pp.

Fairplay. Lawrence, Kansas: Fairplay Publications, 1983. 96 pp.

Fairplay Conflict Resolution Sourcebook. Lawrence, Kansas: Fairplay Publications, 1988. 80 pp.

The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem-Solving for Children. Priscilla Prutzman, Lee Stern, M. Leonard Burger, and Gretchen Bodenhamer. Philadelphia, Pennsylvania: New Society Publishers, 1988. 126 pp.

Get Real About Violence. Seattle, Washington: Comprehensive Health Education Foundation, 1994.

Module 1: Vulnerability. Videotape, audiotape, and three lessons.

Module 2: Contributors. Videotape, game, and three lessons.

Module 3: Alternatives. Videotape and six lessons.

Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harrassment, Vandalism, and Violence. Philadelphia, Pennsylvania: Research for Better Schools, 1992. 95 pp.

Learning to Manage Anger: The RETHINK Workout for Teens. (Leader's guide for video.) Institute for Mental Health Initiatives. Champaign, Illinois: Research Press Company, 1988. 20 pp.

Let's Talk About Living in a World with Violence. James Garbarino. Chicago, Illinois: Erikson Institute, 1993.

Life Lessons for Young Adolescents: An Advisory Guide for Teachers. Fred Schrupf, Sharon Freiburg, and David Skadden. Champaign, Illinois: Research Press, 1993. 212 pp.

Life Skills Series. Dale Olen. Milwaukee, Wisconsin: JODA Communications, 1993. 60-65 pp.; page length varies for each book.

Lion's Quest: Skills for Growing and Skills for Adolescence. Granville, Ohio: Quest International, 1994. 15 pp.

Managing Anger: A Workbook for Teenagers. King George, Virginia: American Foster Care Resources.

A Manual on Nonviolence and Children. Philadelphia, Pennsylvania: New Society Publishers, 1984. 145 pp.

Mediation and Conflict Resolution for Gang-Involved Youth: A Training and Resource Manual. Melinda Smith. Albuquerque, New Mexico: New Mexico Center for Dispute Resolution, 1992. 141 pp.

Mediation. Getting to Win Win! Miami, Florida: Grace Contrino Abrams Peace Education Foundation, Inc., 1994. 45 pp. (student book), 72 pp. (teacher's guide).

Mediation Packet. Nyack, New York: Children's Creative Response to Conflict.

Minority Youth Health Behavior Project Life Skills Intervention: Facilitators' Training Manual. John B. Jemmott, III, Loretta Sweet Jemmott, and Paulette Moore Hines. Princeton, New Jersey: Princeton University Department of Psychology, 1993.

- More New Games.* Andrew Fluegelman (Editor). Garden City, New York: Doubleday and Company, 1981. 190 pp.
- The New Games Book.* Andrew Fluegelman (Editor). Garden City, New York: Doubleday and Company, 1976. 192 pp.
- No Is Not Enough.* Caren Adams. San Luis Obispo, California: Impact Publishers, 1985. 177 pp.
- Peacebuilding.* Donald W. Mott. Geneseo, New York: High Falls Publishing, 1987.
- Preventing Prejudice: A Guide for Counselors and Educators.* Joseph G. Ponterotto and Paul B. Pedersen. Newbury Park, California: Sage Publications, 1993. 200 pp.
- Project REACH.* Langston Hughes Intermediate School. Reston, Virginia, 1993. 255 pp.
- Project TAP: Teen Abuse Prevention Curriculum.* Los Angeles, California: Los Angeles Commission on Assaults Against Women, 1993. 135 pp. English and Spanish versions available.
- Racial and Multicultural Conflicts.* David Felder. Tallahassee, Florida: Felder Books and Games, 1994.
- Readiness Lessons for Social Decision Making: Middle School Level.* Piscataway, New Jersey: Social Problem Solving Unit of the University of Medicine and Dentistry, Community Mental Health Center at Piscataway, 1990.
- Rethinking Mediation: Living Peacefully in a Multicultural World.* Cate Woolner. Amherst, Massachusetts: National Association for Mediation in Education, 1992. 49 pp.
- The Role-Play Book: Thirty-Two Hypothetical Situations for the Practice of Interpersonal Peacemaking Skills.* Ron Mock (Editor). Mennonite Conciliation Service. Wilmington, Ohio: Wilmington College Peace Resource Center, 1988. 114 pp.
- Skillstreaming the Adolescent: Skill Cards.* Arnold P. Goldstein, Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein. Champaign, Illinois: Research Press, 1989. 400 cards.
- Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills.* Arnold P. Goldstein, Robert P. Sprafkin, N. Jane Gershaw, and Paul Klein. Champaign, Illinois: Research Press, 1980. 232 pp.
- Social Competence Promotion Program for Young Adolescents (SCPP-YA).* Roger Weissberg, Marlene Caplan, Loisa Bennetto, and Alice Stroup Jackson. New Haven, Connecticut: The New Haven Social Development Program, 1990. (Available from the University of Illinois Department of Psychology.)
- The Social Conflict Games.* Dayton, Ohio: Cognitive Therapeutics, 1993. Board game plus 31-page manual.

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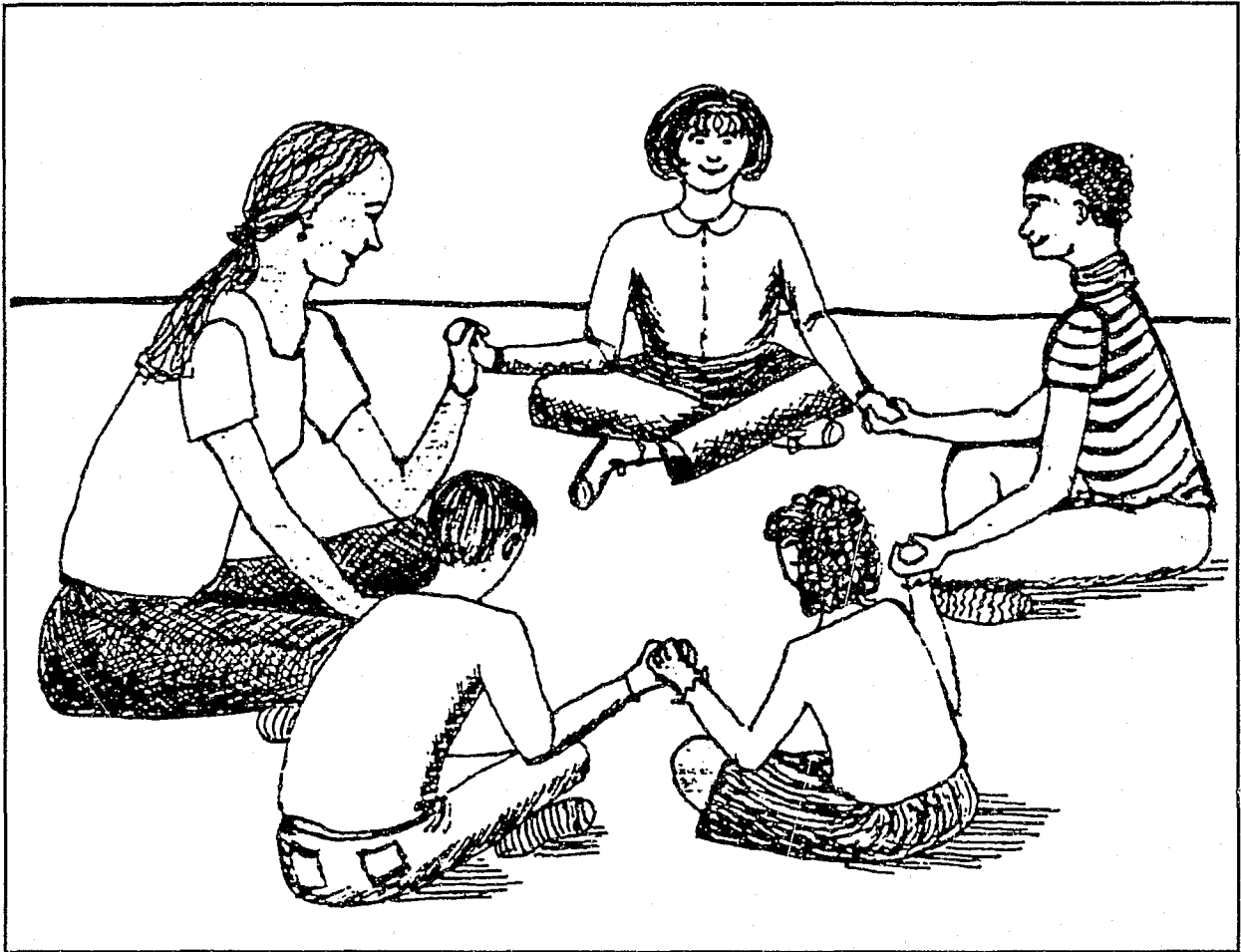


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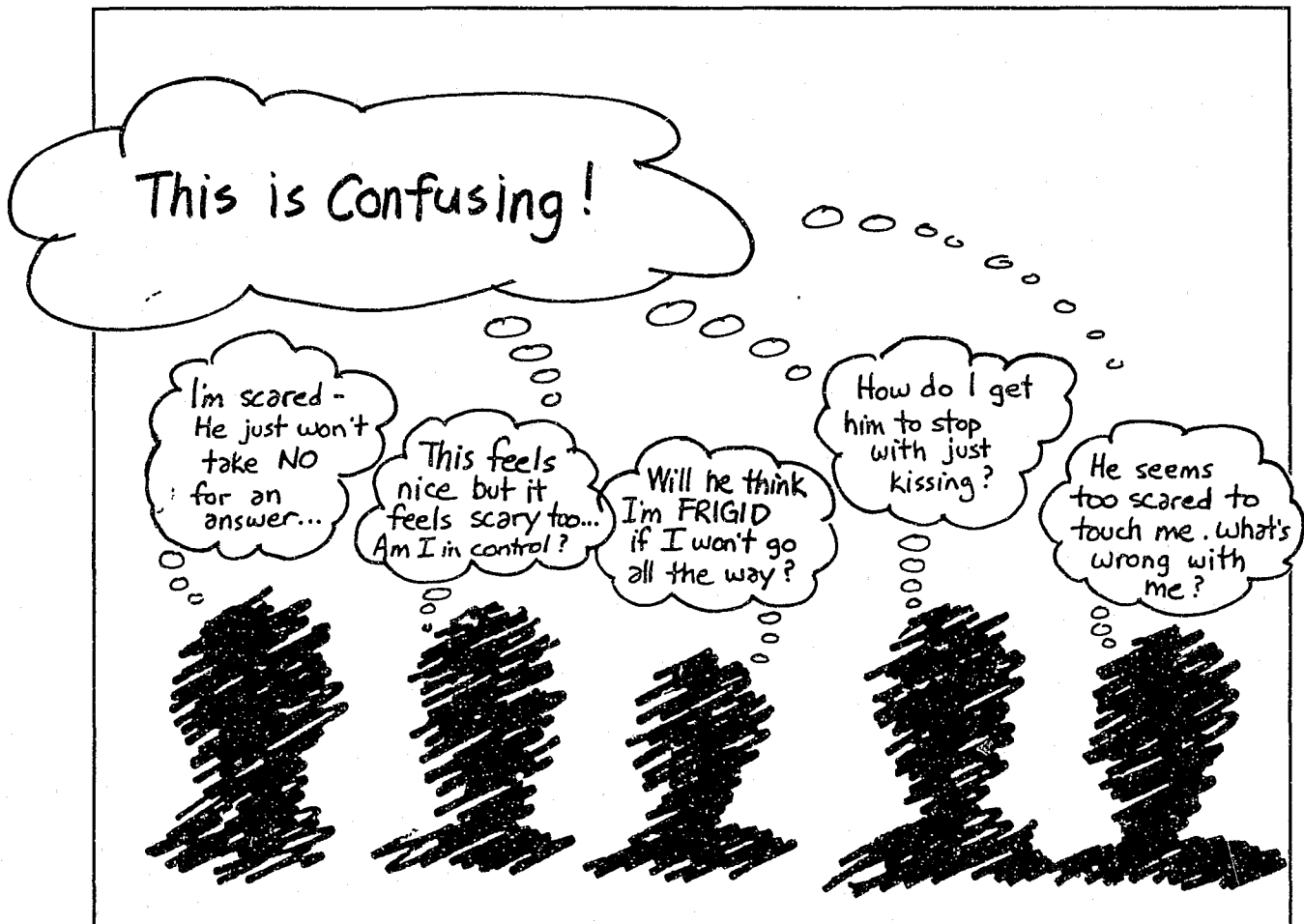


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