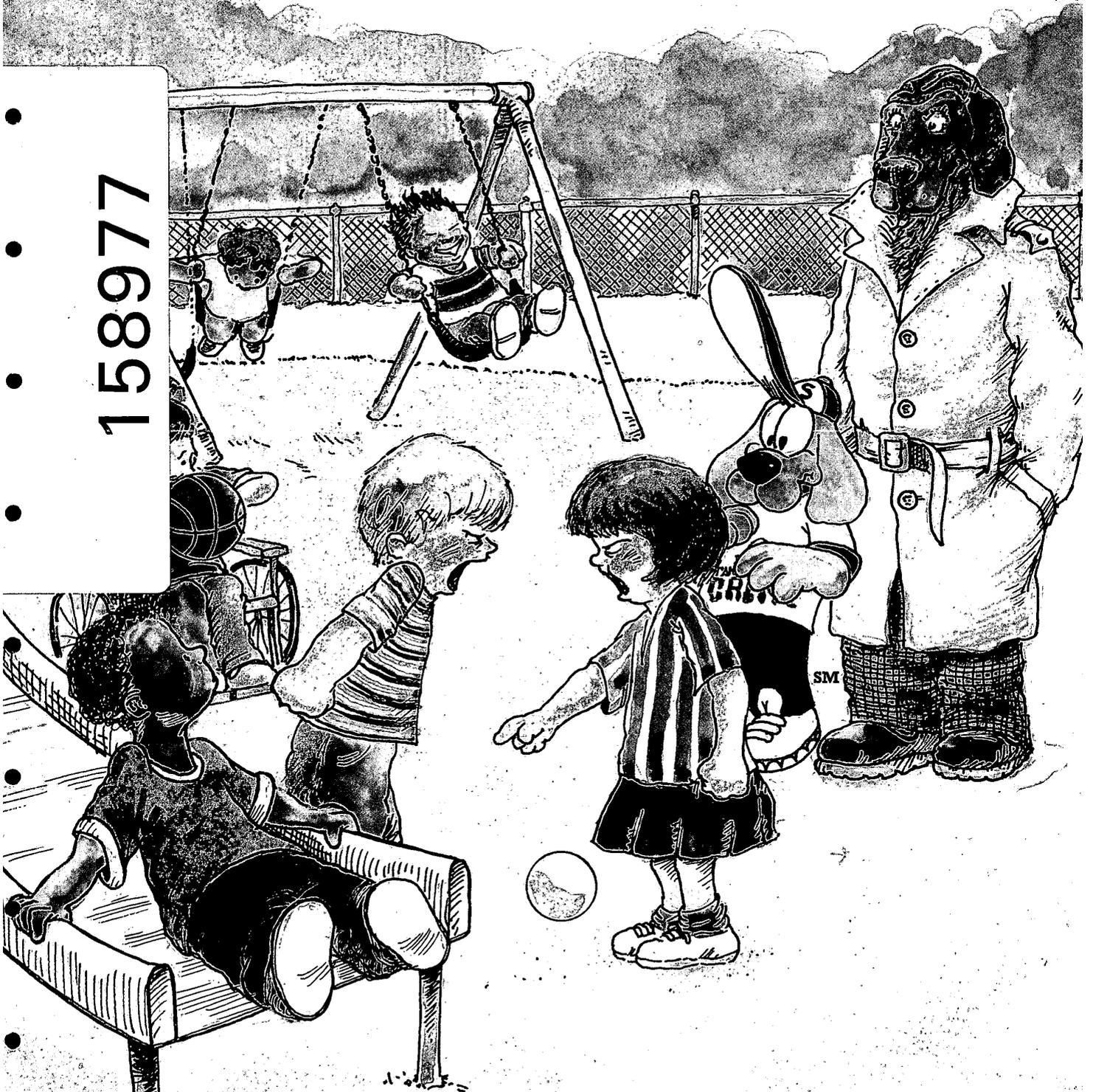


# HELPING KIDS HANDLE CONFLICT

*A guide for those teaching children*

158977



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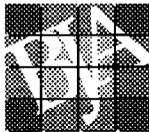
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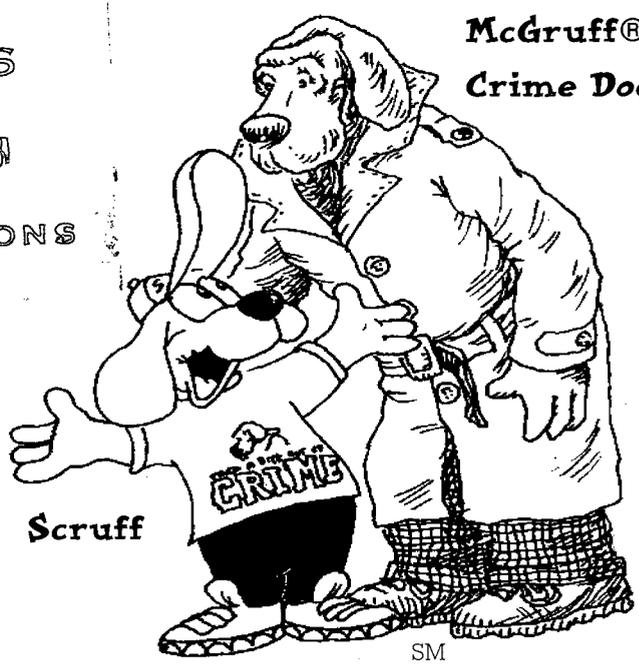
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McGruff® the  
Crime Dog

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# Table of Contents

Introduction .....2

## Chapter 1—General Conflict Management: Strategies To Help Children Resolve Problems and Manage Conflict

Background Information .....5

What Teachers Can Do .....10

Activities .....12

Follow-Up Activities .....18

Children's Books .....19

Worksheets for Related Activities .....20

Letter to Parents: A Word About...  
Helping Your Children Learn to Manage Conflict .....22

## Chapter 2—Conflict With Bullies

Background Information .....23

What Teachers Can Do .....26

Activities .....28

Follow-Up Activities .....33

Children's Books .....34

Worksheets for Related Activities .....35

Letter to Parents: A Word About... Bullies .....37

### **Chapter 3—Conflict Over Diversity**

Background Information .....	39
What Teachers Can Do .....	42
Activities .....	44
Follow-Up Activities .....	48
Children's Books .....	49
Letter to Parents: A Word About... Differences .....	50

### **Chapter 4—Conflict Between Boys and Girls: Gender Issues**

Background Information .....	51
What Teachers Can Do .....	55
Activities .....	58
Follow-Up Activities .....	63
Children's Books .....	64
Letter to Parents: A Word About... Conflict Based on Gender .....	65

### **Chapter 5—Conflict Influenced by the Media**

Background Information .....	67
What Teachers Can Do .....	71
Activities .....	73
Follow-Up Activities .....	77
Children's Books .....	78
Worksheet for Related Activities .....	79
Letter to Parents: A Word About... Media Messages .....	80

### **Chapter 6—Conflict Involving Guns and Other Weapons**

Background Information .....	81
What Teachers Can Do .....	84
Activities .....	86
Follow-Up Activities .....	91
Children's Books .....	92
Worksheet for Related Activities .....	93
Letter to Parents: A Word About... Guns and Other Weapons .....	94

<b>References</b> .....	<b>95</b>
-------------------------	-----------

<b>Resources</b> .....	<b>96</b>
------------------------	-----------

# Foreword

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Whether you are a school principal, a guidance counselor, a coach in community sports, a classroom teacher, an adult working with youth groups, a law enforcement officer, or a parent, you have witnessed conflicts among young people. Conflict is not in and of itself wrong. Yet, how children choose to resolve their conflicts may be wrong, not only for their own safety and well-being but for their growth into adulthood.

This book outlines ways to help children ages five through 12 settle the conflicts that tend to be among the most common in their lives. It addresses general conflicts and five areas of concentration: bullying, conflicts arising out of diversity, gender-based conflicts, conflicts related to the media, and conflicts involving guns or other weapons. These areas of concern were selected because they are the most likely to cause conflict within groups of children. Each of the activities in the book can stand alone, can supplement other work, or can be blended into an ongoing curriculum.

The book is framed around classroom-based activities, but it can be used easily with any group of young people of the appropriate age. It is written for teachers because they deal with a large portion of conflict that takes place in young people's lives. But any adult working effectively with children is a teacher and could find these activities helpful in both educating young people about prevention and dealing in a remedial mode with a problem that has surfaced.

Violence surrounds many young people, and conflict is a part of life. These are facts. But conflict does not always have to be resolved through violence. That is also a fact. Helping young people find nonviolent ways to deal with conflict, ways to settle disputes without weapons, fists, or harm to each other, is a task so large that each of us must play a part.

The National Crime Prevention Council (NCPC) and the National Association of Elementary School Principals (NAESP), on behalf of the National Citizen's Crime Prevention Campaign, have joined forces to help principals, teachers, parents, and other caregivers play a more active role in this urgent mission. This book, *Helping Kids Handle Conflict: A Guide for Those Teaching Children*, is the result of this collaboration.

Thank you for helping children learn to manage conflicts nonviolently.

***The National Crime Prevention Council***

# Introduction

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**C**onflict is a natural part of life. It doesn't have to be something bad—something to constantly avoid. Conflict can actually be productive. It is often caused by different beliefs, different points of view, or different ideas. These same differences that can cause conflict also make the world an exciting place. For example, when one person can't convince another to do something his or her way, together they can work through their conflict and arrive at a solution that's much better than either of their original ideas. The key to whether or not conflict is helpful or harmful is all in how it's handled.

Many individuals—particularly children—need help in learning how to manage conflict effectively. Without skills and practice, a simple disagreement, look, or remark can turn into a fistfight—or worse.

## About this Guide

The goal of this guide is to provide you with information about the process of conflict management and some ideas to try with your students. It is meant to either supplement lessons and activities on conflict management that you may already be using or to introduce the philosophy of conflict management to your school or community.

These chapters are intended to stand on their own, so if you have a good grasp of conflict management, you can head right for the topic you need most. Each chapter includes:

- an overview of the topic
- a *Checklist of things teachers can do*, listing tips for action
- an activities section with six activities, two for K – 1st grades, two for 2nd – 3rd grades, and two for 4th – 5th grades
- *follow-up activities* suggesting additional ideas that can be modified to use with several grade levels
- a list of related *children's books* to keep in your classroom or suggest to parents
- worksheets for the activities in the chapter (if needed)
- a *letter to parents* that can be reproduced and sent home with children to foster understanding about the seriousness of the topic and provide concrete suggestions for what parents can do at home to help their children

*Helping Kids Handle Conflict: A Guide for Those Teaching Children* addresses areas of conflict management of greatest concern for elementary school students. The topics covered include:

- Chapter 1—General Conflict Management: Strategies To Help Children Resolve Problems and Manage Conflict
- Chapter 2—Conflict With Bullies
- Chapter 3—Conflict Over Diversity
- Chapter 4—Conflict Between Boys and Girls: Gender Issues
- Chapter 5—Conflict Influenced by the Media
- Chapter 6—Conflict Involving Guns and Other Weapons

All the age-appropriate activities have been reviewed by teachers for applicability with children. Many of the activities, including the follow-up activities, can be modified for use with younger or older children.

Some of the activities feature McGruff the Crime Dog®, the symbol of the National Citizens' Crime Prevention Campaign, and his nephew Scruff<sup>SM</sup>. Almost all children recognize McGruff and say they would try to follow his advice. Scruff, whom children view more as a "peer," shares situations similar to those they may have experienced.

Although the character of Scruff is newer than McGruff he has already established great rapport with children. Because of their appeal and familiarity, these nationally known figures can help you better communicate violence prevention messages to children in positive ways.

Most activities can be integrated into other school subjects. Some are for children to take home, to involve their parents in their learning.

The books, articles, and other references cited throughout the chapters are listed on page 95. Also included is an extensive list of resources—places to go for more information and training. Both organizations and books are listed.

### **The School's Role**

The school or community site can reinforce or in some cases initiate the concept of nonviolent behavior by giving a clear, strong message that violence of any type will not be tolerated. Officials, teachers, and other adults should act immediately to notify parents and take firm action if a violent incident occurs.

As a leader in teaching children and their families to handle conflict nonviolently, you can:

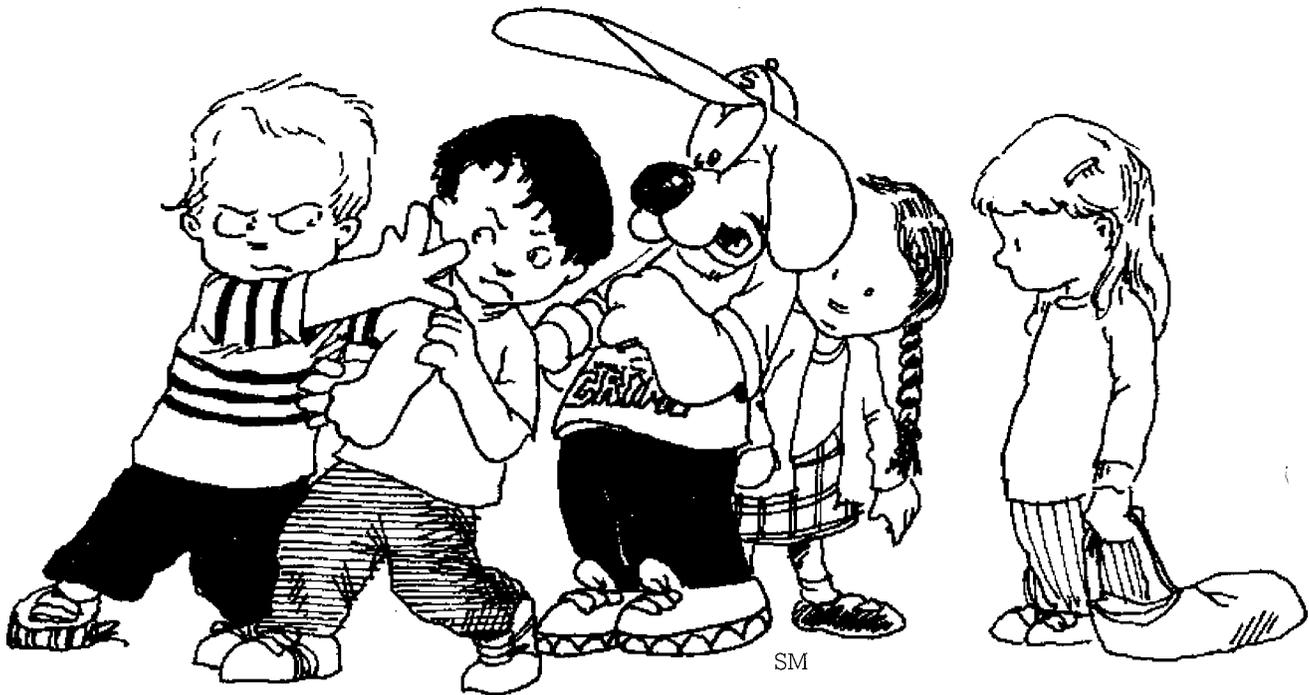
- give parents insight into the issues you will be discussing through the letters to parents (included at the end of each chapter)

- counter messages of violence that children receive through the media and their daily experiences by teaching and role playing alternative behavior
- work with colleagues to explore ways to address potential conflict situations in your school or community setting
- serve as a role model—children imitate what you do and say

### **The Parents' Role**

Although there are many influences in children's lives, parents are the most significant. Engaging parents in the process of teaching and promoting nonviolent management of conflicts is an important step.

The *letters to parents* found at the end of each chapter can initiate dialogue with individuals and groups of parents. You may want to use letters like these as an opportunity to communicate the particular policies of your school. Working together, the school, the family, and other concerned caregivers can build peaceful classrooms, schools, and communities that support optimum growth and development for children.



# 1

## General Conflict Management: Strategies To Help Children Resolve Problems and Manage Conflict

One of your many jobs as a teacher is being a peacemaker. Conflicts occur in classrooms, hallways, cafeterias, gyms, and playgrounds—and you are expected to respond. How you respond can help determine how your students will respond. It can also determine the institutional atmosphere which can promote or stifle the cooperative behavior that fosters children's ability to learn, and it can affect your eagerness to return to your work day after day.

### The Nature of Children's Conflicts

Whether at school, at home, or elsewhere, children's conflicts usually fit fairly neatly into one of three categories (Kreidler, 1984):

- *conflicts over resources*—a desire for something that is in short supply, such as a toy, the teacher's attention, the job of erasing the chalkboard, or another child's friendship
- *conflicts of needs*—the need for power, friendship and affiliation, self-esteem, or achievement

- *conflicts of values*—a challenge or clash of beliefs, including religious values, or values attached to goals

### **Readiness for Learning Conflict Management Skills**

Whether over resources, needs, or values, conflict generates stress. Therefore, a child's response to conflict is an effort to cope with a stressful event. The very core of the child's self-esteem may be threatened, or at least that's the way the child often views the situation.

There are certain skills that children need before they can learn to manage conflicts cooperatively (Crary, 1984):

- *The ability to listen.* Children must be able to communicate ideas and feelings. To communicate effectively, they must be able to listen and pay attention to others.
- *The use of certain language concepts.* Children need to be able to generate ideas and evaluate the consequences of those ideas. Understanding concepts such as "or," "and," "is/is not," and "same/different" helps children generate a variety of ideas. Understanding concepts such as "if/then," "why/because," and "maybe" enables children to look at causal relationships between their actions and those of other people. Recognizing that an item or person can have multiple attributes (for example, a friend can be both happy that you are visiting yet mad that you grabbed her toy) is also necessary.
- *Understanding of certain emotional concepts.* Children who understand their own and other people's feelings can manage conflicts more easily than those who do not. This requires the ability to identify and label feelings, understand the nature of feelings, and distinguish between feelings and actions.

Children need to know that they are capable of managing their own problems. With the help of parents, teachers, and other adults, even very young children can learn problem solving, anger management, and other life skills and be empowered to successfully cope with their current problems, as well as those they will face as adolescents and adults.

### **Approaches to Settling Conflicts**

An approach to settling conflict may be appropriate in some situations and not appropriate in others. Some methods, such as problem solving, must be taught. Just as in learning to ride a bicycle, children need to know the steps required and have a steady adult hand to guide and support them as they practice "getting it right."

People naturally approach conflict in one of two ways: avoiding it or confronting it. In the interest of human survival, we have been programmed to flee or fight.

When the choice is made to confront a problem, the conflict may be resolved with one side winning and the other side losing. Using a cooperative approach—such as principled negotiation or a step-by-step method—can result in a solution that satisfies or accommodates all sides.

**Principled negotiation.** Of the many methods designed to help people settle conflict cooperatively, perhaps one of the most promising is *principled negotiation*. The four basic elements of this method include:

- *People.* Separate the people from the problem. Emotions can run high and egos often become involved. Participants should come to see themselves as working side by side—attacking the problem, not each other.
- *Interests.* Focus on interests, not positions. Taking a position can obscure what participants really want or need. Focusing on participants' interests allows a broader range of options and an opportunity to examine common ground and differences.
- *Options.* Generate a variety of possibilities before deciding what to do. Feeling pressured and searching for one right solution inhibits creativity. Develop several right answers.
- *Criteria.* Insist that the result be based on some objective standard. Look back at each other's interests when deciding which solution is the best.

You may be thinking this approach sounds like union/management negotiations, not two kids fighting over who gets to be first in line. And how can children learn certain elements, such as separating the people from the problem? With certain adaptations—for instance, having children use puppets to state their issues—these very same principles can be applied to children's squabbles.

**The step-by-step approach.** A popular method for helping children learn to solve problems and manage conflicts is using a step-by-step approach such as "Scruff's Steps for Managing Conflicts" (see next page).

## **Scruff's Steps for Managing Conflict**

**Stop, look, and listen**—Check yourselves out. Are either of you too upset to deal with the conflict right now? First, calm yourselves down by counting to 10, taking some deep breaths, or doing whatever else works best for you.

**Come up with the problem**—Investigate the facts. What exactly is the problem? Take turns describing the problem, as you see it, to each other. Each of you may be talking about a different problem.

**Rack your brains**—Think of as many ways as you can to solve your problem. Remember, there is always more than one solution to any conflict. You may want to set a certain number of ideas you will make yourself think of—like seven or eight—before you stop. Write them down. Don't worry about whether all your ideas are good.

**Use your judgment**—Now is the time to judge which solution is best. Look at each one and think about the consequences. What might happen if you were to choose a certain idea? Is that particular choice one that will get you what you need? Will you both be happy with this way of handling things?

**Figure out how you'll carry out your solution**—Come up with a plan of action. What do each of you need to do?

**Forward ho!**—Move forward and set your plan into motion. Congratulate yourselves. Decide that you will talk sometime soon about how well your plan worked.

## **Communication: the Foundation**

Children must master certain communication skills to use some of the more effective conflict management techniques. You are probably familiar with and already use these skills. The activities in this chapter will help you teach your students these vital skills, too. Because they help people communicate clear messages, these skills are not only helpful when managing conflicts, but their use may also prevent conflicts from arising.

**Paraphrasing or restating** (also called “reflective listening”) is used to clarify what was said during a conflict. The listener simply repeats in his or her own words what the speaker said. It is a good method for finding out the facts and the feelings behind them.

Without paraphrasing, conclusions may be made without first getting the facts. For example:

Hector (speaker): *I don't want to come over to your house anymore.*

Will (listener): *Well, I don't want you to come over. I don't like you, either.*

Paraphrasing allows the listener to identify the issue before responding. For example:

Hector: *I don't want to come over to your house anymore.*

Will: *You don't want to come to my house anymore?*

Hector: *That's right. Every time I come to your house to play, we always end up playing what you want. We never play what I want. I never have any fun.*

Will: *I understand you don't have fun at my house because we always do things my way.*

The speaker has the opportunity to affirm or correct the perception. Frequently this process alone is enough to resolve a conflict, since the basis of conflict is often a misperception. Will now knows that Hector doesn't have any fun when he visits because Will always decides what they will do. Because their line of communication stayed open, the problem has been identified—a major step in managing any conflict.

**Assertiveness.** Learning to express feelings is another essential skill for managing conflict. An important element in “stating one’s case” is presenting the information in a manner that will not add fuel to the fire by putting the other person on the defensive. When you say how a situation makes you feel—whether the other person agrees or disagrees, whether your feelings are based on true or false perceptions—that is how you feel. There are no right or wrong feelings.

An **“I” statement** is a way to state feelings clearly about a situation without accusing or attacking the other person. Paraphrasing and “I” statements go hand-in-hand. The format for an “I” statement is simple and therefore easy for even very young children to learn:

1. Use the person's name: *Jimmy,*
2. Tell how you feel: *I feel angry*
3. Tell why: *when you grab my doll.*
4. Tell what you want: *Please don't do it again.*

Children need to know that “I” statements can be used for good feelings as well as angry or bad feelings. Remember that children—like adults—often need help in identifying feelings. Without truly knowing what we are feeling, we are often confused about what we need.

# What Teachers Can Do

Children spend a good part of their lives in school. Teachers have many opportunities to help them learn about conflict and how to manage it effectively and nonviolently.

## Checklist of Things Teachers Can Do To Help Children Manage Conflict

- Assess how **you** respond to conflicts.* Children learn from what they see. Awareness of how you respond to conflict is a good starting point for action. Teachers sometimes confuse authority with authoritarianism.
- Create a caring classroom.* A peaceable classroom is one in which the following qualities are present (Kreidler, 1984):
  - ✓ *Cooperation.* Children learn to work together and trust, help, and share with each other.
  - ✓ *Communication.* Children learn to observe carefully, communicate accurately, and listen sensitively.
  - ✓ *Tolerance.* Children learn to respect and appreciate people's differences.
  - ✓ *Positive emotional expression.* Children learn to express feelings, particularly anger and frustration, in ways that are not aggressive or destructive, and they learn self-control.
  - ✓ *Conflict management.* Children learn the skills of responding creatively to conflict in the context of a supportive, caring community.
- Learn, model, and teach good communication techniques.* Use "I" statements and paraphrase with your students and other adults. A number of techniques are available for teachers and parents to intervene when children need help managing conflict (see page 11). Suggest the topic for an in-service training session for all school personnel.
- Designate an area of the classroom for students to settle their own differences.* Setting aside a quiet corner, a small room off the classroom, or a "problem-solving table" where children can gather to make peace sends a strong message to students that conflict management is valued.



# Techniques for Helping Children Manage Conflict When You Must Intervene

## Cooling off

- *When conflict has erupted*
  - Send participants to cool-off corners to calm down
  - Have participants try deep breathing
  - Have participants sit silently for a few minutes

## Smoothing

- *When it is not the right time for them to focus on the conflict*
- *When you do not have time to focus on the conflict*
  - Decide not to focus on the conflict at this time
  - Consider the needs and feelings of students
  - Tell participants that some things do not have to be settled immediately, especially when waiting provides an opportunity for participants to calm down

## Reverse role playing

- *When participants agree to be guided through the process*
- *When participants need help to see the other person's perspective*
  - Have participants play out the other person's role in the scenario
  - Throughout the role play, ask participants how they think the person they are playing must feel
  - Freeze action at the point of conflict and have participants think of options for a solution
  - Ask participants to decide on a solution that will satisfy everyone

## Talking it out

- *When participants are ready to solve a particular conflict on their own*
  - Tell participants that you are going to put them for three to five minutes in a quiet place, where Scruff's Steps for Managing Conflict are posted, to work out their problem without your assistance. (A poster is available on page 20.)
  - Check their progress at the end of the allotted time
  - If they don't have a solution, guide them through the process
  - Praise them and their solution

## Mediation

- *When participants need a third party (an adult or a child trained in the technique) to help them identify the problem and generate options*
  - Tell participants that each of them will have an opportunity to give his or her story without interruption
  - Have them first tell what the problem was and then what happened during the conflict
  - Help students express what they were/are feeling

# Activities for Kindergarten and 1st Grade

## Being Fair

### OBJECTIVES

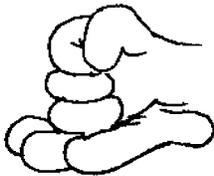
- To learn fair methods for settling conflicts
- To practice these methods

MATERIALS: Timer, chalkboard

### INSTRUCTIONS

1. Explain that a conflict is when two or more people cannot agree on something. Ask for volunteers to give examples of when they didn't agree with someone.
2. Explain the benefits of settling conflicts quickly and fairly: "From time to time we all have conflicts. We can't always be the first one in line, play with our first choice of toy, or watch a certain program on TV if someone else wants to watch a different show. Sometimes so much time is spent fighting that none of us are able to do what we want."
3. Ask, "When the conflict is settled in a way that isn't fair, how do people feel?" Discuss the fact that one person may feel pretty good, while the other person may feel pretty bad.
4. Explain that today they are going to talk about some ways to settle conflicts fairly. "When you and your friend both want to play with the same toy, how can you solve this conflict fairly?" Write down their ideas and discuss the fairness of the ideas. Then discuss as many of the following methods as the children's concentration will allow:

- *Chance.* "When you and your friend have a conflict—for example, you both want to play together, but you want to play with Legos® and your friend wants to play Nintendo®, you and your friend can decide that you will let chance decide what you will play. You can flip a coin [demonstrate] or use a game called 'rock, paper, scissors' to decide which game you will play. To play the 'rock, paper, scissors' game, each child decides on either the rock, the paper, or the scissors but does not tell the other person. [Demonstrate the three hand gestures for rock, paper,



scissors.] Then they count to three and show their hands.

Rock breaks scissors, so rock wins if the other child has scissors. Scissors cut paper, so scissors win if the other child has paper. Paper covers rock, so paper wins if the other child has rock. If both children show the same symbol, they repeat until they are different." Have the students practice.

- *Taking turns.* "Suppose you and your friend want to play with the same truck. Taking turns is a good way to solve this kind of conflict. This means that one of you plays with the toy first, and then the other person has a turn. You can use a timer to help you be fair when taking turns." Demonstrate how to set the timer.
- *Apologizing.* "Sometimes we accidentally bump into another child or do something else where we hurt someone, but not on purpose. This can cause

a conflict. This kind of conflict can often be handled quickly just by saying, 'I'm sorry.' Have students practice saying "I'm sorry" and other forms of apologies.

- *Sharing.* "How do you think a friend might feel if you are playing with something he or she wants to play with, too? What are some things that you don't like to share? [Set the timer for a three-minute brainstorming session and write the items on the chalkboard as children list them.] Do you think this situation could cause a conflict? Could you play with the same thing together? This is called sharing. This means doing something together." Have children give examples of when they have shared with others.

5. Have students practice these methods by role playing solutions to the following scenarios (you may want to save this part of the activity for another day):

- You are playing at a friend's house. He only wants to play basketball, but you only want to play cards. What do you do?
- You step on someone's toe in the lunch line. What do you do?
- You and your friend both want to be first in the game. What do you do?
- You use a pencil that you think is yours, but the girl sitting next to you says it's hers. What do you do?

6. Summarize by reminding students that conflicts happen because people cannot always be first or get what they want all the time. However, when people solve their conflicts fairly, everyone feels good.

*Note: Adapted from Schmidt and Friedman. (1988).*



## Uh-Oh, Scruff Is Stuck

### OBJECTIVES

- To practice generating and evaluating solutions
- To promote understanding of consequences of choices

**MATERIALS:** A copy of the worksheet, "Uh Oh, Scruff Is Stuck" (on page 21) for each student, chalkboard

### INSTRUCTIONS

1. Tell students the following story:

One day Scruff and his friend Annie planned to meet Uncle McGruff at the library at 2 o'clock. While waiting for Annie, Scruff bounced a ball against his house. It bounced a little too hard and ended up going over the fence into the neighbor's yard. He thought that he could save time by reaching through the fence to get the ball. After all, the ball had landed right next to the fence. He reached through the bars. "It's a little bit farther away than I thought," he said to himself, stretching as far

as he could. At last his paw snatched the ball. But as he tried to pull it back through the fence—uh-oh—his paw got stuck. A few minutes later Annie arrived. “What a mess you’ve gotten into, Scruff!” she said. “Do you know what time it is? We’re going to be late!”

2. Distribute copies of the worksheet and ask the children to think of as many ways as they can to get Scruff’s paw unstuck. To stimulate participation, discourage judgment of ideas as they are generated.
3. Write each idea on the chalkboard.
4. Explain the term “consequences” as what might happen if you do something. There can be bad and good consequences.
5. Ask the children to evaluate each solution, encouraging them to consider what might happen if that particular solution is used. Would everyone be happy with the solution? Would anyone be upset?
6. Remind the children that there are usually many different ways to solve a problem and that the way to decide which one to use is by thinking through all of the possible consequences of the choices.
7. Ask them to draw their choice of solutions on their worksheets.
8. Praise them for helping Scruff and Annie solve their problem.

## Activities for 2nd and 3rd Grade

---

### McGruff’s Problem-Solving Center

#### OBJECTIVES

- To help develop a place to talk out conflicts
- To promote a sense of ownership of the center

**MATERIALS:** Posterboard (six pieces), markers, pictures of McGruff, old magazines, newspapers, Scruff’s Steps for Managing Conflict (on page 20)

#### INSTRUCTIONS

1. Ask if anyone can give an example of a conflict. Summarize by explaining that a *conflict* is when two or more people cannot agree on something.
2. Explain that a problem-solving center is a place where students can talk out their conflicts privately—by themselves or with the help of an adult.
3. With input from the group, designate a quiet corner in the classroom as McGruff’s Problem-Solving Center. Include a table and chairs, a picture of McGruff, and Scruff’s Steps for Managing Conflict.
4. Explain that a few basic rules are needed when people work to resolve their conflicts. Ask for their suggestions and write them on the chalkboard. Combine ideas into about six basic concepts. Be sure that the following concepts are included:
  - Listen without interrupting.
  - Talk and act with respect.
  - Tell the truth.
  - Brainstorm ideas to solve the problem and together choose the best one.
  - Do what you say you will do to solve the problem.
5. Divide the children into five or six groups. Give each group a piece of posterboard, then assign a rule to each group and ask them to illustrate their rule.

When the groups have finished, have them decide where within McGruff's Problem-Solving Center the rules will be displayed.

6. Demonstrate how to use the center a few times until the children understand.
  - Using role playing, act out a common conflict—for example, who gets to be first in line. Be sure to model assertive communication and refer to the Problem-Solving Center rules when necessary.
  - Ask the group to help generate and evaluate solutions.
  - Have them choose and carry out a solution.
  - Provide opportunities to practice using the center with puppets or role playing.

## Using "I" Statements

### OBJECTIVES

- To explain the sometimes annoying behaviors of others
- To demonstrate giving "I" statements as a response to behavior that bothers them

**MATERIALS:** Chartpaper or chalkboard, one finger puppet pattern for each student (on page 35)

### INSTRUCTIONS

1. Ask children to name some things that classmates do that bother them at school. (Don't allow any names to be mentioned.) List responses on the chartpaper or chalkboard.
2. Ask them to think about how they *feel* when someone bothers them. For example:
  - angry
  - sad—maybe they don't like me
  - afraid to say anything because I might hurt their feelings
  - afraid to say anything because they might get mad at me
  - unsure what to do
3. Ask students to think about what they *do* when someone bothers them. For example:
  - talk about that person
  - act as if it doesn't bother me
  - ignore the person
  - try not to get upset
  - yell at the person
  - hit or try to hurt the person in some way
4. Explain that "I" statements are acceptable ways to express your feelings when people bother you. Feeling hurt or angry is a normal feeling. Yelling, hitting, kicking, etc., are unacceptable ways of dealing with the feeling. Talking out feelings is a better way to handle the situation.
5. Explain the steps in using "I" statements. Perhaps you can make an "I" statements poster to display in the classroom. The steps to using "I" statements are:
  - Name the person.  
" \_\_\_\_\_,"
  - Tell how you feel.

“I feel \_\_\_\_\_”

- Tell why.

“because \_\_\_\_\_.”

- Tell what you want.

“I would like \_\_\_\_\_.”

6. Provide examples of two ways to respond to situations (unacceptable and using “I” statements). For example, if someone takes your eraser without asking, you can either hit them or use an “I” statement, such as “Katie, I feel confused when you take my eraser without asking because I don’t know where it is. I would like you to ask next time.”
7. Ask each child to cut out one blank finger puppet, draw a face on it, and tape it around a finger so that it stands up. After helping each find a partner, describe a conflict situation that might really happen to them. Help the group practice “I” statements with partners as you circulate through the room providing assistance.

## Activities for 4th and 5th Grade

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### Timeline

#### OBJECTIVES

- To learn how conflicts can escalate
- To practice brainstorming appropriate solutions to conflict
- To practice library research skills

**MATERIALS:** Paper, pencil, pen, or colored markers

#### INSTRUCTIONS

1. If students are studying a particular war in social studies, have them develop a one- or two-year timeline for that war (for example, World War I or II, the Civil War, the Vietnam War, the Gulf War), including major battles, the parties, and issues involved at each point. Then have them put the battles on a timeline. If they are not studying a particular war, they can apply the strategy to a local problem (such as plans to build a dump in a community). The children may work individually or in groups.
2. Discuss each point on the timeline. Ask the children to identify the problem, the solution chosen, and the outcomes of the solution.
3. Ask for possible reasons for the solutions that were chosen in history.
4. Divide the children into groups of four or five to generate alternative solutions to the various current or historical conflicts discussed in class (for example, land rights, discrimination, slavery) and predict possible outcomes to these alternatives.
5. Ask each group to present the results of their brainstorming session.

#### OPTIONAL ACTIVITIES

- Have each child research and report on a current conflict (for example, the baseball strike or reduced funds to schools).
- Have them create a bulletin board using the timelines.
- Have them role play mediating between famous people in history (for example, the mediator between George Washington and King George III).

## Hassle Line

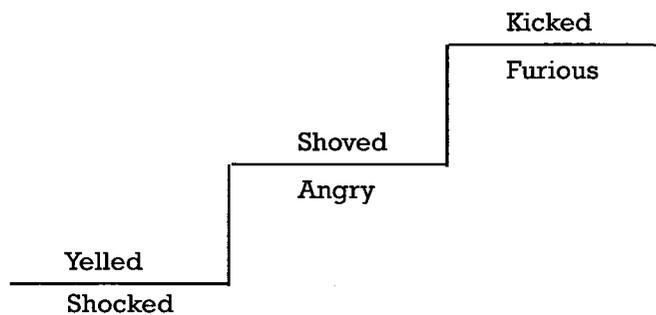
### OBJECTIVES

- To realize that conflict, if not managed properly, can escalate
- To realize that actions escalate because feelings escalate

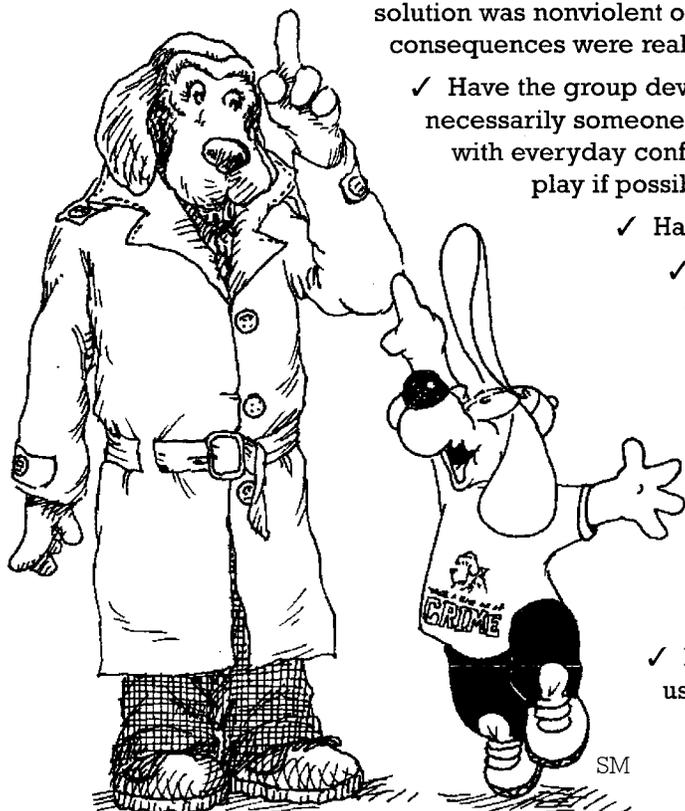
### INSTRUCTIONS

1. Tell the group, "We'll be doing a hassle line today to help us understand more about conflict. I'll give you a conflict situation, and I want you to react back and forth with your partner the way you would if the conflict were real. The only rule is hands off!"
2. Line up the students in two lines, facing each other. Make sure each student has a partner. Tell them, "This is the scenario. It's dress-up day at school, so you are all in your best clothes. It has just stopped raining at recess time so you are allowed to go out." Indicate which side of the hassle line you are talking to. Explain that, "You were talking to your friends when the person facing you threw a football into the puddle next to you." Addressing the second line say, "Only you know if this was an accident or not. Ready, set, throw, splat, act out the scene."
3. Let the students interact.
4. Ask the children to be seated. Write on the chalkboard their responses to "how I felt" and "what I did." Some students will be embarrassed because it was an accident. Some will express the embarrassment through laughter, others through apology. An important lesson is that actions don't necessarily help us to know what the other is feeling.
5. You can use the escalator illustrated below to help the students understand the relationship between feelings and actions.
 

The person who was splashed may first have been shocked and yelled at the person who threw the football. If the football thrower played innocent or yelled back, the splashed person would become angry and, in real life may have shoved him or her. In turn, the person who threw the football would be feeling angry for being pushed and may do something worse in return. By now the splashed person is furious and will take more serious action. The conflict escalates because the feelings escalate.
6. Use the students' own descriptions of feelings and actions to fill in the escalator and discuss the escalation of conflict.



## Follow-Up Activities



- ✓ Reward cooperative behavior—for example, give five minutes of free time on Friday for having had a peaceful week in class.
- ✓ Have children bring in cartoons from the newspapers that depict conflict and discuss or write about how it was resolved, pointing out whether the chosen solution was nonviolent or violent, the consequences, and whether or not the consequences were realistic.
- ✓ Have the group develop a play about how someone solved a conflict (not necessarily someone famous, maybe just someone like them who's dealing with everyday conflicts) to present to younger children. Videotape the play if possible.
- ✓ Have them write about a conflict with a friend or sibling.
- ✓ Show a short cartoon and ask them to write about the conflict situation.
  - ✓ For younger children, write the names of various feelings on cards and place the cards in a box. Each day or week, have a different child draw a feeling card from the box and post the card on the bulletin board. Have the group concentrate on that feeling and integrate it into skits, paintings, drawings, and stories.
  - ✓ Create flash cards to help learn to identify and label feelings, i.e., "A" for anger.
- ✓ Have them write a story where conflict is resolved, using three different endings.
  - ✓ Have students make a decision tree, using a problem, suggested solutions, the consequences of the solutions, etc.
  - ✓ Have older children research the lives of peacemakers such as Jane Addams, Clara Barton, Mary McLeod Bethune, Frederick Douglass, Albert Einstein, Jeannette Rankin, Eleanor Roosevelt, Chief Joseph, Albert Schweitzer, Harriet Tubman, Martin Luther King, Jr., Mahatma Gandhi, St. Francis of Assisi, King Asoka, Jesus, Susan B. Anthony, Mother Mary Jones, William Penn, Cesar Chavez, Raoul Wallenberg, Medgar Evers, Rachel Carson, Joan Baez, Henry Thoreau, Helen Caldicott, Nelson Mandela, F.W. de Klerk, Mother Theresa.
- ✓ Have children rewrite the words to the song "If You're Happy and You Know It" to include verses that deal with nonviolent conflict management, such as "If you're angry and you know it, take a break."
- ✓ Ask children to research and discuss the official rules for various games, such as their favorite sport. Learn about referees and what it means to be fair.
- ✓ Have students collect famous quotations about peace and put them on a bulletin board.
- ✓ Have students research the history and recipients of the Nobel Peace Prize.

## Children's Books

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*A Hero Ain't Nothin' but a Sandwich.* Childress, A. Putnam Publishing Group (1973). (Grades 5 - 9)

*But Names Will Never Hurt Me.* Waber, B. Houghton Mifflin (1976). (Kindergarten - Grade 6)

*Don't Feed the Monster on Tuesdays! The Children's Self-Esteem Book.* Moser, A. Landmark Editions, Inc. (1991). (Kindergarten - Grade 6)

*Don't Pop Your Cork on Monday: The Children's Anti-Stress Book.* Moser, A. Landmark Editions, Inc. (1988). (Kindergarten - Grade 6)

*Double-Dip Feelings: A Book to Help Children Understand Emotions.* Cain, B. Magination Press (1990). (Kindergarten - Grade 2)

*Feelings Alphabet: An Album of Emotions From A to Z.* Lalli, J. Jamar Press (1992). (Preschool - Grade 4)

*Feelings.* Alike. William Morrow & Company (1986). (Kindergarten - Grade 2)

*Honey, I Love & Other Love Poems.* Greenfield, E. HarperCollins Children's Books (1986). (Grades 1 - 4)

*The Berenstain Bears Get Into a Fight.* Berenstain, S. and J. Random House (1982). (Kindergarten - Grade 3)

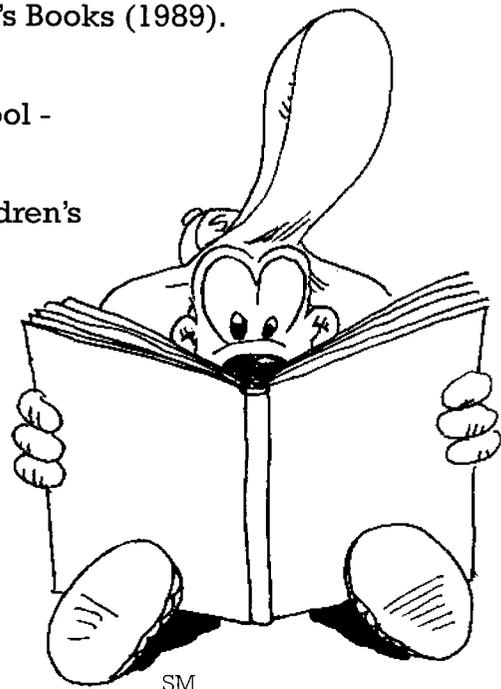
*The Butter Battle Book.* Dr. Seuss. Random House (1984). (Kindergarten - Grade 2)

*The Hating Book.* Zolotow, C. HarperCollins Children's Books (1989). (Kindergarten - Grade 4)

*The Lorax.* Dr. Seuss. Random House (1971). (Preschool - Grade 2)

*The Quarreling Book.* Zolotow, C. HarperCollins Children's Books (1982). (Kindergarten - Grade 3)

*What Is a Feeling?* Kreuger, D. Parenting Press (1993). (Preschool - Grade 3)



# Scruff's Steps for Managing Conflict

**S**top, look, and listen— calm down.  
Look at your feelings.

**C**ome up with the problem—use  
“I” statements to describe the  
problem and your feelings to  
each other.

**R**ack your brains—  
brainstorm solutions.

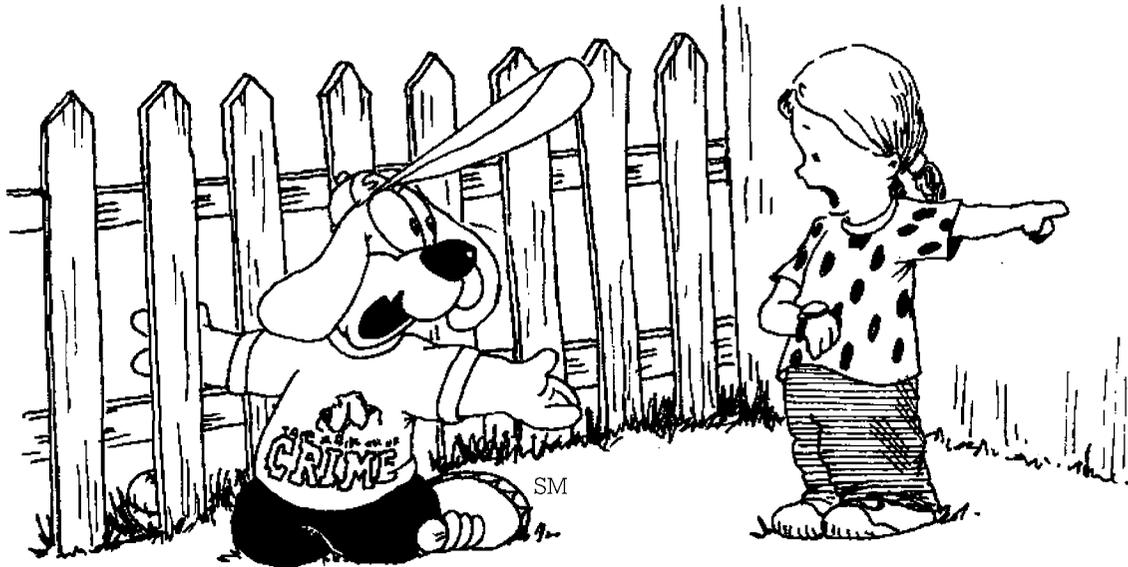
**U**se your judgment—  
choose the option you  
can both agree on.

**F**igure out how you'll  
carry out your solution.  
Who? What? When? Where?

**F**orward ho! Decide when you'll  
talk again to see how everyone's  
doing. Congratulate yourselves.



# Uh-Oh, Scruff Is Stuck



## A Word About...Helping Your Children Learn to Manage Conflict

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Dear Parent,

Conflict is a fact of life. Many people think only of the ugly or unfortunate behaviors that may result. Actually, some conflict is necessary and good. It all depends on how a particular conflict is handled.



Children, like adults, face many conflicts in their lives. Maybe someone teases a child, a best friend suddenly doesn't want to be best friends anymore, or there is disagreement over which child a book belongs to. As you know, children also encounter conflicts at home. Most of these involve possessions, responsibilities, or privacy. They also face conflicts beyond school and home. For example, many children eventually have to deal with moral issues that challenge family rules, such as looking cool in front of friends by trying drugs. Others are picked on by older children in the neighborhood.

**How children learn to handle conflict.** Children learn how to manage conflict in the same way they learn to do many other things—by watching what goes on around them. They learn from you, from teachers and other adults, from other children, and from television, movies, and other media. How can we all help them learn the best strategies? Here are some tips you may find helpful in your role as parent.

- *Give your child some special time each day.* This may be really tough in today's busy world, but experts tell us that 20 minutes of positive adult attention per day dramatically reduces children's aggressive behavior.
- *Teach your child to ask for attention constructively.* Sometimes the purpose of a fight with a brother or sister is to get attention. Encourage your child to ask for attention by expressing his or her needs. Catch your child doing something right. Praise your child for doing well, rather than reprimanding when mistakes are made.
- *Teach your child to recognize the feelings of others.* You can point out when someone is happy, sad, scared, worried, and so on. When children learn to recognize what someone else is feeling, they are better able to respond appropriately.
- *Listen first, then help your child negotiate a solution.* Acknowledge your child's feelings about a conflict before helping to work out a solution.
- *Use positive methods to discipline your child.* Avoid using physical punishment and yelling. Through your example, your child will see that force is not the best or only choice.



# 2

## Conflict With Bullies

When we think about students bringing guns to school or youngsters scuffling over a knife on the playground, bullying behavior can seem rather insignificant. Bullying is often dismissed as “just a phase” or simply part of growing up. But it is actually an early form of aggressive, violent behavior. Statistics show that one in four children who bully will have a criminal record before the age of 30.

Although the number of students regularly harassed or attacked by bullies has remained fairly constant over the years—about one in 10—the nature of bullying behavior has changed. Today’s bully is much more likely to be violent than the bullies of our youth. Children need the skills to handle bullying situations effectively, should the need arise.

### The Age-Old Problem of Bullies

What exactly is a **bully**? Because most of us have been bullied at some time in our lives, we have a pretty good idea based on firsthand experience. Close your eyes for a moment and think of the bullies of your childhood. What images come to mind? The loud-mouthed kid in

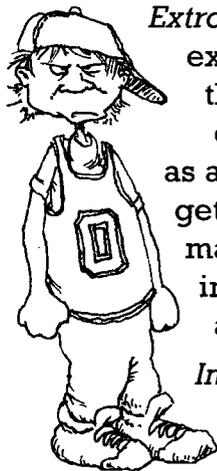
school who would never let you use “his” water fountain? The nasty little girl who made your life miserable by making fun of the shoes your mother made you wear?

When most of us hear the word bully, we think of the *extrovert bully*—aggressive, angry, demanding, and mean. However, there is a less aggressive form of bullying that we often fail to recognize—the *introvert bully*. Remember Eddie Haskell from *Leave it to Beaver*? As charming and likable as Eddie could sometimes be to grown-ups, he could be a real master when it came to using the “power tools” of the introvert bully—cunning and manipulation.

As different as these two types may seem, all bullies have certain characteristics in common. They

- are concerned with their own pleasure rather than thinking about anyone else
- want power
- are willing to use other people to get what they want
- feel hurt inside
- find it difficult to see things from someone else’s perspective

### **Bullies Have Many Faces**



*Extrovert bullies* may be outgoing, aggressive, active, and expressive; more interested in things outside themselves than in their own thoughts and feelings; rebels (and usually criticized for their rebelliousness); often end up in trouble as adults; rough-and-tough, angry, and mean on the surface; get their way by brute force or openly harassing someone; may feel inferior, insecure, and unsure of themselves on the inside; reject rules and regulations; need to rebel to achieve a feeling of superiority and security.

*Introvert bullies* may not want to be recognized; are reluctant to rebel; conform to society; try to control by smooth-talking, saying the “right” thing at the “right” time, misleading, lying, saying and doing whatever they think the other person wants to hear, just to get their way; deceive others into thinking they mean well; work on becoming “teacher’s pet”; get their power through cunning, manipulation, and deception.



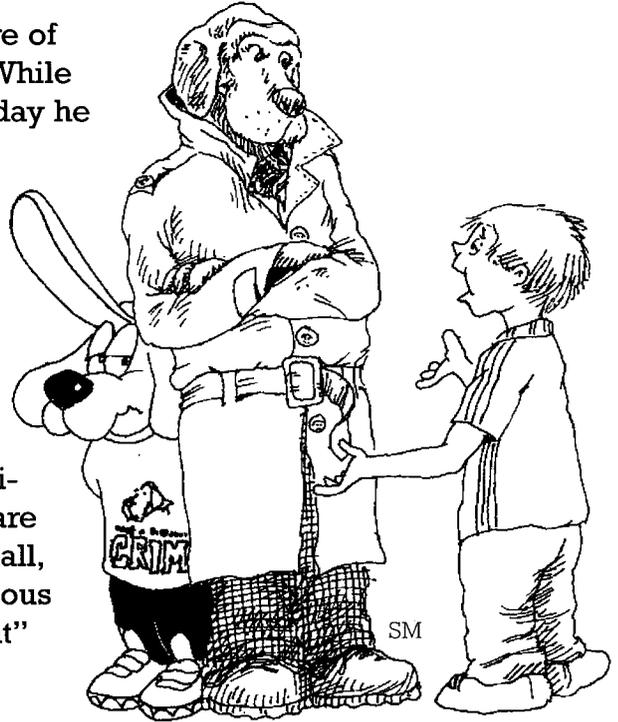
Adapted from Webster-Doyle (1991).

**Gender factors.** Experts tell us that girls are bullies or victims of bullies just as often as boys. Bullying among girls tends to be more of the teasing or “back-stabbing” variety; boys are usually more

aggressive and physical. However, in recent years, even bullying among girls has become more violent.

Bullying also occurs *between* boys and girls. The nature of this bullying behavior may then take a different turn. While in the past a boy may have yanked a girl's ponytail, today he may also pull up her skirt, which takes the behavior beyond bullying activity and into the arena of sexual harassment. (For more on this topic see Chapter 4: "Conflict Between Boys and Girls: Gender Issues.")

**The victims.** Although anyone can be the target of bullying behavior, the victim is singled out because of his or her psychological more often than physical traits. A typical victim is likely to be shy, sensitive, and perhaps anxious or insecure. Some children are picked on because they are overweight, physically small, have a disability, or belong to a different race or religious faith. In other words, victims are identified as "different" in the bully's point of view.



**The impact of bullying.** Bullying can have lasting effects on everyone involved—bullies, victims, and witnesses. Students who are bullied often develop low self-esteem. They frequently feel isolated—a feeling they may carry into adulthood. Grades may suffer because the victim's attention is not on learning. With continued bullying, even "good" students may turn to violence, such as starting fights or bringing weapons to school in efforts to protect themselves or to seek revenge on their tormentors.

Bullies who continue their destructive behavior are five times more likely than their classmates to wind up in juvenile court and to be convicted of crimes. Not surprisingly, when bullies become adults, they are more likely to have children with aggression problems.

Witnesses to bullying—both children and adults—are also affected. They often must face and learn to manage the lowered self-esteem and loss of control that accompany feeling unsafe and unable to take action. Children and adults may turn the other way when someone else is being hurt because they feel powerless to do anything about it. They, too, are scared.

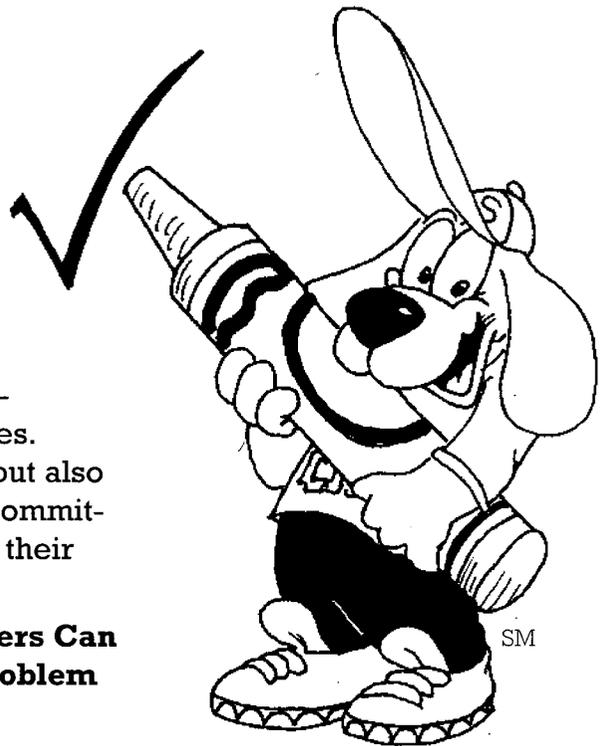
# What Teachers Can Do

There are many steps you can take to deal with the problem of bullying. Recognizing the serious consequences, your first step is to commit yourself to doing all that you can to stop it.

Keep in mind that bullies and their victims share many of the same desperate feelings and pressures. Protect victims of bullying, but also be sensitive to bullies and committed to helping them change their behavior.

## Checklist of Things Teachers Can Do To Help Address the Problem of Bullies

- Do not tolerate bullying behavior.* Be on the lookout for bullying behavior. Children are often secretive when bullying occurs, not wanting to admit that something outside their control is affecting them. Take immediate action. You will be sending a strong message that you care and will not tolerate mistreatment.
- Teach children what to do if they are bullied or see someone being bullied.*
  - ✓ Help them to learn and master the assertiveness skills that will enable them to speak up when bullying occurs.
  - ✓ Remind them of the importance of looking out for each other and supporting other students who are being bullied.
  - ✓ Teach them the strategies for diffusing problem situations.
  - ✓ Encourage them to seek adult help when necessary.
- Involve parents.* Creating a strong connection between home and school can have a significant effect on students' behavior.
  - ✓ Inform parents of your "no tolerance" policy of any kind of harassment.
  - ✓ Encourage parents to become involved in school activities and have the same policy at home.



- ❑ *Use awareness activities to help your children understand how victims, bullies, and witnesses feel, and why they act the way they do.* Be sure to include the notion of victims who may seek friendship from the bully for a sense of protection. By looking at their own experiences and those of others, students will better understand bullying situations and therefore deal more effectively with them.
- ❑ *Teach elementary social skills.* Social skills give children tools to develop positive relationships with others.
- ❑ *Foster an atmosphere of kindness and concern toward others.* Point out acts of kindness whenever they occur.
- ❑ *Use every opportunity to build self-esteem.* Children who feel good about themselves are less likely to be victims of bullying and/or be bullies themselves.
- ❑ *Encourage children to be part of the solution.* Develop a classroom action plan with your students in which they agree on specific things they can do to lessen the problem of bullying.
- ❑ *Let students know that you are available to discuss problems or concerns with them privately.* Students may have difficulty discussing their feelings and situations in front of the class. Remember to acknowledge their feelings before trying to get the facts of the situation.
- ❑ *Discuss the topic of bullies with your students occasionally.* Regular discussion keeps the issue alive and provides an opportunity to evaluate progress.
- ❑ *Teach cooperation by having students work in groups.* Assign group work where cooperation rather than individual skill is critical to success.
- ❑ *Alert school counselors or administrators to any problems so they can refer students to appropriate services if necessary.* Some bullies, victims, and witnesses may not respond to your efforts and could benefit from counseling.

## Activities for Kindergarten and 1st Grade

### What Is a Bully?

**OBJECTIVE:** To learn to deal with bullying behavior

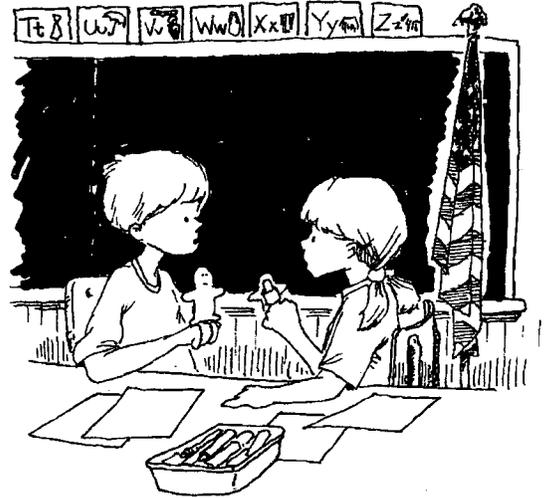
**MATERIALS:** Finger puppets (on page 35)

**TEACHER PREPARATION:** Copy and cut out the finger puppets. You may instead wish to enlarge the puppets, glue them to tagboard, and attach them to tongue depressors.

*Note: Review sections in Chapter 1 on "I" messages with students before beginning.*

#### INSTRUCTIONS

1. Gather the children in a circle and discuss the characteristics of bullies. If they don't mention these qualities, explain that a bully is a person who teases, acts tough, and sometimes hurts your feelings. Bullies try to scare you. Sometimes they push you around, hurt you, call you mean names, or take things from you. Sometimes they try to make you do things you don't want to do.
2. Role playing with the puppets, have both the boy and the girl puppets (so that students understand that girls can be bullies, too) exhibit bullying behavior toward Scruff, such as:
  - calling him a hurtful name
  - teasing him about his appearance (for example, his clothing or size)
  - teasing him about the way he talks
  - threatening to hurt him if he doesn't do something, such as give up his lunch money or let the bully be first in line
  - ripping Scruff's homework assignment on purpose and laughing about it
3. Have Scruff say how he feels (bad, sad, scared, etc.). Then have Scruff turn to you and ask what he can do about it.
4. Ask, "What can Scruff do?" He could:
  - walk with a friend when passing by where the bully hangs out
  - walk straight and tall like he is not afraid (even though he is really scared on the inside)
  - take a different route to school to avoid the bully
  - use "I" statements to let the bully know how he feels
  - say, "Leave me alone" in a strong voice
  - say nothing and walk away
5. Say, "Okay, let's give some of our ideas a try." Have one of the puppets bully Scruff again and demonstrate Scruff using one of these strategies.
6. Have the children take turns with the puppets using some of the other bullying behaviors and countering strategies.
7. Ask, "What if none of these things work?" Remind the students that bullying behavior is not fair and must not be allowed to continue, whether to them or to someone they see being bullied. They should tell a parent, teacher, or other trusted adult. Encourage them to tell someone right away, the very first time



they are bullied, if they feel afraid that something bad will happen. Explain that bullies are people who have not learned how to get along with others, and the sooner they learn to, the happier everyone will be.

#### OPTIONAL ACTIVITY

Have the children make their own puppets. Break up the class into smaller circles and use the puppets for self-generated scenarios.

## Making Friends

**OBJECTIVE:** To develop social skills needed for forming friendships

#### INSTRUCTIONS

1. Discuss the fact that sometimes making friends is easy and other times it may be hard. It may be hard when you feel kind of shy or if you are the new kid and all the other kids know each other.
2. Ask what friends do that make people want to be their friend. Discuss factors such as:
  - smiling
  - hugging
  - saying “thank you”
  - sharing toys
  - giving in to what the other person wants from time to time
  - showing interest in the other person
3. Explain that they will have a chance to practice ways to meet and get to know someone.
4. Pair students and have them role play several ways to make friends, such as asking a child to play and smiling and saying “Hi, my name is \_\_\_\_\_. What’s your name?”
5. Have them shake hands, explaining that the custom started when people wanted to show others that they did not have a weapon in their hands and were meeting in friendship and peace.
6. Congratulate them on their good work, and be sure to praise them when you see them using these skills at other times.

## Activities for 2nd and 3rd Grade

### Dealing With a Bully

#### OBJECTIVES

- To learn ways to deal with bullies
- To practice strategies for dealing with bullies

#### INSTRUCTIONS

1. Brainstorm definitions of “bully” as a group. Explain that there are many different ways to handle a bully, depending on the situation. Suggest the following strategies:
  - *Walk away.* Ignoring a bully is a good approach to try the first time.
  - *Speak up.* Saying something like “Get away from me!” may surprise bullies and make them leave you alone. This works best when bullies don’t have an audience.

- *Attempt to defuse the problem.* Trying to reason or talk it out might work—again, especially if there isn't an audience.
  - *Make friends.* Because most bullies feel hurt and angry, being friendly may make them feel better.
  - *Do the unexpected.* Bullies expect those they pick on to be scared and the onlookers to be quiet.
  - *Seek adult help.* Don't hesitate to seek adult help if the other methods don't work or you feel unsafe.
2. Point out the following and demonstrate: "Look bullies in the eye when you tell them to get away. Tell them in a calm voice, as though you are not scared. Act like you know where you are going, look ahead when you walk, and stand straight and tall. Try not to get into an argument with a bully."
  3. Discuss the importance of sticking up for others when they are being bullied and of telling a trusted adult.
  4. Have the children role play the following scenarios, giving everyone an opportunity to play the role of the bully, the victim, and the witness:
    - The bully says, "Give me your lunch money!"
    - The bully says, "Hey, egghead, give me your homework!"
    - The bully says, "How come you're so ugly?"
    - The bully says, "I'm going to beat you up this afternoon when we get off the bus."

Brainstorm ways the victim and bystander could deal with each of these comments.

OPTIONAL ACTIVITY

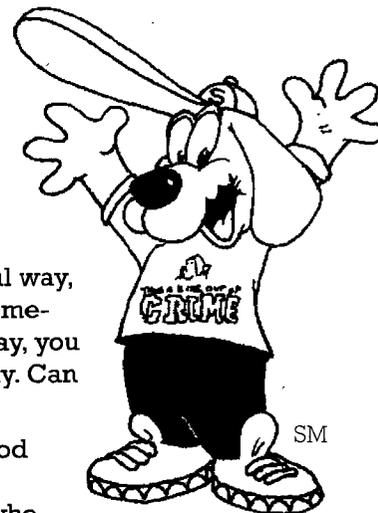
For homework, have students generate other scenarios and list one or two strategies for dealing with them. Ask students to share their lists the following day.

**Random Acts of Kindness**

OBJECTIVE: To develop social skills needed to get along with others

INSTRUCTIONS

1. Explain to students that there are different ways to ask for what we need. Some ways are polite and some are not polite. Some ways can help us get along with others and to get what we want without hurting anyone's feelings. Other ways cause hurt feelings.
2. Tell the children that you are going to ask for something and they need to indicate whether the way you are asking is polite or impolite. Ask a child for his or her pencil, saying "Give me that!" Ask him or her if the way you said it caused good feelings or bad. Ask the class if the way you asked was helpful or unhelpful.
3. Explain that when you ask for something in a hurtful way, you are acting like a bully. Even though you may sometimes get what you want by speaking in a hurtful way, you can also get what you want by asking in a polite way. Can they think of a polite way to ask for a pencil?
4. Explain that certain actions are also considered good manners. Ask them for examples, discussing polite actions such as holding a door open for someone who



- is carrying packages or giving an elderly person your seat on the bus. Explain that being polite is another way to be kind to others.
5. Again, ask the student for the pencil, this time saying "May I please borrow your pencil?" and ask him or her if the way you asked this time felt better than before. Ask them to think about how they feel and what they do when someone bullies them. Say, "When someone bullies you, how many feel like turning around and bullying someone else? Unkindness spreads this way. Your mom's boss yells at her, she scolds your older brother or sister, he or she takes it out on you, and you take it out on the dog! The good news is that kindness spreads the same way. When you do an unexpected act of kindness for someone, they might be kinder to someone else."
  6. For a homework assignment, ask the children to perform three acts of kindness during the next 24 hours, something they would not usually do.
  7. The following day, ask them to discuss their acts of kindness and the recipients' reactions. Some may say that recipients were kind in return. Others may say that their actions seemed to go unnoticed or unappreciated. Explain that even when actions go unappreciated, we can still feel good inside about being a kind person, and that is what is really important.
  8. Keep this activity alive by asking everyone to point out and celebrate random acts of kindness when they occur.
  9. Make a notebook to record random acts of kindness or make a bulletin board suggesting daily acts of kindness.

## Activities for 4th and 5th Grade

### The Bully Situation

#### OBJECTIVES

- To assess the bullying situation at school
- To apply mathematics skills

**MATERIALS:** A copy of "The Bully Situation" survey (on page 36) for each student, chalkboard

**TEACHER PREPARATION:** Copy the survey questions and answer categories on the chalkboard, leaving room for tally marks.

#### INSTRUCTIONS

1. Explain that you are eager to learn the extent and kinds of bullying that occur at your school.
2. Ask the children to complete the survey, without signing their names.
3. After collecting the surveys, have them guess the results.
4. Ask for a volunteer to help tally the results on the chalkboard.
5. Read off a sample of the children's responses. (Do this yourself to reduce students' fear of breaches of confidentiality.)
6. Divide the children into groups or as a class have them add up the number of responses for each answer and determine percentages for each answer.
7. Discuss the results and solicit ideas for what steps they should take as a group to help reduce the incidents of bullying behavior at school.

OPTIONAL ACTIVITIES

- Have students make graphs of the survey results.
- Have them conduct a schoolwide survey.

*Note: The children may want to speak with you privately after participating in this activity. They may be ready to speak out about situations over which they previously felt they had no control.*

**Have you ever felt...?**

**OBJECTIVE:** To develop understanding that bullies have some of the same feelings as other people

**MATERIALS:** Index cards, chalkboard

**TEACHER PREPARATION:** Using the list of feelings below, choose 12 to 14 words and write one feeling on each card.

**INSTRUCTIONS**

1. Pair the children, having some paired with children of the same gender and some with the opposite gender.
2. Explain that you will give each pair of students a card with the name of a feeling on it.
3. List the feelings you chose on the board.
4. Distribute the cards, asking the students to read the word silently.
5. Ask each pair to act out their feeling and have the other children guess the feeling.
6. After all of the pairs have had a turn, ask students to guess who would have these kinds of feelings, a bully or the bully's victim.
7. Explain to the children that both bullies and victims share many of these feelings.
8. Remind them that bullies are people who are acting out their hurt.
9. Ask them to discuss some ways that bullies can be changed into friends.

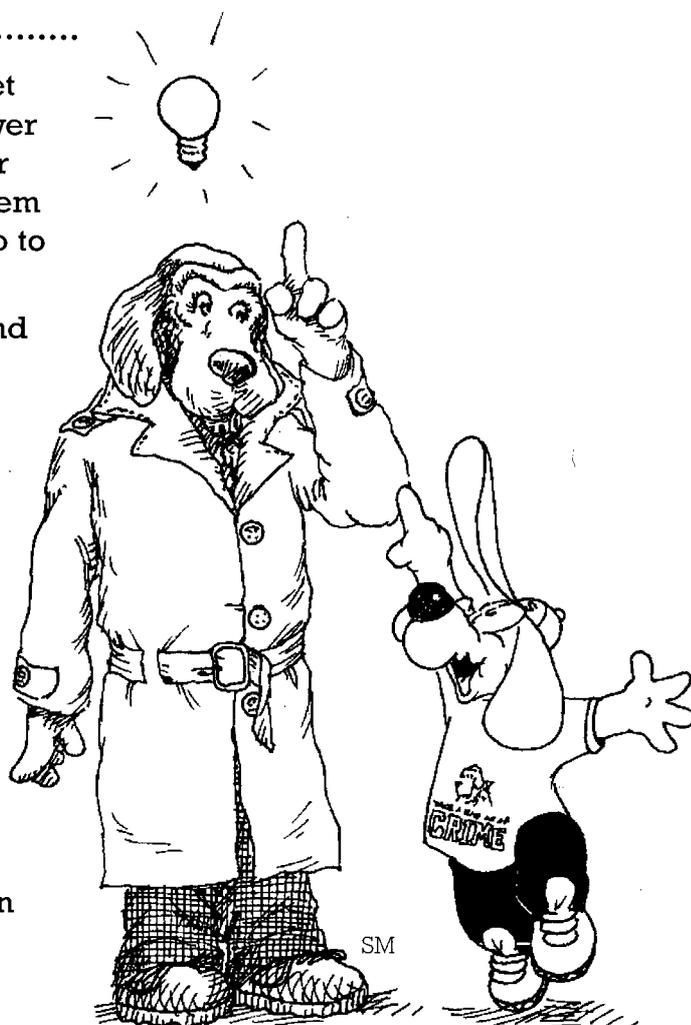
**OPTIONAL ACTIVITY**

- Have students develop and role play a scenario revealing how both a bully and victim exhibit these feelings.

<b>Feelings</b>				
Anxious	Worthless	Out of control	Ridiculed	Hurt
Ashamed	Humiliated	Enraged	Insecure	Sad
Rejected	Scared	Helpless	Powerless	Unfairly punished
Harassed	Vengeful	Angry	Frustrated	Lonely
Unloved	Violent	Greedy	Weak	

## Follow-Up Activities

- ✓ Have young children create a bully-proof jacket from a paper grocery bag decorated with “power words”—words that give them a sense of power such as “intelligent,” “brave,” “honest.” Have them wear their jackets and discuss what they can do to protect themselves.
- ✓ Have children discuss, write, draw, role play, and act out their own or others’ bullying experiences.
- ✓ Provide opportunities for students to gain insight into how bullies, victims, and witnesses might feel by assuming all three roles during role-playing activities.
- ✓ Heighten awareness of the problem by distributing a survey to all children in your school or youth group (see “The Bully Situation” on page 36). Encourage students to publish survey results in the school newspaper or to discuss them at a schoolwide meeting.
- ✓ Help the children think about the roles they can play in enforcing or evaluating your school’s policy on dealing with bullies—including suggesting changes, if needed.
- ✓ If your school does not have a formal policy on bullies, encourage the children to write one with input from students, teachers, administrators, and parents.
- ✓ Start a “Student Watch” program where trained older student representatives are assigned to serve as conflict managers while keeping an eye out for potential bullying situations in the restrooms, playground, cafeteria, hallways, and other public areas.
- ✓ Discuss examples of bullying from history and current events.
- ✓ Encourage older children to keep journals or diaries to articulate their thoughts and ideas about topics such as friendship or dealing with bullies.



## Children's Books

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*Ape Ears and Beaky.* Hooper, N. Avon Books (1987). (Grades 4 - 6)

*Dear God, Help! Love, Earl.* Park, B. Random House Books for Young Readers (1994). (Grade 3 and up)

*Horrible Harry in Room 2B.* Kline, S. Viking (1988). (Grades 2 - 3)

*Joshua T. Bates Takes Charge.* Shreve, S. Alfred Knopf (1993). (Grades 4 - 6)

*Maniac Magee.* Spinelli, J. HarperCollins Children's Books (1993). (Grades 3 - 7)

*Push and Shove.* Boulden, J. and J. Boulden Publishing (1994). (Kindergarten - Grade 5)

*Secret of the Peaceful Warrior.* Millman, D. H.J. Kramer, Inc. (1991). (Grades 2 - 6)

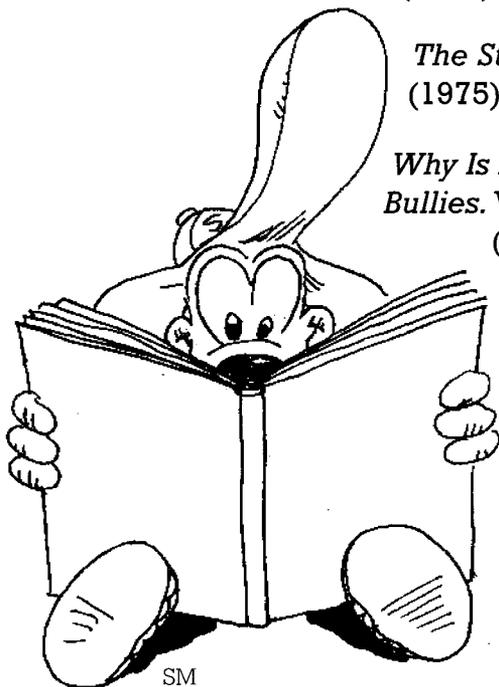
*Stepping on the Cracks.* Hahn, M. Avon Books (1992). (Grades 2 - 6)

*The Berenstain Bears and the Bully.* Berenstain, S. and J. Random House (1993). (Kindergarten - Grade 3)

*The Bully of Barkham Street.* Stolz, M. HarperCollins Children's Books (1963). (Grades 3 - 7)

*The Story of Ferdinand.* Leaf, M. Viking Children's Books (1975). (Preschool - Grade 3)

*Why Is Everybody Always Picking on Me? A Guide to Handling Bullies.* Webster-Doyle, T. Atrium Society Publications (1991). (Grades 5 - 12)



# Finger Puppets

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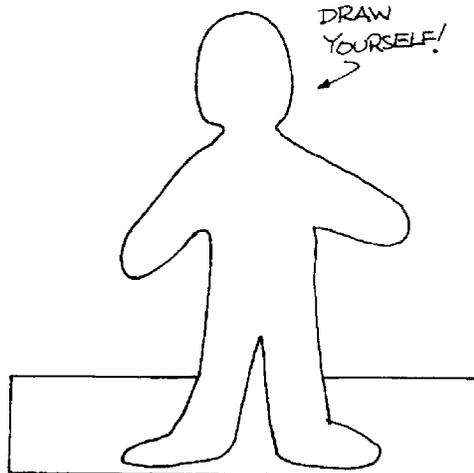


**Bully**



SM

**McGruff® the Crime Dog**



DRAW YOURSELF!

**You!**



**Bully**



SM

**Scruff**

## The Bully Situation

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We are interested in finding out what the bully situation is like in our school and community.

You do not need to put your name on this paper. Please answer the following questions:

**1.** Have you ever been bullied?

- Yes     No

If you answered yes, how often does it happen?

- Occasionally  
 Often  
 Every day

Where did it happen? (Please check all that apply.)

- School  
 Park  
 Home  
 Neighborhood  
 Other (Please describe below.)
- 
- 

If it happened in school, where?

- Halls  
 Classroom  
 Playground  
 Lunchroom  
 Restrooms

**2.** Have you seen other students being bullied?

- Yes     No

If you answered yes, how often have you seen it happen?

- Occasionally  
 Often  
 Every day

Where have you seen other students bullied? (Please check all that apply.)

- Halls  
 Classroom  
 Playground  
 Lunchroom  
 Restrooms

**3.** What kinds of things have bullies done to you or someone you know?

- Teased  
 Called names  
 Threatened  
 Joked  
 Stole money or other belongings  
 Damaged belongings  
 Shoved, kicked, or attacked

**4.** How much of a problem is bullying for you?

- Very much  
 Not much  
 None

**5.** On the back of this paper, please list some things that you think parents, teachers, and other adults in your community could do to help stop bullying. (For example, supervise the playground and halls better.)

Adapted from Hazler (1994, February).

## A Word About...Bullies

Dear Parent,

If you're like most people, you had to deal with a bully at some time during your childhood. Memories of that experience may still be as vivid as though it had happened yesterday. One in 10 schoolchildren is regularly harassed or attacked by bullies. The experience is often dismissed as "just a phase" or part of childhood.

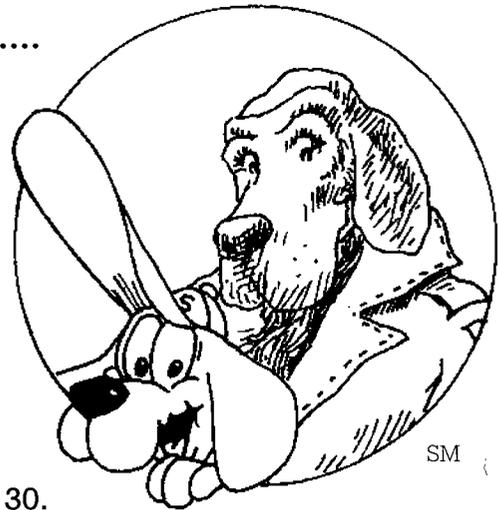
But it's a serious problem. In fact, one in four children who bully will have a criminal record before the age of 30.

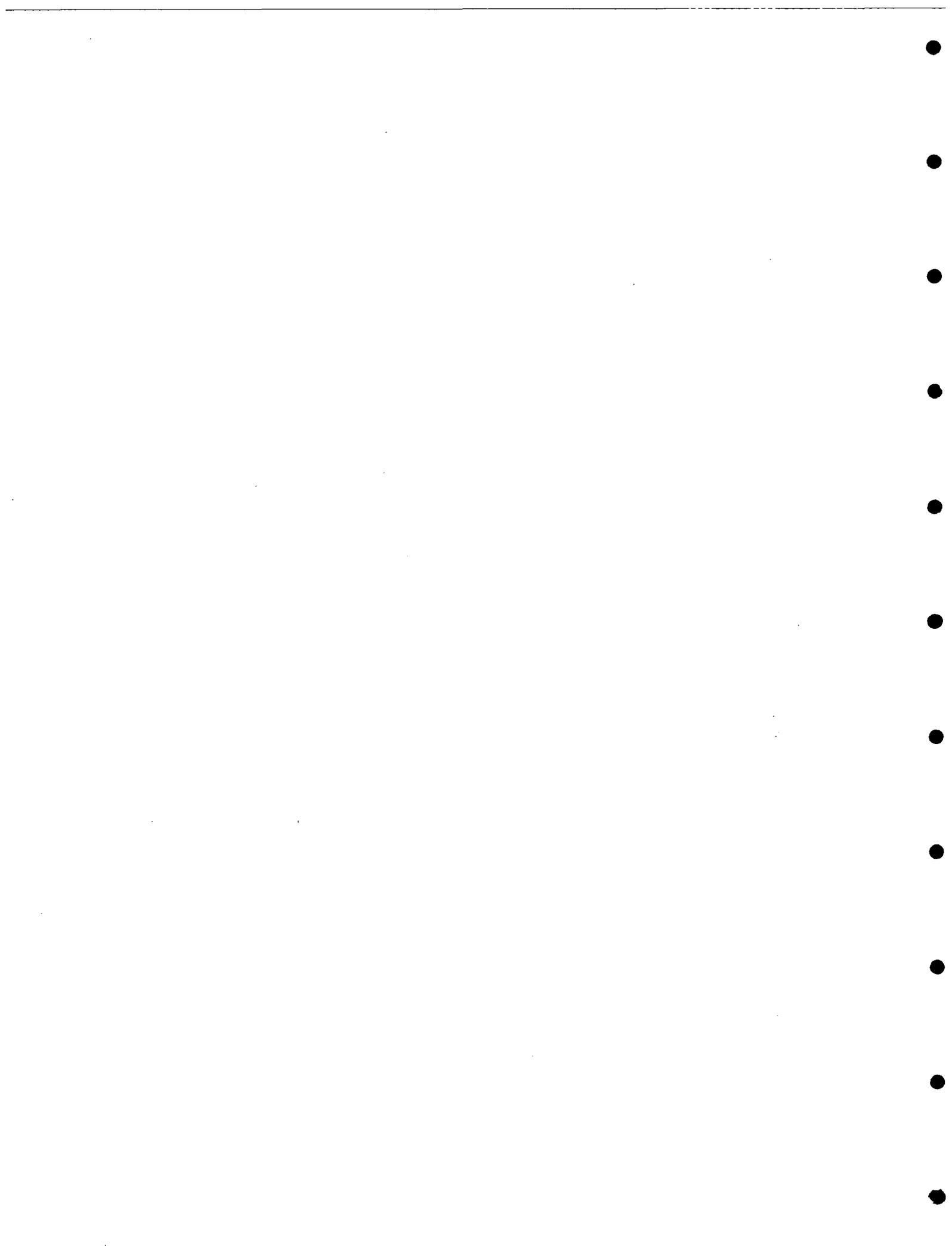
Bullies tend to be stronger and bigger than other children their age. Girls as well as boys bully. Today's bully—whether a girl or a boy—is more likely to be violent than the bullies of our youth.

Bullied children lose self-esteem. They feel alone. Their grades may suffer. Even "good" children may turn to violence to protect themselves or to seek revenge.

**What can be done to stop bullying?** There's a great deal you as a parent can do:

- *Take your child's complaints of bullying seriously.* Children are often afraid or ashamed to tell anyone that they have been bullied, so believe your child's complaints.
- *Watch for symptoms that your child may be a bullying victim,* such as withdrawal, a drop in grades, torn clothes, unexplained bruises, not wanting to go to school, needing extra money or supplies, taking toys or other possessions to school and regularly "losing" them.
- *Tell the school immediately if you think that your child is being bullied.* Alerted teachers can carefully monitor your children's actions and take other steps to ensure your child's safety.
- *Work with other parents to ensure that the children in your neighborhood are supervised closely on their way to and from school.*
- *Listen.* Encourage your child to talk about school, social events, the walk or ride to and from school. Listen to his or her conversations with other children. This could be your first clue to whether your child is a victim, a bully, or neither.
- *Don't bully your child yourself.* Use nonphysical, consistently enforced discipline measures.
- *Teach your child to stand up for himself or herself verbally.* Inquire about programs that will boost self-esteem.
- *Help your child learn the social skills he or she needs to make friends.* A confident, resourceful child who has friends is less likely to be bullied or to bully others.
- *Praise your child's kindness toward others.* Let your child know that kindness is valued.
- *Recognize that bullies may be acting out feelings of insecurity or anger.* If your child is a bully, help get to the root of the behavior.







# 3

## Conflict Over Diversity

Not since the turn of the century has America experienced more diversity than in the last two decades. While this unique diversity has given our country its vitality and cultural richness, serious problems also abound, including racism, prejudice, discrimination, and lack of tolerance or even simple respect for one another.

### Violence Motivated by Bias

“Hate” or bias-motivated crime is not a new phenomenon, it is a problem that many communities have tried to deal with all through our nation's history. There has been a disturbing increase in the numbers of these crimes committed in America. Particularly troubling is the swelling number of personal assaults in recent years. Experts

believe that a growing acceptance of violence as a means to resolve conflict is a significant factor in this problem.

Crimes based on race, religion, sexual orientation, ability, or ethnicity are considered hate or bias-motivated crimes. These crimes can include murder, rape, aggravated assault, simple assault, intimidation, arson, and destruction, damage, or vandalism of property. Some examples include burning a cross, painting swastikas on a synagogue, or arson of a gay nightclub. Graffiti, vandalism, and criminal threats are the most common hate crimes, but as mentioned above, personal assaults are also on the rise. Lesser manifestations include teasing, name calling, and racial slurs.

The seeds of this hatred are found early in childhood. Name calling, isolation, and other ugly aspects of the “isms” can have a profound and lasting impact on children.

### **Where Do Children Learn These Things?**

What if we never said a word to children about “differences”? What if we simply let them be? Children of all colors, religions, nationalities, and abilities wouldn’t even notice differences and would play together in harmony. Right?

Not really. Although many adults assume that children are unaffected by the biases in the United States, experts tell us that this is untrue. Early on, children notice differences and mentally organize these observations into categories. It is the way young children make sense of their ever-expanding world.

For example, children as young as two years old learn the names of colors. They then begin to apply these to skin color. By the age of three, or sometimes even earlier, children can show signs of being influenced by what they see and hear around them. Some may even pick up and exhibit “pre-prejudice” toward others on the basis of race or disability. Four- or five-year-old children may use racial reasons for refusing to interact with others who are different from themselves, and they may act uncomfortable around or even reject people with disabilities (Derman-Sparks and A.B.C. Task Force, 1989).

Children are bombarded with messages—some subtle, some not so subtle—from adults, peers, the media, and society in general. By the time they reach elementary school, they are aware of differences, and some have already developed prejudices against people who are different. The stereotypes remain until parents, teachers, or society at large attempt to correct them. Linda Lantieri, who coordinates a program that trains children how to deal with bias and violence, says that we are all “racists in recovery” (Assael, 1992 February 3).

Prejudice and bias are the result of fear and ignorance. Many feel that our children are growing up in a society that has literally institutionalized bias toward people of color, people who face physical or

mental challenges, and people who choose lifestyles different from the norm. Children receive a lot of misinformation about these groups of people and are loaded down with stereotypes.

# What Teachers Can Do

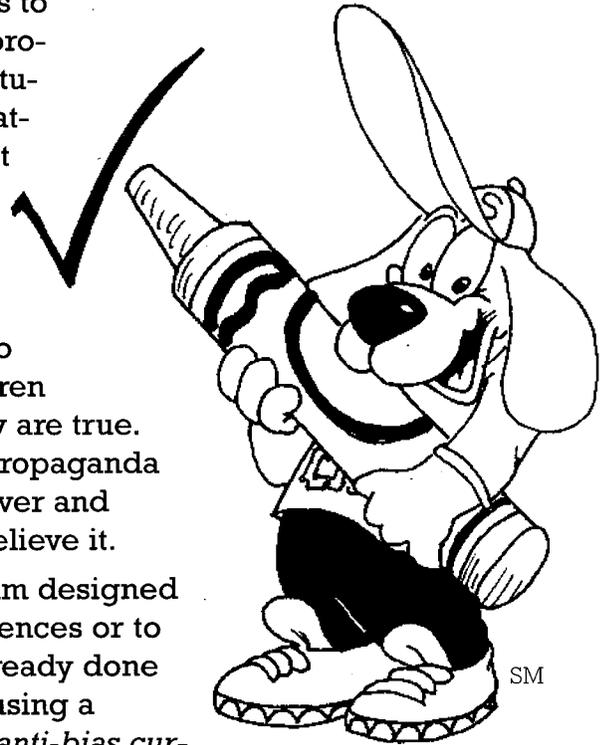
Part of your role as a teacher is to actively foster your students' pro-tolerance development. Your students are constantly and repeatedly exposed to messages that subtly or not so subtly reinforce biases. Prejudice is evident in media, movies, books, music, and possibly at home. When nothing is done to combat these messages, children naturally begin to believe they are true. This was the basis of Hitler's propaganda machine: When you tell a lie over and over, eventually people will believe it.

Some teachers use a curriculum designed to foster appreciation of differences or to address bias. If you haven't already done so, you may want to look into using a *multicultural curriculum* or an *anti-bias curriculum*. Although some of the elements of both types are the same, there are also some distinct differences. A multicultural curriculum's intent is positive: Teach children about each other's cultures so they will learn to respect each other and not develop prejudice. Derman-Sparks and colleagues (1989) warn, however, that sometimes a multicultural curriculum can deteriorate into a *tourist curriculum* (with a focus on interesting clothing, foods, customs, etc.).

An anti-bias curriculum incorporates the positive intent of the multicultural curriculum and uses some similar activities, but also (a) addresses gender and differences in physical abilities, (b) is based on children's developmental tasks as they construct identity and attitudes, and (c) directly addresses the impact of stereotyping, bias, and discriminatory behavior in young children's development and interactions. (See the "Resources" section at the end of this book for more information about multicultural and anti-bias curricula.)

## Checklist of Things Teachers Can Do To Help Address Differences

- Create a classroom without bias.* The classroom environment alerts students to what you consider important.
  - ✓ Display images that accurately depict children and adults from the major racial/ethnic groups in the United States and people with various abilities, showing their daily lives working and relaxing with their families.



- ✓ Display images of multiracial families, such as an Asian child adopted by white parents, or black and white parents with multiracial children.
  - ✓ Display pictures of artwork—prints, sculpture, textiles—by artists of various backgrounds that reflect the aesthetic environment and culture of the families represented in your classroom.
  - ✓ Display pictures of famous individuals—past and present—who reflect racial/ethnic, gender, and abledness diversity, including those who participated in important struggles for social justice.
  - ✓ Celebrate holidays and feasts from a variety of cultures.
  - ✓ Have available a full range of art materials that represent true skin tones of various racial groups.
- ☐ *Value constructive diversity in your classroom.* Your indication of tolerance to diversity sends a strong message to your students that you “walk your talk.”
- ✓ Offer students choices in what they do and how they do it, stressing that there is often more than one correct way to complete a task.
  - ✓ Offer opportunities for students to make contributions to the class that reflect their differences.
  - ✓ Use opportunities to point out the value of diversity.
  - ✓ Be aware of how you treat different children.
- ☐ *Make and enforce the rule that a person’s ethnicity is never an acceptable reason for teasing or rejecting someone.*
- ☐ *Build children’s positive identity and teach the value of differences.* Help children learn differences between feelings of superiority and feelings of self-esteem and pride in their heritage. Allow young people to choose their own terms for their ethnicity.
- ☐ *Provide opportunities for students to interact with others who are different from themselves.*
- ☐ *Respectfully listen to and answer children’s questions about differences.* When you ignore, change the subject, sidestep, or admonish the student for asking the question, you are suggesting that what they are asking is bad or inappropriate.
- ✓ Avoid over-responding.
  - ✓ Answer in a direct, matter-of-fact manner.
- ☐ *Teach children to challenge biases, whether their own or those of others.* Help them to recognize stereotypes and caricatures of different groups and to use accurate and fair images rather than stereotypical ones.

## Activities for Kindergarten and 1st Grade

### One Big Beautiful World!

#### OBJECTIVES

- To explore the concept of prejudice
- To identify and appreciate differences

**MATERIALS:** Pictures from magazines of different kinds and sizes of animals and people (from different cultural and ethnic groups as well as children with disabilities), crayons or colored markers, large piece of heavy paper cut in the shape of a circle, glue

#### INSTRUCTIONS

1. Show the children the pictures and ask, "What do you think about this animal (or person)?" Expect to hear comments such as "all big dogs are mean" or "that kind of people carries guns."
2. Discuss the following questions:
  - How do we decide if we like somebody or not?
  - What do we look for?
  - What about people who can't walk, can't see, or can't hear?
  - How do you feel if someone doesn't like the way you look?
  - Do you think it's fair to decide that you don't like someone because they look different from you?
  - What would it be like if everybody looked the same?
3. Ask them to draw a self-portrait.
4. Have them glue their drawings and the pictures from magazines on the large circular paper to make a mural.
5. When the mural is completed, discuss how all of us share one world and that our "differences" make the world a more interesting place.

#### OPTIONAL ACTIVITY

Take a photograph of each child (or a photo of the group) and have the children glue them to the mural.

### You're a ....

#### OBJECTIVES

- To develop awareness about stereotypes
- To develop skills in dealing with bias

#### INSTRUCTIONS

1. Tell the following story: "Scruff moved to a different town and is just beginning to make friends at his new school. His new friends are always calling people names. Scruff doesn't like to hear people called these names, but he doesn't know what to do about it. He doesn't want to lose his new friends."
2. Discuss the following questions:
  - What is Scruff's problem?
  - What could he do about it?
  - Have you ever had a problem like Scruff's?
  - What did you do?

- What would you do if you were Scruff?

3. Have children role play appropriate responses when someone tells racial jokes.

*Note: Adapted from Kreidler (1984).*

## Activities for 2nd and 3rd Grade

### Reporters

#### OBJECTIVES

- To develop awareness of worldwide differences
- To develop appreciation for differences

**MATERIALS:** The book *People* by Peter Spier (see the “Children’s Books” list at the end of this chapter), paper and pencil, chalkboard

#### INSTRUCTIONS

1. Read the book *People* to the children.
2. Discuss similarities (“we all begin small”) and differences (“our eyes have different shapes and colors”).
3. Randomly pair students. Explain that they are reporters and will interview each other about their characteristics in the following categories, which you have listed on the chalkboard:
  - color of skin
  - eye color
  - height (tall, short, average)
  - hair (color, straight, wavy, curly)
  - favorite thing to wear
  - your idea of a good time
  - favorite game
  - home ( house, apartment, brick, wood, etc.)
  - what makes you laugh
  - what you are good at doing
  - pets
  - religion
  - feasts and holidays you celebrate
  - favorite foods
  - languages other than English that you or your family speak
4. After completing their interviews, have the children introduce each other and report their interview results. This may be done on the following day, over several days, or in smaller groups.
5. Discuss some of the ways in which differences enrich the world we live in, emphasizing how dull our world would be if everybody looked, thought, ate, dressed, and acted the same.

### **It's What's Inside That Matters**

**OBJECTIVE:** To develop understanding of the nature of generalizing, stereotyping, and prejudice

**MATERIALS:** Two "presents"—one nicely wrapped, containing dirt or litter; the other shabbily wrapped, containing a nice present for the classroom

**INSTRUCTIONS**

1. Display the two gifts.
2. Explain, "These boxes contain gifts for the class. Let's vote on which gift you would like."
3. Point to first one box and then the other, asking students to vote by a show of hands.
4. Open the box for which the majority voted—probably the pretty box. Set it aside, then open the other box and discuss its contents.
5. Review the meaning of prejudice and the various kinds of prejudice, relating prejudice to stereotyping and generalizing.
6. Discuss the following questions:
  - Why did you choose the box you did?
  - Did the appearance of the box have anything to do with its contents?
  - Does what a person looks like have anything to do with what he or she is like inside?
  - What did you learn from this experience?
7. Emphasize that appearance does not always indicate what someone is really like.
8. Point out that the children judged the gift before knowing what was inside. Ask what other kinds of "pre-judging" or prejudice happen.

*Note: Adapted from Kreidler (1984).*

## **Activities for 4th and 5th Grade**

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### **Barriers**

**OBJECTIVES**

- To develop understanding of and sensitivity to the needs of people with disabilities
- To participate in community action
- To practice library research skills

**INSTRUCTIONS**

1. Have students research your community's guidelines for accessibility to buildings and transportation under the Americans With Disabilities Act. In addition to the local library, suggest that the children contact the building permits office, local transit authorities, and local groups that work with men and women with disabilities.
2. Ask the children as individuals or groups to visit stores, restaurants, movie theaters, office buildings, and other sites in the community and evaluate how well these sites comply with the law.
3. Have them report their findings to the class.

4. Discuss why some facilities have not complied.
5. Follow up with a discussion or written activity addressing the question, "How has participating in this community action campaign heightened your understanding and sensitivity to the needs of people with disabilities?"

OPTIONAL ACTIVITIES

- Have the children write letters of appreciation to the sites that have complied.
- Invite a member of the local commission on disabilities to speak to the group about their role in the community.

## Life on Colorful Planet X

OBJECTIVES

- To develop understanding and sensitivity to people of different cultures
- To develop understanding of why some people get along and why some don't

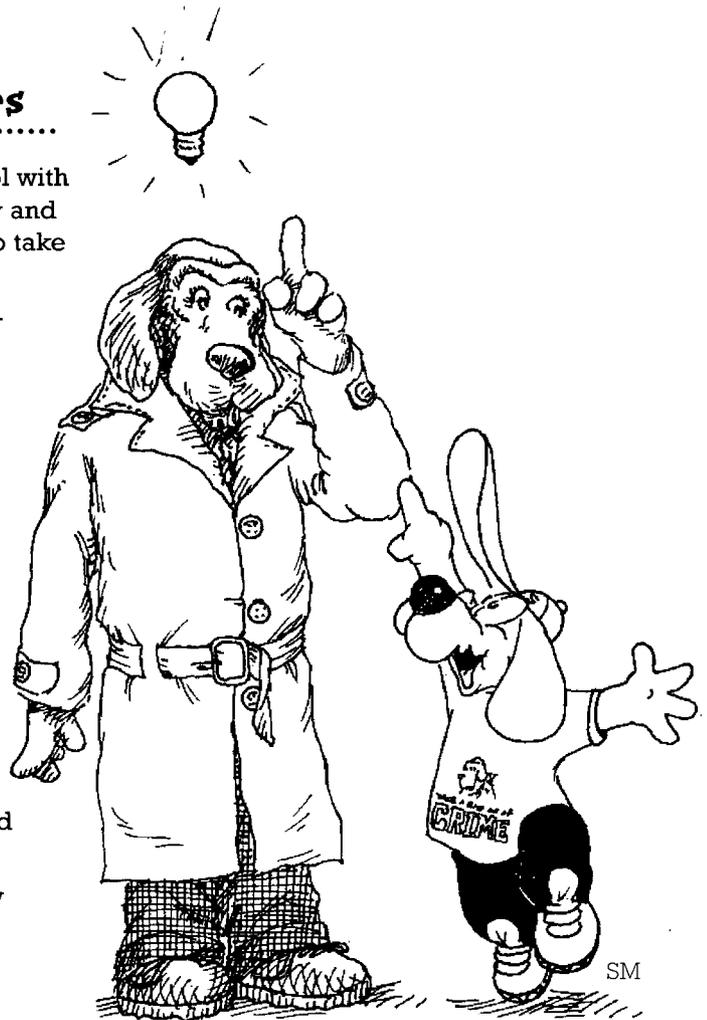
INSTRUCTIONS

1. Give the children a writing assignment (one that fits in with current written expression objectives) developing a creative story around why some people get along and why some don't. Explain that there are a few givens:  
"The setting for your story takes place on a planet in another galaxy. On this planet there are groups of people representing different colors: green, blue, purple, and a paisley made up of all three colors. You must develop situations that portray how and why some of these groups get along, and how and why some don't. The resolution of the story must involve how the groups that didn't get along learn to get along."
2. Ask the children to share their stories with the class.
3. Hold a class discussion of the different reasons why some groups didn't get along and why some groups did.
4. Ask them which ideas relate most to problems and challenges they see in today's society.

## Follow-Up Activities

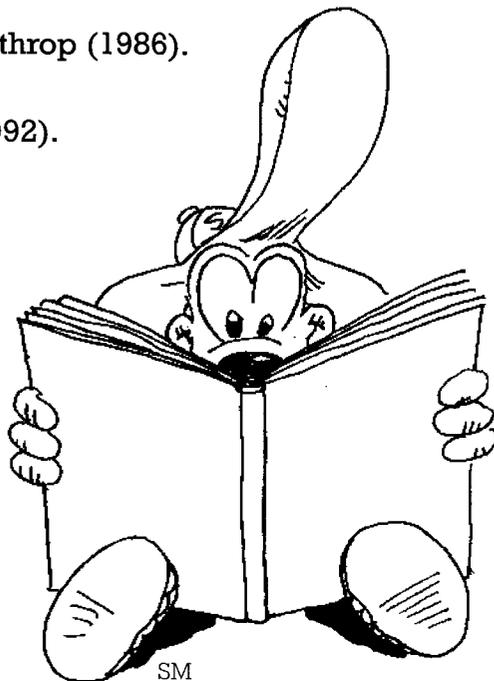
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- ✓ Call a teacher from another school with a culturally different student body and plan a field trip for your classes to take together.
- ✓ Have students interview their parents about their nationalities or those of their ancestors and mark countries of origin on a world map in the classroom.
- ✓ Have students ask parents about moments in their lives that they felt "left out" or discriminated against.
- ✓ Each month, celebrate a holiday or feast from another country. Your local or school library should contain books on holidays such as Yuan Tan, the Flower Festival, Cinco de Mayo, Durga Puja, Pulaski Day, and Ghana's New Year.
- ✓ Arrange with the physical therapy department at a local hospital or clinic in your community that has equipment for people with disabilities to have a guest speaker for your group or school bring and discuss such equipment as wheelchairs, crutches, braces, walkers, hearing aids, magnifying reading glasses, Braille books and typewriters, canes, and prostheses.
- ✓ Teach children a song that includes American Sign Language. Have them pick their favorite songs and perform them for other classes or parents.
- ✓ Play music from a variety of cultures.
- ✓ Give each child a piece of a jigsaw puzzle and have them put it back together in class. Help them see that every person is important and has a place; without each individual, the puzzle would not be complete.
- ✓ Have students complete a research project on African-American, Native-American, Asian, Hispanic, or Middle-Eastern men and women involved in peace issues (for example, Ghandi, Martin Luther King, Jr., Cesar Chavez).
- ✓ Have children review books that reflect different languages, such as alphabet books and stories in Braille, American Sign Language, and different spoken languages.
- ✓ Help young children mix paint to resemble their skin tone and make a handprint.
- ✓ Pair students, blindfold one member of the pair, and have the other lead him or her on a trust walk. Then reverse roles.
- ✓ Teach children to say "good morning" in several different languages.
- ✓ Have a schoolwide multiethnic festival with dances, foods, costumes, etc., from various cultures.



## Children's Books

- Arnie and the New Kid.* Carlson, N. Puffin Books (1992). (Preschool - Grade 3)
- Come Home with Me: A Multicultural Treasure Hunt.* Jenness, A. New Press (1993). (Grades 4 - 7)
- Don't Feel Sorry for Paul.* Wolf, B. Knopf (1975). (Grades 3 - 5)
- Don't Look at Me: A Child's Book about Feeling Different.* Sanford, D. Questar Publishers, Inc. (1986). (Kindergarten - Grade 6)
- Good Answers to Tough Questions About Physical Disabilities.* Berry, J. Children's Press (1990). (Grade 3 and up)
- Green Eggs and Ham.* Dr. Seuss. Random House (1960). (Preschool and up)
- Hands Around the World: 365 Creative Ways to Build Cultural Awareness & Global Respect.* Milord, S. Williamson Publishing (1992). (Kindergarten - Grade 6)
- My Brother Steven Is Retarded.* Sobol, H.L. Macmillan (1977). (Grades 4 - 6)
- My Friend Leslie: The Story of a Handicapped Child.* Rosenberg, M. Wothrop (1983). (Grades 2 - 6)
- People.* Spier, P. Delacorte Press (1980). (Kindergarten - Grade 3)
- The Holiday Handbook: Activities for Celebrating Every Season of the Year and More.* Barkin, C., James E. Clarion Books (1994). (Grades 4 - 7)
- The Kids' Multicultural Art Book: Art and Craft Experiences From Around the World.* Terzian, A. Williamson Publishing (1993). (Preschool - Grade 3)
- The Sneeches.* Dr. Seuss. Random House (1961). (Preschool and up)
- The World Holiday Book: Celebrations for Every Day of the Year.* Rufus, A. Harper (1994). (Adult)
- Thinking Big: The Story of a Young Dwarf.* Kuklin, S. Wothrop (1986). (Grades 4 - 8)
- We Can Do It!* Dwight, L. Checkerboard Press, Inc. (1992). (Preschool - Grade 4)

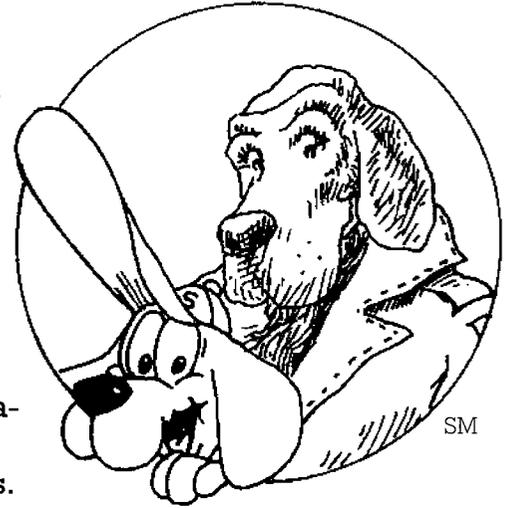


## A Word About...Differences

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Dear Parent,

Not since the turn of the century has the United States experienced as much diversity as in the last two decades. While this diversity has given our country its vitality and cultural richness, it has also caused some serious problems including racism, prejudice, discrimination, and lack of respect for one another. Today we have an increasing number of “hate” or bias-motivated crimes.



**Where do children learn these things?** What if parents never said a word to children about “differences”? Children of all colors, religions, nationalities, and abilities wouldn’t see the differences and would play together in harmony. Right? Not really. Children are bombarded with messages—some subtle, some not so subtle—from adults, peers, the media, and society in general. By the time they reach elementary school, they are aware of differences, and some have already developed prejudices against people who are different. Stereotypes remain until and unless adults attempt to correct them.

**What can be done about bias?** At school we are helping “unteach” the messages that society sends. You can help your children in many ways including:

- *Bring into your home toys, books, TV programs, and records that reflect diversity.* Provide images of nontraditional gender roles, diverse racial and cultural backgrounds, and a range of family lifestyles.
- *Show that you value diversity through your friendships and business relationships.* What you do is as important as what you say.
- *Make and enforce a firm rule that ethnicity is never an acceptable reason for teasing or rejecting someone.*
- *Provide opportunities for your children to interact with others who are racially or culturally different and with people who have disabilities.* Look for opportunities in the neighborhood, school, after-school and weekend programs, places of worship, camps, concerts, and other community events.
- *Respectfully listen to and answer your children’s questions about themselves and others.* If you ignore questions, change the subject, sidestep, or scold your child for asking, you may suggest that the subject is bad or inappropriate.
- *Teach your children ways to think objectively about and overcome biases and discrimination that they may show or witness.* Set an example by your own actions.



## Conflict Between Boys and Girls: Gender Issues

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Conflicts based on gender—boys and girls arguing, teasing, or fighting because of their gender differences rather than because of a situation or another characteristic—have long been a part of growing up. Sometimes the conflicts are part of children seeking to identify appropriate roles they should take as adults; sometimes they are imitative of behavior seen at home or elsewhere in the community. Sometimes these are group behaviors and sometimes they are isolated bullying.

It has become increasingly clear, however, that a great portion of the conflict based on gender is more damaging than many had once thought. Patterns formed in childhood can, if inappropriately carried into the adult realm, encourage behaviors that are not just unacceptable but can even be illegal—actions that constitute a form of sexual harassment.

Moreover, as schools and other youth-focused institutions look to state and federal laws governing fair treatment of boys and girls, they are increasingly aware that some gender-based conflicts among young children actually meet the legal definitions of sexual harassment. Results of a 1992 survey by the American Association of University Women (AAUW) indicate that the sexual harassment of children is on the rise.

When schools tolerate sexual harassment, victims and observers—both the innocent and the conspirators—lose respect for school policies and trust in school officials. The more this kind of behavior continues, the less safe the school becomes and the less children can learn.

This may be a difficult problem to address with some teachers and parents in your school. Many may resist, saying that the issue of sexual harassment does not need to be addressed at school. They are wrong. To protect your school and protect your students it is necessary to have a school policy. Then, educate your faculty and Parent/Teacher Organization about its consequences. To help staff and parents understand the importance of this issue, it may be necessary to make sexual harassment a special agenda item at teachers' or parents' meetings.

### **What Is Sexual Harassment?**

Most of us know what sexual harassment is in the workplace. As we focus on sexual harassment by children in the school setting, things become less clear. Getting a clear picture is important, for in schools as well as in the workplace, sexual harassment is against the law.

The AAUW offers a good working definition that can be applied in all settings:

**Sexual harassment** is *unwanted* and *unwelcome* sexual behavior that interferes with your life. Sexual harassment is *not* behaviors that you *like* or *want* (for example, wanted kissing, touching, or flirting).

This kind of harassment includes comments, leering, pinching, patting, and other forms of unwanted touching (see "Sexual Harassment Can Be..." on the next page). It should not be confused with flirting, which makes people feel good. Rather, it is *unwelcome* attention that the victim feels unable to stop. While conflict between boys and girls is the most common type, occasionally it occurs within the same gender.

**Sexual Harassment Can Be...**

- making sexual comments, jokes, gestures, or looks
- showing, giving, or leaving sexual pictures, photographs, illustrations, messages, or notes
- writing sexual messages/graffiti about someone on restroom walls or other places
- spreading sexual rumors about someone
- spying on someone as they dress or shower
- flashing or “mooning” someone
- touching, grabbing, or pinching someone in a sexual way
- intentionally brushing against someone in a sexual way
- pulling someone’s clothing off or down
- blocking someone’s way or cornering someone in a sexual way
- forcing someone to kiss or do something sexual

**How Much Sexual Harassment Happens in Schools?**

The answer is probably more than you would guess. In the AAUW’s recent survey, four out of five 8th–11th-grade children related experiences that occurred at school that are considered some form of sexual harassment.

Girls are more frequently and more likely to be sexually harassed than boys. However, the level of sexual harassment of boys is surprisingly high. Over 75 percent of the boys in the AAUW survey reported having been sexually harassed in school, compared to 85 percent of the girls.

Most students are sexually harassed by peers, although some students report being sexually harassed by teachers or other school employees. Harassment usually occurs in the open—in the hallway or the classroom—but boys are frequently sexually harassed in less public places, like locker rooms or restrooms.

**But Sexual Harassment in Elementary School?**

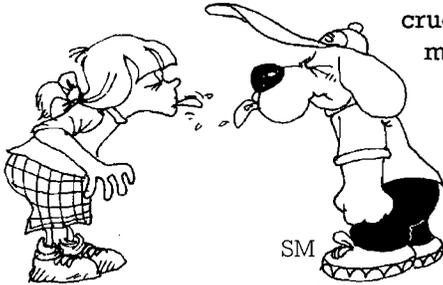
About one-third of all students who described experiences considered sexual harassment told the AAUW that these experiences occurred in 6th grade or earlier. A shocking 6 percent of these students related experiences that occurred before the 3rd grade.

Are you surprised? Well, student behaviors we often take for granted are now recognized as sexual harassment. Some experts even consider the all too familiar “you’ve got cooties” taunt, which so many elementary teachers are familiar with, a form of sexual harassment (see “You’ve Got Cooties!” on the next page).

In the past, conflicts based on gender were tolerated as a right of passage, a part of growing up. Today, spurred in part by recent studies showing that this kind of behavior is both pervasive and harmful,

children and their parents are less likely to accept clichéd responses such as “boys will be boys.” In fact, several families have taken legal action based on the ban on sex discrimination in Title IX of the Education Act of 1972. Raising awareness of sexual harassment has become a top priority in many school districts across the nation.

**“You’ve Got Cooties!”**



Although usually thought of as harmless play, cootie games can be intensely cruel to both boys and girls. Girls, however, are said to give cooties to boys more often than vice versa, and are sometimes designated as “cootie queens” or “cootie girls.”

Although pollution rituals such as cootie games sometimes involve issues of race, ethnicity, and class, girls remain as the ultimate source of contamination. Pollution rituals suggest that in contemporary American culture, girls are treated as symbolically contaminating in a way that boys, as a group, are not.

*Note: Adapted from Morin (1994, June 26).*

**The Impact of Sexual Harassment in Schools**

Sexual harassment creates a hostile learning environment. Students who have experienced sexual harassment say they do not want to go to school or talk as much in class. Some children even think about changing schools. They have trouble paying attention in school, a factor that is often clearly reflected when they receive lower grades.

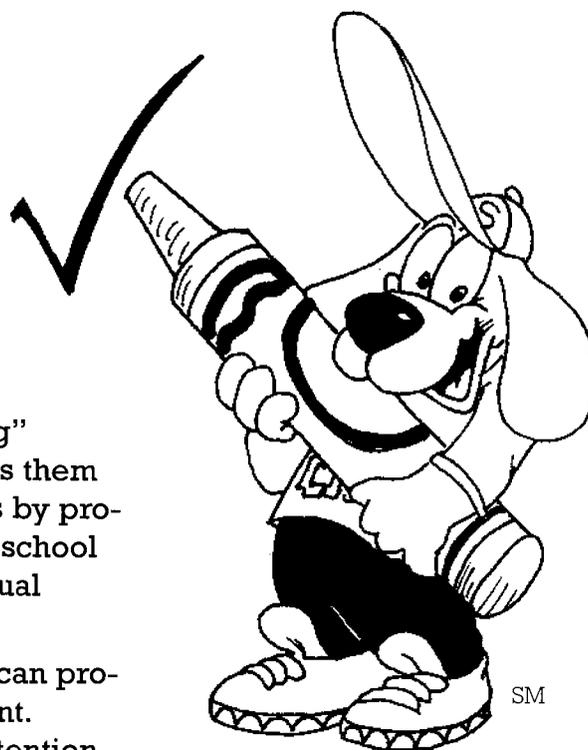
Some students feel embarrassed, self-conscious, less confident, afraid, and confused about who they are. They may avoid the person or persons who harassed them, stay away from particular places in the school or on the school grounds, or change their seat in class. Other students stop participating in certain activities or sports, change their group of friends or their route to and from school.

In short, sexual harassment in schools affects students’ emotions, feelings about themselves, and behavior. Although both boys and girls suffer from such experiences, research indicates that the impact of sexual harassment is greater for girls than for boys.

# What Teachers Can Do

As a teacher, you share responsibility with other school staff and administrators to discourage discrimination and sexual harassment and to develop strategies to intervene when it occurs. Unlike adults experiencing sexual harassment in the workplace, elementary school students do not have the option of "leaving" when they are sexually harassed. The law requires them to attend school. You can combat gender conflicts by promoting gender-fairness practices throughout the school and enforcing a "no tolerance" policy toward sexual harassment.

A school environment that fosters gender equity can provide an inhospitable climate for sexual harassment. Despite the women's movement and increased attention to gender issues, not much has changed in schools over the last two decades (see "Gender Inequity in Schools: Why Does It Still Exist?" below).



## Gender Inequity in Schools: Why Does It Still Exist?

- *Preschool parenting and socialization continue to encourage boys to be active and assertive, girls to be quiet and passive.* As a result, girls develop different play and communication styles. They learn to cooperate and take turns, while boys learn to be aggressive and competitive.
- *Gender segregation continues to exist to some degree in most American schools.* Because of their different communication and play styles, most boys and girls prefer to play and work in same-sex groups and to have same-sex friends. Teachers tend to accept this preference by separating boys and girls by seating or when forming lines, assigning projects to single-sex groups, having boys-versus-girls academic competitions, and assigning boys the more active, vigorous classroom tasks and girls the more passive, confining ones.
- *Many teachers continue to have different academic expectations for boys and girls.* For example, boys are expected to excel in math and science; therefore, teachers often encourage and challenge them more in these subjects. Girls, although usually starting school with similar aptitudes and interests, eventually tend to fall behind, doubt their abilities, and come to view these subjects as male domains.
- *Teachers tend to interact differently with boys and girls.* Studies have shown that teachers typically call on boys more frequently, and praise, criticize, and counsel them. Boys are complimented more often for the intellectual content of their work, girls for their neatness. Teachers tend to give more active and direct instruction to boys, giving them more opportunities to develop their confidence and learn. Girls have less contact with teachers, garner less praise, and receive less constructive feedback.

*Note: Adapted from Flynn and Chambers (1994, January).*

Are you reinforcing gender stereotypes in your classroom? Some factors, such as your interactions with students, are very subtle and may not be easily recognized.

Keep in mind that the real issues surrounding sexual harassment are power and hostility. Therefore, the fact that elementary school students may be too immature or may seem unable to understand all of the sexual meanings and nuances does not excuse them.

### **Checklist of Things Teachers Can Do To Help Promote Gender Equality and Address Sexual Harassment**

- Develop and enforce rules about speaking in turn.* This will prevent boys from monopolizing your attention and dominating class discussions. According to research by Myra and David Sadker, specialists on gender bias in the classroom, boys in elementary school call out answers eight times more often than girls. Teachers listened and responded to boys who called out, yet reprimanded girls who did the same. To avoid this:
  - ✓ Call on students by name to ensure that girls get equal time.
  - ✓ Give each child an equal number of chips, squares, or pennies and encourage them to “put in their 2¢ worth.”
  - ✓ Refuse to acknowledge those who call out answers.
  - ✓ When asking for volunteers, do not always call on the first child to raise a hand, who likely will be a boy.
  - ✓ Allow time to generate answers. (Counting to 10 before calling on someone should be enough time.)
  - ✓ Use name cards both for calling on children and for assigning tasks.
- Assign classroom seating to mix the boys and girls.* Avoid dividing students into same-sex activities or play groups.
- Eliminate assigning gender-stereotyped tasks.* Provide opportunities for all children to participate in all activities, including moving chairs and desks, watering plants, cleaning up, etc.
- Eliminate direct instruction and/or interpersonal interactions that support learning only traditional gender roles.* Provide opportunities for children to explore a variety of experiences and see role models in a variety of professions.
- Provide equal access to all resources for girls and boys.* Include a variety of role models—for example, in textbooks and as classroom or assembly speakers.
- Use cooperative learning to foster cross-gender grouping and non-competitive interaction.*

- ✓ Carefully structure and monitor groups to avoid the tendency of boys to dominate.
- ✓ Rotate tasks to give girls equal experience in leadership roles and boys equal experience in supportive positions.
- *Evaluate instructional materials for gender bias, gender fairness, and/or gender affirmativeness.* Point out stereotypes to your students and encourage them to report instances of gender stereotyping they see.
- *Challenge misconceptions of gender by raising the topic in group discussions.*
- *Promote a culture in which gender bias is not tolerated.* Speak up and encourage your students to do so when encountering gender bias outside your classroom—for example, in the school cafeteria, hallways, or school bus.
- *Review your school's policy regarding sexual harassment.* Discuss the policy with your students. Be sure that it is clear and explains grievance procedures and disciplinary actions that will be taken against offenders. Be certain that the children understand what sexual harassment is and what to do about it. Speak in a normal tone of voice, in simple language. Young children need to know that if a particular behavior makes them feel bad or scares them, they need to talk about it with a trusted adult.
- *Know what to do if a child tells you that he or she is being harassed by another child.* Your school probably has a procedure and specific person you should contact.
- *Plan activities that allow children to examine sexist behavior.* Many children, particularly boys, do not understand why certain behaviors (such as catcalls and leers) may be considered harassment. Participating in classroom activities allows them to figure out for themselves why certain behaviors are offensive. This strategy is more likely to result in behavioral changes than simply punishing the offense.

## Activities for Kindergarten and 1st Grade

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### How Would You Feel?

#### OBJECTIVES

- To learn to recognize sexual harassment
- To know what steps to take should harassment occur

**MATERIALS:** Chalkboard, possibly puppets or dolls

#### INSTRUCTIONS

1. Give examples of physical sexual harassment and ask the children:
  - “Someone pinches you on the backside when you are waiting in line. How would you feel?”
  - “A classmate tries to pull your shorts down. How would you feel?”
  - “A classmate is always touching, grabbing, or pinching you on the bus. How would you feel?”
2. Help them identify and label some feelings, such as “scared,” “mad,” “angry,” or “confused.”
3. Explain that sometimes people can make them have some of these same feelings without touching them. For example:
  - “How might you feel if someone in your class said they were going to make you hug them and you didn’t want to hug that person?”
  - “How might you feel if someone called you nasty names or names you didn’t understand?”
4. Tell them that all of the things you have mentioned are called “harassment.” Write the word on the chalkboard. Point out that whenever something like this happens that makes them feel bad or scares them, even if they don’t understand it, they should tell that person to stop.
5. Review assertiveness skill in Chapter 1, “General Conflict Management,” and have them role play (or use dolls or puppets) some of the situations listed above. Have them practice saying “Stop! I don’t like it when you do that!” to the behavior they don’t like.
6. Explain that they should tell a teacher, parent, or other trusted adult right away.

### Blue Is for Boys and Pink Is for Girls?

#### OBJECTIVES

- To develop awareness of gender stereotyping
- To promote understanding of gender equality

**MATERIALS:** Pictures of pink, blue, and red children’s clothing (unisex style, such as shorts and T-shirts—just the clothing, no pictures of children), chalkboard

#### INSTRUCTIONS

1. Show the picture of the blue clothing and say, “Please raise your hand if you would like to wear this outfit.”
2. Show the picture of the pink clothing and say, “Please raise your hand if you would like to wear this outfit.” Probably most boys will not raise their hands.
3. Ask students to explain why they chose various outfits. Boys will likely say, “Pink is for girls!”

4. Show the picture of the red clothing and say, "Please raise your hand if you would like to wear this outfit." Probably most students will raise their hands.
5. Ask the children to explain why they would or would not like to wear the red outfit. Responses will likely include "I like red," "Red is a good color," or "Red is my favorite color."
6. Ask, "What would you say if I told you that in some countries boys do not wear red?" Responses may include disbelief or "That's dumb!" or "Why not?"
7. Now ask students again about their choices of pink and blue and where they got their ideas that "pink is for girls" and "blue is for boys."
8. Explain that in China children hear that "red is for girls." Point out that children all over the world believe that certain things are just for boys and certain things are just for girls.
9. Ask them to give examples of other things they think are just for boys or just for girls, bringing out answers about play activities, toys, roles, and careers.

OPTIONAL ACTIVITY

Divide the chalkboard in half. On one side put pictures of things that are "boys only" and, on the other, "girls only." Circle the things the children wish people would think are OK for everyone.

## Activities for 2nd and 3rd Grade

### Let's Investigate!

OBJECTIVES

- To develop awareness of gender stereotyping
- To promote understanding of gender equality

INSTRUCTIONS

1. Ask, "What is a stereotype?" Give some examples if students are unsure about this term—for example, only boys should play sports or girls are better at cooking. Ask, "Where do stereotypes come from?"
2. Explain that some books and TV shows promote stereotypes (for example, only boys can be doctors and only girls can be nurses).
3. Tell the children, "Sometimes the words we use can make either girls or boys believe that a certain career or activity is either just for boys or just for girls — such as 'fireman' instead of 'firefighter.'"
4. Point out some examples of sexual stereotyping in a children's book, newspaper, or magazine.
5. Explain that although many people are making an effort to use better terms, sometimes the stereotyped terms are still used.
6. Divide the group into four or five small groups, mixing girls and boys.
7. Assign the groups to read a book that sends the message that only boys or only girls do certain things.
8. Have each group write down the examples they discover.
9. Have each group share their discoveries with the entire class.

## What Would You Do If...?

### OBJECTIVES

- To develop understanding of sexual harassment
- To practice responding to sexual harassment

### INSTRUCTIONS

1. Explain sexual harassment, using the definition on page 52. Tell the children that if something makes them feel bad or scares them, they should tell an adult they trust.
2. Tell them that sexual harassment is against the law, even in elementary school.
3. Remind them that "I" statements (see pages 9 and 15) are a good way to respond to sexual harassment.
4. Role play the following scenarios.
  - "Marcus, let's say that Alice just told you that you had better kiss her, or else. You don't want to kiss her. What would you do?"
  - "Tanya, you and Rachel are changing clothes in the girls' restroom and hear some laughter outside in the hall. When you look toward the door, you see it closing. You walk out and discover that Freddy, Andre, and Keith have been spying on you. What would you do?"
  - "Keisha, you are walking across the playground and Kevin flips up your skirt. What would you do?"
5. Compliment them on their ability to deal with sexual harassment. Remind them to tell a trusted adult.

## Activities for 4th and 5th Grade

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### Responding to Sexual Harassment

#### OBJECTIVES

- To develop understanding of sexual harassment
- To practice responding to sexual harassment

MATERIALS: Pencil or pen and paper

#### INSTRUCTIONS

1. Review with the children the list of examples of sexual harassment on page 53. Emphasize that sexual harassment is against the law.
2. Divide them into four groups, with approximately equal numbers of boys and girls in each group.
3. Explain that, according to the 1964 Civil Rights Act, the victim defines sexual harassment. What one person considers acceptable behavior may be viewed as sexual harassment by another person.
4. Ask each group to discuss and write an example of a situation that a boy might consider sexual harassment and an example of a situation that a girl might consider sexual harassment.
5. Have each group write two letters to the make-believe people who offended them, expressing an exact description of the offensive behavior, a description of how the behavior made the victim feel, and a request that the behavior stop.
6. Ask a representative from each group to read the letters.

7. Have the class discuss the letters, emphasizing that although people may dispute an event, "you can't argue with a feeling."
8. Have children role play various scenarios that they develop in the groups. Make sure they actively involve the teaser, the victim, and bystanders. Ask them to generate several alternatives for dealing with the problem and the possible consequences of each.
9. Review your school's policy and process for reporting sexual harassment and the resources available for students.

## Is Children's TV Programming Sexist?

### OBJECTIVES

- To create awareness of the TV's role in promoting sexism
- To apply math and other research skills

**MATERIALS:** TV and VCR, videotape of recent popular children's TV programs, watches or clocks with second hands (stopwatches are ideal), chalkboard, paper and pencils

**TEACHER PREPARATION:** Review "Male Dominance in Children's TV Programming," on page 62, videotape the popular children's programs

### INSTRUCTIONS

1. Videotape in advance at least 30 minutes of children's programs, including commercials.
2. Explain to the children that the purpose of the activity is to explore how males and females are portrayed on children's TV shows.
3. Divide the class into six groups. Ask them to work out a system to complete the following tasks for viewing the video:
  - *Groups 1 and 2*—Keep track of each time they see a new male or female character. Have them draw a line down the center of a piece of paper and label one column "male" and the other "female," then make a "tick" under the appropriate column for each new character.
  - *Groups 3 and 4*—Count the number of seconds male characters speak during the program, including in the commercials.
  - *Groups 5 and 6*—Count the number of seconds female characters speak during the programming, including the commercials.
4. After the viewing, have groups 1 and 2 list the names of the male and female characters on the chalkboard. If names are not known (for example, names of characters may not be used in the commercials), assign a label—for example, "male A in commercial." Discuss any discrepancies (sometimes animals or cartoon characters are "genderless") and arrive at a consensus. Total the number of male and female characters and write the number on the chalkboard.
5. Have groups 3, 4, 5, and 6 write their findings on the chalkboard. Ask them to calculate an average (mean) for groups 3 and 4 and an average for groups 5 and 6. Write the average (mean) on the chalkboard.
6. Ask the children to discuss each character, noting his or her activity and remarks. Ask them for adjectives to describe the characters and write these by the characters' names on the chalkboard.
7. Discuss and write down the messages this selection of children's programming is sending to children, including its value and appropriateness.
8. Have the children write letters to those responsible for the program—for example, producers, sponsors, and TV stations—informing them of the class's findings and their approval or disapproval of the program.

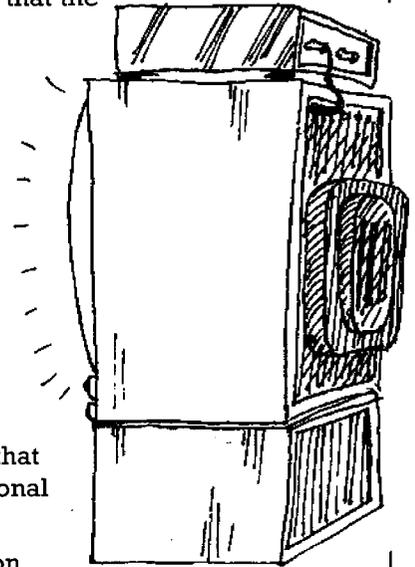
## Male Dominance in Children's TV Programming

Pressure from consumers and Congress has resulted in attempts by the television industry to improve children's TV programming. Certainly, most parents and educators would agree that the educational quality of children's programs has improved over the past two decades.

However, research indicates that children's programs are fraught with male dominance and female invisibility as well as gender stereotypes (Birns, Cascardi, and Meyer, 1994):

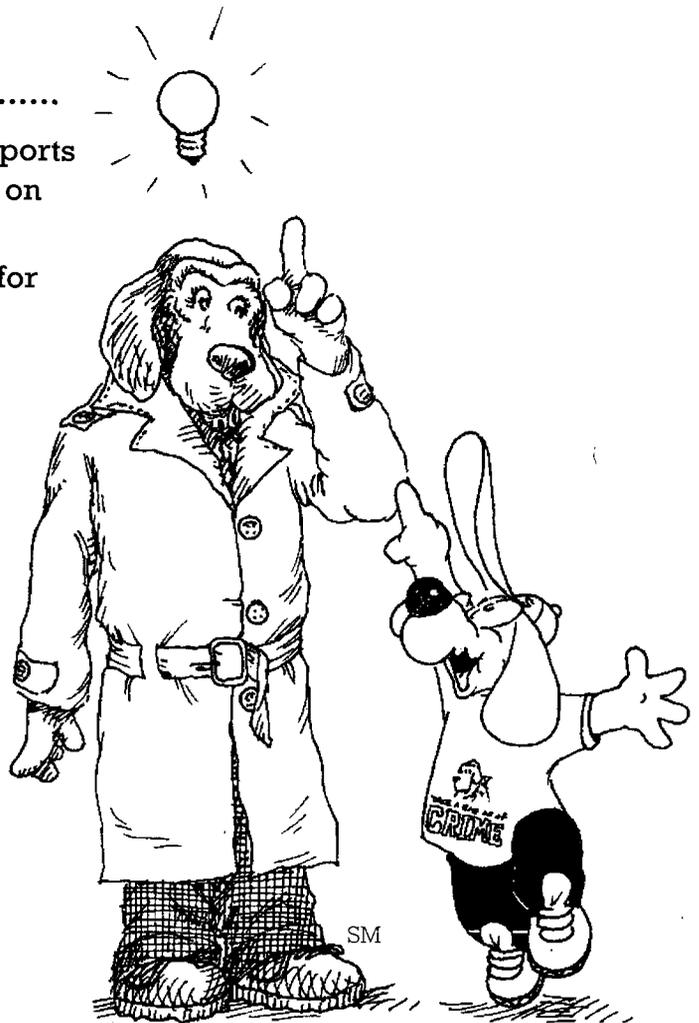
- Male characters outnumber female characters two to one, even on shows such as Sesame Street.
- In commercials and cartoons, males outnumber females four to one.
- Male characters speak over 80 percent of the time, with the most pervasive vocal message that of dominance in attempts to control interpersonal interactions.
- Forty-one percent of all messages produced on children's programs are male-generated dominance messages.
- Male characters are more likely to be aggressive, constructive, and rewarded for their actions.
- Television fathers are usually the sole breadwinner and play an exaggerated caregiver role.
- Female characters are often depicted as affectionate, submissive, and fragile.
- Female characters typically hold fewer positions of responsibility than males.
- Female characters are more likely to be punished for displaying high levels of activity.
- Mothers in children's programs typically emphasize women's subordinate status by occupying the traditional role of the housewife, unemployed outside the home.

TV is an important socializing agent in young children's lives. Although much attention has been focused on monitoring children's viewing of adult programs, what messages are children receiving from programs designed specially for them?



## Follow-Up Activities

- ✓ Have older children conduct research (for reports or for plays to perform for younger children) on the following issues:
  - historic figures in the women's movement (for example, Susan B. Anthony)
  - historic events (for example, the women's suffrage movement, the 19th Amendment)
  - male and female clothing from a historical or cultural perspective
  - roles of men and women in other cultures, contrasting interpretations
  - roles of men and women in wedding customs in different cultures and countries
  - legislation regarding sexual harassment
- ✓ Have children interview senior citizens regarding their experiences with the roles of men and women.
- ✓ Have a poster contest to increase awareness of what can be done about sexual harassment.
- ✓ Have a poster contest with collaboration between boys and girls and gender equity as a theme.
- ✓ Have students research examples of males and females in nontraditional roles.
- ✓ Invite people in nontraditional careers (for example, female carpenters, male secretaries) to speak to your group.
- ✓ Have the girls brainstorm the advantages and disadvantages of being a boy or girl, do the same for the boys.



## Children's Books

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*Amazing Grace.* Hoffman, M. Dial Books for Young Readers (1991).  
(Preschool - Grade 3)

*Computer Nut.* Byars, B. Puffin Books (1986). (Grades 3 - 7)

*Oliver Button Is a Sissy.* DePaola, T. Harcourt Brace and Co. (1979).  
(Kindergarten - Grade 3)

*Princess Smartypants.* Cole, B. Putnam Publishing Group (1991).  
(Preschool - Grade 3)

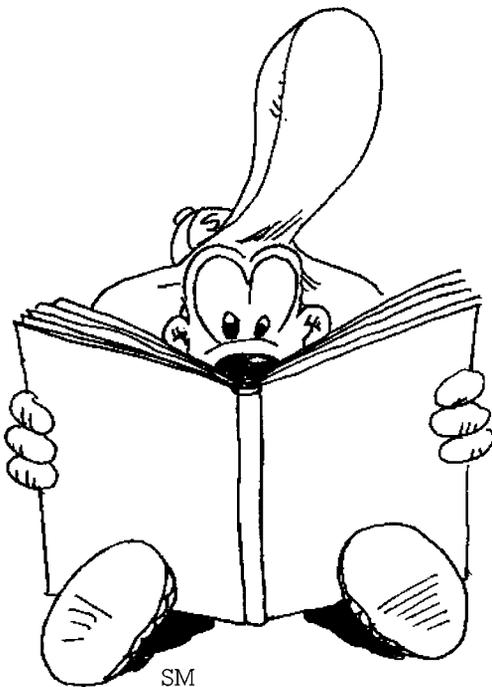
*The Letter, the Witch and the Ring.* Bellair, J. Puffin Books (1993).  
(Grade 3 and up)

*The Paper Bag Princess.* Munsch, R. Annick Press Ltd. (1993).  
(Preschool - Grade 1)

*The Real Me.* Miles, B. Alfred A. Knopf Books for Young Readers  
(1989). (Grades 3 - 7)

*There's a Girl in My Hammerlock.* Spinelli, J. Simon and Schuster  
(1993). (Grades 5 - 9)

*William's Doll.* Zolotow, C. HarperCollins Children's Books (1985).  
(Preschool - Grade 3)



## A Word About...Conflicts Based on Gender



Dear Parent,

Boys and girls tease each other. It's part of growing up. But sometimes teasing and other behaviors between boys and girls can turn ugly, leaving children feeling scared, hurt, and confused.

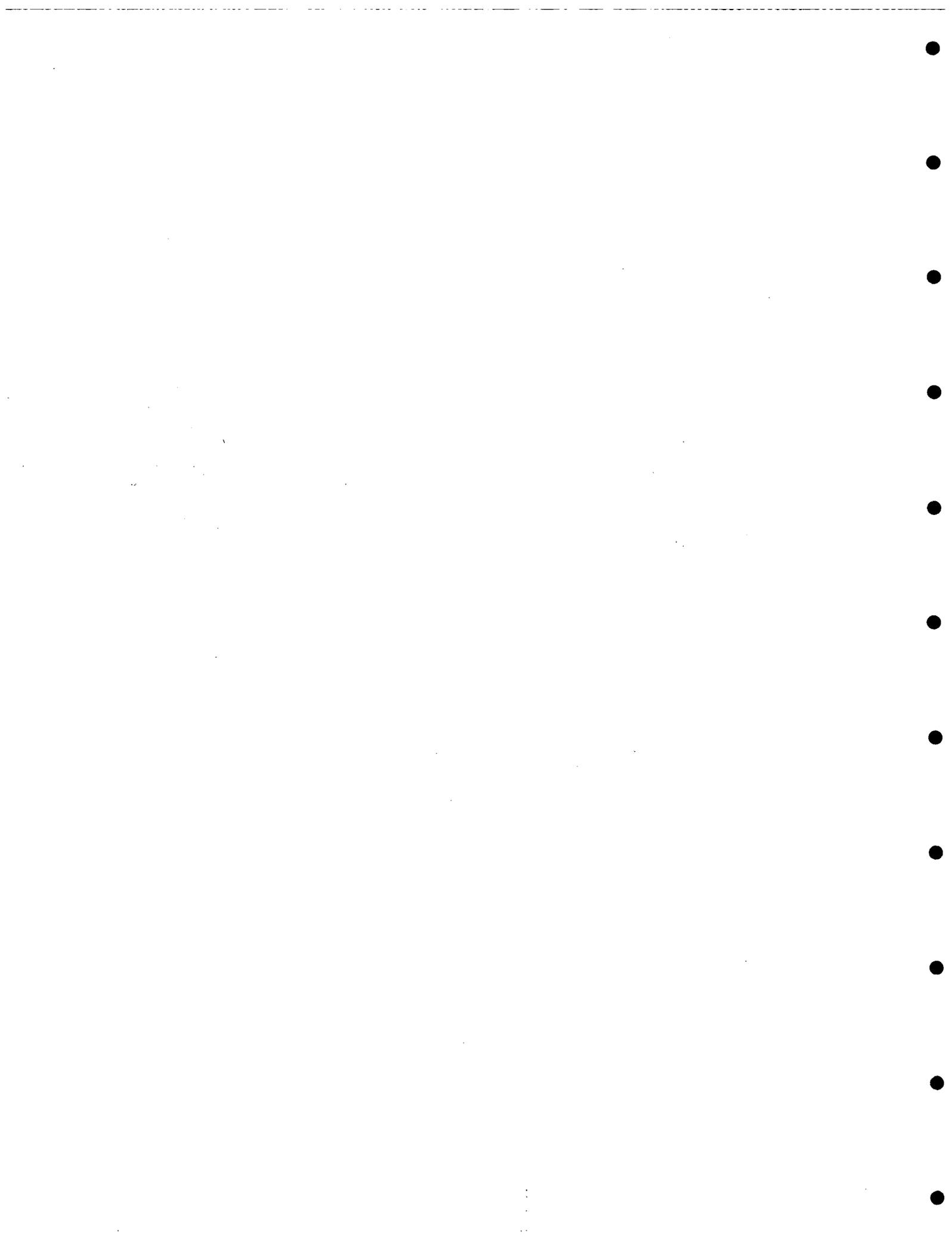
This type of behavior can include gender-based harassment—unwanted and unwelcome sex-related behavior. In elementary school, it can be as simple as yelling, “I see Nancy’s underpants!” or “Jeremy has cooties!”

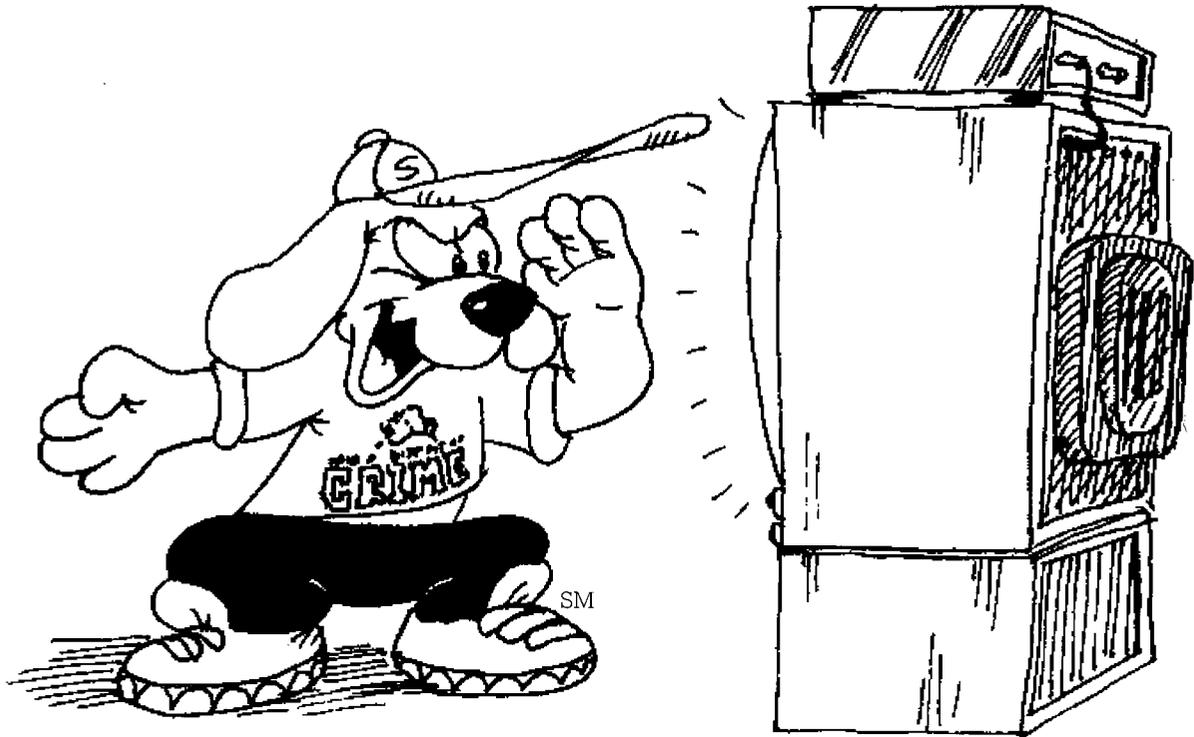
**A real problem.** In a recent survey by the American Association of University Women, four out of five 8th–11th-grade youngsters described having experiences in school that could qualify as a form of sexual harassment. One-third said these experiences had happened in 6th grade or earlier.

Victims feel embarrassed, self-conscious, afraid, and confused. Students’ grades may drop because they have trouble paying attention. They may quit activities and otherwise restructure their lives in an effort to avoid the situation.

**What can be done about sexual harassment?** Unlike adults in the workplace, children cannot simply quit school. You can help your children in the following ways:

- *Help them understand sexual harassment.* Stress four points:
  - Sexual harassment can include sexual jokes, gestures, looks, pictures, or graffiti; rumors; spying on someone dressing or showering; flashing or “mooning”; sexual touching, grabbing, pinching, or pulling at someone’s clothing; or forcing someone to kiss, hug, or touch another person.
  - Sexual harassment does not include behaviors that people like or want (for example, wanted kissing, touching, or flirting).
  - If someone does something to them that makes them feel bad or scared, they have a right to stop it.
  - Sexual harassment is wrong and it is against the law.
- *Avoid gender stereotyping.* Encourage your children’s interests in all sorts of activities that include both girls and boys.
- *Watch for symptoms.* Warning signs can include a drop in grades, quitting previously enjoyed activities, self-consciousness, fear, and confusion.
- *Discourage harassing behavior outside school.*
- *Inform the school immediately if you suspect or know that your child is being sexually harassed.* Work with teachers and administrators to stop it.





## Conflict Influenced by the Media.....

Every violent act is the result of an array of forces coming together. In recent decades we have come to recognize that exposure to violence in the media can be one of these forces.

Children are exposed to a wide range of media, including print (newspapers, books, magazines, billboards), broadcast (TV, radio), film (movies, videos), and video and computer games. While the media provide children with a means for extending their knowledge about their world, there is growing concern regarding the negative influence the media may have on children.

### TV: The Great Teacher

Of all forms of media, TV may have the greatest impact—good and bad—on children. The moving images and sound hold their attention, plus they spend a great deal of time in front of the TV. The average child in America spends more time watching TV than engaging in any

other activity except sleeping—and the most recent estimates of TV viewing do not include VCR use.

We know that children model what they see. Studies show that children as young as 14 months will imitate behaviors they see on TV—including behaviors that most adults would regard as destructive and antisocial. (See “Factors That Encourage Learning TV-Influenced Behaviors” below.)

With this information in mind, it is disheartening and rather frightening to look at another study that asked children about their ideal role model. In a survey of 5th through 9th graders, 50-75 percent of the students found their ideal role models in media figures (Duck, 1990). Compare this to the 50-75 percent of children in a 1956 survey, who chose parents or parent surrogates as the people they most wanted to be like.

### **Factors That Encourage Learning TV-Influenced Behaviors**

**Age.** Younger children focus on behaviors rather than on motives or consequences. For example, they tend to remember the act demonstrated in a program, not the motive or consequences.

**Identification with characters or situations.** Children will more often imitate behaviors of persons and situations similar to those in their own lives.

**Reward and punishment syndrome.** Children will imitate behaviors they see rewarded or negative behaviors that go unpunished. They are less likely to repeat an act they see punished; their attention is immediately attracted when they see an act committed that they know should be punished but is not.

**Opportunity to reproduce behaviors.** Children will imitate behaviors when given the right environment. When they see a situation on television, they will use this information when they encounter a similar situation that requires a solution.

**Motivation to reproduce behaviors.** Children will imitate behavior when given the appropriate incentives—that is, expectation of reward or lack of punishment. Some children have self-control; others do not.

*Note: Adapted from Wong (1995).*

Children frequently see TV characters—often their role models—solving problems violently. The characters do not have to examine the consequences of their actions because the situation is not real. This notion is often lost on young children, who are unable to distinguish fantasy from reality.

Researchers conclude that children who watch a great deal of TV tend to show increased aggressive behavior—verbal as well as physical. They also exhibit greater sex-role stereotyping and tend to lack persistence at problem solving.

**Just how much violence are children exposed to on TV?** In 1993, the Center for Media and Public Affairs monitored 18 hours of TV programming, including cable and pay channels. Despite the industry's efforts to reduce violence on television, the researchers found that:

- programming averaged 100 acts of violence per hour
- most of the violent acts involved a gun
- the most violent of acts—murder—made up 10 percent of the violent incidents

The good news is that only one-eighth of the violence occurred during prime time. The bad news is that the bulk of violence occurred in children's programming. Cartoons and toy commercials averaged 25 violent acts per hour.

Although many experts argue that children as young as four recognize cartoons as "make believe," some children remain unable to distinguish fact from fantasy despite adult coaching. Regardless of your beliefs, is it ever wise to teach children to see violence as a way to solve problems?

### **Reading Materials, Movies, and Music**

Children learn from everyone and everything around them. As a teacher, you are very aware of the move toward a healthier portrayal of male and female roles, minority groups, and life's situations and lifestyles in text books.

Fairy tales, the mainstay of young children's literature for generations, have in recent years been criticized as being overly violent and filled with stereotypes. Comic books, which offer easy reading, quick action, and adventure, have also been criticized for the same reasons.

In recent years mutilation themes have become increasingly common in movies, featuring heroes who resort to violence. The same could be said for the lyrics to many popular songs.

The question we must ask—whether evaluating the merits of a book, magazine, newspaper, movie, song, or even a billboard—is, "What is the message?" A warning light should go on if the message seems to support the notion that violence is an acceptable way to solve problems.

### **Video and Computer Games**

Playing video and computer games are popular pastimes for many children. Children spend many hours in arcades, and many children also have such games in their homes.

It was not long after these games arrived on the scene that experts on children's behavior began predicting harmful consequences. This included a warning from former Surgeon General C. Everett Koop

that video-game playing might contribute to psychopathology. Research does suggest that there is at least a short-term relationship between playing violent video games and increased aggressive behavior, at least in younger children (Funk, 1993).

Children seem drawn to games with violent themes. In a recent study, approximately half of the children surveyed preferred games that fall into the “fantasy violence” or “human violence” categories. (The main action in these games is a story; a human or fantasy character must fight or destroy things and avoid being killed or destroyed while trying to reach a goal, rescue someone, or escape from something.) Only 2 percent of preferred games were educational. Furthermore, many of the games categorized as “sports” also contain violence as a subtheme. Taken together, these three categories make up over three-quarters of the games preferred and presumably played most often by children (Funk, 1993).

### **Media Violence: Only Part of the Problem**

Violence in the media, such as TV and movies, is only part of the problem. The media often present many messages that promote other risk-taking behaviors, such as smoking, the use of alcohol or other drugs, and promiscuous or unprotected sexual activity. The characters portrayed seldom suffer adverse consequences.

Experts have found that if a child is at risk for one type of problem behavior he or she is also at risk for another. For example, if a youngster is at risk in the area of alcohol use, he or she is at greater risk in the area of antisocial behavior—defined as vandalism, group fighting, trouble with police, theft, or weapon use.

With these thoughts in mind, researchers have begun taking a closer look at children’s exposure to media messages about these issues. Of particular concern are advertisements for alcohol and tobacco products. The use of these substances is presented as very desirable to children. In fact, some companies have been accused of specifically targeting youngsters. We need to be concerned when the media present an unrealistic or unhealthy portrayal of any type of risk-taking behavior.

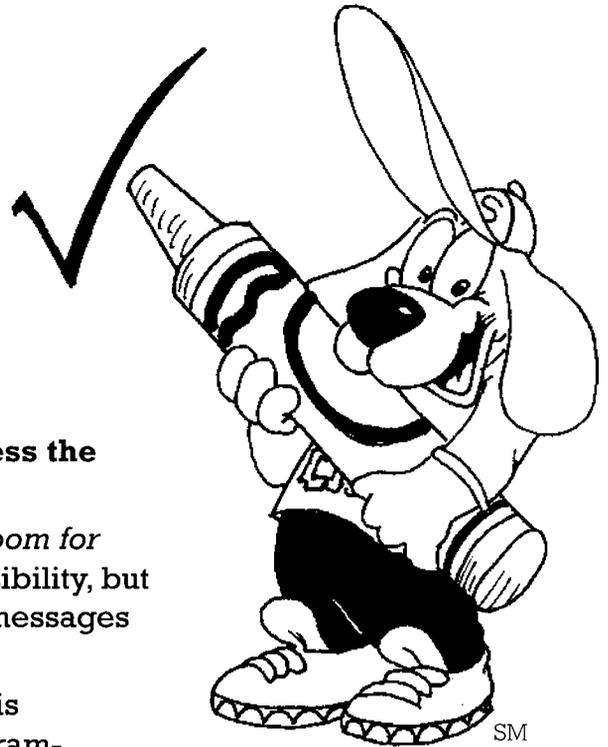
# What Teachers Can Do

Although a good amount of your students' media consumption occurs outside of school, there are many direct and indirect ways in which you can intervene. For example, you are looked upon by parents as an expert in the field of children's learning. Most parents will welcome your guidance regarding recommendation of books, movies, television programs, and other media.

You have enormous power to truly make a difference, so seek out every opportunity to exercise it.

## Checklist of Things Teachers Can Do To Help Address the Influence of the Media

- Carefully review all learning materials in your classroom for violent content.* Look upon this not only as a responsibility, but as an excellent opportunity to bring the very best messages to your students.
- Monitor television programming in the classroom.* This includes the commercials on the "news show" programming that has become a fixture in many schools across the United States.
- Encourage students to balance their lives with a variety of activities, such as reading, community service, and participation in sports, hobbies, and other activities.*
- Help students develop their critical thinking skills to be "informed consumers" of media.* Although limiting access to certain media messages can be effective, children ultimately must learn to question, assess, and evaluate everything they encounter.
  - ✓ Teach them to interpret media messages.
  - ✓ Encourage them to exercise their power as consumers to influence media content.
- Regularly recommend good media to students and parents.* Most families welcome advice about good television programs and movies that are appropriate for their children.
- Keep abreast of legislation regulating media messages for children.* Parents and other concerned adults and organizations are promoting legislation at the local, state, and federal levels.
  - ✓ Know the facts about the influence of the media on children. As an expert in children's learning, you may be called upon for advice.



- ✓ Know the U.S. Constitution. Be aware that some overzealous groups may propose legislation that could border on censorship.
- *Be an advocate for good role models in the media.* The trend for children to choose their role models from some of the current media characters is a concern.
  - ✓ View this trend as an opportunity to promote positive role models and healthy behaviors.
  - ✓ Write or call the media with your opinions and suggestions.

## Activities for Kindergarten and 1st Grade

### But What Else Could I Do?

#### OBJECTIVES

- To develop critical thinking skills as consumers of media messages
- To use problem solving skills

**MATERIALS:** TV, VCR, taped TV program, chalkboard, paper, crayons

#### INSTRUCTIONS

1. Ask the children to name TV shows they like to watch. What problems do the characters have? Do they ever get in fights to solve them?
2. Explain that they are going to watch a TV program and they should think about what problems the characters face. After viewing the show, ask "What was the problem?"
3. Tell the children "There is always more than one way to deal with a problem. Today we are going to help the characters come up with other ways."
4. Ask students to take turns acting out parts of the story, freezing the action when the conflict occurs.
5. Ask, "What is the problem? What else could [the character's name] do?" Ask the children to think of several nonviolent options and write them on the chalkboard.
6. Have the children explore the consequences of each choice and vote on the options they believe would work best.
7. Have them draw pictures of the solution they like best.
8. Summarize with the reminder that there is always more than one way to solve a conflict. Remind them that, "Even when time is short, it is important to be able to think of your options so that you can make the best choice."
9. Explain that people who watch television can make suggestions on ways to make it better. Help them compose a group letter to the program's producers or the TV station that broadcasts it. Include the pictures the children have drawn.

### Bad News/Good News

**NOTE:** Although this lesson is similar to the preceding one, it will give individual students an opportunity to express something that has concerned them and to envision a positive alternative.

#### OBJECTIVES

- To enable each child to communicate a negative feeling through drawing
- To help each child to envision a better scene

**MATERIALS:** 11 x 14 manila or drawing paper (two per student), crayons, chalk, paints, chalkboard

**TIME:** Two classes

#### INSTRUCTIONS

##### Day One

1. Ask each child to think of something he or she saw in the movies, a video game, a magazine or a book, or on a billboard or TV that was upsetting. Tell them that sometimes things are not so upsetting if we talk about them, write about them, or draw them. Today they will have an opportunity to do that.

2. Ask the children to draw the scenes that upset them.
3. Circulate as they are working. Ask them, as their pictures develop, for words that describe what's happening and how they felt when they saw it. List the "feelings" words on the chalkboard.
4. When all the students have completed their work, read the "feelings" words. Ask them how they would rather feel, and list those words.

### **Day Two**

#### **INSTRUCTIONS**

1. Display the pictures and remind students of the negative feelings and those that they would prefer to experience.
2. Explain that today they will have a chance to change the scene. Instruct them to draw a new picture showing how what they saw could have ended in a happier, more positive way. Apply the good feelings they talked about the previous day to their new creations.

## **Activities for 2nd and 3rd Grade**

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### **Let's Check It Out With Scruff**

**OBJECTIVE:** To develop critical thinking skills as consumers of media messages

**MATERIALS:** A copy of "Let's Check It Out With Scruff" worksheet (on page 79) for each child, posterboard, colored markers, scissors

#### **INSTRUCTIONS**

1. Explain to the class that many people are concerned about the amount of violence children see on television.
2. Distribute a copy of the worksheet to each student.
3. Have the children together agree on one or two TV programs that they will all watch that week. Ask them to record the names of the programs they watch at home on the worksheet. Next to the program's name, have them make a check below the picture of Scruff that represents the amount of violence they thought the program showed.
4. Discuss and agree upon what the class will consider an act of violence—physical violence (fistfights, murders, pushing, etc.), verbal violence (put-downs, name calling, insults), violence in music, family violence, gang violence, etc.
5. Compare and discuss findings the following week. Have the children discuss when their ratings differed for the same program, and note how much violence the show contained.
6. Divide the class into three groups and have them make rating charts on posterboard, showing the programs that have no violence, some violence, or lots of violence.
7. Display the posters in the cafeteria, library, or other common area in the school to promote awareness among other students.

## Do You Have the TV Habit?

### OBJECTIVES

- To evaluate individual use and possible overuse of television
- To develop awareness of alternative ways in which to spend free time

MATERIALS: Paper, pencils

### INSTRUCTIONS

1. Tell the children "Some people watch a lot of TV. Others never watch it at all. But most people watch TV at least a little bit."
2. Explain that you will be asking them some questions about when they watch TV. Stress that these are just questions to think about. They don't need to share their answers with anyone, not even you. The purpose is for them to realize the amount of time they spend watching TV.
3. Have the children number a piece of paper from 1-8 and write "yes" or "no" in response to these questions:
  - After school each day, do you head straight for the TV set?
  - Do you watch TV on Saturday mornings?
  - When you have some free time, do you usually watch TV?
  - Do you play with your toys while the TV is turned on?
  - Do you play with your friends in front of the TV?
  - Do you do your homework in front of the TV?
  - Do you have a lot of video or other electronic games?
  - Is the TV on during meals at your home?
4. Continue: "If you answered yes to more than five of these questions, you may be spending so much time watching TV that you don't have enough time to spend on other activities that can make life more interesting for you. You can start breaking the TV habit by making a list of some other things you might want to do, like join a club, learn to play a sport or a musical instrument, make a model airplane or car, learn how to fix your bike, or read a book about something you're curious about. Then you can look at the list and pick something you would like to try first. You'll be on your way to breaking the TV habit!"
5. Have the students list four activities they might like to do that do not involve TV.

## Activities for 4th and 5th Grade

### What Do You Think?

#### OBJECTIVES

- To develop critical thinking skills as consumers of media messages
- To develop math skills

MATERIALS: Chalkboard, survey forms (made in class)

#### INSTRUCTIONS

1. Explain to the children that people have different opinions about violence in movies and on television.

2. Tell them that one way to find out people's opinions is to take a poll. Ask, "How many of you like mushrooms on your pizza?" Count the number of students who raise their hands. Write the number on the board and, using the number of students in your class, work out a percentage: "\_\_\_percent of the class likes mushroom pizza."
3. Explain that together the class will conduct an opinion poll on their family's, friends', and neighbors' opinions about violence on TV and in the movies. Help them develop six questions, such as "Do you think there is too much violence in TV shows and the movies?" or "What can be done to stop violence in the media?"
4. After developing the questions, make up a survey form and distribute six copies to each student. Ask each to survey three adults and three children. Set a date for the following week when all forms should be returned.
5. When results are in, divide the class into six groups. Assign each group one of the survey questions and tally the responses, figure the percentage for their responses, and report their findings to the class. (Note: If the question is not a yes/no answer, the children will have to group like responses before calculating percentages.)
6. Have them develop a formal report of the survey for the school newsletter.

OPTIONAL ACTIVITY

Have a schoolwide Turn Off the Violence Day, where for one day students and their families turn off TV programs with violence in them and avoid violent movies, songs, computer games, or other materials.

**Let's Evaluate the Teacher**

OBJECTIVES

- To develop children's awareness of the lessons they are being taught by TV
- To develop critical thinking in evaluating TV messages

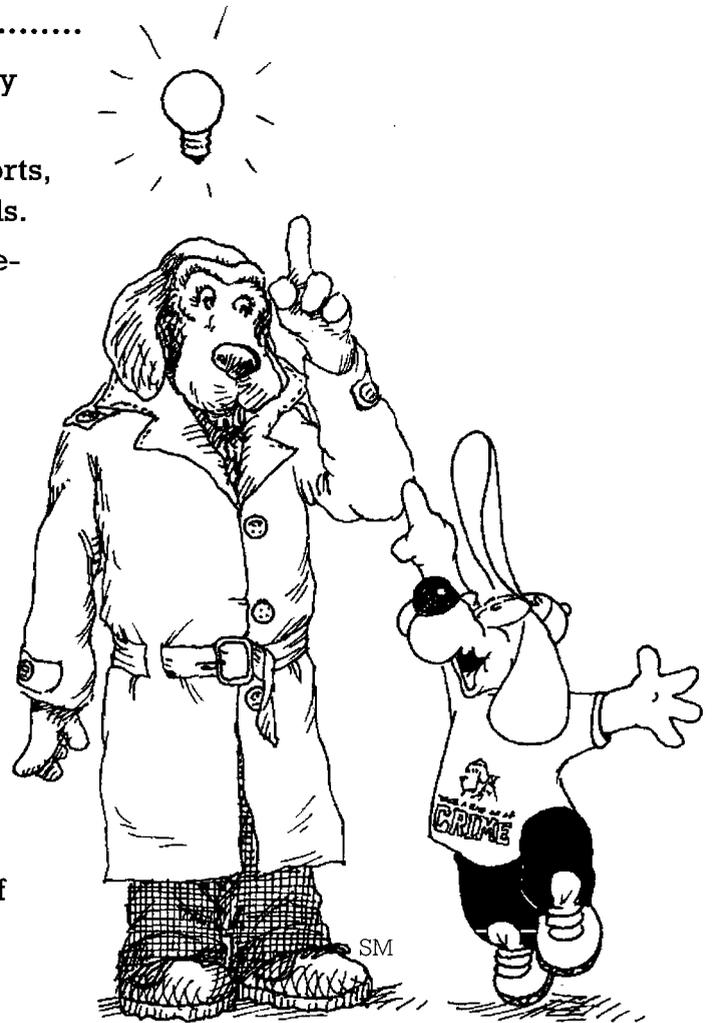
INSTRUCTIONS

1. Explain that many people consider television to be a good teacher. This week, the group will have an opportunity to analyze just what they are being taught.
2. Explain, "Earlier, you had an opportunity to look at the roles of men and women in TV programs and commercials. This week, we'll be thinking about this question: Suppose no one had given you any messages about what would make you happy or successful in life. Your only teacher was the TV. As you watch television this week, I'm going to ask you to write down the names of programs or commercials that teach lessons and what the lessons are. For example, 'If you chew X brand of gum you will be popular.' This lesson may or may not be spoken, but if every person in the commercial or show who uses the product is popular, that is the lesson people will learn."
3. Take a few minutes each day to discuss one or two of the messages they heard the night before. This will keep the project interesting and lively and provide examples for any who may not have understood the assignment.
4. At the end of the week, have them work in groups to compile their individual responses.
5. After each group reports, discuss with the children what lessons about happiness and success were taught. List them. Together, design a report card that includes the lessons TV teaches well and lessons it doesn't teach well.
6. Copy the report card and send it to parents, major TV stations, and advertisers.

Sample: Beautiful/handsome people succeed	A
Conflicts can be resolved by using weapons	A
Thin is good	A
We can resolve problems by talking them out	F
Money can't buy happiness	D

## Follow-Up Activities

- ✓ Have the students research hobbies enjoyed by children throughout history.
- ✓ Introduce the children to games, activities, sports, and hobbies enjoyed by children in other lands.
- ✓ Invite guest speakers to discuss interesting life-long hobbies.
- ✓ Discuss messages in news articles and song lyrics.
- ✓ Ask a local newspaper writer or TV reporter to speak to your group about people who have made a difference in the community using nonviolent methods. In addition, perhaps you can arrange a panel of these heroes— for example, firefighters, police officers, people working with the homeless in the community, to talk to the school.
- ✓ Have children rewrite news articles that sensationalize violence in a manner that provides news without gory details.
- ✓ Have your class sponsor a schoolwide Turn Off the Violence Day and make posters with suggestions for activities other than watching TV.
- ✓ Assign the students to start one new hobby during the school year. Set aside time each week for them to read about or otherwise research their hobbies.
- ✓ Surround your class with music with good messages during appropriate classroom activities.
- ✓ Introduce students to low-cost/no-cost hobbies.
- ✓ Establish an ongoing relationship with a group of senior citizens. Invite the group to speak to the class about the kinds of activities they participated in as children.
- ✓ Invite a guest speaker from an advertising agency to help the children create a public service announcement that promotes nonviolent methods of solving problems.



## Children's Books

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*Adventures in Art: Art and Craft Experiences for 7- to 14-Year-Olds.* Milord, S. Williamson Publishing (1990). (Grade 2 and up)

*Boy Who Turned Into a TV Set.* Manes, S. Avon Books (1983). (Grades 2 - 5)

*Every Kid's Guide to Watching TV Intelligently.* Berry, J. Children's Press Living Skills Series (1987). (Grades 3 - 6)

*Fix-It.* McPhail, D. Dutton Children's Books (1987). (Preschool - Kindergarten)

*Kids Cook! Fabulous Food for the Whole Family.* Williamson S. and Z. Williamson Publishing (1992). (Grade 1 and up)

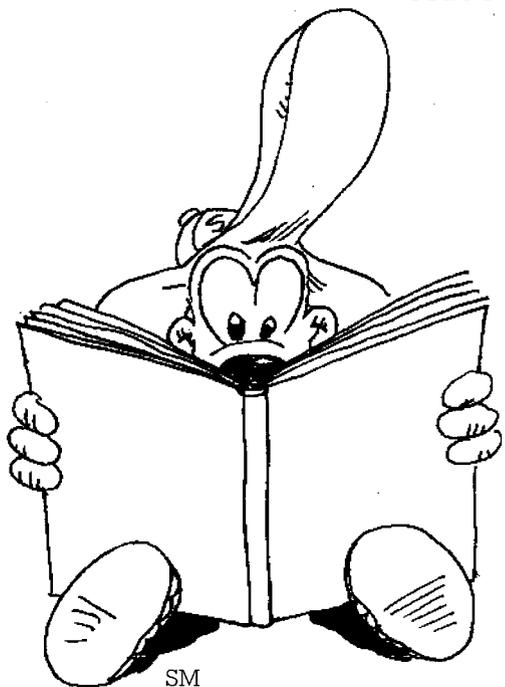
*Kids Create! Art and Craft Experiences for 3- to 9-Year-Olds.* Carlson, L. Williamson Publishing (1990). (Preschool - Grade 4)

*The Kids' Nature Book: 365 Indoor/Outdoor Activities and Experiences.* Milord, S. Williamson Publishing (1989). (Preschool - Grade 5)

*The TV Kid.* Byars, B. Puffin Books (1987). (Grade 4 and up)

*TV or Not TV.* Brown, A. Western Publishing Company, Inc. (1992). (Preschool - Grade 3)

*When the TV Broke.* Ziefert, H. Puffin Books (1993). (Preschool - Grade 2)



SM

# Let's Check It Out With Scruff

Scruff has heard that there is too much violence on TV. Help him investigate by keeping track of the shows you watch this week and the amount of violence in each.

**Show**

## Scruff's Violence Rating Scale

None

Some

A lot



Day 1

\_\_\_\_\_  
\_\_\_\_\_







Day 2

\_\_\_\_\_  
\_\_\_\_\_







Day 3

\_\_\_\_\_  
\_\_\_\_\_







Day 4

\_\_\_\_\_  
\_\_\_\_\_







Day 5

\_\_\_\_\_  
\_\_\_\_\_







Day 6

\_\_\_\_\_  
\_\_\_\_\_







Day 7

\_\_\_\_\_  
\_\_\_\_\_

## A Word About...Media Messages

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Dear Parent,

Children today are bombarded with media messages—from newspapers, books, magazines, billboards, TV, movies, videos, video and computer games, and music. All too often the message is that violence is an acceptable way to deal with problems. The characters do not have to examine the consequences of their actions because the situation is not real.

Of all the media, TV may have the biggest impact on your child. The moving images and sound hold attention. The average child spends more time watching TV than in any other activity but sleeping.

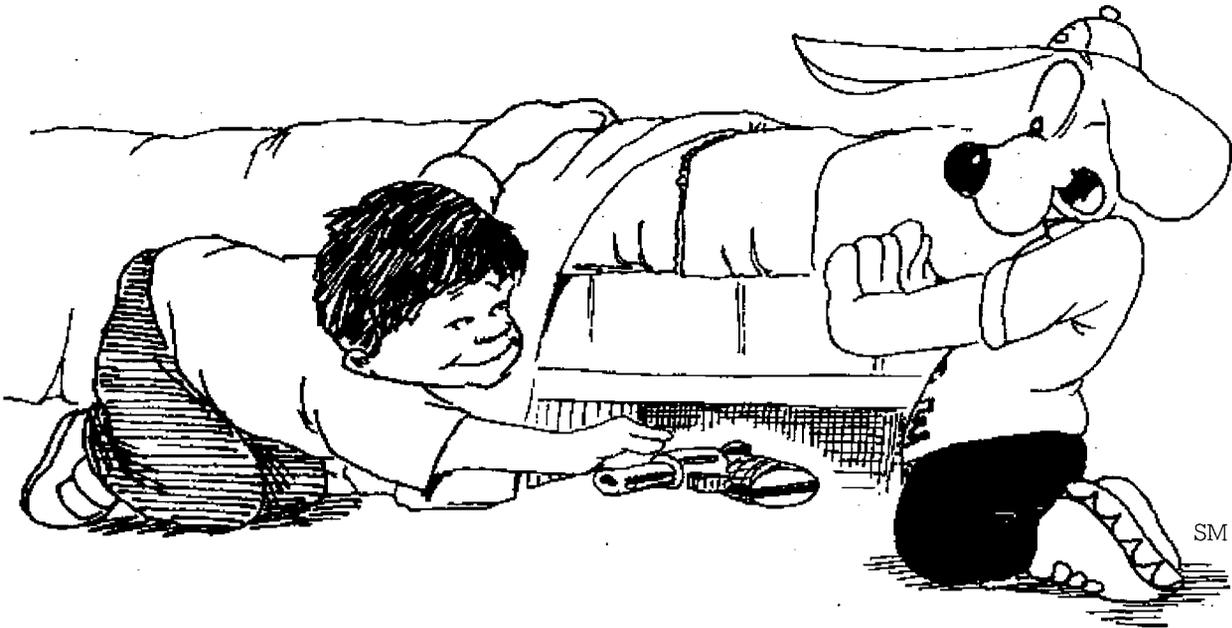
Even cartoons and commercials average 25 violent acts per hour. Children as young as 14 months will imitate what they see people do on TV. Most children now choose media figures as their role models; a few decades ago, most children chose their parents.

Violence in books, magazines, newspapers, movies, videos, songs, and computer and video games can also affect your children. Heroes who solve their problems with violence and engage in other risk-taking behaviors, all without any adverse effects, are not good reality models.

**What can be done about violence in the media?** Much of your children's media consumption occurs outside of school. You will have the greatest influence over this source of violence. Here are some ways to deal with it.

- *Make it a family rule that violence has no place in your home.* Monitor reading materials, TV and radio programs, and games your children use.
- *Limit your child's television viewing to two hours or less per day.* Plan together a weekly schedule of the programs you want to watch. Turn the TV off when the selected programs are over. Help your child interpret programs. Explain what is real and unreal, and make connections between consequences and actions.
- *Encourage your child to participate in a wide range of activities.* You can require or promote other at-home activities, such as exercise, hobbies, crafts, reading, playing games, tending pets, helping with household tasks, doing homework, and writing letters. Plan some activities with your child. Set a good example by developing a variety of interests yourself.
- *Join forces to advocate for positive programming in the media.* Collaborate with teachers and other parents to support positive programming and reduce violence. Write or call network and local TV stations, government regulatory agencies, advertisers, and policy makers to express your concerns.
- *Watch television with your children.* Be aware of what and how much they are watching.





# 6

## Conflict Involving Guns and Other Weapons

**E**very two hours, a child in America is killed with a gun. Many more are injured, requiring long-term hospitalization and suffering permanent disabilities.

According to the Center to Prevent Handgun Violence (1994), children are victims of firearm injury by suicide, homicide, or unintentional shootings at alarming rates.

- *A child between 10 and 19 years commits suicide with a handgun every six hours.* Today even young children ages 10 to 14 are twice as likely to commit suicide than they were a decade ago, and more than half of them use guns.
- *Homicide is the second leading cause of death for youth ages 10 to 19.* For young people under the age of 20, the rate has doubled over the last 10 years. In the past, youngsters used their fists and

suffered black eyes; today, they use a gun and the outcome is often fatal.

- *Our nation loses approximately one child a day to an unintentional shooting.* Although most victims and shooters are preadolescent boys, all children may be attracted to guns. Some children are simply curious and don't understand the danger.

### **Guns in Schools**

Children cannot learn if their schools are not safe. Many schools across our nation have become frightening places for both students and teachers.

There are many reasons why children carry and use hand guns in school, on the streets, and at home. For example, a child may be:

- angry, frightened, depressed, or under the influence of alcohol or other drugs
- curious
- trying to impress friends
- bending to peer pressure
- in need of protection

Perhaps the final reason is the saddest of all. As adults, we have a responsibility to look after our children and keep them safe. Growing numbers of children feel that they must take this task upon themselves.

### **Where Do Children Get Guns?**

Handguns are cheap on the street. If a child has the right connections, getting one is easy. Over half of a group of 6th to 12th grade students in a national survey claimed that they knew where to get a gun if they needed one (Harris, 1993). One-third of them said they could get it within the hour.

However, many children don't need to go very far to find a gun—there is often one right in their own home. When Florida schools traced the source of the weapons they had confiscated from students, nearly three-fourths were from the students' homes (Rollin, 1990). Parents often are surprised that their children know where a weapon is hidden, but consider this: As sneaky as parents think they are, how many times do children find where birthday or other presents are hidden?

According to the Center to Prevent Handgun Violence (1993), about one in four families have handguns in the home. Many parents believe that keeping a gun in their home will help them protect their family. Statistics tell a different story.

- For each instance in which a gun is used to kill in self-defense, there are 43 fatal suicides, nonjustifiable homicides, and accidental shootings of family members or acquaintances.
- Eighty-eight percent of the children who are injured or killed in unintentional shootings are shot in their own homes, or in the homes of relatives or friends.

Think for a moment of the number of children you know who return to an empty house after school. Are any of your students part of the *1.2 million elementary school-aged latchkey children* estimated to have access to guns when they come home from school each day?

### **Other Weapons**

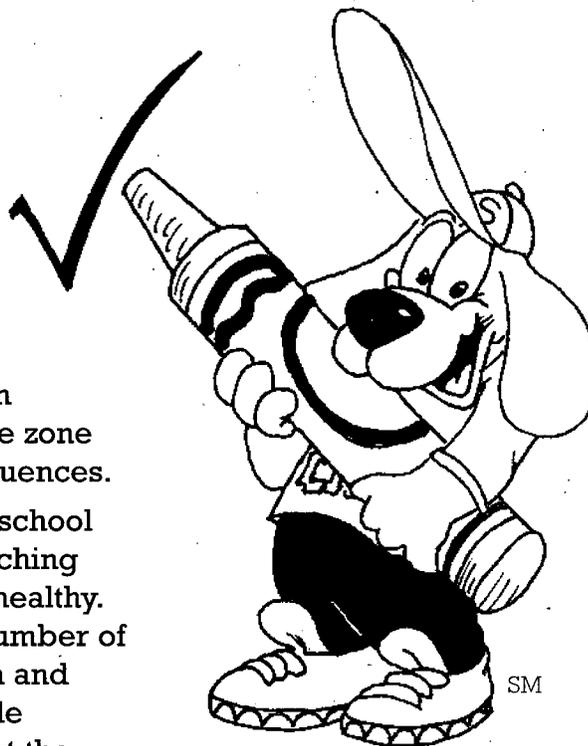
A knife is probably the first object that comes to mind when we think about “other weapons.” Children may also carry chains, Chinese stars, or brass knuckles, each of which is small enough to fit into a pocket.

However, almost any object can be used as a weapon if used with the wrong intent. For example, children have been stabbed with forks while eating lunch in the cafeteria. Finding a jagged piece of glass or metal or putting a rock in a sock are but a few easy ways to create a weapon. Mild conflicts can expand into bloody battles when weapons of any kind are present.

# What Teachers Can Do

Your school may be experimenting with several promising strategies to deal with the problem of guns. For example, some schools have established themselves as gun-free zones. In some schools the designation is unfortunately more or less cosmetic, but in others, violating the gun-free zone brings serious legal consequences.

As a teacher of elementary-school children, you have been teaching them ways to stay safe and healthy. Because of the increasing number of accidents involving children and guns, you will want to include teaching your students about the danger of guns and other weapons as a standard part of your safety program.



## Checklist of Things Teachers Can Do To Help Address the Problem of Guns and Other Weapons

- ❑ *Emphasize regularly to students that guns are not toys, they should not be touched, and they should never be brought to school. Repeat the message periodically—children learn gradually and will test the rules from time to time.*
- ❑ *Enforce a “no tolerance” policy to weapons or weapon-related items at school. This sends a clear message that you care about your students and want school to be a safe place.*
  - ✓ Even something as seemingly harmless as one bullet should be taken away from a student immediately and your school’s policy for action initiated.
  - ✓ Be aware of certain strategies that students may use to bring weapons through a metal detector. A common one is to put the weapon in notebooks with metal bindings. When the detector alarm sounds, the source is often assumed to be the binding.

- ❑ *Encourage students to report any weapons found or rumored to be on school grounds to the police or school authorities. Have a “safe-tell” box where anonymous tips can be placed.*
- ❑ *Show students how to settle arguments without resorting to violence. Teach them to deal with conflict by calming down, identifying the problem and their feelings, finding a win/win solution, and asking someone else to listen to both sides (see Chapter 1: “General Conflict Management”).*
- ❑ *If your students live or go to school in a violent area, teach them how to be safe if they hear gunshots. Having a plan of action will help provide protection and relieve feelings of helplessness.*
  - ✓ *If they are inside, they should stay away from windows and get under a desk, table, or bed. They should call for help and tell a trusted adult about the incident as soon as possible.*
  - ✓ *If they are outside, they should go inside the nearest safe place and follow the instructions above. If they are not close to a safe building, they should get down low or behind something. They should tell a trusted adult about the incident as soon as possible.*

## Activities for Kindergarten and 1st Grade

### Making a Staying Safe Gazette

#### OBJECTIVES

- To learn to recognize dangerous articles (guns, knives, and other weapons)
- To understand what to do if these objects are encountered

**MATERIALS:** Plain paper, old magazines, newspapers, colored markers, glue or paste

#### INSTRUCTIONS

1. Ask the children to have an adult at home help them find pictures of guns, knives, or other weapons.
2. Review the pictures with the class, pointing out all the different varieties of weapons.
3. Ask, "How can you tell if a gun is real or a toy?" Be certain that they understand that it is sometimes very difficult to be sure, that they should always assume that any gun they see is real, and that they should not touch it.
4. Ask the following questions:
  - "What should you do if you see a gun or something that looks like a gun, a knife, or another kind of weapon?"
  - "What might happen if you touched it?"
5. Discuss the following points:
  - If the children see a gun or anything that looks like a gun, a knife, or other weapon, they should not touch it. They should move away and tell an adult immediately.
  - If their friend has a weapon, they should tell the friend to put it down. They should both get away from the weapon and tell an adult right away.
6. Explain to the children that they will be writing a newspaper about the dangers of guns and other weapons.
7. Ask each child to choose a name for the newspaper and help him or her write the name on the first page.
8. Have students glue the pictures they found at home to the paper or draw pictures, leaving the last page blank.
9. Ask them to draw a picture on the last page that shows what they will do if they see something that looks like a gun, knife, or other weapon. Check each student's copy to be certain that the points discussed in "Step 5" above are included.
10. Have them take their newspaper home to discuss the above points with their families.

*Note: Depending on the situation in your community, you may want to include the following topics:*

- Needles and syringes as objects to avoid and report to a trusted adult.
- What should be done if gunshots are heard at school, home, or elsewhere.

## Who Needs Guns? We Can Work It Out Without Them!

**OBJECTIVE:** To enjoy stories in which communication and doing the unexpected helped resolve conflict

**MATERIALS:** *The King, the Mice, and the Cheese*, *The Wolf's Chicken Stew*, and *The Butter Battle Book* (see the "Children's Books" list at the end of this chapter)

**TIME:** Three classes

### INSTRUCTIONS

1. Explain to the class that there are a lot of people who don't know how to solve problems. They get angry or scared and they use weapons because they haven't learned a better way. This week you will be reading them some stories about people who solved problems without using weapons. Can they figure out what these storybook characters used to work things out? Tell them you'll be asking them so you can see how well they listen.

**Day One:** *The King, the Mice, and the Cheese*.

2. Read the story *The King, The Mice, and The Cheese*, showing the class the pictures. In the story the mice invade the palace for the King's cheese, he brings in cats to chase the mice away, and the cats take over the palace. Ask the students what they think will happen next. Ask them if that will solve the problem. Continue to allow them to predict as dogs chase away cats, lions chase away dogs, elephants chase away lions, and mice chase away elephants. Stop reading at various points throughout the story to let the children suggest alternatives. Stop as the mice take over the palace once more, and have the students define the problem as the King saw it and as the mice saw it. Ask the students again if they can think of a better way to solve the problem.
3. Read the rest of the story and discuss the solution. Did the King get what he wanted? Did the mice get what they wanted?
4. Guns weren't used, so what did the King do to solve the problem? (Bringing in bigger and stronger animals.) Did it work? Does using guns or weapons ever really work? What did work? (Communication: Talking, listening, and trying to find a solution that worked well for both the King and the mice.)

**Day Two:** *The Wolf's Chicken Stew*.

1. Review the alternatives to guns and weapons that were discussed yesterday.
2. Read the story *The Wolf's Chicken Stew*, showing the pictures. In the story, the wolf has been leaving food to fatten the chicken for his chicken stew. Stop the story when the wolf finally goes to the chicken's house to eat her. Ask the students to think of what she can do that won't hurt the wolf but will keep him from eating her.
3. Finish reading the story and discover how doing the unexpected and treating a person kindly can solve conflicts without violence.

**Day Three:** *The Butter Battle Book*.

1. Review all the strategies for solving conflicts that were discussed over the past two days.
2. Explain to the children that in today's story, none of these problem-solving tools were tried but, when the story is over, they're going to figure out a way to end the Butter Battle.
3. Read the story. Stop in the middle and ask the children what will happen. Ask them if anyone will win the Butter Battle the way things are now.
4. Brainstorm with them some possible strategies for solving the conflict. Then finish the story.

## Activities for 2nd and 3rd Grade

### McGruff's Stay Away From Guns Pledge

#### OBJECTIVES

- To develop awareness of guns and other weapons
- To develop understanding of what to do if guns or other weapons are encountered

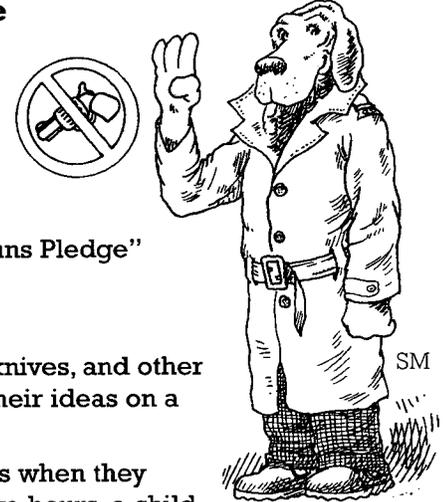
**MATERIALS:** Copies of "McGruff's Stay Away From Guns Pledge" worksheet (on page 93), chalkboard

#### INSTRUCTIONS

1. Ask the children to think of some ways guns, knives, and other weapons are used legally and by whom. List their ideas on a chalkboard.
2. Explain the danger of guns and other weapons when they are used in other ways. Tell them that every two hours, a child in America dies from a gunshot wound: "Many of these children might be here today if they had known the danger of weapons and had taken McGruff's Stay Away From Guns Pledge."
3. Read McGruff's Stay Away From Guns Pledge:

*I agree to...*

- *never touch a gun at home, at a friend's house, or on the streets.* I will get away fast if I see one and tell a police officer or other trusted adult.
  - *not take any chances if I don't know if a gun is real or a toy.* I will treat any gun like it is real.
  - *never take a gun or any other weapon to school.* I will tell a teacher, principal, or other trusted adult about any weapons I see at school or on the street.
  - *never give in if a friend or classmate wants me to play with or use a gun.* If I find a gun I will leave and tell a trusted adult.
  - *settle arguments with words—not fists, guns, or other weapons.* I will work it out. I will apologize if I've done something wrong.
4. Give each child a copy of the worksheet, have them complete it, and discuss each point with the class.
  5. After they have completed the pledge, ask them to take it home, read it to a parent or other trusted adult, sign it, and ask an adult witness to sign it.



### Whom Can I Turn to?

**OBJECTIVE:** To identify trusted adults to turn to when in need of help

**MATERIALS:** Paper, pencil, colored markers

#### INSTRUCTIONS

1. Have the children draw a map of their neighborhood.
2. Ask each child to name someone they can go to if they need something, have a problem, or feel unsafe. Explain that the person might be their parent or someone else such as a neighbor or community helper.
3. Have them write the person's name on the map to show where he or she lives or works.

4. Explain that sometimes that person may not be around when they need him or her. Ask, "Then what other trusted adult would you go to?"
5. Have them place that person's name and location on the map.
6. Ask them to try to think of at least one other person to put on their map.
7. Give examples of a time they would need to seek out a trusted adult and ask what they would do:
  - "You are walking home from school and find what looks like a gun by the trash can in the alley."
  - "You are at home. Your teenaged sister is looking after you. Her boyfriend shows you his gun and asks if you would like to hold it."
8. Ask the children to discuss the map with their parents.

## Activities for 4th and 5th Grade

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### Gun Safety Awareness Skits

#### OBJECTIVES

- To develop gun safety awareness and understanding
- To share information about gun safety with younger children

**MATERIALS:** One copy of McGruff's Stay Away From Guns Pledge (on page 93) for each student

#### INSTRUCTIONS

1. Distribute copies of McGruff's Stay Away From Guns Pledge to the children and have them complete it.
2. Go through the pledge, point by point, and ask if anyone has any questions. (A completed pledge is on page 88 in the first activity.)
3. Divide them into five groups, assigning each group one of the basic points from the pledge.
4. Explain that they will be presenting skits to younger children. Ask each group to develop a skit, based on their assigned point, that depicts the appropriate action.
5. Have each group present its skit to the class. The other students could make suggestions for changes.
6. Once the students feel comfortable, have them present the skits to younger classes.
7. Follow up with a group discussion about other ways students can develop gun safety awareness in the school and community.

## Dealing With Gun Violence

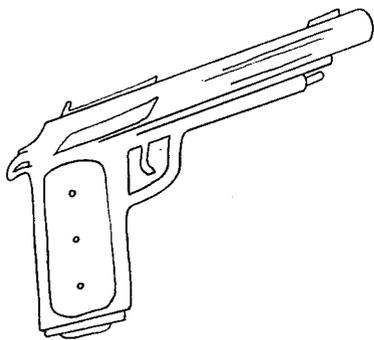
### OBJECTIVES

- To develop critical thinking skills
- To develop understanding of gun regulations
- To practice library research skills

### INSTRUCTIONS

1. Explain to the children that there has been concern over the years about the easy access to handguns in the United States. Point out that many Americans believe that increased availability of guns is the reason why our death rate from shootings is higher than that in many other countries.
2. Pair students and ask each pair to research a topic related to guns, such as:
  - the U.S. Constitution's Amendment : "the right of the people to keep and bear arms"
  - Brady Law
  - History of guns in America
  - Gun-related crime statistics
  - Local, state, and federal regulations
3. Suggest resources, such as some of the books listed in the "Children's Books" section at the end of this chapter. The school librarian should also be able to direct students to appropriate resources.
4. Have the children report their findings to the class.

Note: You may want to tie this activity in with social studies classes.



## Follow-Up Activities

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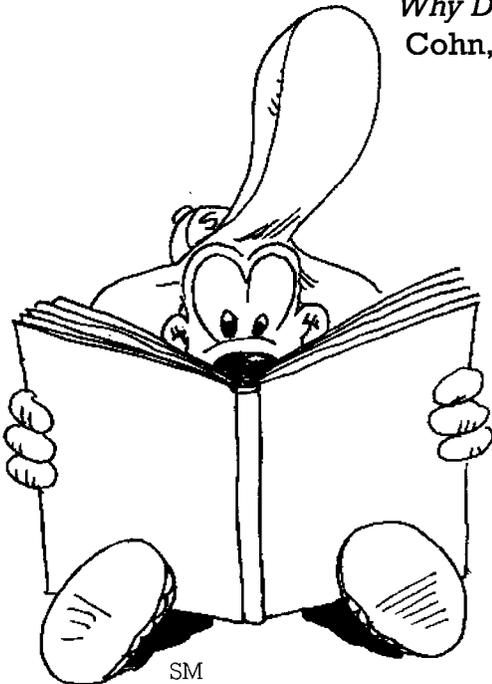
- ✓ Invite a police officer to speak to your group about staying away from guns and other weapons and what to do if one is found.
- ✓ Have an art exhibit featuring students' drawings and paintings on a "Stop the Violence" theme.
- ✓ Have students plan and participate in a peace march.
- ✓ Make up an adventure story in which the children are the characters and they solve problems cooperatively with kindness and empathy.
- ✓ Invite a young person who is disabled because of a gunshot to talk to the class.



## Children's Books

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- Gun Control.* Barden, R. Rourke (1990). (Grade 5 and up)
- Gun Control.* Harris, J. Crestwood House (1990). (Grade 4 and up)
- Gun Control: Distinguishing Between Fact and Opinion.* O'Sullivan, C. Greenhaven (1990). (Grades 5 - 8)
- Have Gun, Need Bullets.* Tolliver, R. Texas Christian University Press (1991). (Grade 4 and up)
- No Guns for Me! Activity Book.* Hobby, P., and Detorie, R. It's O.K. Press (1990). (Grades 1 - 3)
- The Butter Battle Book.* Dr. Seuss. Random House (1984). (Kindergarten - Grade 3)
- The Hunter and the Animals.* DePaola, T. Holiday House (1988). (Preschool - Grade 1)
- The King, the Mice, and the Cheese.* Gurney, N. and E. BeginnerBooks A Division of Random House (1965). (Kindergarten - Grade 3)
- The Wolf's Chicken Stew.* Kaszh, K. G.P. Putnam's Sons (1987). (Kindergarten - Grade 3)
- The Wooden Man.* Bollinger, M. Seabury (1974). (Preschool - Grade 1)
- What It Is Like to Be a Police Officer?* Pelowski, M. Troll (1990). (Preschool - Grade 3)
- Where'd You Get the Gun, Billy?* Arrick, F. Bantam Books (1992). (Grades 4 - 5)
- Why Did It Happen?: Helping Children Cope in a Violent World.* Cohn, J. Morrow Junior Books (1994). (Preschool - Grade 4)



SM

# McGruff's Stay Away From Guns Pledge



I agree to...

- Never \_\_\_\_\_ a gun at home, at a friend's house, or on the streets.  
I will get away fast and tell a police officer or other \_\_\_\_\_ .
- Not take any chances if I don't know if a gun is real or a \_\_\_\_\_ .  
I will treat any gun like it is \_\_\_\_\_ .
- Never take a gun or any other \_\_\_\_\_ to school.  
I will tell a teacher, principal, or other trusted adult about any weapons I see at school or on the \_\_\_\_\_ .
- Never \_\_\_\_\_ if a friend or classmate wants me to play with or use a gun.  
If I find a \_\_\_\_\_ I will leave and tell a trusted adult.
- Settle arguments with \_\_\_\_\_, not fists, guns, or other weapons.  
I will work it out. I will \_\_\_\_\_ if I've done something wrong.

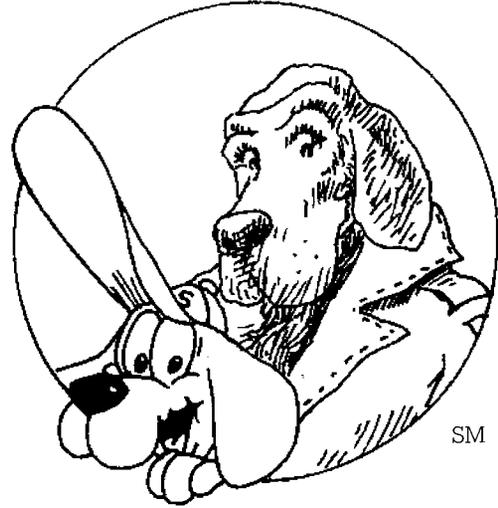
**Words Bank:**  
*apologize, give in, gun, real, street, trusted adult, touch, toy, weapon, words*

Date: \_\_\_\_\_ Witness: \_\_\_\_\_ Name: \_\_\_\_\_

Note: This worksheet is to be used with the "McGruffs Stay Away from Guns Pledge" activity on page 88 and the "Gun Safety Awareness Skits" activity on page 89.

## A Word About...Guns and Other Weapons

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Dear Parent,

Every two hours a child in the United States is killed with a gun. Families and friends are left to cope with the loss of a life barely lived and to face a future overshadowed by violence. Children who are injured require long-term hospitalization and suffer permanent disabilities.

- *A child between 10 and 19 years old commits suicide with a handgun every six hours.*
- *For each instance in which a gun at home is used to kill in self-defense, there are 43 fatal shootings of family members or acquaintances in suicides, nonjustifiable homicides, and accidents.*
- *Eighty-eight percent of the children who are injured or killed in unintentional shootings are shot in their own homes or in the homes of relatives or friends. This is even more alarming when you consider the 1.2 million elementary-school-aged latchkey children estimated to have access to guns when they come home from school each day.*

### **You can:**

- *Teach all of your children—from preschoolers to teenagers—that guns hurt and kill.*
- *Encourage your children to tell you or another trusted adult immediately about any weapon he or she knows of.*
- *Tell your children not to touch weapons for any reason. Repeat the message periodically because children learn gradually and test the rules from time to time. Remember that teenagers don't always follow the rules and preteens and teens are attracted to guns as symbols of power.*
- *Explain to your children that gun violence in TV shows, in the movies, and on video games is not real. Stress that in real life, guns hurt and kill people.*
- *Show your children how to settle arguments without resorting to actions or words that can hurt. Set a good example in how you handle anger, disagreements, and sadness.*
- *Support school staff in their efforts to keep guns, knives, and other weapons out of schools.*
- *Choose not to keep guns in your home. Because handguns are more likely to be used in suicide, homicide, or fatal accidents than to kill a criminal in self-defense, it's safest not to keep a gun in the home.*
- *Make sure that any firearms you do choose to keep in your home are unloaded and securely stored. Invest in trigger locks, gun cabinets with locks, or pistol lock-boxes. Lock up ammunition separately. Make sure that your children don't have access to the keys.*

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- Duck, J. (1990). *Children's ideals: The role of real-life versus media figures*. Australian Journal of Psychology, 42, 19–29
- Flynn, V. and Chambers, R. (1994, January). *Promoting gender equity: What you can do*. Learning, 58–9
- Funk, J. (1993). *Reevaluating the impact of video games*. Clinical Pediatrics, 32(2), 86–90
- Harris, L. (1993). *A Survey of Experiences, Perceptions, and Apprehensions About Guns Among Young People in America*. Cambridge, MA: The Harvard School of Public Health
- Hazler, R. (1994, February). *Bullying breeds violence: You can stop it!* Learning, 38–41
- Jordan, M. (1992, February 12). *Wide Gender Gap Found in Schools*. The Washington Post, p. A1
- Kreidler, W. (1984). *Creative Conflict Resolution*. Glenview, IL: Scott, Foresman and Company
- Morin, R. (1994, June 26). *The sociology of cooties*. The Washington Post, p. C5
- Rollin, J. (1990, May/June). *Weapons and firearms on school property*. Florida Educator, 11–12
- Schmidt, F., and Friedman, A. (1988). *Peacemaking Skills for Little Kids*. Miami Beach, FL: Grace Contrino Peace Education Foundation, Inc.
- Webster-Doyle, T. (1991). *Why is Everybody Always Picking on Me?: A Guide to Handling Bullies*. Middlebury, VT: Atrium Society Publications
- Wong, D. (1995). *Whaley & Wong's Nursing Care of Infants and Children* (5th ed.). St. Louis, Mosby.
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# Resources

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## Books

See also "References" on pages 95.

*Annotated Bibliography for Teaching Conflict Resolution in Schools*  
A comprehensive bibliography that offers short reviews of a wide array of works in the field of conflict resolution. Cheatham, A. (1989). Amherst, MA: National Association for Mediation in Education.

### *Anti-Bias Curriculum*

Tools for empowering young children. Derman-Sparks, L., and A.B.C. Task Force (1989). Washington, DC: National Association for the Education of Young Children.

### *Building Social Problem-Solving Skills*

A practical procedural guide that shows how school-based social competence programs can improve children's self-control and social awareness, along with their skills in group participation and interpersonal decision making. Elia, M., and Clabby, J. (1992). San Francisco: Jossey-Bass.

### *Children in Danger: Coping With the Consequences of Community Violence*

Child development specialists look at the effects of growing up in the "war zones" of such cities Los Angeles, Chicago, and Washington, DC, and show how teachers, psychologists, social workers, and counselors can help "to restore the child to childhood." Garbarino, J., Dubrow, N., Kostelny, K., and Pardo, C. (1992). San Francisco: Jossey-Bass.

### *Comprehensive Peace Education: Educating for Global Responsibility*

Offers a comprehensive assessment of the state of peace education, including what it is, why it is needed, and how it can be pursued. Reardon, B. (1988). Columbia University, NY: Teachers College Press.

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

A definitive manual that provides elementary school teachers with thoughtful, effective ideas for responding to everyday classroom conflicts. Kreidler, W. (1984). Glenview, IL: Scott, Foresman and Company.

### *Dealing with Differences: Conflict Resolution in Our Schools*

Presents a student-centered approach to creative conflict resolution. Educators for Social Responsibility (1991). Cambridge, MA: Educators for Social Responsibility.

*Della the Dinosaur Talks About Violence and Anger Management*

Part of a four-program series, *Building Trust, Making Friends*, targeting children whose families use violence to express anger and children who themselves exhibit aggressive behavior. Schmidt, T., and Spencer, T. (1991). Minneapolis, MN: Johnson Institute.

*Designing Groupwork: Strategies for the Heterogeneous Classroom*

Shows how students can more actively contribute, share, and learn when groupwork is part of their schooling. Cohen, E. (1986). Columbia University, NY: Teachers College Press.

*Elementary Perspectives 1: Teaching Concepts of Peace and Conflict*

Offers more than 80 activities that help teachers and students define peace, explore justice, and learn the value of conflict and its resolution. Designed to complement the standard curriculum, *Elementary Perspectives*. Kreidler, W. (1990). Cambridge, MA: Educators for Social Responsibility.

*Everyone Wins! Cooperative Games and Activities*

An easy-to-use reference guide for teachers, family members and group leaders. Offers over 150 games and activities selected to help children resolve conflicts, enhance communication, build self-esteem, appreciate one another, and be creative. Luvmour, S., and Luvmour, J. (1990). Philadelphia: New Society Publishers.

*Getting Along: A Social Skills Curriculum*

An easy-to-use, classroom-tested curriculum that helps students develop social skills and resolve their problems without consuming hours of class time. Danielson, C., and Algava, P. (1989). Princeton, NJ: Outcome Associates.

*Getting to Yes: Negotiating Agreement Without Giving In*

A concise, step-by-step, proven strategy for coming to mutually acceptable agreements in every sort of conflict. Fisher, R., Ury, W., and Patton, B. (1991). New York: Penguin Books.

*Handbook of School-Based Interventions: Resolving Student Problems and Promoting Healthy Educational Environments*

Describes interventions for virtually every major problem behavior students may exhibit from kindergarten through Grade 12. Cohen, J., and Gish, M. (1993). San Francisco: Jossey-Bass.

*I Can Problem Solve*

A program for preschool, primary, and intermediate grades that teaches children thinking skills that can be used to help resolve or prevent "people" problems. Shure, M. (1992). Champaign, IL: Research Press.

*Open Minds to Equality*

An interdisciplinary sourcebook for elementary and middle school teachers, with activities that help students recognize and change inequalities. Schniedewind, N., and Davidson, E. (1983). Needham Heights, MA: Allyn and Bacon.

*Promising Practices in Teaching for Social Responsibility*

Describes how teachers build social responsibility into the curriculum and day-to-day life in the school. Showcases the innovative practices of a number of teachers in diverse settings. Berman, S., and La Farge, P. (1993). New York: SUNY Press.

*Roots and Wings*

Describes the process of implementing multicultural education in early childhood settings. York, S. (1991). St. Paul, MN: Redleaf Press.

*Teaching Tolerance*

A free publication of the Southern Poverty Law Center, a nonprofit legal and education foundation, mailed twice a year at no charge to educators. 400 Washington Avenue, Montgomery, AL 36104. Fax: 205-264-3121.

*The Friendly Classroom for a Small Planet*

A handbook on creative approaches to living and problem solving for children. Prutzman, P., Stern, L., Burger, M., and Bodenhamer, B. (1988). Philadelphia: New Society Publishers.

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

A manual that includes a selection of specific activities for communities to undertake plus a framework for putting those activities effectively into place. National Center for Injury Prevention and Control (1993). Atlanta, GA: Centers for Disease Control and Prevention.

*The War Play Dilemma: Balancing Needs and Values in the Early Childhood Classroom*

Investigates the role of war toys and play in early childhood and what, if anything, educators can do to minimize any harmful effects. Carlsson-Paige, N., and Levin, D. (1987). Columbia University, NY: Teachers College Press.

*Transforming Power: Domination, Empowerment, and Education*

Explores the interconnections between the power relations in schools and those in the larger society. Explores the process through which people develop more control over their lives and acquire the skills and dispositions necessary to be critical and effective participants in our society. Kreisberg, S. (1992). Albany, NY: SUNY Press.

## Organizations

### *Aiki Works, Inc.*

Offers experiential workshops for adults and young people in conflict resolution, self-esteem, communication, leadership, and the Aiki Approach to Aikido. PO Box 7845, Aspen, CO 81612; phone: 303-925-7099; or 538 Wintergreen Grove, Victor, NY 14564, phone: 716-924-7302.

### *Alternatives to Violence Project (AVP)*

Quaker-sponsored sister program to CCRC (see below) pursuing similar themes and experiences. Workshops for prisoners and community groups, mainly in New York state, but with a growing national network. 15 Rutherford Place, New York, NY 10003, phone: 212-477-1067.

### *Campfire, Inc. Resource Center*

Formerly Campfire Girls, has recently become co-ed and has peace education as one of its primary interests. 4601 Madison Avenue, Kansas City, MO 64112, phone: 816-756-1950.

### *Center to Prevent Handgun Violence*

Educational materials and programs aimed at adults and children on preventing gun deaths and injuries. Information about children and gun violence, firearm homicide, suicide, unintentional shootings, violence in schools, and conflict resolution. 1225 I Street, Suite 1100, NW, Washington, DC 20005, phone: 202-289-7319.

### *Children's Creative Response to Conflict (CCRC)*

Provides specially designed workshops and activities in which participants experience ways to examine conflict and develop solutions. Box 271, 523 North Broadway, Nyack, NY 10960, phone: 914-358-4601; or 7710 Carroll Avenue, Takoma Park, MD 20912, phone: 301-270-1005.



*Community Board Program*

Develops innovative dispute resolution programs nationally, including a curriculum for elementary school students. Also offers workshops in mediation training for teachers and schools. 1540 Market Street, Suite 490, San Francisco, CA 94102, phone: 415-626-1250.

*Consortium for Peace Research, Education, and Development (COPRED)*

Devoted to networking, catalyzing, and serving persons and institutions interested in scientific study, action, research, and education on problems of peaceful social change and conflict resolution. c/o Center for Conflict Resolution, George Mason University, 4400 University Drive, Fairfax, VA 22030, phone: 703-273-4485.

*Educators for Social Responsibility (ESR)*

National membership organization that focuses on nuclear-age education. Produces curriculum materials and helps schools and school systems across the United States set up comprehensive conflict resolutions programs. 23 Garden Street, Cambridge, MA 02138, phone: 617-492-1764, 800-370-2515.

*Global Education Associates*

Network of persons in 60 countries concerned with world order, human rights, conflict resolution, and other related issues. Offers publications and educational programs. 475 Riverside Drive, Suite 1848, New York, NY 10115, phone: 212-870-3290.

*Global Learning*

Offers workshops on global issues for schools, teachers, and parents, with a focus on conflict resolution, world hunger, and international relations. 1018 Stuyvesant Avenue, Union, NJ 07083, phone: 908-964-1114.

*Grace Contrino Abrams Peace Education Foundation, Inc.*

Produces peace education and conflict resolution material for kindergarten - Grade 12, including audiovisuals. 2627 Biscayne Blvd., Miami, FL 33137-4532, phone: 305-576-5075.

*Kids to Kids International*

A picture-book program in which books created by American children are sent to children around the world. Small packets of drawing supplies are included with each shipment, enabling those receiving the gift to be a giver as well and create a book for others. Free information about the program is available upon request. 1961 Commerce Street, Yorktown Heights, NY 10598, phone: 914-243-0305.

*Martin Luther King, Jr., Center for Social Change*

Offers programs, seminars, and training in nonviolence. 449 Auburn Avenue, NE, Atlanta, GA 30312, phone: 404-524-1956.

*National Association for Mediation in Education (NAME)*

A networking organization for those working in school mediation programs. 205 Hampshire House, Box 33635, University of Massachusetts, Amherst, MA 01003-3635, phone: 413-545-2462.

*National Association of Elementary School Principals (NAESP)*

Sponsors programs for principals, vice principals, and aspiring principals and provides services and publications for parents, teachers, and other adults who work with children. 1615 Duke Street, Alexandria, VA 22314-3483, phone: 703-684-3345.

*National Association of Social Workers*

Offers a brochure that unfolds to a poster as part of its public information campaign to stop violence. 750 First Street, NE, Suite 700, Washington, DC 20002-4241, phone: 202-408-8600.

*National Crime Prevention Council (NCPC)*

Through the McGruff the Crime Dog® campaign, demonstration programs, educational materials, training, licensed products, and the Crime Prevention Coalition, forges nationwide commitment to prevent crime and build safer, more caring communities. 1700 K Street, NW, Second Floor, Washington, DC 20006, phone: 202-466-6272.

*National Institute for Dispute Resolution*

Promotes the development and use of fair, effective, and efficient conflict solution processes and programs locally, nationally, and internationally, and stimulates innovative approaches to the productive resolution of future conflicts. 1726 M Street, NW, Suite 500, Washington, DC 20036-4502, phone: 202-466-4764.

*Resolving Conflict Creatively Program*

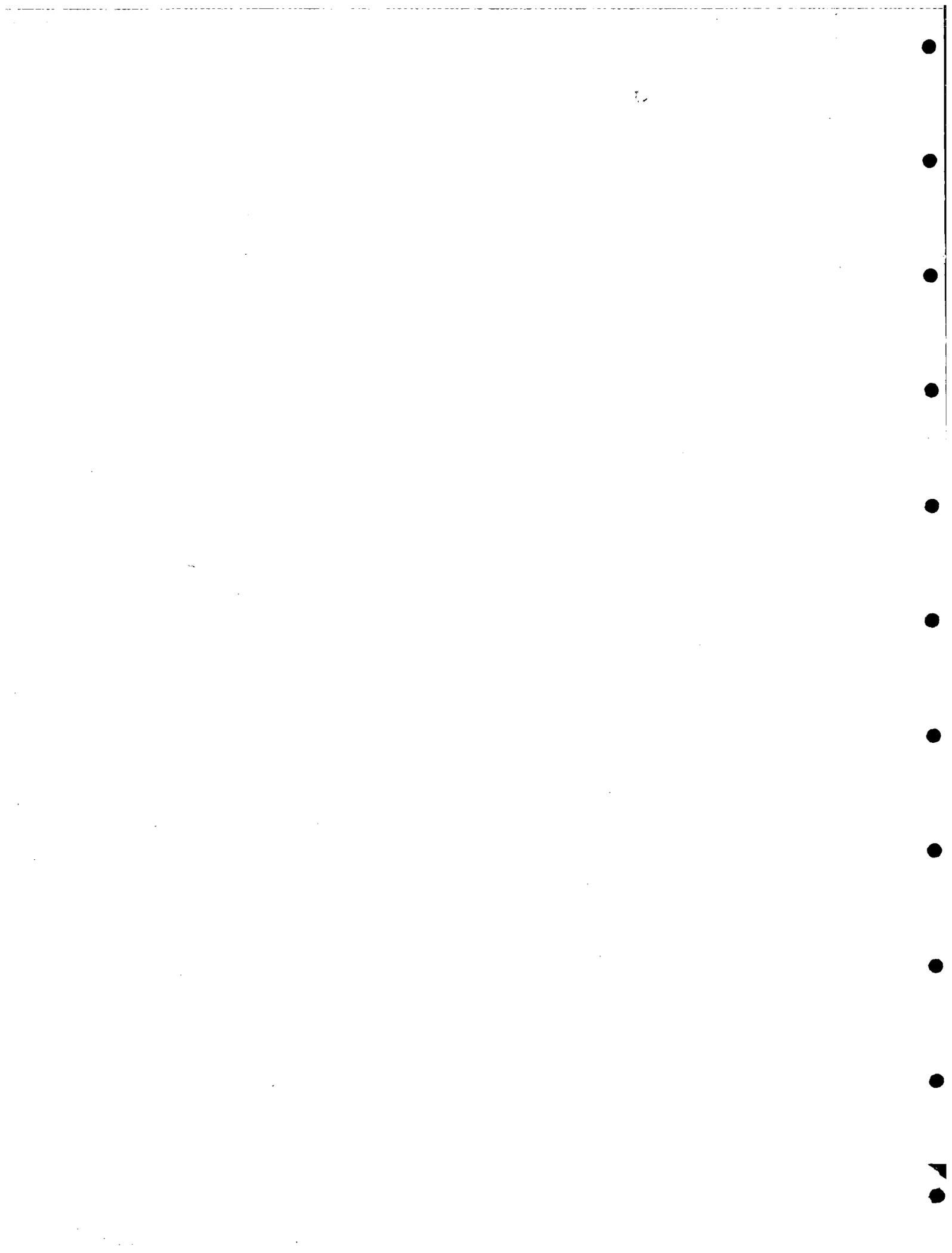
Promotes effective instruction in creative conflict resolution and intergroup relations. 163 Third Avenue, #239, New York, NY 10003, phone: 212-260-6290.

*The Conflict Center*

A peace organization with resources and training available on conflict resolution. 2626 Osceola, Denver, CO 80212, phone: 303-433-4983.

*United States Institute of Peace*

Established by Congress in 1984 to promote international peace and the resolution of conflict. Offers grants to promote scholarship and education on peace and conflict resolution. 1550 M Street, NW, Suite 700, Washington, DC 20005, phone: 202-457-1700.



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**National Crime Prevention Council**

1700 K Street, NW, Second Floor

Washington, DC 20006-3817