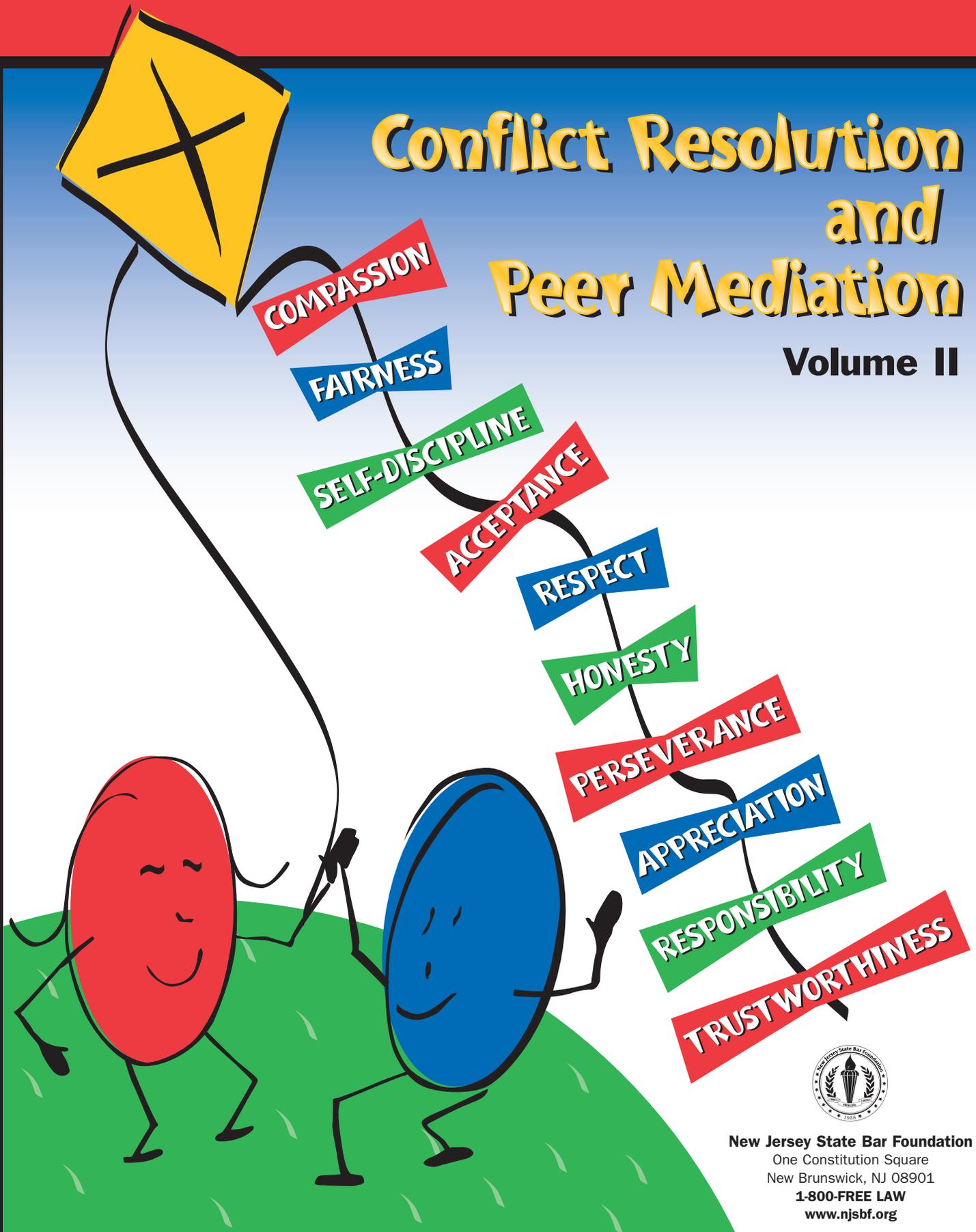


Conflict Resolution and Peer Mediation

Volume II



New Jersey State Bar Foundation
One Constitution Square
New Brunswick, NJ 08901
1-800-FREE LAW
www.njsbf.org

Elementary School Guide

This guide was made possible by funding from the IOLTA Fund of the Bar of New Jersey.

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*This guide was written and developed by the
New Jersey State Bar Foundation's
Conflict Resolution Panel.*

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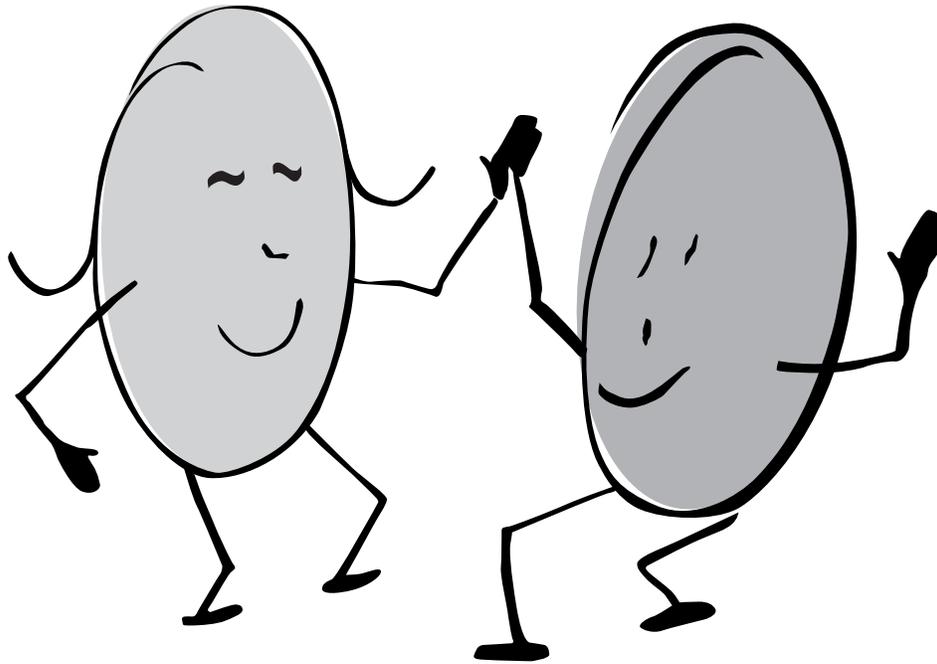
Herb Olsen—North Brunswick Township High School



About the New Jersey State Bar Foundation

Founded in 1958, the New Jersey State Bar Foundation is the educational and philanthropic arm of the New Jersey State Bar Association. The Foundation is committed to providing free law-related education programming for the public. Programs sponsored by the Foundation include seminars on such topics as wills, landlord-tenant matters, divorce, special education, real estate, disability law and health issues. Dedicated to providing programs for children and teachers, the Foundation sponsors mock trial competitions for elementary, middle and high school students, and publishes a legal newspaper for kids titled, *The Legal Eagle*. Other publications published by the Foundation include *Law Points for Senior Citizens*; *Legal Consequences of Substance Abuse*; *AIDS and the Law in New Jersey*; *Disability Law: A Legal Primer* (fourth edition) cosponsored with the Essex County Bar Association; *Students' Rights Handbook*, cosponsored with the American Civil Liberties Union of New Jersey; and *You Have the Right!*, cosponsored with Association for Children of New Jersey. Some of these publications are available in Spanish and all are available in alternative formats for individuals with disabilities.

*For more information or copies of program materials, visit our Web site at www.njsbf.org
or contact the Foundation at 1-800-FREE-LAW.*



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The New Jersey State Bar Foundation's Conflict Resolution Panel has created the following *Conflict Resolution and Peer Mediation Guide, Volume II* for use in your school. This Guide builds on the concepts contained in Volume I, which include "I" messages, active listening, anger management, win/win guidelines and peer mediation. Therefore it is recommended that you use Volume I as a foundation for the teaching of the character education skills contained in this guide. You may obtain Volume I from the Bar Foundation by completing the enclosed form.

In today's school climate, character building and appreciation of differences have become major issues. Volume II provides lessons on cultural awareness, self-esteem, gender equity and **Honoring Each Other** to help create understanding and unity in school communities. These lessons provide the ideal opportunity to integrate conflict resolution and character education. It is recommended that teachers refer to the Glossary and Resource Pages located at the end of this guide to further understand these concepts.

In addition, the Foundation maintains an extensive video library to help teachers. A list of videos highlighting conflict resolution, bullying, substance abuse, appreciating diversity and character building is provided at the end of this book. Videos may be borrowed with a \$50 refundable security deposit.

For additional information about all of the Foundation's law-related education programs and resources for students and teachers, visit us online at www.njsbf.org. You may also write to the New Jersey State Bar Foundation at the New Jersey Law Center, One Constitution Square, New Brunswick, New Jersey 08901-1520 or call 1-800 FREE LAW.

Conflict Resolution Lesson Plans

Objectives:

By the end of this lesson students will be able to:

- Understand how their responses during a conflict can determine the outcome of the situation.
- Role-play making good and bad choices in conflicts.
- Discuss how choices can determine whether the outcome of a conflict is a win/win, win/lose or lose/lose situation.

Materials:

- Chart paper
- Markers
- Win/Win Guidelines (page 9)
- List of Role-plays

Procedure:

1. Ask the students to describe conflicts that children may have at school. Some examples would be conflicts arising from name-calling, having to share materials and being first in line. Chart their responses.
2. Ask two students to volunteer to role-play the following conflict:

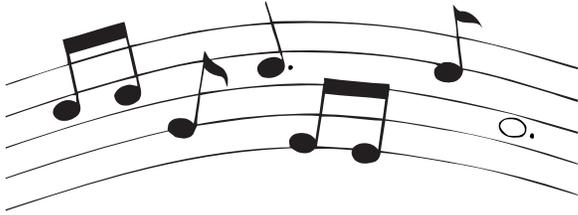
One child is waiting in line to use the water fountain. Another child cuts into the line ahead of the first child.

3. Explain to the class that each child in the conflict had to make a choice as to how they would respond. Discuss the choices made in this conflict. Ask if the choices were good or bad and discuss how each child felt.
4. Say, "When two people have a conflict, it can be resolved in three different ways. If both people still feel upset after they resolved the conflict, it is called a lose/lose solution. If one person feels good about the solution and the other person does not, it is a win/lose solution. What do you think it is called if both people are happy with the solution? Yes, it is a win/win solution."
5. Ask the two students to do the role-play again with a win/win solution. Have the students refer to the Win/Win Guidelines.
6. Explain to the students that they will be doing role-plays with lose/lose and win/win solutions. Divide the class into groups of four and give each group one of the role-plays on the following page. Have two children in each group act out the role-play so that the choices they make cause a lose/lose solution. Have the other two children role-play the same conflict with a win/win outcome. Model this in front of the class first.
7. Have each group demonstrate their role-plays and explain why the choices they made resulted in either a positive or negative outcome.
8. Conclude by emphasizing that whether we realize it or not, we always have a choice as to how we are going to respond to conflicts. The outcome of the conflict depends on the choice we make.

Choices

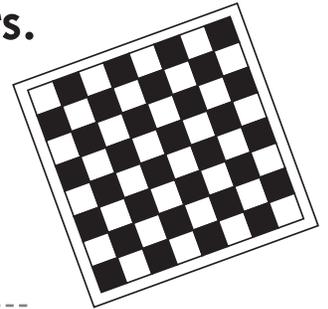
Role-Plays for Making Choices

(Copy and cut into strips. Distribute one strip to each group of students.)



**Two friends are at chorus
and one teases the other about
his or her singing.**

**Two children are playing a game of checkers.
One child keeps telling the other child what
moves to make. The child is getting angry.**



**A child asks his or her friend to go for an ice cream and
the friend says he or she cannot go because he or she has
a dentist appointment. Later the child sees the friend
having ice cream with someone else.**

Role-Plays for Making Choices



A child has his or her science project on his desk. Another child knocks it over by mistake.

During a soccer game a child misses while trying to score a goal. Another child begins making fun of the way he or she plays.



A child is sitting by a friend during lunch. When he or she gets up to get milk, someone takes his or her seat.

Win/Win Guidelines

- 1. Take time for cooling off if needed. Find alternative ways to express anger.**
- 2. Each person states their feelings and the problem as they see it using “I Messages.” No blaming, no name calling, no interrupting.**
- 3. Each person states the problem as the other person sees it.**
- 4. Each person says how they are responsible for the problem.**
- 5. Brainstorm solutions together and choose a solution that satisfies both—a Win/Win solution.**
- 6. Affirm, forgive or thank your partner.**

Objectives:

By the end of this lesson students will be able to:

- Identify a large variety of feelings and have some understanding of each.
- Understand that everyone has feelings.
- Move in the direction of greater self-acceptance.
- Understand that we must choose our actions wisely and with conscience, particularly in the face of anger.

Materials:

- Charts with the following sayings:

*Feelings are neither right nor wrong,
they just are.*

*Notice your feelings and choose
your actions wisely.*

- Large mural paper for a “Feelings Collage”
- Chart paper for brainstorming chart
- Glue, scissors, markers and crayons
- Chalkboard, chalk

NOTE: The day before doing this lesson, assign the following homework: Cut out pictures and words that depict feelings. You can include pictures of things that bring out certain feelings in you (joy, sorrow, dread). These will be used to create a class collage. You can divide this lesson up over two days.

Procedure:

1. Put the class into small groups asking each to brainstorm as many feelings as they can. Allow students to use the dictionary, thesaurus and the pictures/words they have cut out for homework. Each group should compile a list of at least 10 to 15 feelings. Before brainstorming you can do the following brief warm-up:

- You’re going to have a test tomorrow. How do you feel?
- Someone criticizes your outfit in front of the class. How do you feel?
- Your mother says you can stay home from school tomorrow and do anything you want. How do you feel?
- You forgot to bring an important assignment to school. How do you feel?
- You find out you passed a test you thought you had failed. How do you feel?

Allow the class to briefly discuss these feelings and others that arise prior to brainstorming.

2. Now have the groups brainstorm more feelings for 5–10 minutes and then share their lists with the class. Record the feelings they come up with on the brainstorming chart.
3. Next have the class glue the pictures/words they brought in for homework on the large chart paper to create a “Feelings Collage.” Students can write feeling words all over the chart in different colored markers. They can intersperse original drawings as well.
4. Have the class look at the collage when it is completed and list any other feelings they can think of for the brainstorming chart. Discuss.
5. Now show the chart, “Feelings are neither right nor wrong, they just are.” Discuss this idea, reinforcing that all people have feelings and this is what makes us human.
6. Now refer to the chart, “Notice your feelings and choose your actions wisely.” Discuss, emphasizing that we all have the capacity to choose our actions, even in the face of uncomfortable or difficult emotions. Give a personal example.

7. Bring up the idea of anger and how we have to make responsible choices in the face of anger. Talk about how cooling off enables us to put some distance between our feelings and our anger. Remind the class of how important this is if we want to have a peaceful school, home, neighborhood or world. End the lesson by emphasizing that peace starts with each of us, and that one way we can do our part is by choosing our actions wisely.

Homework:

In journals, have the students write about the last time they were engaged in a conflict. Ask them to identify and write about their feelings at the time of the conflict and the resulting actions they took. Next have them write about actions they might choose to take should a similar conflict occur in the future. Tomorrow have the class discuss their journals together.

Objectives:

By the end of this lesson children will:

- Understand how to take a step back from their anger and listen.
- Gain experience role-playing reflective listening in conflict situations.

Materials:

- Role-playing papers (page 15)
- Chalkboard, chalk
- Definition of reflective listening on chart (see below)
- Chart paper, markers

Procedure:

1. On the board, write the words "Reflective Listening." Ask: "What does that mean?" Have students give examples. Discuss.
2. Show definition: *Reflective listening means to listen with an open mind, saying back what you heard.*
3. Demonstrate reflective listening. Say to a child, "Tell me how your day has been so far" (briefly). When the child has done so, look directly at him or her and paraphrase what has been said. When you listen, be sure to do the following:
 - Make good eye contact.
 - Don't interrupt.
 - Don't offer opinions.
 - Paraphrase in your own words what the person has said.
4. Ask the class "What did you notice me doing when I listened to _____?" Try to elicit as many of the elements listed in #3 as possible. List each response on chart paper. Give prompts for those elements the children didn't note.
5. Ask the person you listened to "How did you feel when I listened to you that way?" Discuss.
6. Say, "When we listen to people in the way you just observed, it helps us get along better. Then, if a conflict arises, it is easier to work it out. Let's practice. First we'll try a role-play in non-conflict situations. Then we'll try reflective listening with some pretend conflicts.
7. Go over your chart one more time, making sure the children are clear on the elements of reflective listening.
8. On the board, write "What is your favorite thing to do in school? Why?" Now put the children in pairs and pick a person A and person B. Person A tells person B his or her answer to the question on the board. Person B listens and reflects back what has been said. Now the partners switch, with person B talking and person A listening/reflecting.
9. Discuss the interaction with the class. Say, "Now we'll try the same thing with some conflict situations." Remind the children that it is sometimes easier to start a reflective listening statement with the words, "I heard you say..."
10. Using the conflict "strips" on the next page, distribute four strips per pair of students. Tell the children that one person should give an "I Message" and the other should reflect back what was said for each conflict.
11. Circulate as the children role-play, giving help where needed. After about 10 minutes, stop. Discuss what's been happening and then continue role-plays.
12. Debrief together. Assign homework: Practice reflective listening with someone at school or at home today. Write in your journal about how it felt. Did it help?

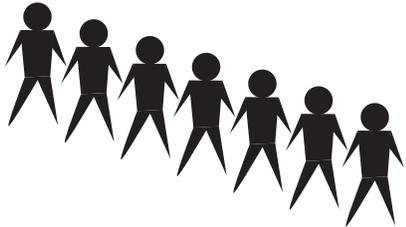
Conflict Role-Plays

(Copy and cut into strips. Distribute four strips to each pair of students.)

Your friend takes the pencil you just dropped on the floor. He or she starts using it and you have no pencil now.



The student behind you on line bumps into you and doesn't say, "Excuse me."



Your mother yells at you because you haven't cleaned your room in a week.

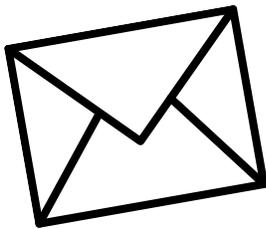


Someone you know is sarcastic to you in front of the class. You feel embarrassed.



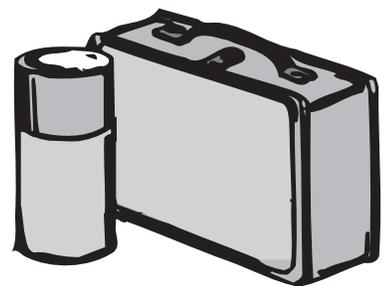
The person you're working with
rips your paper
by mistake.

Your friend says he or she will return your
book in the morning, and he or she
forgets it. You're mad because you really need this book.



Someone you know doesn't invite you
to a party that he or she is having,
but invites all the other kids.

A kid makes fun of you in the lunchroom.
You want to say something to him or her
about it without getting
angry or defensive.



Objectives:

By the end of this lesson students will be able to:

- Work together and have a sense of community in their classroom.
- Recognize their own positive qualities.
- Learn about the positive qualities of their classmates.

Materials:

- A patchwork quilt that has special meaning to you, pictures of a quilting bee, and an example of a paper quilt that the students will be making. (optional)
- Pictures of quilts
- White construction paper that has been cut in squares. The size of the squares will be determined by how big the individual quilts will be. Example, if the students' quilts are to be 12" x 18" they could have eight 4" x 5" squares with an inch border.
- Large paper of various colors to glue the squares onto
- Colored paper for children to draw hands and faces
- Markers
- Scissors
- Colored pencils, crayons or very thin markers
- Glue
- Paper
- Pencils

Procedure:

1. As you hold up a quilt or a picture of a quilt, ask if anyone knows how a quilt is made. Explain that each square on a quilt may have a special

meaning. For instance, the material of one square may have been taken from someone's wedding dress or a favorite outfit. Usually each square is connected to a special memory. Sometimes the design of a quilt has a specific meaning. You may want to discuss how some quilts are made by a group of people who work together to sew one quilt. This is called a quilting bee.

2. Say, "Just as each patch on the quilt is special, so is everyone in this room. Each one of you has unique qualities that make you who you are. For instance, I like to teach. This makes me special. Think about what makes you special."
3. Explain that you would like the children to start by writing some positive qualities about themselves. After five minutes, pair the students and have them share what they wrote. You may want to demonstrate.
4. After the children have had time to share, explain that they will be making their own individual patch quilt using paper. Using the pre-cut squares, have students design pictures illustrating their special qualities. Each square will illustrate a different quality. The children will glue each square on the colored background paper leaving an inch border. Tell them it is important that they take their time drawing each picture. If you have made a paper quilt this would be a good time to show it to them.
5. Make a bulletin board with the quilts. Have the students help each other trace their hands. After cutting them out, position the hands on the bulletin board so it looks like they are holding the quilt. They can draw their faces and attach them above the quilt.
6. It is important that each child has the opportunity to tell about the squares on his or her quilt. Students will recognize their own special qualities and those of other children. You can refer to the quilts as the year progresses.

Self-Esteem

Objectives:

By the end of this lesson students will be able to:

- Understand the meaning of the words “stereotype” and “prejudice.”
- Become more aware of stereotypes and prejudices in our world.
- Gain awareness that stereotyping others and expressing prejudice are negative practices in which we should not indulge.

Materials:

- Story: *Amazing Grace*, by Mary Hoffman (New York: Dial Press 1991.)
- Chalkboard, chalk

Procedure:

1. On the board, write the explanation of stereotypes:

A stereotype is a belief that a certain group of people is all the same and shares identical traits. People who believe in stereotypes don't understand that all people are unique in their own way.

Give the following examples: Some people believe girls aren't as good in sports as boys. Others believe boys aren't as good in writing as girls. Say, “These beliefs simply aren't true. They imply that every girl is a certain way and that every boy is a certain way too.” Discuss.

2. Say, “Some people learn stereotypes and prejudice from their families without ever questioning these faulty beliefs. Can you think of any stereotypes you've read about or heard about?” Discuss. Ask, “Are stereotypes fair?” Discuss.
3. Write the word prejudice on the board. Say, “Prejudice often results from stereotypes. Prejudice is a hatred or intolerance of another race, religion, color, gender or ethnic group. Can you think of any examples of prejudice?” Guide the children to look at the issues of slavery and civil rights. Refer to the work of Martin Luther King.
4. Say, “Peacemakers don't practice prejudice or stereotyping. Do you know why?” Discuss.
5. Tell the children you're going to read them a story that addresses the issue of stereotyping. Say, “At the end of this story I'd like you to tell me what stereotypes were present.”
6. Read *Amazing Grace*. Discuss. Ask what stereotypes the children noticed in the story and how they were addressed. Ask what the lesson of the story was. Ask why all people should be treated as individuals. Discuss.
7. For homework have the children write in their journals about what they now understand about stereotypes and prejudice. Say, “Tomorrow we're going to participate in a day-long activity where we'll be personally involved in these issues.”

Stereotype

Objectives:

By the end of this lesson the children will be able to:

- Understand how stereotypes can create prejudice.
- Understand what it feels like to be stereotyped.
- Understand that we need to accept people we perceive as different, and not judge their differences negatively.

Materials:

- 2" x 2" yellow tags to be worn by half of the class
- 2" x 2" green tags to be worn by half of the class
- Safety pins
- Several pieces of chart paper and markers
- *The Story of Ruby Bridges*, by Robert Coles
- Stereotype sheets

Each member of the green group gets the following stereotype sheet:

*You can't trust people with yellow tags.
They aren't smart and don't tell the truth.
Plus, they have weird hair.*

Each member of the yellow group gets the following stereotype sheet:

*You can't trust people with green tags.
They think they're so smart and they steal.
Plus, they're sloppy looking.*

Procedure:

1. First thing in the morning divide your class into two groups of mixed gender and ethnicity. Try to separate all good friends. Pin the yellow tags on one group, the green tags on the other.
2. Say, "All day long we're going to imagine we have two distinctly different groups in our class. Each group will get a sheet that describes the

stereotypes of the other group. You will not see the papers that tell about your own group. You are going to have the opportunity to see what it's like to live with prejudice. Children in the green group are not allowed to be friends with the children in the yellow group. Don't help each other in any way. All day long I want you to act as though you believe the stereotypes on your sheet. Later today you will get to take off your tags and be friends again, but until then I want you to take this activity very seriously; there's an important lesson in it for you. Any questions?"

3. Have the groups go to opposite ends of the room. Pass out the stereotype sheets. Tell the groups they can gossip about the people in the other group.
4. Say, "Now we're going to go about our usual routines. Pretend you are prejudiced against the other group. Act accordingly."

NOTE: Teach your usual lessons all morning. Try not to stop unless the activity gets out of hand. Have the children go to lunch and recess with their tags on, and encourage them to keep up the simulation. You can either have the children take off their tags and debrief after lunch or at the end of the day.

5. After the children have taken off their tags say, "What was that like for you?" Obtain responses from as many students as possible.
6. Ask, "What did you learn about stereotypes and prejudice?" Discuss. List insights on chart paper.
7. Ask, "How can we help rid the world of prejudice?" List on chart paper.
8. Close by reading *The Story of Ruby Bridges*.
9. Assign homework: Write about your experiences today and what new insights you gained about stereotypes and prejudice.

Objectives:

By the end of this lesson the students will be able to:

- Understand the 10 ways of honoring each other.
- Be aware of how self-esteem impacts on how they relate to others.
- Appreciate the value of honoring each other.
- Make a commitment to integrate these ways into their lives.

Materials:

- Chart paper
- Markers
- Journals for all students. These can be made prior to the lesson or you may have the children make their own.
- Honor poster (included with guide)

Procedure:

This lesson may be adapted to your grade level.

1. Ask, "Does anyone know what the word honor means?" (See Glossary page 35) As the students respond, discuss how a person could honor someone else or themselves.
2. Explain to the class that they will be doing a class activity. Divide the class in half and divide each half into an equal number of small groups. (Example: A class of 24 is divided into two groups of 12. Each group of 12 is divided into groups of three. There will be eight groups in all). One half of the class in their small groups will brainstorm and list on chart paper ways children can honor each other. Ask someone to give an example (i.e., sharing crayons). Explain that the other half will brainstorm and list ways that children dishonor or hurt each other. Again, ask someone for an example (i.e., name calling). Have each group choose a recorder.
3. After a period of time ask each group to highlight what they believe to be the three most important honors and dishonors on their chart papers.
4. Have the students display the charts around the room and have a representative from each group share the three items they highlighted. Stress how the dishonors are hurtful. Discuss with the class.
5. Compare the dishonors and honors from each group. Say, "Did some of the groups have the same dishonors and honors?" Put up the Honor Poster so that all the children can see it. Say, "Who can tell me the title of the poster? Why do you think the title is honor and not dishonor?" Explain that the poster shows 10 ways to honor each other. On chart paper write the 10 honors leaving space to list words/phrases under each honor. As a class, take the three choices from each group and list the items under the appropriate honors. An example would be if one group listed sharing crayons. That could go under the honor "fairness" on the chart paper. How much guidance you give in this activity depends on the age of your students. If possible, display the charts in the room as reminders of how everyone in the class can honor each other.
6. Say, "Today we are going to select one way to honor each other from the poster, and for the next three days we are going to practice it at home and school. We are going to keep journals about how we practiced this way of honoring." (Use your own method of selecting an honor. i.e., class vote, put them in a hat and select one.) Give each child a journal, or if you are going to make them as a project do so now. (The teacher should keep a journal also).

7. Have the students write the selected way to honor each other on the top of the first page. Say, "There will be times in the next three days that you may show ways of honoring and dishonoring a person. Write about those times." You may have to give an example. It is important that you assure the children that it is okay to write about the dishonor time; if people learn to recognize these times, perhaps they will have less times of dishonor and more of honor.
8. Explain to the students that after three days they will share their journals. Then they will select a new way to honor each other from the poster and keep a journal. This will be done for all 10 honors. (Remind the students each day to write in their journals.)
9. The following lesson, Honor Each Other Poster—Part 2, should be done in three days.

Objectives:

By the end of this lesson the students will be able to:

- Share their experiences of practicing the honors.
- See the relationship between the elements and conflict resolution.
- Recognize similarities among themselves, thereby unifying the class.

Materials:

- Student journals
- Chart paper
- Markers

Procedure:

1. Say, “Three days have passed since we talked about the first way to honor each other. I reminded you each day to practice that way of honoring and to write in your journals. I noticed that many of you did this. Today we are going to share our journals.” Divide the class into small cooperative groups of four. Students should bring their journals to the group to share their entries. Remind the students to practice the “honor” as they work in their group.
2. After each group has had sufficient time for discussion, get their attention. Say, “As I walked around I was pleased to see many of you sharing your experiences. There were many examples when you showed the honor. For the next 20 minutes, I want you to develop a role-play that shows this honor. Then each group will perform the role-play.”
3. After the role-plays, highlight items about the honor on chart paper. At this time discuss how showing dishonor toward someone can lead to conflicts. When conflicts occur it is important to use conflict resolution. Stress when people show honor to each other there will be less conflict.
4. Repeat this lesson for each honor, modifying the lesson for your class if needed. You may do other activities besides cooperative groups to debrief what they wrote in their journals. They may have ideas also. It is important to do an activity.
5. Culmination: At the end of the 10 honor lessons, have the students choose one or more of the following projects for a culminating activity. Share the project with the other students in the school.
 - Banner
 - Collage
 - Poem
 - Song
 - Skit
 - Honor Assembly—students plan and create the activities and present them to the school.

Honor

Peer Mediation Lesson Plans

NOTE: This lesson should be used in conjunction with a school-based peer mediation program.

Objectives:

By the end of this lesson the students will be able to:

- Understand the role of the mediator.
- Recognize the value of the mediation process.

Materials:

- Dictionary
- Magic markers
- Chart paper

Procedure:

1. Ask, "How many of you have had a conflict with another person either on the playground, on the way to or from school or at home?" Have the students share some of the conflicts and tell how the conflicts ended. Discuss both the positive and negative outcomes.
2. Say, "Who usually helps when you are having a conflict with another person?" Their answers may be mother or father, paraprofessional, teacher or friend.
3. Say, "At times when two people are having a conflict, it is necessary for a third person to assist in resolving the problem. This person is called a

mediator." Ask someone to find the definition of the word mediator in a dictionary. Discuss together a definition that everyone understands and write it on chart paper.

4. Say, "In our school we want people who are having a conflict to resolve it by using the Win/Win Guidelines (page 9). If two people have tried to resolve the conflict and are having difficulty doing so, then a third person, a mediator, should be asked to help. Why is it important for someone to ask for help?" Some reasons may be that the problem could get worse, the people may become angry, a physical confrontation may occur or the problem will not be resolved.
5. Explain that a group of students in their school have been trained to be peer mediators. Say, "Teachers, the principal, and paraprofessionals are encouraging students who cannot resolve a problem by themselves to ask the mediators for assistance. These mediators want to help other students. They will not judge or get people in trouble. It is very important that you know who the mediators are and what occurs when you go to them for help. Tomorrow a few mediators will come to our classroom to explain and answer questions about what they do."
6. Have the students work in pairs to write questions they would like to ask the mediators.

Peer-Mediation

NOTE: It is important that the mediation advisor meets with the school's mediators to plan a presentation prior to this lesson. Their main function will be to help the students understand the mediation process. Make sure the mediators cover the following:

- *Explain the mediation process. They should use the Win/Win Guidelines (page 9) and The Basic Elements of the Mediation Process (page 33).*
- *Demonstrate a mediation. There should be four role players—two to be the disputants and two to be the mediators. As the mediators demonstrate the role-play they should explain each step of the process.*
- *State the role of mediators: to assist the children in resolving the conflict and guide the children in the conflict to decide their own solutions.*
- *Make a statement concerning the confidentiality of a mediation.*
- *Explain how students can locate a mediator. (This may vary in schools.)*

Objectives:

By the end of this lesson the students will be able to:

- Understand their role and the mediator's role in the mediation process.
- Understand how using the mediation process will help them resolve their conflicts.
- Learn how to locate a mediator when they need help resolving a conflict.

Materials:

- *Win/Win Guidelines (page 9)*
- *A copy of *The Basic Elements of the Mediation Process* (page 33). Depending on the age of the students you may want to give each student a copy.*

Procedure:

1. Say, "Today four of the school's mediators have come to our classroom. They are here to explain their roles as mediators and how they can help you resolve your conflicts. The mediators will explain the mediation process. Please give them your attention. There will be time to ask questions." Have the mediators introduce themselves and give their presentation.
2. Have the students ask the questions they wrote in the previous lesson, "Introducing Peer Mediation to Students—First Day Lesson."
3. End with the mediators sharing why they have chosen to be mediators. They may also speak about why mediation is important, how it has helped them, and how it will help the school if all students use conflict resolution and mediation.

Peer-Mediation

Many professionals use a variety of mediation programs and styles each day. Although the terms may be different, the basic elements are the same. The elements of the basic mediation process are:

First Step: Gain the Cooperation of the Disputants

Agreement by both disputants to solve the conflict.

Cooling off period.

Second Step: Introduce the Ground Rules

- 1. Treat each other with respect; no blaming or put-downs.**
- 2. Attack the problem, not the person.**
- 3. Wait for your turn to speak; no interrupting.**
- 4. Work together toward a fair solution.**
- 5. Tell the truth.**

Third Step: Mediating with the Win/Win Guidelines

- 1. Cool Off.**
- 2. Each person states their feelings and the problem using "I Messages."**
- 3. Each person states the problem as the other person sees it.**
- 4. Each person says how they are responsible for the problem.**
- 5. Brainstorm solutions together and agree on a solution that satisfies both people.**
- 6. Affirm, forgive or thank each other.**

- Acceptance:** an appreciation and understanding of self and others
- Active Listening:** using nonverbal behaviors such as tone of voice, eye contact and gestures to indicate understanding
- Appreciation:** valuing a person or concept
- Avoidance:** keeping away; staying clear
- Bias:** prejudiced outlook
- Brainstorming:** a process for helping disputants create options without judgment
- Choice:** option or selection; power of deciding
- Clarification:** making clearer or easier to understand
- Communication:** expressing thoughts, feelings and actions so they are understandable
- Compassion:** attending to the concerns of others
- Compromise:** a settlement of differences in which each side makes concessions
- Confidential:** private; not communicated to others
- Conflict:** controversy or disagreement
- Confrontation:** to challenge or oppose openly
- Consequence:** that which logically or naturally follows an action
- Cooperation:** working toward a common end or purpose
- Culture:** the totality of characteristics that make members of a particular group similar to one another
- Difference:** dissimilar or diverse
- Disagreement:** a difference of opinion
- Discrimination:** an act based on prejudice
- Disputant:** one engaged in a disagreement or conflict
- Diversity:** differences among people
- Emotion:** a feeling (for example: joy, sorrow, reverence, hate, love)
- Empathy:** sensitivity to the feelings, thoughts and actions of others; compassion
- Escalation:** increasing or intensifying
- Ethnic:** relating to large groups of people classed according to common racial, national or cultural identity
- Fairness:** behaving in an appropriate and equitable manner under given circumstances
- Honesty:** telling the truth; acting in a truthful manner
- Honor:** showing respect and esteem toward others
- Mediation:** a process in which a neutral third person (mediator) facilitates communication between or among conflicting parties
- Peer mediation:** a process used in schools where trained student mediators help other students resolve their conflicts
- Perseverance:** continuously working toward a goal even in the face of opposition
- Reconciliation:** re-establishing a relationship
- Resolution:** a course of action taken to solve a conflict
- Respect:** to feel or show esteem for; to honor
- Responsibility:** personal accountability or the ability to act without guidance
- Self-discipline:** managing one's actions and emotions
- Summary:** a brief restatement
- Trustworthiness:** worthy of the confidence of others; being dependable
- Value:** a principle, standard or quality
- Violence:** the abusive or unjust exercise of power; physical force exerted for the purpose of violating, damaging or abusing

Additional Resources

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- Charney, Ruth. *Teaching Children to Care*. Northeast Foundation for Children, Greenfield, MA, 1992.
- Delisle, Deb and Jim Delisle. *Growing Good Kids*. Free Spirit Publishing, Inc., Minneapolis, MN, 1996.
- Drew, Naomi. *Learning the Skills of Peacemaking*, Jalmar Press, 1995. Pro-Ed., Inc. 1-800-897-3202
- Drew, Naomi. *The Peaceful Classroom in Action*, Jalmar Press, 1999.
- Drew, Naomi. *Peaceful Parents, Peaceful Kids, Practical Ways to Create a Calm and Happy Home*, Kensington Parenthood, 2000.
- Dotson, Anne and Karen Dotson. *Teaching Character*. Character Development Group, Chapel Hill, NC, 1997.
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- Duran, Maureen. *Kids with Character*. Center of Youth Issues, Inc., Chattanooga, TN, 1995.
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- Eggert, Leona. *Anger Management for Youth: Stemming Aggression and Violence*, Solution Tree, Bloomington, Indiana, 1994. 800-733-6786.
- Falon, Janet. *The Gender Respect Workbook*. Childsworld/Childsplay, Plainview, NY, 1998.
- Fisher, Roger and William Ury. *Getting to Yes*, Houghton Mifflin, 1981. How to get behind the positions people take and address the real needs and interests of all.
- Gust, John and J. Meghan McChesney. *Appreciating Differences*. Teaching and Learning Company, Carthage, IL, 1995.
- Katz, Neil and John Lawyer. *Communication and Conflict Resolution Skills*, Kendall/Hunt, 1985. Workbook on communication skills to resolve conflict; includes many practice exercises.
- Kochman, Thomas. *Black and White Styles in Conflict*, Univ. of Chicago Press, 1981. Explores cultural differences in communication and conflict styles that lead to misunderstandings between U.S. race and class groups.
- Knoblock, Kathleen. *Character Education Grades K-2*. Instructional Fair, Grand Rapids, MI, 1997.
- Kreidler, William J. and Lisa Furlong. *Adventures in Peacemaking*. Educators for Social Responsibility, Cambridge, MA, 1995.
- Peck, M. Scott. *The Different Drum: Community Making and Peace*, Simon & Schuster, 1987. What is community, really? What does it demand of us? How do we create it?
- Porro, Barbara. *Talk It Out*. Association for Supervision and Curriculum Development, Alexandria, VA, 1996.
- Tannen, Deborah. *You Just Don't Understand!*, 1990. Analyzes problems caused by communication style differences between men and women.
- Vincent, Philip Fitch. *Developing Character in Students (A Primer)*. Character Development Publishing, Chapel Hill, NC, 1999.

Association for Conflict Resolution (ACR)

1015 18th Street, NW, Suite 1150
 Washington, DC 20036
 202-464-9700; www.acrnet.org

ACR was launched in January 2001, when the Academy of Family Mediators (AFM), the Conflict Resolution Education Network (CREnet) and the Society of Professionals in Dispute Resolution (SPIDR) merged into one organization with the support of the Hewlett Foundation, creating a unified voice for the field of conflict resolution and avoiding the duplication of efforts of three separate organizations. ACR is a professional organization dedicated to enhancing the practice and public understanding of conflict resolution. Representing a diverse national and international audience, ACR represents more than 6,000 mediators, arbitrators, facilitators, educators and others involved in the field of conflict resolution and collaborative decision-making.

American Bar Association Section on Dispute Resolution

740 15th Street, NW
 Washington, DC 20005-1009
 202-662-1000; www.abanet.org/dispute

Clearinghouse of information on alternative resolution and law. Sponsors periodic conferences and publications.

Creative Response to Conflict

Box 271
 521 N. Broadway
 Nyack, NY 10960
 845-353-1796; www.crc-ny.org

Creative Response to Conflict, Inc. (CRC) empowers children and adults by teaching them the skills needed to find non-violent and creative solutions to conflict. CRC seeks to reduce violence in our homes, schools and communities by offering conflict resolution workshops in cooperation, communication, affirmation, bias awareness, mediation and creative problem-solving.

Committee for Children

568 First Avenue South, Suite 600
 Seattle, WA 98104-2804
 1-800-634-4449 ext. 6211
www.cfchildren.org

Committee for Children is a non-profit organization providing educational materials, training, community education and original research for the prevention of child abuse and youth violence.

Community Boards

3130 24th Street
 San Francisco, CA 94110
 415-920-3820
 Fax: 415-626-0595
charityadvantage/communityboards/homeApril.asp

The Community Board Program is a non-profit organization that helps develop school-based and community conflict resolution programs in the United States and internationally. These programs include peer mediation and broader conflict resolution approaches for schools and school districts, municipalities, juvenile facilities, universities, agencies and organizations and Native American tribes.

Educators for Social Responsibility

23 Garden Street
 Cambridge, MA 02938
 1-800-370-2515

ESR's largest program, the Resolving Conflict Creatively Program (RCCP), is a comprehensive, K-12 school-based program in conflict resolution and intergroup relations that provides a model for preventing violence and creating caring learning communities. RCCP serves 375 schools in the United States and has been cited as one of the most successful programs of its kind in the country.

Solution Tree

304 West Kirkwood Avenue
Bloomington, Indiana 47404
1-800-733-6786

Northeast Foundation for Children (NEFC)

85 Avenue A, Suite 204
P.O. Box 718
Turners Falls, MA 01376
800-360-6332
Fax: 877-206-3952
www.responsiveclassroom.org
info@responsiveclassroom.org

The Northeast Foundation for Children (NEFC) is a nonprofit educational organization dedicated to the improvement of K-8 teaching. NEFC focuses on schools as respectful learning communities where educators honor the social context of learning and use knowledge of students' development to inform all decisions. From that vision, an approach to teaching and learning, called The Responsive Classroom, has grown and now forms the basis of NEFC's work with teachers from hundreds of schools around the country.

Peace Education Foundation

1900 Biscayne Boulevard
Miami, FL 33132
305-576-5075

The Peace Education Foundation (PEF) is a non-profit educational organization established in 1980. The PEF's mission is to educate children and adults in the dynamics of conflict and to promote peacemaking skills in homes, schools and communities throughout the world. The mission is served by providing educational materials, training and innovative programming that make non-violent conflict resolution not merely a passing interest or fad, but a lifestyle.

Teaching Tolerance

Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
334-956-8200

Teaching tolerance is a national education project dedicated to helping teachers foster equity, respect and understanding in the classroom and beyond.

The New Jersey State Bar Foundation maintains a free videotape loan library on a wide variety of law-related topics. The Foundation lends its more than 200 videotapes to individuals, schools, community groups and senior citizen centers in New Jersey. This library is made possible by funding from the IOLTA Fund of the Bar of New Jersey.

There is no charge to borrow the videotapes, however, a \$50 refundable security deposit check, made payable to the New Jersey State Bar Foundation, is required for each videotape. Requests to borrow videotapes, which are loaned for a period of two weeks, must be made in writing. Address your request to: Video Loan Library, New Jersey State Bar Foundation, One Constitution Square, New Brunswick, New Jersey 08901-1520.

The following list contains tapes relevant to conflict resolution, drugs and substance abuse, tolerance issues and violence prevention as well as videos geared specifically for teachers. For a complete list of other videos available visit our Web site at www.njsbf.org or contact the Foundation at 1-800-FREE-LAW.

Bullying

All About Respect (grades 5–8) This video provides a hands-on workshop designed to help students think critically about the role of respect in their lives, encouraging young teens to not only give respect to others, but earn it for themselves. (28 minutes)

Broken Toy (grades 4–6) This video tells the story of Raymond, a 12-year-old boy who is constantly picked on by his classmates. The “bullies” see nothing wrong with what they do until they go too far. (25 minutes)

Bullying at School: Strategies for Prevention (staff development) This video is designed to help administrators and teachers explore ways for creating a school culture and climate in which bullying is not allowed and all children feel safe.

Bully No More: Stopping the Abuse (grades K–8) Host Ruby Unger talks with a wide range of kids who discuss how to keep from being a target of bullies; how to stop bullies and get them help; and what to do if you’re a witness to bullying. Animation and humor are used to illustrate the teaching points while role-playing examples demonstrate “win-win” techniques for handling bullies. (20 minutes)

Don’t Call Me Names (grades K–2) This program uses vignettes to highlight the reasons behind name-calling, the effect it has on others and how children can be more assertive and stop others from calling them names. (15 minutes)

Don’t Pick on Me (grades 5–9) This program examines the dynamics behind teasing and being teased, and models effective responses to being harassed. The video challenges viewers to explore the issue of peer cruelty through thought-provoking discussion questions (21 minutes)

Gossiping, Taunting, Bullying: It’s All Harassment (grades 5–9) This program presents vignettes that show teens what behaviors constitute harassment. Real students talk about their own experiences dealing with harassment. (22 minutes)

Joey (grades 5–12) This story is a powerful statement on the bullying problem and the consequences this behavior has on all involved. The video chronicles the life of Joey, a young boy who is harassed by his peers wherever he goes until finally, out of desperation, he attempts suicide, alerting his parents to the problem. (32 minutes)

How I Learned Not to Be Bullied (grades 2–4) Presenting two children’s first-person accounts of their success in learning not to be bullied, this program helps students understand how their behavior and attitudes affect how others treat them. (14 minutes)

Names Can Really Hurt Us (grades 6–12) In this video, teenagers will come face-to-face with the issues of prejudice and stereotyping as they watch students in an ethnically diverse school talk about their own bigotry and reveal painful experiences as victims. These revelations lead to healing, self-confidence and the courage to challenge bigots and bullies. (24 minutes)

Put Yourself in Someone Else's Shoes (grades 2–4) Open-ended scenarios prompt classroom discussion about the important issue of empathy in this video. The video shows that empathetic kids bring sensitivity to their interactions with others, and can more readily resolve conflicts. (16 minutes)

Sticks and Stones (grades K–3) The theme of this video is about name-calling and the reaction of the victim. In the story, several older children make fun of Cat-a-lion by calling him names. Cat-a-lion feels hurt and powerless and reacts by calling another classmate names. (15 minutes)

Suppose That Was Me (grades 5–8) This program asks viewers to think about and discuss how they would feel if they were made a target by other students. The video shows short, open-ended scenarios that students will easily relate to. (18 minutes)

What Do You See: Giving Stereotypes a Second Look (grades 7–12) This video addresses the problem of stereotyping and the pain it creates for those in the stereotyped group. The program challenges students to take a second look and discover what others are all about instead of stereotyping them. (28 minutes)

What It's Like to Be Different (grades 2–4) In this video, four true-to-life scenarios reveal how a personal attribute or opinion can make youngsters the target of teasing, putdowns, and ridicule. Questions that prompt discussion about feelings and encourage the celebration of differences follow each vignette. (14 minutes)

What We Learned About Bullying (grades 2–4) In this program, real kids speak about how it felt to be a bully and victims of bullying openly discuss how they felt when they were bullied. The victims detail strategies that empowered them to handle bullies without becoming one themselves. (16 minutes)

Conflict Resolution

Anger, Violence and You: Taking Control (grades 7–12) Probing the reasons people get angry, this video helps students understand this natural emotion. The program examines how violence results when anger is not addressed, and asks a series of questions to help students realize that while they can't change others, they do have the power to change their own angry behavior. Shows viewers how to let out their anger in a healthy way, and presents 10 steps to resolving conflict that can help them stay in control. (42 minutes)

Getting Better at Getting Along: Conflict Resolution (grades 2–4) This video shows kids that when they express themselves clearly and listen carefully, they improve their ability to solve problems, take greater responsibility for themselves, and get better at getting along, in and out of school. (16 minutes)

I Get So Mad—(grades K–2) When young children get angry, their strong feelings can propel them into inappropriate or destructive behavior. This program makes kids aware that anger is a natural emotion everyone experiences at times. Showing them that it's not the getting angry that counts, but what they decide to do about it, the video offers easy ways to cope. (13 minutes)

Increase the Peace: Conflict Resolution (grades 7–12) Shot in a city setting with streetwise kids, and using scenarios and language viewers will recognize as straight out of their own lives, this program teaches specific, easy-to-learn skills and effective strategies for conflict resolution. (32 minutes)

Student Workshop: Anger-Management Skills (grades 7–12) This hands-on workshop teaches the anger-management skills that enable teens to get along better with friends, family and authority figures. The program uses an MTV-style format to help students discover the things that trigger their anger and understand the consequences of angry behavior. (40 minutes)

We Can Work It Out: Conflict Resolution (grades K–2) This program teaches young students age-appropriate strategies for resolving conflicts. Shows how asking questions, listening, and thinking of ways to do things differently can provide solutions. Using scenarios and a storyteller to emphasize the points made helps viewers get better at getting along. (11 minutes)

Working It Out: Conflict Resolution (grades 5–9) Introducing pre-teens and young teens to conflict resolution, this video shows students how good communication skills and mediation can turn conflict into a positive experience, build self-esteem, and improve relationships. (28 minutes)

Drugs and Substance Abuse

Cartoon All-Stars to the Rescue (grades 1–3) Designed to help young children recognize and understand the dangers of drug and alcohol abuse. This videotape is produced by Buena Vista Home Videos and is available in English and Spanish. (30 minutes)

Fast Forward Future—A drug abuse prevention video adventure for elementary schools featuring Richard Kiley. This three-part video with teacher's guide is produced by the Weston Woods Institute. (62 minutes)

Introduction to D.A.R.E. (Drug Abuse Resistance Education)—Narrated by William Conrad. Geared to middle school students, this tape explains the benefits of having a D.A.R.E. Program in your school. Teaches students how to resist peer pressure and demonstrates techniques on how to say no. (15 minutes)

Straight Talk at Ya—Hosted by Kirk Cameron, this film uses dramatizations and animation to illustrate the realities and misconceptions about drug use. Cameron offers advice about how to avoid drugs and alcohol and how to deal with teen problems without the use of drugs. For a middle school audience. Told in three 15-minute parts. (45 minutes)

For Teachers

Avoiding Conflict: Dispute Resolution Without Violence—This program details ways of stemming the rising tide of aggression in our schools and playgrounds, our streets and homes. It shows ordinary problems that can ignite into violence, and how those problems can be resolved peacefully. The program focuses not on the problems but on the solutions as it highlights anti-violence programs that have made a difference by teaching dispute resolution, avoiding conflict, solving problems nonviolently and averting domestic and street violence. (47 minutes)

Campus Combat Zone—In this video, Officer Jim Corbin, Director of the National Association of School Resource Officers, explains how weapons affect the quality of education, and what teachers can do to combat the trend. Legal experts explain search and seizure laws within the context of Fourth Amendment rights. Topics covered include school security, the psychology of violence and how teachers can reinforce positive attitudes that discourage criminal behavior and promote student cooperation. (23 minutes)

Tolerance Issues

A Class Divided (grades 6–12) A follow-up to Iowa teacher Jane Elliott's original experiment where she taught her third-graders about the effects of prejudice by dividing the class on the basis of eye color. In this PBS Frontline documentary, filmed 15 years later, she meets with some of her former students to analyze the experiment and its impact on their lives. (60 minutes)

Beyond Hate (2-part series) (grades 9–12) In these two programs, Bill Moyers attempts to take us beyond hate by exploring its origins and dimensions through the eyes of world leaders, human rights activists, Arabs and Israelis, high school students, youth gangs, and an American white supremacist group.

The Heart of Hatred—This program features conversations with a variety of people who have explored the heart of hatred. A Los Angeles gang member uses hate as a survival weapon. White supremacist leader Tom Metzger defends his policies of hate both in a court of law and in interviews. A former Israeli soldier tells how he disguised himself as a Palestinian to better understand the source of his own hatred. High school students in Bensonhurst, New York discuss the beating death of a black youth in their neighborhood, and Myrlie Evers, wife of assassinated civil rights leader Medgar Evers, talks about her own triumph over hate after her husband's untimely death. A man who physically abused his wife is presented as an example of people who act hatefully when their identity and self-esteem are threatened. (52 minutes)

Learning to Hate—In this program, Moyers focuses on how children learn to hate, and how attitudes toward hatred differ from culture to culture. A youth of Arab-Israeli descent becomes friends with a young Orthodox Jew at an international training center that teaches youngsters the tools for dialogue and understanding. High school students in Bensonhurst analyze the origins of hatred against gays. In Washington, D.C., a Holocaust survivor teaches children how stereotyping breeds hatred, and how that hatred can lead to persecution. Jimmy Carter, Nelson Mandela, Elie Wiesel, Vaclav Havel, Li Lu, and Northern Ireland peace activist Mairead Corrigan Maguire share their own experiences with hatred and discuss the resolve that helped them deal with it. (39 minutes)

Crimes of Hate (grades 6–12) In an era when bias crimes are increasing in frequency and intensity, this documentary reveals the twisted thinking of perpetrators, the anguish of their victims, and how law enforcement deals with these crimes. The video consists of an overview of hate crimes in three segments—the crime of racism, the crime of anti-Semitism, and the crime of gay bashing. (27 minutes)

Everybody's Different (grades K–2) Young children are sometimes uncomfortable with being different. This song-filled video helps them accept and enjoy the diversity around them, depicting the various ways in which people are different: color, shape, size, skills, food, or clothes. Focusing on three areas of diversity: skill levels, ethnic backgrounds, and physical challenges, the program illustrates how young people can deal graciously with unfamiliar diversities. (14 minutes)

Eye of the Storm (grades 6–12) Iowa teacher, Jane Elliott, conducts an eye-opening test of prejudice in her classroom. In a two-day experiment, third-graders are separated into "superior" blue-eyed children and "inferior" brown-eyed children. On the second day, the roles are reversed. This documentary explores the behavioral effects, attitudes, and classroom performance of the children as they suffer from the segregation, discrimination, and prejudice of the experiment. (25 minutes)

Heil Hitler: Confessions of a Hitler Youth (grades 7–12) Alfons Heck, one of the millions of impressionable German children, recalls in this video how he became a high-ranking member of the Hitler Youth Movement. While all societies try to influence their youth to follow their values, what makes things go out of control? Students will be encouraged by this video to think more critically about the dangers to society from pressures to conform. Archival footage depicting Nazi violence may be upsetting to some viewers. (30 minutes)

No More Teasing (grades 2–4) This video presents effective strategies that kids can use to protect themselves against teasing or bullying. With the help of the “No More Teasing Team”—peer hosts who introduce common teasing situations and offer solutions—the program shows how students can change their own behavior to lessen the impact of teasing or bullying. (14 minutes)

The Truth About Hate (grades 6–12) Hosted by Leeza Gibbons, this program explores the origins of hate through the eyes of today’s teenagers as they come face-to-face with their own racism, ethnic bigotry, religious hatred, and sexual discrimination. (32 minutes)

What’s Hate All About (grades 7–12) This video helps young people understand the dynamics underpinning this most dangerous of human emotions. Using an MTV-style format, the program examines through the personal stories of real teens the many reasons people hate and the stereotypes that hate fosters. The program helps students recognize their own negative feelings toward others, and shows them that they can make a difference by speaking out against hate in all its varied forms. (24 minutes)

Whitewash: Building Racial Harmony (grades 3–6) This moving drama helps raise the subject of racism and hate crimes. Using music, believable dialogue, and interesting animation, this video tells the true story of Helene Angel, who was attacked and had her face spray painted white while walking home in the Bronx in 1992. Traumatized, Helene goes into hiding, but overcomes her fear with the help of her grandmother, teacher, and schoolmates. The video shows the power of love, courage, community and friendship to overcome hate, and delivers an inspiring message. (20 minutes)

Name _____

School/Organization _____

Address _____

City _____ NJ Zip _____

Phone (_____) _____

All of the following publications are free of charge. You may order online at www.njsbf.org. Orders may also be mailed or faxed to:

New Jersey State Bar Foundation

New Jersey Law Center
 One Constitution Square
 New Brunswick, NJ 08901
 Fax: (732) 828-0034

- _____ *Bill of Rights Bulletin* (grades 3–8)—This newsletter is packed with informative articles on the Bill of Rights as well as puzzles. (Please order one copy for each student.)
- _____ *Conflict Resolution Poster*—(Limit one poster per classroom.) If you order Volume I guides, you automatically get a poster with them. Only check this item if you are ordering posters without books.
- _____ *Conflict Resolution and Peer Mediation Guides for Teachers* Volume I—elementary (grades K–5)
- _____ *Conflict Resolution and Peer Mediation Guides for Teachers* Volume I—middle (grades 6–8)
- _____ *Conflict Resolution and Peer Mediation Guides for Teachers* Volume I—high school (grades 9–12)
- _____ *Conflict Resolution “Honor Each Other” POSTER*—(Limit one poster per classroom.) If you order Volume II guides, you automatically get a poster with each guide. Only check this item if you are ordering posters without books.
- _____ *Conflict Resolution and Peer Mediation Guides for Teachers* Volume II—elementary school (grades K–5)
- _____ *Conflict Resolution and Peer Mediation Guides for Teachers* Volume II—middle/high school (grades 6–12)
- _____ *Constitutionally New Jersey* (grades 3–8)—This newsletter is a companion piece to the *Bill of Rights Bulletin* that focuses exclusively on the New Jersey Constitution. (Please order one copy for each student.)
- _____ *Historical Documents of New Jersey and the United States* (grades 4–12)
- _____ *Legal Consequences of Substance Abuse* (grades 4–12)
 English Spanish
- _____ *The Legal Eagle*—a legal newspaper for grades 5–8. (Specify number of copies required.) If you have ordered *The Legal Eagle* in the past, you are in our subscription database and will receive the publication. **Please do not re-order.**
- _____ *Mini-Court*—third edition. Mock trial lesson plans for grades K–2.
- _____ *Mock Trial Exercises for Grades 7 and 8—Law Adventure* winning cases.
- _____ *Mock Trial Exercises for Grades 3–6—Law Fair* winning cases.
- _____ *Respect*, a newsletter about law and diversity—a newsletter for middle and high school students highlighting issues of tolerance and diversity. (Specify number of copies required). If you have ordered *Respect* in the past, you are in our subscription database and will receive the publication. **Please do not re-order.**
- _____ Speakers Bureau Request Form
- _____ *Students’ Rights Handbook* (grades 6–12) Written by the American Civil Liberties Union of New Jersey, this booklet addresses the responsibilities and rights affecting students in school today.
- _____ Video Loan Library List
- _____ *Working it Out Brochure: A Violence Prevention Program Focusing on Conflict Resolution and Peer Mediation.* This brochure provides an overview of the Foundation’s Conflict Resolution Program. (grades K–12)
- _____ *You Have the Right!* (grades 6–12)—Written by the Association for Children of New Jersey, this booklet addresses the rights of young people in a number of different areas including the courts, the family, out-of-home placements, school, and much more.



New Jersey State Bar Foundation

One Constitution Square New Brunswick, NJ 08901

1-800-FREE LAW **www.njsbf.org**

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