



*We don't have to share beliefs – just a planet.*

**An Annotated Bibliography of  
Conflict Resolution Resources**

*[Including bullying prevention, classroom management, trauma & violence prevention]*

**Books, Curricula, Videotapes, Simulations, Games**

---

**The Global Issues Resource Center** is dedicated to the exchange of best practices to help enhance the capacity within our community to address social challenges. We convene practitioners, academics, and policy makers to provide a global perspective, explore emerging trends, and design sustainable, multi-cultural solutions which address challenges in our community and our world

*Located at the Eastern Campus of Cuyahoga Community College in Cleveland, Ohio, the Center serves educators, students and community leaders through custom-designed workshops, creative programming and its award-winning multimedia library collection of alternative learning resources.*

Cuyahoga Community College  
Office of Community Continuing Education  
Global Issues Resource Center  
4250 Richmond Road  
Highland Hills, Ohio 44122  
(216) 987-2224 Fax: (216) 987-2133  
[www.tri-c.edu/community/globalissues](http://www.tri-c.edu/community/globalissues)

## **How to Use the Global Issues Resource Center Library**

### **Global Issues Resource Center Library Hours:**

**Monday-Friday 8:30 am to 5:00 pm  
(Evenings or weekends by appointment)**

Open to the public, the Center's award-winning library offers information focused on current issues. A unique multi-media collection of resources is accessible through CLEVNET, the Cleveland Public Library's online catalog and via the Internet at [www.cpl.org](http://www.cpl.org).

The Library's holdings focus on issues of diversity, energy, environment, global education, conflict resolution, war and peace. Annotated bibliographies of these themes are also available. The collection features the most current and user-friendly materials for pragmatic use in classroom and community settings. The multi-media resources include:

- Books
- Curricula
- Periodicals
- Audio/Visual Materials
- Games/Simulations
- Resources from Other Organizations

Books, curricula and periodicals can be borrowed by visiting the Center. There is no charge for books.

Videotapes, games and simulations can be borrowed for free for any Cuyahoga Community College faculty, staff or student. Organizations outside of Tri-C, please contact the Center for lending policies.

For additional information, please contact the Global Issues Resource Center and Library staff at 216-987-2224 or visit our website for up-to-date information and resources at <http://www.tri-c.edu/community/girc.htm>.

## **Books and Curricula**

### **Bullying/ Bullying Prevention**

***And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence.*** Research conducted by the author at Cornell University's College of Human Ecology reveals the extent of emotional violence that occurs at the typical high school. Garbarino, James. (2002). The Free Press: New York.

***The Anti-Defamation League's Hate Hurts: How Children Learn and Unlearn Prejudice.*** A guide for any person responsible for children of all ages, this book offers practical tips, sound advice, and role-playing for difficult situations. Researched and written by ADL experts, *Hate Hurts* is an essential tool to help adults teach children not to hate. Stern-LaRosa, C. & Hofheimer-Bettmann, E. (200). New York: Scholastic Inc.

***Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield.*** A guide to helping children survive schoolyard bullying. The book examines the different forms of bullying and different levels of response. The book also has a survey you can use to give you and your children a better perspective of bullies—who has been bullied and who is a bully. Fried, S. & Fried Paula M. (1996). New York: M. Evans and Co.

***Bullies are a pain in the brain.*** This book is loaded with practical and smart advice. In fact, kids can gain the confidence it takes to handle themselves when being bullied and how to make themselves “bully-proof”! Most importantly, they’ll learn that they are not alone and that there are many ways to get help (or to help themselves) when cornered by a bully. Romain, T. and Verdick, Elizabeth. (1997). Minneapolis, MN: Free Spirit Pub.

***The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8 (Updated Edition).*** Bullying in the classroom prevents students from learning and teachers from teaching. While the victims of bullying need to learn skills to avoid such treatment, the bullies also need to be taught better ways of relating to others. Beane, Allan L., Ph.D. Free Spirit Publishing, Updated edition, 2005.

***Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds).*** Coleus's book provides evidence that his program of intervention has encouraging results where it has been applied, leading to significant and sustained reductions in direct and indirect bullying. This should encourage schools and authorities to study the method described and the valuable suggestions made. There is a useful and wide-ranging reference list of works on bullying and aggression. Olweus, Dan (1993). Oxford, UK; Cambridge, USA. Blackwell Publishing Limited

***The Bully at work: What You Can Do to Stop the Hurt and Reclaim Your Dignity on the Job Workplace.*** Bullying is persistent, unwelcome, intrusive behavior of one or more individuals whose actions prevent others from fulfilling their duties. Because of its subtle nature, bullying can be difficult to recognize, but the consequences are easy to spot:

excessive workloads, lack of support, a climate of fear, and high levels of insecurity. Namie, G. & Namie, R. (2000). Naperville, IL: Sourcebooks.

***The Bully, The Bullied and the Bystander.*** Bullies use fear to get away with unacceptable behavior. Their victims (the “bullied”) fear continued abuse if they tell Bystanders fear becoming the next victim. The “bullied” suffer in silence while repeatedly getting harassed. Bystanders stay silent to avoid the unwanted attention. It’s a vicious, unending cycle. Coloroso, Barbara. (2003). New York: Harper Resource.

***Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention.*** The problem of bullying, peer harassment, and victimization is a serious one in our schools. It greatly affects the climate for learning and productivity and the emotional health of students and staff. This book presents empirical data and theoretical and legal case reviews to show how pervasive and serious these problems are and how they threaten both academic achievement and mental health within many of our schools. Elias, M. & Zins, J. (2003). New York: Haworth Press.

***Cliques, Phonies, & Other Baloney.*** Written for every kid who has ever felt excluded or trapped by a clique, this book blends humor with practical advice as it tackles a serious subject. Trevor Romain starts by explaining what cliques are and why they exist: because everyone wants to have friends. He reveals why some cliques are so annoying—and often full of phonies. And he shares the secret to being popular. Romain, Romain. (1998). Minneapolis, MN: Free Spirit Pub.

***Getting Equipped to Stop Bullying: a Kid’s Survival Kit for Understanding and Coping with Violence in the Schools.*** A bully is someone who abuses another person. The authors believe bullying is the basis of many life problems, i.e. low self-esteem, abuse, and violence. The goal of this program is to provide an understanding of the dynamics of bullying and to empower elementary and middle school children to recognize and deal with bullies. Boatwright, B., Mathis, T., and Smith-Rex, S. (1998). Minneapolis, MN: Educational Media Corp.

***Girl Wars: 12 Strategies That Will End Female Bullying.*** This book offers practical and effective solutions that stop girls from hurting each other with words and actions. In *Girl Wars*, two experts explain not only how to prevent such behavior but also how to intervene should it happen, as well as overcome the culture that breeds it. Illustrated by compelling true stories from mothers and girls, the authors offer effective, easy-to-implement strategies that range from preventative to prescriptive. Dellasega, C. & Nixon, C. (2003). New York: Simon & Schuster.

***High School Hazing: When Rites Become Wrongs.*** Hazing is an often neglected but important topic that deserves the serious treatment given by author. A victim and perpetrator of hazing himself, Nuwer depicts hazing as a “tradition of deceit” and a series of dangerous acts designed to foster bonding and acceptance. Hazing encompasses more than binge drinking and paddling; it spans all ages and stems from the need to control others and the need to be accepted. Hazing can begin as early as grammar school and has

been documented in the military, in secret societies, in gangs, on sport teams, and even in some professions. Nuwer, Hank. (2000). New York: F. Watts.

***How to Handle Bullies, Teasers, and Other Meanies.*** This book will help children—and their parents—to understand what makes bullies act the way they do. That understanding is the key to successfully changing bullies into allies. The book comprises short sections, so parents don't have to set aside a large chunk of time all at once. Each section presents a specific mean behavior followed by ideas for handling that behavior. This book is designed to be read by parents (or educators) and children together. Cohen-Posey. (1995). Highland City, Fla: Rainbow Books.

***Odd Girl Speaks Out: Girls Write About Bullies, Cliques, Popularity, and Jealousy.*** This book is a collection of wonderful accounts of the inner lives of adolescent girls. Candid and disarming, creative and expressive, and always exceptionally self-aware, these poems, songs, confessions, and essays form a journal of American girlhood. They show us how deeply cruelty flows and how strongly these girl want to change. Simmons, Rachel. (2004). Orlando, Fla: Harcourt.

***Queen Bees and Wannabes: Help Your Daughter Survive Gossip, Boyfriends & Other Realities of Adolescence.*** This book examines cliques, reputations, gossiping, rebellion, bullying, crushes, and boyfriends. It shows how girls are conditioned to remain silent when intimidated by more powerful girls as well as how to recognize which friends will be supportive and which could lead to situations that threaten her emotional health and sometimes even her physical safety. Wiseman, Rosalind. (2003). New York: Crown Publishers.

## **Diversity/ Multi-Cultural Education**

***Bridges Out of Poverty:*** DeVol, Philip; Dreussi Smith, Terie; Payne, Ruby K. AHA! Process, 2006.

***Hidden Rules of Class at Work:*** Payne, Ruby K.; Krabill, Don L. AHA! Process, 2002

***How to Make Opportunity Equal: Race and Contributive Justice*** by Paul Gomberg

***Learning While Black: Creating Education Excellence for African American Children***  
by Janice E. Hale

***Through Ebony Eyes: What Teachers Need to Know But Are Afraid to Ask About African American Students (Jossey-Bass Education Series)*** by Gail L. Thompson

***Up Where We Belong: Helping African American and Latino Students Rise in School and in Life*** by Gail L. Thompson

## **Classroom Management/ Positive Discipline**

***Changing Destructive Adolescent Behavior (workbook)*** – a workbook designed for use in conjunction with both classroom instruction and ongoing parent support group sessions. Part of the “Parent Project, Inc. by Fry, Ralph; Johnson, Susan Mejia; Melendez, Pete and Dr. Morgan, Roger. Poems by Jeffra, Jim, 8<sup>th</sup> edition 2002.

***Discipline Strategies for the Classroom; Working with Students*** by Ruby K. Payne

***The Educator’s Guide To Preventing and Solving Discipline Problems.*** Boynton, Mark and Christine. (2005). Alexandria, Virginia: Association for Supervision and Curriculum Development.

***Great Places to Learn (Creating Asset-Building Schools That Help Students Succeed)*** by Neal Starkman, Ph.D.; Peter C. Scales, Ph.D., and Clay Roberts, M.S.

***Help is Down the Hall: A Handbook on Student Assistance*** – Addresses behavioral concerns including substance use and other mental health issues affecting a child’s life, this handbook can help to reduce the barriers to learning and enhance the effectiveness of prevention work done in America’s schools. This handbook was prepared by the National Association for Children of Alcoholics under contract for the Center for Substance Abuse Prevention (CSAP), Substance Abuse and Mental Health Services Association (SAMHSA), U.S. Department of Health and Human Service (DHHS); CASP Project Officer; Patricia Getty, Ph.D., also Anderson, Mary Beth, consultant; Crowley James F., MA, President, Community Intervention, Inc., Minneapolis, MN; Herzog, Catherine L., Ph.D., M.S.W., consultant, former Director of Instructional Services and Director of Special Education, Waterford, MI School District; Sis Wenger, President/CEO, National Association for Children of Alcoholics, Rockville, MD. January 2007.

***How to Behave So Your Preschoolers Will, Too*** by Sal Severe

***How to Behave So Your Children Will, Too*** by Sal Severe

***How to Behave So Your Preschooler Will, Too*** by Sal Severe

***How to Talk So Kids Will Listen & Listen So Kids Will Talk.*** Faber, Adele and Mazlish, Elaine. (1980). New York: Avon Books.

***Human Dignity in the Learning Environment.*** Trotta Tuomi, Margaret. (2004). Jyvaskyla, Finland: University Printing House.

***Journal for a Just and Caring Education, Volume 1, Number 2.*** Curcio, Joan L. and First, Patricia F. (1995) Thousand Oaks, California: Corwin Press, Inc.

***Positive Discipline A-Z: 1001 Solutions to Everyday Parenting Problems.*** Nelsen, Jane, Ed.D; Lott, Lynn, MA, MFCC; and Glenn, H. Stephen, Ph.D. (1999). Roseville, California: Prima Publishing.

***Positive Discipline in the Classroom.*** Nelsen, Jane, Ed.D; Lott, Lynn, MA, MFCC; and Glenn, H. Stephen, Ph.D. (2002). Roseville, California: Prima Publishing.

***Positive Discipline in the Classroom, Revised-3<sup>rd</sup> Edition: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom*** by Jane Nelson

***Positive Discipline in the Classroom-Teacher's Guide.*** Nelsen, Jane, Ed.D. And Lott, Lynn, MA, MFCC. (1997). Orem, Utah: Empowering People Books, Tapes & Videos.

***Positive Time-Out: And over 50 Ways to Avoid Power Struggles in the Home and in the Classroom (Positive Discipline)*** by Jane Nelson

***Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today's Classrooms (Setting Limits)*** by Robert J. Mackenzie

***Teamwork: An Interactive Team Building Unit That Provides A Direct Link To Your Next Cooperative Learning Unit.*** (2002). Interaction Publishers.

***Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time*** by Greg Mortenson and David Oliver Relin

***Psychological Trauma and the Developing Brain: Neurologically Based Intervention for Troubled Children*** by Phyllis T. Stein

***Setting Limits in the Classroom: How to Move beyond the Dance of Discipline in Today's Classrooms.*** MacKenzie, Robert J., Ed.D. (2003) Roseville, California: Prima Publishing.

***Working with Students (Discipline Strategies for the Classroom)*** by Ruby K. Payne, Ph.D.

## **Conflict Resolution Education**

***50 Activities for Conflict Resolution.*** Active learning tools to help people recognize conflict, size up the situation, and keep it from becoming destructive to ongoing relationships. Lamber, Jonamay, & Myers, Selma. (1999). Amherst, New Jersey: HRD Press.

***Anger Management for Substance Abuse and Mental Health Clients: A Cognitive Behavioral Therapy Manual*** – Provides tools for clinicians to help deal with this important issue and can be used in a variety of clinical settings and will be beneficial to the field. Used by both clinicians and clients. By Reilly, Patrick M., Ph.D.; Shopshire, Michael S. PhD; U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, 2002

***Conflict in Context: Understanding Local to Global Security.*** Lessons and case studies provided to help students develop a range of important skills including research, mapping, dialogue, debate, role-playing, creative writing, critical thinking, and informed analysis. Mertz, Gayle and Miller Lieber, Carol. (2001). Cambridge, Massachusetts: Educators for Social Responsibility.

***Cleveland Municipal School District Centre for Conflict Resolution: Elementary School Conflict Resolution Initiative, Peer Mediation Training and Program Implementation, September 1997 to May 1999.*** Bickmore, Kathy, Ph.D. (2000). Toronto: Ontario Institute for Studies in Education.

***Conflict Resolution: Activities That Work.*** Quick activities to use in the classroom environment that will help students learn to listen, communicate, cooperate, and respect one another. Hollenbeck, Kathleen. (2001). New York: Scholastic Professional Books.

***Conflict Resolution: A Blueprint for Preventing School Violence.*** Meggis, Mary; Edwards, Steven W. and Gwozdz, Kenneth. (2001). Rego Park, New York: The Solomon Press.

***Conflict Resolution: Communication, Cooperation, Compromise.*** Defines conflict, some of its effects, and how teens can deal with the different forms of conflict, including violence, rape, and murder. Wanderberg, Robert. (2001). Mankato: Life Matters.

***Conflict Resolution Quarterly (formerly Mediation Quarterly), Volume 19, Number 4.*** Various Authors. (2002) San Francisco: Jossey-Bass.

***Conflict Resolution Quarterly (formerly Mediation Quarterly), Volume 24, Number 1.*** Various Authors. (2006). San Francisco: Jossey-Bass.

***Conflict Resolution for School Personnel: An Interactive School Safety Training Tool.*** These 2 CD-ROM's contain five modules (anger, threats, and attacks with weapons, suicide, and weapons on campus) that are intended to aid school personnel in their responses to such potentially violent situations. Washington: U.S. Dept. of Justice, Office of Justice Programs, National Institute of Justice. (2002). [Computer Program].

***Conflict Resolution in the Schools – A Manual for Educators.*** Using examples and exercises, the authors illustrate listening and speaking skills, ways of managing anger, and techniques for building consensus. Girad, Kathryn, & Koch, Susan J. (1996). San Francisco, California: Jossey-Bass.

***Conflict Resolution in the High School: 36 Lessons.*** This guide will teach high school students the essential skills they'll need to manage and resolve interpersonal conflict in creative, positive ways. Liber, Carol M.; Lantieri, Linda & Roderick, Tom. (1998). Cambridge: Educators for Social Responsibility.



***Conflict Resolution in the Middle School: A curriculum and Teacher's Guide:*** Based on the peaceable classroom models that emphasize: cooperation, communication, appreciation for diversity, the healthy expression of feelings, responsible decision making, and conflict resolution. Kreidler, William, J. Cambridge: Educators for Social Responsibility.

***Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution Program Guild.*** Bodine, Richard J.; Crawford, Donna K. and Schrupf, Fred. (1994). Champaign, Illinois: Research Press.

***Developing the Resilient Child: A Prevention Manual for Parents, Schools, Communities and Individuals.*** A prevention manual to provide families, educators, community leaders and others with current information to assist in the development of comprehensive prevention programs to provide opportunities for all children to develop into drug-free, productive adults. Written and published by: The Northeast Regional Centre for Drug-free Schools and Communities and Representatives of the 12 State Educational Agencies in the Northeast Region.

***Does It Work? The Case for Conflict Resolution Education in our Nations Schools.*** A useful guide for all those interested in conflict resolution education, including its current and potential practitioners and researchers. Jones, Tricia S. & Kmitta, Daniel. (2000). Washington, D.C.: Conflict Resolution Education Network.

***Dynamics of Conflict Resolution: A Practitioner's Guide.*** This resource provides instruction in the "how-to" skills of dispute resolution and emphasizes the thinking processes that promote successful conflict resolution. Mayer, Bernard. (2000). San Francisco, CA: Jossey-Bass.

***Elementary School Conflict Resolution Initiative: Peer Mediation Training and Program Implementation*** – This study examines peer mediation training and program development initiated and led by the Center for Conflict Resolution at the Martin Luther King Law and Public Service Magnet School, in the Cleveland Municipal School District of Ohio, USA. July 2000.

***A Guide for Teaching Peacemaking.*** Lesson plans for conflict management violence reduction and medication for schools and community organizations; includes games, skills for teaching peacemaking, creating a peace school, variations on a peace school, and other peacemaking education programs. Trichel, Madeleine Glynn and Davis, Jo Dee. (1994). Columbus, Ohio: Interfaith Centre for Peace.

***Kids Working It Out: Stories and Strategies for Making Peace in our Schools.*** Jones, Tricia S. and Compton, Randy. (2003) San Francisco: Jossey-Bass.

***Let's Say: 'We Can Work It Out!': Problem Solving Through Mediation, Ages 8-13.*** Manual teaches methods of non-violent conflict resolution; promotes co-operation over competition while pursuing a non-adversarial methods of dispute settlement. Zimmer,

Judith A. (1998). U.S. Dept. of Justice: Office of Juvenile Justice and Delinquency Prevention.

***New Conflict Cookbook: A Parent/Teacher Guide for Helping Young People Deal with Anger and Conflict.*** The focus of this book is on exercises that have proven effective in developing skills for understanding and dealing with conflict and stress, in a positive, peaceful manner. Crum, Thomas. (2000). Victor, New York: Aiki Works, Inc.

***Peer Mediation: Conflict Resolution in Schools, Program Guide.*** Presents information necessary for conducting a successful peer mediation program, including information on the nature of conflict. Schrumpf, Fred; Crawford, Donna K. & Bodine, Richard J. (1997). Champaign: Research Press Co.

***Ready-To-Use Social Skills Lessons and Activities for Grades 7-12.*** Ready-to-use curriculum based on real-life situations to help teachers build students' self-esteem, self-control, respect for the rights of others, and a sense of responsibility for one's own actions. Weltmann Begun, Ruth. (1996). West Nyack, New York: Center for Applied Research in Education.

***Resiliency-What We Have Learned.*** Report of a synthesis of a decade and more of resiliency research: the role played by families, schools, and communities in supporting and not undermining the biological drive for normal human development. Benard, Bonnie. (2004) San Francisco: West Ed.

***Safe and Sound: An Educational Leader's Guide to Evidence-based Social and Emotional Learning (SEL) Programs.*** (2003). The Collaborative for Academic, Social, and Emotional Learning (CASEL). Chicago: CASEL.

***Secondary Schools Participant's Manual*** – Deals with differences and our approach to conflict resolution education. A series of modules that parallel and reflect the main topics in the workshop. Topics are also the central themes that we suggest teachers address in their classrooms. Educators for Social Responsibility with contributions by Conte, Zephyryn; Dieringer, Larry; Kreidler, William J.; Lantieri, Linda; Patti, Janet and Poliner, Rachel. 1998.

***Skills for Resolving Conflict Series.*** Each book in this series teaches skills for resolving conflict by: Valuing you, valuing others, communicating in a healthy way, handling stress, negotiating, and team building. Also includes worksheets. Owen, Myrna. (1996). Upper Saddle River, New Jersey: Globe Fearon Educational.

***Smart School Leaders – Leading With Emotional Intelligence.*** Presents the roles of teacher, principal and superintendent as leaders of their schools and communities; offers a skills-building manual with conceptual integration, exercises, tests, readings and activities to inspire development. Patti, Janet and Tobin, James. (2003). Dubuque, Iowa: Kendall/Hunt Publishing Company.

*The State of the World's Children 2007* by UNICEF

***Waging Peace in our Schools.*** The authors draw on the latest research in social and emotional learning and on their experiences working with children and teachers in the Resolving Conflict Creatively Program (RCCP), which involves some 150,000 children in 325 schools. They describe RCCP techniques and the core curriculum of conflict resolution and diversity education, and discuss family involvement in conflict resolution and forging a relationship between schools and communities. Lantieri, Linda. (1996). Boston, Massachusetts: Beacon Press

***We Can Work It Out: Conflict Resolution for Children.*** Text and photographs designed to create opportunities for children to talk about their experiences of conflict and the varieties of ways to resolve them. Pollard, Barbara, K. (2000). Berkeley: Tricycle Press.

***We Can Work It Out: Problem-Solving Through Mediation.*** This manual promotes cooperation over competition while pursuing a non-adversarial method of dispute settlement: The use of mock trials. Zimmer, Judith A. (1993). U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention.

***What Works in Schools: Translating Research into Action.*** The author is a proponent of effective schooling in the public education. The author synthesizes 35 years of research into a workable outline for an effective public education system. Marzano, Robert, J. (2002). Alexandria: Association for Supervision and Curriculum Development.

***Win Win! What Makes You Hot? Tips on How to Chill Out.*** Schmidt, Fran (Project Director); Various Authors. (1996). Miami, Florida: Grace Contrino Abrams Peace Education Foundation.

## **Poverty**

***Think Rather of Zebra: Dealing with Aspects of Poverty through Story-*** Stories by Jay Stailey; Intro and Questions by Dr. Ruby Payne

## **Trauma Diffusion**

***Disorders from a Neurological Perspective*** by J. Douglas Bremner, M.D.

***Helping Children Cope with the Stresses of War: A Manual for Parents and Teachers***  
by Mona Macksoud

***Kids On The Inside: Looking Out After Loss.*** Steele, William, MA, MSW. (1999). Grosse Pointe Woods: TLC Institute.

***Making It Better: Activities for Children Living in a Stressful World.*** Oehlberg, Barbara. (1996). St. Paul, Minnesota: Redleaf Press.

***New Directions for Youth Development: Youth Facing Threat and Terror-Supporting Preparedness and Resilience*** by Robert D. Macy, Susanna Barry and Gil G. Noam

***Reaching and Teaching Stressed and Anxious Learners in Grades 4-8: Strategies for Relieving Distress and Trauma in Schools and Classrooms.*** Oehlberg, Barbara E. (2006). Thousand Oaks, California: Corwin Press.

***A Summer of Renewal-A Guide for Reflection for New York City School Personnel, Integrating the Events of September 11<sup>th</sup>.*** Lovre, Cheri, MS. (2002). New York: Crisis Management Institute.

***Trauma Response Teams in Schools: Suicide, Homicide, Accidents and Other Traumatic Losses.*** Steele, William, MA, MSW. (1999). Grosse Pointe Woods, Michigan: TLC Institute.

***The Youngest Minds*** by Ann B. Barnet, M.D., Richard J. Barnet

## **Violence Prevention**

***Addressing Community Gang Problems: A Practical Guide (Monograph)*** – A useful tool that provides guidelines for agencies and community groups to develop individualized responses to local gang problems. This practical manual provides a foundation for understanding the diverse nature of gangs, the problems they pose and the harm they cause, and the two analytical models for addressing gang-related problems. By U.S. Dept. of Justice, Office of Justice Programs Bureau of Justice Assistance, 1998.

***Annual Report on School Safety 1998.*** Various Authors. (1999). Washington, D.C.: U.S. Departments of Education and Justice.

***Best Practices of Youth Violence Prevention-A Sourcebook for Community Action.*** Various Authors. (2000). Atlanta, Georgia: National Centre for Injury Prevention and Control, Centers for Disease Control and Prevention.

***Changing Destructive Adolescent Behavior.*** Fry, Ralph; Mejia Johnson, Susan and Morgan, Dr. Roger. (2002). Rancho Cucamonga, California: Parent Project, Inc.

***Crime Prevention in the New Millennium.*** Calhoun, John A. (2000). Washington, D.C.: National Crime Prevention Council.

***Current Perspective on Violence Prevention.*** The Institute for the Study and Prevention of Violence, 5<sup>th</sup> Anniversary and National Advisory Board Meeting. (2003). Kent, Ohio: Institute for the Study and Prevention of Violence.

***Early Warning Timely Response-A Guide to Safe Schools.*** Various Authors. (1998). Washington, D.C.: Center for Effective Collaboration and Practice of the American Institutes of Research.

***Evaluating School Violence Programs.*** Flaxman, Erwin, Editor. (2001). New York: ERIC Clearinghouse on Urban Education.

***Female Gangs and Female Gang Members: Selected Articles from the Journal of Gang Research, Publication*** – Provides eight (8) articles on female gang research that have appeared in only one forum: the Journal of Gang Research. These eight examples of female gang research have not been reprinted elsewhere. By Knox, George W., Ph.D. August 2002.

***The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States.*** Vossekuil, Bryan; Fein, Robert A., Ph.D., et.al. (2002). Washington, D.C.: U.S. Dept. of Education and Secret Service.

***Free the Children: A Young Man Fights Against Child Labor and Proves That Children Can Change the World*** by Craig Kielburger (Winner of the Christopher Award) with Kevin Major

***Juvenile Justice: School Violence-An Overview.*** Various Authors (Periodical). (2001). Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.

***Keeping School Campuses Safe and Secure*** (Reference Manual, Volume No. 07-129) Ohio State Bar Association, Cleveland, OH.

***Lost Boys-Why our Sons Turn Violent and How We Can Save Them.*** Garbarino, James, Ph.D. (1999). New York: Free Press.

***National Institute of Justice Research Report*** – To assist schools in creating a safe environment the U.S. Dept of Education and the U.S. Dept. of Justice have sponsored, often jointly, both research and demonstration programs to collect data and test useful new ideas that will expand understanding of school violence and disorder and lead to new programs to reduce these problems. Travis, Jeremy, Director, National Institute of Justice; Downs, Raymond, Program Monitor

***New Directions for Youth Development: Deconstructing the School-to-Prison Pipeline*** Edited by Johanna Wald and Daniel J. Losen

***New Directions for Youth Development: Summer-Confronting Risks, Exploring Solutions*** Edited by Ron Fairchild and Gil G. Noam

***Promoting Safety in Schools: International Experience and Action.*** Shaw, Margaret. (2001). Washington, D.C.: U.S. Dept. of Justice, Office of Justice Programs.

***Reclaiming Youth at Risk: Our Hope for the Future*** by Larry K. Brendtro

***The School Shooter: A Threat Assessment Perspective.*** O'Toole, Mary Ellen, Ph.D. (1999). Washington, D.C.: U.S. Dept. of Justice, FBI.

***Stop Teaching Our Kids to Kill: A Call to Action Against TV, Movie and Video Game Violence.*** Grossman, David, Lt. Col. and DeGaetano, Gloria. (1999). New York: Crown Publishers.

***Strategies for Reaching Disruptive and Angry Youth: Creating Caring Schools and Communities.*** Conference literature/handouts including, Creating a Community Circle of Caring; Strategies for Gaining Exceptional Community Support; Teaching At-Risk High School Students for the 21<sup>st</sup> Century Employment; From School Discipline and Security to Educational Justice; Fostering and Enhancing Resilience and Fostering Resilience Through Caring Communities, etc: Various Authors. (1998). Bloomington, Indiana: National Educational Service.

***Street Law: A Course in Practical Law.*** This approach to law-related education provides practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for survival in our law-saturated society; includes case studies, mock trials, role-plays, small group exercises and visual analysis activities. Arbetman, Lee P., M.Ed., J.D.; McMahon, Edward T., M.Ed., J.D.; and O'Brien, Edward L., J.D. (1994). St. Paul Minnesota: West Publishing Company.

***Street Law's "Save Our Streets" Program.*** Focuses on providing practical information and problem-solving that will help youth develop skills to handle a wide variety of situations; sessions include: case studies, role-plays and small group exercises. Various Authors. (2003). MetLife Foundation, Association for Conflict Resolution.

***Substance Abuse Resource Guide: Violence in Schools.*** Myers, Lucinda, Editor. (2000). Rockville, Maryland: SAMHSA's National Clearinghouse for Alcohol and Drug Information.

***Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates.*** Vossekuil, Bryan; Fein, Robert A., Ph.D., et. Al. (2002). Washington, D.C.: United States Dept. of Education and U.S. Secret Service.

***Violence Intervention & Prevention Institute Proceedings.*** University of Wisconsin at La Crosse and the American Association for Health Education. (1997). Reston, Virginia: American Association for Health Education.

***Violence Prevention / Intervention Readiness for Schools.*** Steele, William MA, MSW. (1999). Grosse Pointe Woods, Michigan: TLC Institute.

***Violence Proof Your Kids Now: How to recognize the 8 Warning Signs and What to do About Them.*** Shearin, Karres, Erika, Ed.D. (200). Berkeley, California: Conari Press.

***Weapons of Mass Destruction Training: Understanding & Planning for School Bomb Incidents.*** New Mexico Institute of Mining and Technology Energetic Materials Research and Testing Centre. (2006). Socorro, New Mexico: New Mexico Tech.

***Youth Violence: A Report of the Surgeon General.*** Satcher, David, MD., Ph.D. (2000). Washington, D.C.: U.S. Government Printing Office.

## **Videotapes**

***Aids in the Caribbean “What’s Going On?” DVD Series:***

(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

***Breaking the Barriers of Violence.*** Defines the types of violence that affect teenagers. Gender and ethnically diverse teens narrate their own stories of how violence affected and changed their lives. Advice from experts is given to explain where violent behavior stems from and how to detect the warning signs. Titles include: “Understanding Violence”-30 mins. “Taking Action Against Violence”-31 mins. And “Preventing Violence”-30 mins. Weber, Amy. (1999). South Charleston, West Virginia: Cambridge Educational.

***Breaking the Cycle of Violence in Northern Ireland “What’s Going On?” DVD Series:***

(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

***Bullied to Death.*** Examines the “national epidemic” of bullying, which may drive children to violence against themselves or others, and which has played a role in recent schoolyard shootings across the U.S. Includes examinations of the case of a high school sophomore in Atlanta who committed suicide after years of being bullied at school, and the Columbine High School shooting in Colorado committed by Eric Harris and Dylan Klebold, who had been teased and taunted at school for years. Dickey, S. and Kurtis, Bill. (2002). New York, NY: A&E Home Video. (50 min.) High School- Adult

***Conflict at School: Dealing with Adults.*** May be used to give students a key insight into conflict; that how they prevent themselves often determines the direction a situation will take. The video uses storylines centered on conflicts typical of middle school life. Green, S.E. (2004). Monmouth Junction, New Jersey: Cambridge Educational; Films for the Humanities & Sciences. 22 mins. Grades 4-9.

***Conflict Resolution and Etiquette.*** Examines conflict management with a step-by-step analysis for conflict resolution. Stresses the value of communication and collaboration and includes interviews with a diverse group of employees and managers who discuss their experiences with conflict. Cambridge Educational (2004). Monmouth Junction, New Jersey: Films for the Humanities & Sciences. 22 mins.

***Gang Wars*** by Marc Levin and Daphne Pinkerson, HBO Documentary

***Girl's Education in India*** “What’s Going On?” DVD Series:

(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

***Getting Better at Getting Along.*** There true-to-life scenarios suggest simple techniques for conflict resolution in and out of school. Contents: “Listen Up!-Talk It Out, Work It Out, and Ask For Help”. Pleasantville, New York: Sunburst Communications. 16 mins. Grades 2-4.

***The In Crowd and Social Cruelty.*** ABC News special correspondent John Stossel visits middle and high schools to discover why kids dish out abuse, why they take it, and what parent and school administrators can do to make it better. He also visits schools with successful anti-bullying programs. Discussions with students, as well as with psychologist Michael Thompson, author of *Best Friends, Worst Enemies*, reveal a number of factors that cause popularity or unpopularity among children, adolescents, and even adults. Stossel, John. & ABC. (2002). Princeton, N.J. Files for the Humanities & Sciences. (41 min).

***Indigenous Children in Australia (2 copies)*** “What’s Going On?” DVD Series:

(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

***It Can’t Happen Here.*** Focuses on teaching teens how to recognize unhealthy anger, how to better deal with angry feelings, and how to develop healthier skills for anger management. Four videotapes: “Teens and Anger: The Masks of Aggression”, 27 mins., Recognition and Prevention of Extreme School Violence”, 32 mins., “When It’s Cool To Talk”, 32 mins., and “We’re All The Same”, 31 mins. (1998). Chicago, Illinois: SVE & Churchill Media. Grades 7-12.

***MS—13 Gang Life***-Documentary by ABC News Nightline

***Names Can Really Hurt Us.*** When discussion whether or not to challenge prejudice, stress that students must consider their personal safety in each situation. If it is not safe to challenge another person’s words or actions on the spot, they can choose another response, such as speaking to the person privately or telling an adult. Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes. (1988). WCBS-TV. (24 min). Middle School-Adult.

***Navajo Women Warriors: Sani Dez-Bah*** produced by ArtreachStudios, Sheephead Films, Women in Military Service for America Memorial Foundation, Navajo Nation Office of the President and Speaker, and Navajo Nation TV 5.



***Peaceful Solutions: Conflict Resolution and Violence Prevention Strategies.*** Provides valuable information for educators who want to learn more about how to prevent or reduce youth violence. It intends to increase awareness about educational practices that help promote peace. To help students develop attitudes and abilities that will have a lifelong value, such as problem-solving, communication, and leadership skills. Four programs in 2 videocassettes, 30 mins. Each. (1997). Plainview, New York: Thirteen/WNET. Grades 7-12.

***Poverty in America (2 copies)*** “What’s Going On?” DVD Series:  
(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

***Street Children in Mongolia*** “What’s Going On?” DVD Series:  
(All produced by Zenger Media, a division of Social Studies School Service in Cooperation with the United Nations)

***Street Gangs: A Secret History***, Documentary by The History Channel

***A Thousand Roads*** produced by W. Richard West, Jr. and Peter Guber and The Smithsonian National Museum of the American Indian

***Understanding and Resolving Conflicts.*** Based on 2 short vignettes showing that conflicts are normal occurrences in everyday life, this program shows why conflicts arise, explores 3 ways people often resolve them and explains how compromises may be achieved. Coleman, Warren, 22 mins. 30 sec. (1994). Niles, Illinois: United Learning, Grades 5-8.

***What We Learned About Bullying: Real Kids.*** Being bullied at school or at home can leave a child feeling hurt and threatened. This program offers youngsters the strategies to stop the cycle of bully/victim behavior. Through dramatizations and real kids’ revelations, students will identify and begin to understand the motivations and feelings that exist within the bully and the victim. (2000). Sunburst Communications. (16 min). Grades 3-5.

***Working It Out-Conflict Resolution.*** Teaches pre-teens 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. 30 mins. (1993). Pleasantville, New York: Sunburst Communications. Grades 5-9.

## **Games and Simulations**

***Bystanders Dilemma.*** In the following historical and contemporary case studies, students, acting as bystanders, will explore situations and analyze the dilemmas of

involvement. Students will be given an opportunity to listen to the opinions and values of other students, critically analyze issues and make a decision. Two class periods. Grades 9-12.

***Common Ground.*** A board game, targeted at school-to-work students. Players strive for win-win solutions to problems involving workplace behaviors, interpersonal strife, and ethical dilemmas. (1997). Franklin Learning System.

***Conflict Buster.*** In this game, 2-6 players learn how to work as a team and resolve conflicts in a win-win as they have fun completing their mission to Saturn. (2002). Franklin Learning System.

***Everyone Wins!*** The cooperative games and activities described in this book may be used to build social and communication skills as well as help children appreciate the wonders of nature. Age levels are indicated for each game. (1990). Luvmour, S. & Luvmour, J. New Society Publishers.

***Equality.*** This game simulates the struggle for racial equality in a typical American City. Students will learn about the history of African Americans, feel certain of the pressures minorities feel, and finally face a community crisis which they try to resolve. Interact. (193). Grades 4-8.

***Footprints.*** The purpose of this simulation is to enable the participant to understand the importance of looking at conflict situations from the perspectives of diverse populations. Roles are created and assumed by the participants. The conflict should be settled within 5 to 10 minutes.

<http://www.talk-helps.com/general/index.html>. An online playground. Each one has a story to tell... and each one is affected by bullying in a different way. Pick out a character by clicking on the face, and then follow the character through some different scenes. Try different characters, to get a feel for what it's like to be in "someone else's shoes."

***I Want That Orange!*** Students will examine the concept of conflict by first watching a role-play situation and then by discussing and analyzing what they saw. They will then create their own definition of conflict through a guided writing assignment. This game takes one class period. (1980). Peace. Middle-High School ages.

***Unearned Privilege.*** YMCA. Through no fault of our own, each of us begins at a different socio-economic level in life. Participants learn that different challenges and opportunities are based on birth but can contribute to the workplace. Adults.

## **Internet Resources**

[www.CREducation.org](http://www.CREducation.org) is a Web site funded in part by the USDE which provides free curriculum and training resources for educators in K-12 and higher education in conflict

resolution education, bullying prevention, classroom management, and other related skills and concepts.

<http://disputeresolution.ohio.gov>

Ohio Commission on Dispute Resolution and Conflict Management provides Ohioans with constructive, non-violent forums, processes, and techniques for resolving disputes.

[www.acrnet.org](http://www.acrnet.org)

The association for Conflict Resolution (ACR) is a professional organization dedicated to enhancing the practice and public understanding of conflict resolution.

[www.campus-adr.org](http://www.campus-adr.org)

Conflict Resolution Education Resources in Higher Education.

[www.safetyed.org/](http://www.safetyed.org/)

Child advocacy and education about cyberspace safety.

[www.nsscl.org/](http://www.nsscl.org/)

The National School Safety Center serves as an advocate for safe, secure and peaceful schools worldwide and as a catalyst for the prevention of school crime and violence.

[www.ed.gov/about/offices/list/osdfs/index.html](http://www.ed.gov/about/offices/list/osdfs/index.html)

U.S. Department of Education Office of Safe and Drug-free Schools.

[www.esrnational.org/home.htm](http://www.esrnational.org/home.htm)

Educators for Social Responsibility (ESR) helps educators create safe, caring, respectful, and productive learning environments.

[www.crinfo.org/](http://www.crinfo.org/)

Provides links to, and information about, almost 5,000 other resolution resources.

[www.air.org/](http://www.air.org/)

A.I.R.'s staff of more than 1,000 professionals performs basic and applied research, provides technical support, and conducts analyses based on methods of the behavioral and social sciences.

[www.peace.ca/](http://www.peace.ca/)

Peace-themed projects for schools and information about student peer meditation programs.

[www.avpusa.org/](http://www.avpusa.org/)

The Alternatives to Violence Project. Empowers people to lead non-violent lives through affirmation, respect for all, community building, cooperation, and trust.

<http://www.bullying.co.uk> Bullying online advice for parents and students.

<http://www.atriumsoc.org/pages/enterep.html> Atrium Society. Peace education resources, newsletter, bookstore. Site feature: bullying.

<http://www.antibullying.net> A useful site where teachers, parents, and young people can share ideas about how bullying should be tackled.

<http://www.safechild.org/bullies.htm> A tool to teach all children how to be advocates for creating a community that will not tolerate bullying behaviors; to teach children who are targeted how to stand up for themselves; and to teach the bullies themselves alternate ways of handling their own feelings of not belonging.

<http://www.bullying.org> A supportive international community where people can learn that they are not alone in being bullied, that being bullied is not their fault and that they can do something positive about it.

<http://www.naspcenter.org> The National Association of School Psychologists represents and supports school psychology through leadership to enhance the mental health and educational competence of all children.

<http://www.indiana.edu/~safeschl> Safe and Responsive Schools Project is a model demonstration and technical assistance project dedicated to enabling schools and school districts to develop a broader perspective on school safety, stressing comprehensive planning, prevention, and parent/ community involvement.

<http://www.safetyzone.org> National Resource Center for Safe Schools.

*This material is intended only as a general guide. The Global Issues Resource Center and Library makes no warranties, expressed or implied with respect to this publication.*