

# Conflict Resolution and Peer Mediation

Volume II



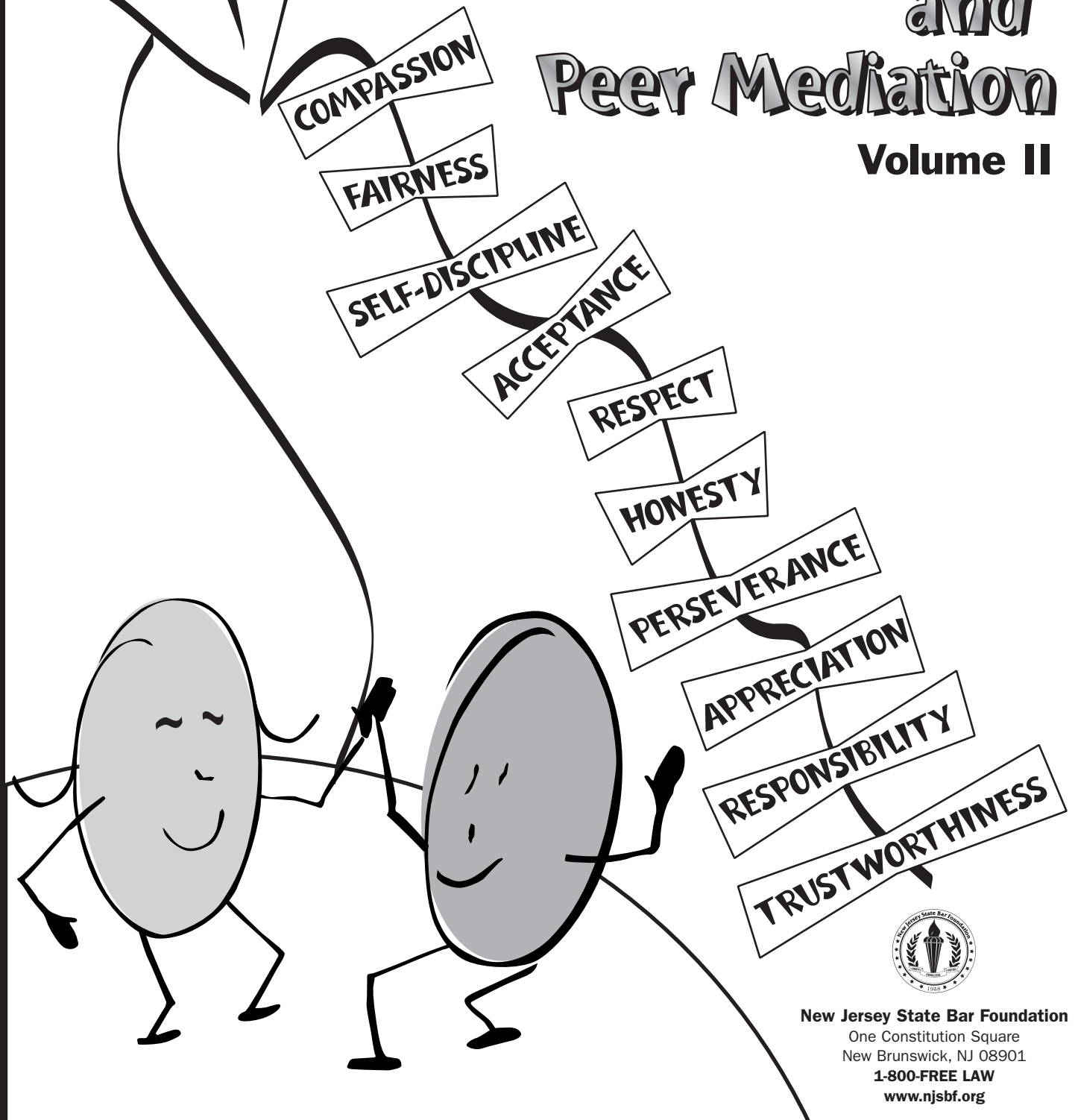
New Jersey State Bar Foundation  
One Constitution Square  
New Brunswick, NJ 08901  
1-800-FREE LAW  
[www.njsbf.org](http://www.njsbf.org)

## Middle and High School Guide

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

# 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](http://www.njsbf.org)

## Middle and High School Guide

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

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

## **New Jersey State Bar Foundation Conflict Resolution Panel Members:**

*Barbara DeVictor—Constable School, Kendall Park*

*Naomi Drew—author/speaker, Lawrenceville*

*Paula Eisen—Carl Sandburg Middle School, Old Bridge*

*Dr. Barbara Nagle—Montclair State University*

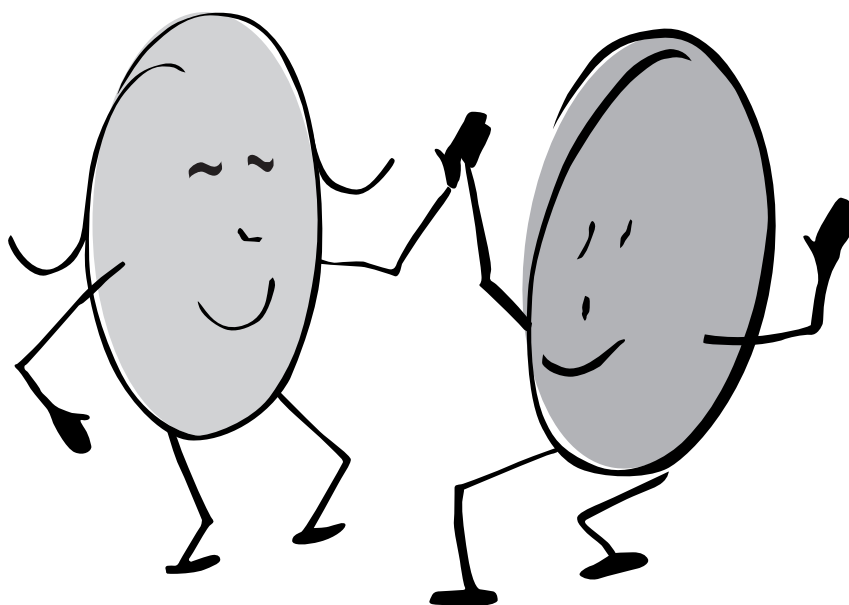
*Herb Olsen—North Brunswick Township High School*



### **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](http://www.njsbf.org)  
or contact the Foundation at 1-800-FREE-LAW.*



Introduction . . . . .	2
Introduction to Developing Cultural Awareness . . . . .	3
Lesson 1: Cultural Characteristics . . . . .	5
Lesson 2: Cultural Groups . . . . .	7
Lesson 3: Cultural Understanding “isms” . . . . .	11
Introduction to Self-Esteem Lesson . . . . .	13
Lesson 4: Self-Esteem . . . . .	15
Introduction to Feelings Lesson . . . . .	17
Lesson 5: Feelings . . . . .	19
Introduction to Gender Equity Lesson . . . . .	21
Lesson 6: Gender Equity . . . . .	23
Introduction to Honor Each Other Poster Lesson . . . . .	25
Lesson 7: Honor Each Other Poster—Part 1 . . . . .	27
Lesson 8: Honor Each Other Poster—Part 2 . . . . .	29
Introduction to Mediation Lesson . . . . .	31
Lesson 9: Mediation Network . . . . .	33
Graphic Organizers . . . . .	35
Glossary . . . . .	41
Resources . . . . .	42
National Organizations . . . . .	47
Video Loan Library . . . . .	49
New Jersey State Bar Foundation Order Form . . . . .	55

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](http://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.

An exploration of cultural issues will aid in conflict resolution. One must consider the diverse backgrounds of those in conflict, which may include race, religion, ethnicity and socio-economic status. An understanding of culture helps those involved to respect others' perspectives, be aware of their comfort level and be sensitive to issues that need attention. The following terms will assist in teaching these lessons, however, students should be encouraged to develop their own definitions.

**Definitions:**

<b>assumptions:</b>	ideas not supported by factual information
<b>clout:</b>	the influence, power or status that an individual or group exhibits
<b>character:</b>	the combination of one's talents, interests, desires, morals and values
<b>cross-cultural:</b>	dealing with two or more cultures
<b>culture:</b>	the totality of characteristics that make members of a particular group similar to one another
<b>discrimination:</b>	responding to others in a negative way because they belong to a group other than one's own
<b>diversity:</b>	the differences among people
<b>majority:</b>	the group that comprises the largest number of people or possesses the greater authority
<b>minority:</b>	the group that comprises a smaller percentage of individuals or authority than the majority
<b>prejudice:</b>	an adverse judgment or opinion formed prematurely or without knowledge of the facts
<b>scapegoating:</b>	blaming others for one's own behavior
<b>stereotype:</b>	an image of a group based on assumption without considering individual differences

**Goals:**

- To enhance students' awareness and appreciation of their culture and its impact on their interpersonal relationships.
- To sensitize students to the characteristics of diverse cultures.
- To develop students' ability to function effectively and productively in a multi-cultural, global world.
- To link cultural awareness to the process of resolving conflict.
- To develop a diverse working student community.

# **Conflict Resolution Lesson Plans**

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Define culture and its characteristics.
- Identify their own cultural background and their role in it.
- Define the characteristics, traits and components that make their culture unique.
- Better understand some of the characteristics of other cultures.
- Distinguish individual differences within a culture.
- Recognize similarities across cultures and build upon them.

**Materials:**

- Blank graphic organizers  
(see *Graphic Organizers* section of this guide)
- Poster paper and magic markers

**Procedure:**

1. Have students brainstorm the elements that make up culture such as language, dress, food, holidays, religion, family structures, gender roles. Then have students develop a graphic organizer to represent the elements of culture.
2. Assist students in brainstorming interview questions in preparation for a family/friend cultural interview. An interview sheet will be developed from the questions.
3. Assign students to interview family members or friends who are from the student's culture and complete the interview sheet.
4. After the interviews, help each student develop a graphic organizer representing the information acquired from the interview.
5. Assign students to culturally diverse cooperative learning groups.
6. Groups will develop and present their graphic organizer of cultural similarities on poster paper and display organizers around the room. (Use of the Venn Diagram is recommended.)
7. Post a global map and ask each student to place a pin designating his or her country of origin. Emphasize that everyone is a member of the global community. This discussion can be enhanced by examining how quickly travelers or business people can go from one country to another, and the reality of global communication via the Internet and telephone.
8. Optional activity: international food and dress festival in which students bring a favorite dish from their culture to school and wear culturally unique attire. Families can be invited to this gathering.

# Awareness



*Note: This is a long-term assignment.*

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Have an enhanced sensitivity to diverse cultures.
- Develop their ability to function effectively in a multi-cultural, global world.
- Consider all the above in the context of conflict resolution.

**Materials:**

- Copies of *Personal Profile Cultural Awareness Quiz* (pages 9–10)
- Newspaper articles

**Procedure:**

1. Seat students in a circle with a volunteer student in the middle to do the "I'm Looking For" exercise. The student in middle says "I'm looking for a person wearing sneakers." All students with sneakers stand up and walk around the circle. While they are walking around, a chair is removed. The person in the middle tells them to sit down. The person who cannot find a seat goes to the center and says "I'm looking for someone with brown eyes." (This exercise

continues using various characteristics.) After the exercise, lead students in a discussion of what similarities exist among them. Through this exercise, students will recognize their similarities as well as differences in a non-threatening environment.

2. Students take the Personal Profile Cultural Awareness Quiz (pages 9–10). Teacher facilitates discussion of questions 8, 9 and 10.
3. Assign students to bring in current events articles on conflict in which culture is a factor and give a brief oral summary of the article to the class. (How, what, when, where and why) The class members will choose four or five articles to be used for the balance of the lesson.
4. Put students into four or five cooperative learning groups, with each person in a group representing one of the parties in the conflict in the article. Each student researches the cultural background of his or her side of the conflict and reports his or her researched results to the group. The students in the group then brainstorm a resolution to the conflict based on their new knowledge.
5. Elicit volunteer student groups to role-play the conflict and its new resolution for the class. Discuss with students how the research impacted their perception of the conflict.

# Diversity

Name \_\_\_\_\_ Date \_\_\_\_\_

### Awareness

You belong to many different groups. Some of these groups are voluntary—that is, you get to choose to be a member—community organizations, social action groups, groups organized around a hobby, etc. In other groups, you do not have a choice—your race, ethnic group, and gender, for instance. The groups you belong to contribute to the person you are. Sometimes you recognize that you are different from other members of your group. Your membership in a group may affect the way you think about other individuals or groups.

1. What are some groups you belong to? Fill out the circle chart below indicating your groups.



2. What are the three most important groups to you? Put a star next to each one.

3. You are also an individual with your own ideas, attitudes and tastes. Write your answers to the questions below:

What kind of music do you like? \_\_\_\_\_

What is your favorite food? \_\_\_\_\_

What section of the newspaper do you like? \_\_\_\_\_

What is your favorite sport? \_\_\_\_\_

What is something special about you? \_\_\_\_\_

#### Understanding

4. Find someone in your class who belongs to one or more of the same groups you belong to and consider important.
5. Compare your answers to the questions above with that person's answers. How are the two of you alike? How are the two of you different?
6. Now find someone in your class who does not belong to one of your important groups.
7. Compare your answers to the questions above with that person's answers. How are the two of you alike? How are the two of you different?

#### Application

8. Why is it important to share ideas with people who belong to the same groups you do?
9. Why is it important to share ideas with people who do not belong to the same groups you do?
10. How can your life be better as a result of knowing and understanding the ideas and attitudes of someone who is different from you in some way?

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Identify their affiliation with a majority and/or minority group.
- Understand the impact of being a member of a majority and/or minority group.
- Clarify the meaning and commonalities of “isms.”

**Materials:**

- Newspapers
- Mind Map graphic organizers  
(see *Graphic Organizers* section of this guide)
- Flip chart

**Procedure:**

1. Bring in newspapers. Break students into groups and have each group select an article that illustrates one of the “isms,” such as racism, sexism, ageism or related issues such as homophobia. Have each group brainstorm

and map the characteristics of their “ism.”

All maps are then synthesized into one graphic organizer that will represent commonalities of the “isms” presented.

2. Ask students if they are a member of a minority or majority group in their community, school, neighborhood, city or town. What minority and majority groups are represented in their community? What advantages and disadvantages does a person experience being a member of a minority or majority group?
3. Assign students to keep a log of their experiences over the next two weeks relative to their minority or majority status and their feelings. Each student will choose one experience to share with the class.
4. As a class, brainstorm negative terminology (words and phrases) describing minority and majority groups, “isms” and different cultures. List the terms on a flip chart down the left-hand side. Break the class into cooperative groups to develop a list of positive substitute words. Place those words alongside the negative words down the right-hand side.

# Unity

Positive self-esteem and conflict resolution skills are inter-related. Students with a positive self-image are better able to respond to conflict productively. Likewise, students who value themselves are more comfortable accepting the uniqueness of others. Students with high self-esteem will be more successful both academically and socially than those with low self-esteem. The following terms will assist in teaching this lesson, however students should be encouraged to develop their own definitions.

**Definitions:**

<b>self-esteem:</b>	belief in one's self; having self-respect and confidence, including reality-based inner pride and feelings of competence and personal effectiveness. An individual who has self-esteem is accountable to him or herself and others.
<b>identity:</b>	individuality; distinguishing individual characteristics and personality traits that make someone unique
<b>empowerment:</b>	the act of enabling; giving people the tools to stand up for themselves
<b>communication:</b>	the process of conveying information among individuals
<b>introspection:</b>	looking inward at one's own feelings and thoughts
<b>respect:</b>	being cognizant of the worth of self and others and considerate of the feelings of oneself and others
<b>responsibility:</b>	accountability; the ability to recognize and manage the consequences of one's behavior
<b>self-talk:</b>	internal communication with one's self to reinforce positive behaviors or feelings

**Goals:**

- To assist students in developing a realistic positive self-image.
- To promote positive self-directed behavior in students.
- To encourage students to demonstrate appropriate interpersonal skills.
- To teach students responsibility, effective problem solving, and decision-making skills.
- To encourage students to set and achieve future personal goals in order to become productive members of society.

# Self-Esteem

**Objectives:**

*At the conclusion of this lesson, students will be better able to:*

- Understand the definition of self-esteem and related terms.
- Value and recognize the individuality of each person.
- Be introspective and able to evaluate and accept their strengths and weaknesses.
- Communicate regarding issues of self-esteem.
- Examine ways to enhance their self-esteem.

**Materials:**

- List of terminology  
(See *Introduction to Self-Esteem*)
- Flip chart
- Markers
- Graphic organizers  
(see *Graphic Organizers* section of this guide)
- Optional use of video *All About Me*  
(See *Resources*)

**Procedure:**

1. In cooperative groups, have students develop a web for the words related to self-esteem. From this web each group can contribute to the development of a class-wide definition of self-esteem.
2. Have students use a thesaurus to add synonyms and antonyms to their work.
3. Have each student develop his or her own graphic organizer that mirrors his or her personal characteristics. Collect and redistribute mirrors. Each student then tries to identify whose mirror he or she has.
4. Have students brainstorm a list of activities to help them enhance their own self-esteem. Such a list can include being positive, being responsible, using positive self-talk, choosing the right peers, assisting others, setting realistic goals, completing tasks, being sensitive to others, etc.

# Individuality

Feelings are unique to each individual as well as to each cultural group and situation. It is important that the teacher share some of his or her own feelings to begin the discussion. The sharing of feelings may be threatening to some students and the teacher can reduce student anxiety by modeling accepting behavior. This lesson is intended to broaden students' understanding and responses to emotional situations, and to enhance their sensitivity to the feelings of others. The teacher can lead a discussion regarding appropriate time and place for the expression of emotions.

**Definitions:**

**affirmation:** the confirmation or approval of something or someone

**behavior:** the manner in which one conducts him or herself

**feelings:** emotional responses to situations that confront an individual

**Goals:**

- To assist students in examining their own emotional repertoire.
- To educate students to recognize and understand their own emotional responses and how they impact on others.
- To prepare students with appropriate affirming skills to validate others' feelings.
- To sensitize students to appropriate and inappropriate emotional responses.

# Feelings

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Identify and take ownership of their feelings.
- Recognize different reactions and choose the most appropriate response for themselves.
- Be sensitive to the feelings of others.
- Understand the difference between feelings and actions
- Affirm other people's feelings and responses.

**Materials:**

- "How Do You Feel When..." (page 20)

**Procedure:**

1. Have students write about an emotional experience in their lives and what their feelings were at that time.
2. Using the feelings list on page 20, or creating one of your own, facilitate a discussion regarding feelings. In pairs, (preferably diverse) ask each student to develop, in writing, a situation that causes different feelings, leaving the name of the feeling blank. Then have them exchange their written situation with their partner and write in their feelings. Students can then see whether their reactions to situations are the same or different.
3. Build on the feelings list and the one developed by students, by having students pantomime their reaction to any of the situations. Then ask students to demonstrate through pantomime a different reaction to the same situation. The purpose is to have students understand that there are a variety of reactions. Finally, ask students why people react differently. Then have each student pantomime an appropriate behavior.
4. Brainstorm controversial issues, such as abortion, Ebonics, bisexuality, prayer in schools, assisted suicide, etc, and have the class choose one topic. Break students into pairs. One student will tell his or her point of view and the other will affirm the feelings expressed by the first person, rather than dealing with the substance. Have the class choose another topic and the pairs reverse roles (i.e., the speaker becomes the listener). Then have the class pick another topic and pair share with another partner. Continue on in the same manner. This is intended to help students be non-judgmental, neutral and affirm one another's feelings.

# Sensitivity



**How do you feel when:**

1. Your boyfriend or girlfriend cheats on you.
2. You start earning your own money.
3. Your parent(s) gives you household chores.
4. A best friend tells you something they have done that is destructive (drugs, alcohol, sex, etc.).
5. You have to be inside on a rainy day.
6. You receive a present you really wanted.
7. Your parent(s) gives you a curfew.
8. A friend or family member dies.
9. A friend needs you.
10. You succeed in your academic work at school.
11. You are on your first date.
12. You see someone get emotionally hurt.
13. You hang out with your friends.
14. A new student comes into your class who is from a different culture.
15. You are in conflict.
16. You are harassed or bullied.
17. You treat someone unfairly.
18. You are asked to do something you know is wrong.
19. Someone praises you or recognizes something you have done well.
20. You solve a problem.
21. Your parent is worried.
22. You have to babysit your younger brother or sister.
23. You see others in conflict.
24. You go on vacation.

Gender equity is an important issue in today's schools, and one that is linked to conflict resolution. Views regarding gender that develop early carry over into young adulthood and into the workplace. Gender roles are constantly changing and students need to be prepared for the uncertainty of change and to be comfortable with it. Schools need to address gender equity to create an educational environment that helps students rid themselves of the confines of gender role expectations.

**Definitions:**

- gender bias:** an inclination or tendency to have certain expectations of and feelings for others based on their gender
- gender equity:** an unbiased attitude that encourages individuals to accept themselves and others and to treat each other in a manner unaffected by sex-role stereotyping and based on an objective criteria of needs, interests and abilities
- sex discrimination:** responding to others in a negative way because of their gender
- sex-role stereotyping:** judging people's abilities and interactions based on their gender, without considering their ability or individual differences. This is frequently the result of learned behaviors resulting from socialization and expectations.
- sexual harassment:** an active form of sex discrimination; mistreatment based on gender

*NOTE: For additional definitions see Introduction to Developing Cultural Awareness (page 3).*

**Goals:**

- To assist students in accepting the equality of genders in school and the workplace.
- To educate students to recognize and neutralize sex-role stereotyping and bias.
- To help students explore various non-traditional occupations.
- To teach students the relationship between culture and sex-role stereotyping.
- To help students eliminate masculine and feminine identity from roles and skills everyone will use in their daily lives.
- To help students overcome gender-based conflict by building trust and support between men and women.

# Equity

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Recognize the extent of sex-role stereotyping in school and society.
- Be comfortable in an environment that is free from limiting sex-role expectations.
- Accept and function productively in an environment characterized by changing sex roles.
- Make career choices and personal decisions based on their individual abilities and interests regardless of gender.
- Resolve conflict by understanding and trusting one another.

**Materials:**

- Graphic organizer, flip chart and markers
- Newspapers, magazines, old textbooks, old yearbooks and other media
- Construction paper or oaktag
- Rulers
- Mythbusters II and III videos (See *Resources*)

**Procedure:**

1. Have students develop a graphic organizer to map the gender roles that members of their family portray.
2. Assign students to study media/textbooks/old yearbooks and bring in pictures or text demonstrating examples of sex-role stereotyping and discuss its possible effect on the people involved.
3. Have students survey the present physical school environment looking for examples of segregation or different treatment because of gender. Example: bulletin board displays and awards, library materials and bookstore items by gender. Elicit suggestions from students for change.
4. Assign students to develop a collage modeling what they think a good relationship would look like and how to build trust between men and women.
5. Have students research how gender roles have changed over the last 50 years. Create a historical timeline illustrating changes in the work force and use the timeline to predict future changes.
6. Discuss what jobs men and women have in today's society, followed by a career day that includes people in non-traditional careers.
7. Have students develop a list of gender-specific language (i.e., fireman; hostess) and then brainstorm gender-neutral replacement terminology for future use.

# Ability

Conflict resolution is a significant part of character education. Students who learn to respect themselves and others will be more productive, participatory citizens in their communities. Students who honor one another will be more effective conflict resolvers. Respect and honor are intertwined, and particularly applicable in the diverse environment in which we live. Honoring others is a reflection of a healthy concept of self-worth. Therefore, all the lessons in this guide are interrelated.

**Definitions:**

<b>acceptance:</b>	an appreciation and understanding of self and others
<b>appreciation:</b>	valuing a person or concept
<b>compassion:</b>	attending to the concerns of others
<b>fairness:</b>	behaving in an appropriate and equitable manner under given circumstances
<b>honesty:</b>	telling the truth; acting in a truthful manner
<b>perseverance:</b>	continuously working toward a goal even in the face of opposition
<b>respect:</b>	to feel or show esteem for; to honor
<b>responsibility:</b>	personal accountability or the ability to act without guidance
<b>self-discipline:</b>	managing one's actions and emotions
<b>trustworthiness:</b>	worthy of the confidence of others; being dependable

**Goals:**

- To define the 10 ways to honor each other.
- To recognize and practice the 10 ways of honoring each other.
- To utilize the 10 ways of honoring to resolve conflicts in everyday life.
- To experience the feeling of being honored by another.
- To help students enhance their self-esteem by internalizing these honors.

# Self-worth

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Have an understanding of the 10 ways to honor each other.
- See the relationship between the 10 ways and conflict resolution.
- Appreciate the value of honoring each other.
- Make a commitment to integrate these ways into their lives.

**Materials:**

- Chart paper
- Markers
- Brainstorming sheets
- Student journals
- Honor poster (included with this guide)

**Procedure:**

*Note: This lesson may need to be adapted to your grade level.*

1. Before showing the **Honor Each Other** poster, divide the class in half and then into an equal number of small groups on each side. One-half of the class brainstorms in small groups and lists ways we honor each other (ex. helping a friend). The other half brainstorms in their small groups and lists ways we dishonor or hurt each other (ex. name-calling).
2. Each group writes its list on chart paper, highlighting the three most important items.
3. Each group picks a representative who displays its list and shares it with the class.
4. Show the poster. The class compares their ways of showing honor with those items listed on the poster.
5. Homework: The class chooses an honor to focus on for a month. Each student practices that honor until the next lesson and writes his or her successes and failures in his or her journal. (Teacher does the same.) This lesson should be repeated for each honor.

# Understanding

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Share their experiences practicing the honor of the day.
- Recognize commonalities among themselves thereby unifying the class.
- Demonstrate the honors through conflict resolution.

**Materials:**

- Student journals
- Chart paper and markers

**Procedure:**

1. Divide class into small cooperative groups. Students bring their journals (from previous lesson) to their group. Students share their experiences and journal entries with group members. Remind students to practice the honor they are working on in their group.
2. After students have had sufficient time for discussion, each group develops a role-play that demonstrates using one of the honors in conflict resolution.
3. Share role-plays and highlight the honors displayed by listing them on a chart.
4. Repeat this lesson for each honor.
5. Culmination: At the end of the 10 honor lessons have students choose one or more of the following projects for a culminating activity. Be sure students have the opportunity to share their projects with the rest of the school.
  - Banner
  - Collage
  - Poem
  - Song
  - Skit
  - Honor assembly—students plan and create the activities and presentation for the school.

# Honor

# **Peer Mediation Lesson Plans**

Peer mediation in the schools is a program that involves students serving as facilitators to help their peers resolve conflicts. Such conflicts may involve diversity or gender issues, bullying and harassment, or lack of honoring self or others. Student mediators learn invaluable skills that can be utilized through adulthood in both work and home environments. The lesson that follows is intended for experienced mediators to enhance their skills. For more information on the mediation process, see *Conflict Resolution and Peer Mediation Guide*, Volume I, published by the New Jersey State Bar Foundation.

**Definitions:**

- mediation:** a process in which a neutral third person (mediator) facilitates communication between or among conflicting parties.
- mediator:** a third-party neutral who helps individuals in conflict to communicate and work toward their own resolution of a conflict.
- peer mediation:** a process used in schools where trained student mediators help others resolve their conflicts. This process usually utilizes two mediators.

**Goals:**

- To explore new issues in mediation.
- To exchange new ideas and techniques in mediation.
- To develop empathy and sensitivity toward a variety of disputants.
- To empower mediators to respond creatively to new situations.
- To enhance students' vision of themselves as mediators.

# Mediation



**Introduction:**

This lesson is intended for use with students who have received peer mediation training and have had some mediation experience. It deals with issues they may have faced in their mediations and issues that may have caused them difficulty.

**Objectives:**

*At the conclusion of this lesson, students will be able to:*

- Exchange ideas and critically analyze new areas of concern to enhance their mediation skills.
- Be more aware of and more sensitive to the concerns and needs of disputants in mediation.
- Improve their communication skills with each other and the disputants.
- Foster better self-awareness and self-actualization.
- Empower others in the ability to resolve conflict.

**Materials:**

- Room with break-out areas
- Flip chart, easel and markers
- Videotaping facility, VCR and TV setup

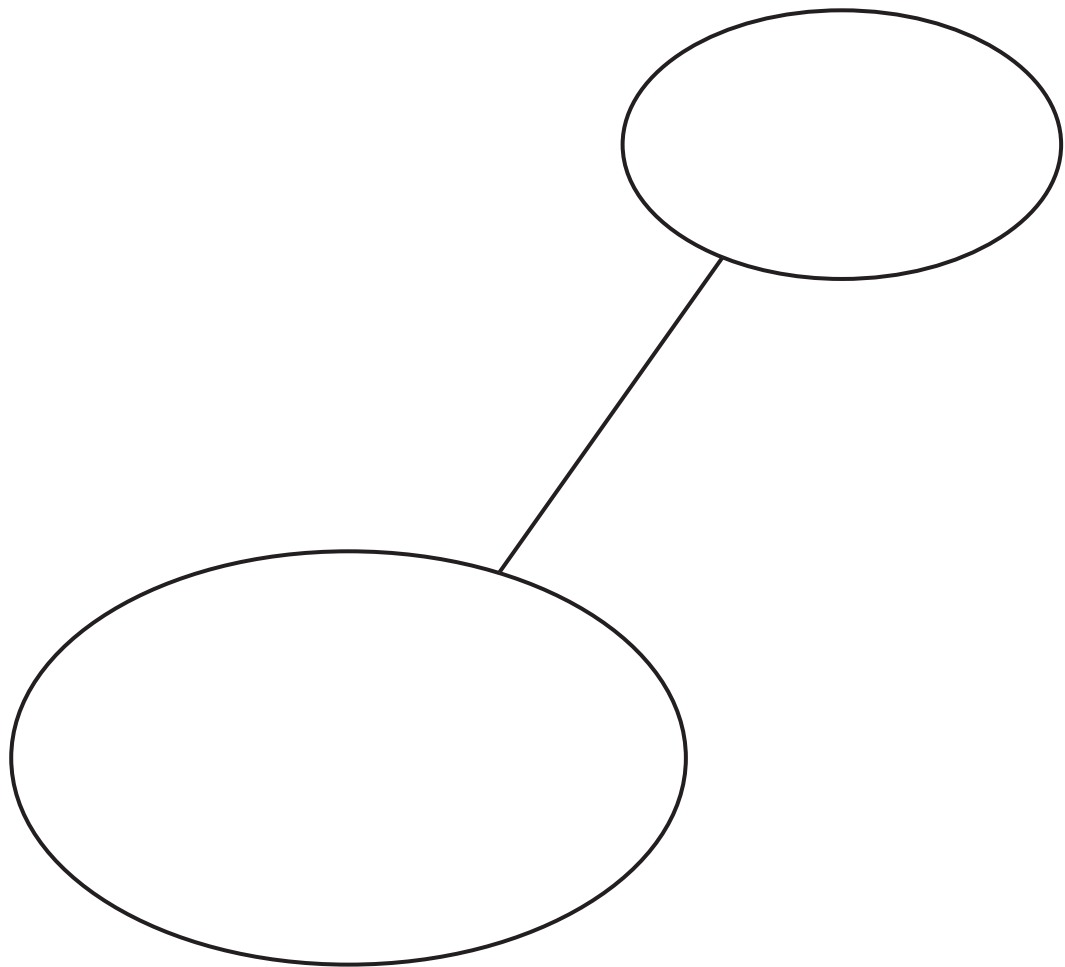
**Procedure:**

1. Bring together all trained mediators of varying grade levels. Randomly group mediators to minimize familiarity and repetition. Mediators will share experiences, in a confidential manner, and brainstorm methods of dealing with disputants in the mediation process. Students will share both positive and negative experiences in mediation. Each group will have a recorder to compile a log of innovative ideas for the process.
2. Have students develop role-plays representing their difficult experiences, particularly areas involving cultural diversity and gender issues. These role-plays are given to another team to demonstrate. The demonstration is followed by a discussion and debriefing session. Volunteers can have their role-play videotaped and critiqued.
3. Give students the opportunity and environment to practice training new student mediators. Match veteran student mediators with new student mediators so that the veterans can coach and mentor the new mediators and share the skills they have internalized.
4. Guide student mediators in developing a presentation that can be brought to classes in their own school, other schools within the district, and/or presented to parents and community organizations.
5. Technologically-adept students may wish to develop a computer presentation or peer mediation web page.

# Analyze

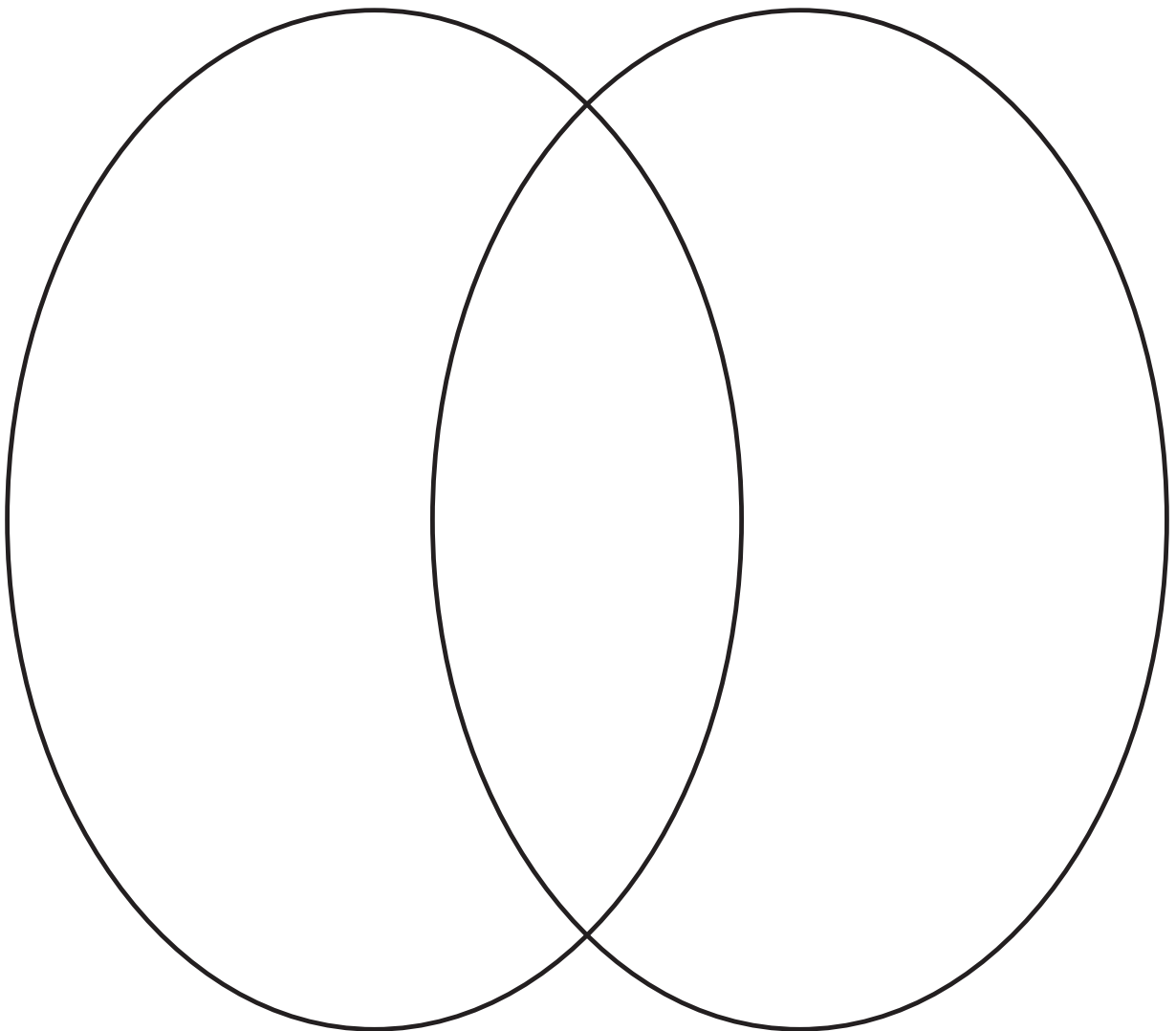
Name \_\_\_\_\_ Date \_\_\_\_\_

## The Mind Map



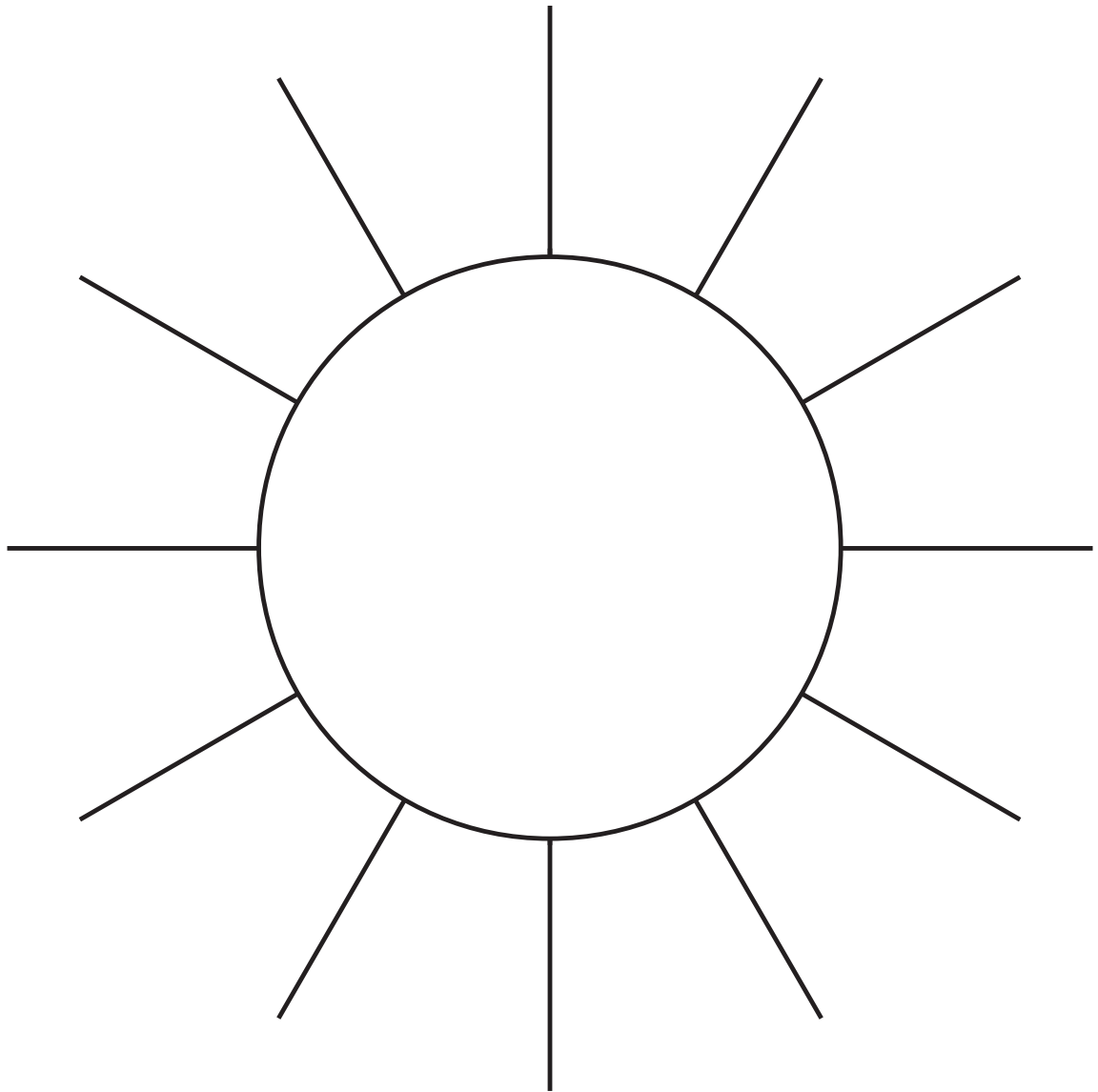
Name \_\_\_\_\_ Date \_\_\_\_\_

## VENN Diagram



Name \_\_\_\_\_ Date \_\_\_\_\_

## The Web



**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**

**Books**

Akin, Terri, Gerry Dunn, Susanna Patomares and Dianne Schilling. *Character Education in America's Schools*. Innerchoice Publishing, Torrance, California, 1995.

Bennett, William J. *The Book of Virtues*. Simon and Schuster, New York, NY, 1993.

Bennett, William J. *The Moral Compass*. Simon and Schuster, New York, NY, 1995.

Bluestein, Jane. *21st Century Discipline: Teaching Students Responsibility and Self-Management*, 2nd Ed. Frank Schaffer Publications, Inc., Torrance, CA, 1998.

Dreyfuss, Elisabeth T., Artemus Carter and Judith A. Zimmer. *The Conflict Management and Mediation Handbook*. Cleveland-Marshall College of Law, Cleveland State University, Cleveland, OH, 1991.

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.

Eggert, Leona. *Anger Management for Youth: Stemming Aggression and Violence*, Solution Tree. Bloomington, Indiana, 1994. 800-733-6786.

Ellis, Angele and Marilyn Llewellyn. *Dealing With Differences: Taking Action on Class, Race, Gender and Disability*. Sage Publications, Thousand Oaks, CA, 1997.

Evans, Michael Patrick. *Anger Awareness and Management: Understanding Anger Within Yourself*. Hergest Ridge Publishers, Syracuse, NY, 1997.

Firkely, Susan Tate and Mark S. Benn. *Working Together to Prevent Sexual Assault*. J. Weston Walch, Portland, MA, 1995.

Fisher, Roger and Douglas Stone. *Working It Out, A Handbook on Negotiation for High School Students*. Harvard Law School, Cambridge, MA.

Address: The Harvard Negotiation Project  
Program on Negotiation  
Harvard Law School  
513 Pound Hall  
Cambridge, MA 02138  
617-495-1684

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.

Girard, Kathryn and Susan J. Koch. *Conflict Resolution in the Schools: A Manual for Educators*. Jossey-Bass Publishers, San Francisco, CA, 1996.

Hall, Nadia Saderman. *Creative Resources for the Anti-bias Classroom*. Delmar Publishers, Albany, NY, 1999.

Johnson, David W., Roger T. Johnson and Judy K. Bartlett. *Our Mediation Notebook*, 3d Ed. Interaction Book Company, Edina, MN, 1995. [www.co-operation.org/pages/materials.html](http://www.co-operation.org/pages/materials.html)

Address: Interaction Book Company  
7208 Cornelia Drive  
Edina, MN 55435  
952-831-9500

Johnson, David W., Roger T. Johnson and Edith Holubec. *Teaching Students to Be Peacemakers* (3rd Edition). Interaction Book Company, Edina, MN, 1995. [www.co-operation.org/pages/materials.html](http://www.co-operation.org/pages/materials.html)

Kahn, Janet and Susan Bailey. *Shaping a Better World, A Teaching Guide on Global Issues, Gender Issues*. Wellesley College, Wellesley, MA, 2000.

Publications Office, Wellesley Centers for Women, 106 Central Street, Wellesley, MA 02481-8203  
Fax: 781-283-2504; [www.wcwonline.org](http://www.wcwonline.org)

Katz, Neil and John Lawyer. *Communication and Conflict Resolution Skills*, Kendall/Hunt, 1985. Workbook on communication skills to resolve conflict; includes many practice exercises.

Kinshasha Nia-Azariah, Frances Kern-Crotty and Louise Gomer Bangel. *A Year of Students Creative Response to Conflict*. Center for Peace Education, Cincinnati, OH, 1992.

Address: Center for Peace Education  
103 William Howard Taft Road  
Cincinnati, OH 45219  
513-221-4863; Fax: 513-221-8414  
[www.cincinnati-peace.org](http://www.cincinnati-peace.org)

Kirschenbaum, Howard. *100 Ways to Enhance Values and Morality in School and Youth Settings*. Allyn and Bacon, Boston, MA, 1995.

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.

Kreidler, William J. *Conflict Resolution in the Middle School*. Educators for Social Responsibility, Cambridge, MA, 1994.

Address: Educators for Social Responsibility  
23 Garden Street  
Cambridge, MA 02138  
617-492-1764 or 1-800-370-2515

Kreidler, William J. and Lisa Furlong. *Adventures in Peacemaking*. Educators for Social Responsibility, Cambridge, MA, 1995.

Lickona, Thomas. *Education for Character—How Our Schools Can Teach Respect and Responsibility*. Bantam Books, New York, NY, 1991.

Lieber, Carol Miller. *Making Choices About Conflict: Security and Peacemaking*. Educators for Social Responsibility, Cambridge, MA, 1994.

McPherson, Mary Ann. *Creating a Peaceful Classroom for Young Children*. Center for Peace Education, available from Creative Response to Conflict, Inc., Nyack, NY, 1999.



Myers, Selma and Jonamay Lambert. *Diversity IceBreakers: A Guide for Diversity Training*. Amherst Educational Publishing, Amherst, MA, 1994.

Neugebauer, Bonnie, Editor. *Alike and Different, Exploring Our Humanity With Young Children*. National Association for the Education of Young Children, Washington, DC, 1992.

Address: National Association for the Education of Young Children  
1313 L Street, NW, Suite 500 Catalog Orders/Product Sales  
Washington, DC 20005 NAEYC Resource Sales  
202-232-8777 P.O. Box 96261  
800-424-2460 or 866-NAEYC-4U Washington, DC 20090-6261  
Fax: 202-328-2649 [www.NAEYC.org](http://www.NAEYC.org)

Nielsen, Dianne. *Opening the Classroom Window: A Calendar of Multicultural Activities for Early Childhood Educators*. Frank Schaffer Publications, Inc., Torrance, CA, 1998.

Nish, Steven. *Good Ideas to Help Young People Develop Good Character*. Josephson Institute of Ethics, Marina Del Rey, CA, 1998.

Orenstein, P. *School Girls: Young Women, Self-Esteem and the Confidence Gap*. Doubleday, New York, NY, 1994.

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?

Pipher, Mary. *Reviving Ophelia, Saving the Selves of Adolescent Girls*. Ballantine Books, New York, NY, 1994.

Reuben, Steven Carr, Ph.D. *Children of Character—A Parent's Guide*, Canter & Associates, Inc., Santa Monica, CA, 1997.

Address: Canter Educational Productions  
P.O. Box 92045  
Los Angeles, CA 90009  
310-578-4700

Sadker, Myra and David Sadker. *Failing at Fairness, How Our Schools Cheat Girls*. Simon & Schuster, New York, NY, 1994.

Stein, Nan and Dominic Capello. *Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling and Family and Consumer Sciences* (grades 7-12). Wellesley College Center for Research on Women, Wellesley, MA, 1999.

Tannen, Deborah. *You Just Don't Understand!*, 1990. Analyzes problems caused by communication style difference between men and women.

Teolis, Beth. *Self-Esteem & Conflict-Solving Activities for Grades 4-8*. Simon & Schuster, West Nyack, NY, 1996.

Vincent, Philip Fitch. *Rules and Procedures for Character Education: The First Step Toward School Civility, 2nd Ed.* Character Development Publishing, Chapel Hill, NC, 1999.

Vincent, Philip Fitch. *Developing Character in Students.* Character Development Publishing, Chapel Hill, NC, 1999.

*Where We Stand: Class Matters.* bell hooks, Routledge, NY, 2000.

Woolner, Cate. *Rethinking Mediation: Living Peacefully in a Multi-Cultural World, Student Mediator Training Manual* companion to *Rethinking Mediation: A Bilingual Training Manual for Trainers.* Franklin Mediation Service, Greenfield, MA, 1992.

### Videos

*Failing at Fairness* Part A and B, *Dateline*, NBC News Audience Services, PO Box 2284, South Burlington, VT 05407; 1-866-NBC-TAPE or 1-800-622-8273

*Gender Equity in the Classroom*, Great Plains National Instructional Television Library, PO Box 80669, Lincoln, NE 68501; 1-800-228-4630; Fax: 1-800-306-2330; email: gpn@unl.edu; website: gpn.unl.edu

*Intersect*, NAK Productions, 4304 East-West Highway, Bethesda, MD 20814; 301-654-4777; email: nak@naktv.net; website: www.naktv.net

*I Want to Fit In: It's a Basic Human Need*, AGC/United Learning Inc., 1560 Sherman Avenue, Suite 100, Evanston, IL 60201; 1-888-892-3484; email: info@unitedlearning.com; website: unitedlearning.com

*Peace Talks* (10-part series), The Bureau for At-Risk Youth, 135 Dupont Street, PO Box 760, Plainview, NY 11803-0760; 1-800-99-YOUTH; Fax: 1-800-262-1886; email: info@stafftraining.org

### Other Materials

*The Conflict Resolution Game* (ages 6–12), Childswork/Childsplay, PO Box 760, Plainview, NY 11803. 1-800-962-1141

**Organizations**

American Association of University Women, 1111 16th Street, NW, Washington, DC 20036;  
1-800-326-AAUW; [www.aauw.org](http://www.aauw.org)

Anti-Defamation League: Anti-Bias/Diversity Catalogue for Classroom and Community, ADR Materials Library, P.O. Box 1084, Harriman, NY 10926; 1-800-343-5540;

Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458; 1-800-225-3088; 617-969-7100;  
website: [www.main.edc.org](http://www.main.edc.org)

Holocaust Resource Center, Nancy Thompson Library, Kean College of New Jersey, Union, NJ 07083,  
908-737-4660; Fax: 908-737-4664; email: [keanhrc@kean.edu](mailto:keanhrc@kean.edu)

National Women's History Project, 3343 Industrial Drive, Suite 4, Santa Rosa, CA 95403; 707-636-2888;  
[www.nwhp.org](http://www.nwhp.org)

New Jersey Vocational Equity, New Jersey State Department of Education, Division of Vocational Education,  
Trenton, NJ 08625

Sunburst Communications, (educational videos/CD-Roms, etc.) 101 Castleton Street, Pleasantville, NY 10570;  
1-800-321-7511

Wisconsin Department of Public Instruction, PO Box 7841, Madison, WI 53707-7841; 608-266-2188;  
800-441-4563; [www.dpi.state.wi.us](http://www.dpi.state.wi.us)

**Association for Conflict Resolution (ACR)**

1015 18th Street, NW, Suite 1150  
Washington, DC 20036  
202-464-9700; [www.acrnet.org](http://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  
202-662-1680

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](http://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](http://www.cfchildren.org)

Committee for Children is a nonprofit 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](http://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](http://www.responsiveclassroom.org)  
[info@responsiveclassroom.org](mailto: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](http://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 \_\_\_\_\_

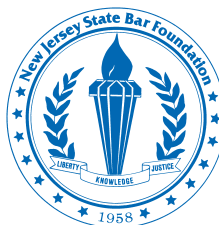
Phone (\_\_\_\_\_) \_\_\_\_\_

All of the following publications are free of charge. You may order online at [www.njsbf.org](http://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

- |  |   |
|--|---|
| _____ <i>Bill of Rights Bulletin</i> (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)   | _____ <i>The Legal Eagle</i> —a legal newspaper for grades 5–8. (Specify number of copies required.) If you have ordered <i>The Legal Eagle</i> in the past, you are in our subscription database and will receive the publication. <b>Please do not re-order.</b>  |
| _____ <i>Conflict Resolution Poster</i> —(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.                           | _____ <i>Mini-Court</i> —third edition. Mock trial lesson plans for grades K–2.   |
| _____ <i>Conflict Resolution and Peer Mediation Guides for Teachers</i> Volume I—elementary (grades K–5)   | _____ <i>Mock Trial Exercises for Grades 7 and 8</i> —Law Adventure winning cases.  |
| _____ <i>Conflict Resolution and Peer Mediation Guides for Teachers</i> Volume I—middle (grades 6–8)   | _____ <i>Mock Trial Exercises for Grades 3–6</i> —Law Fair winning cases.   |
| _____ <i>Conflict Resolution and Peer Mediation Guides for Teachers</i> Volume I—high school (grades 9–12)   | _____ <i>Respect</i> , 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 <i>Respect</i> in the past, you are in our subscription database and will receive the publication. <b>Please do not re-order.</b> |
| _____ <i>Conflict Resolution “Honor Each Other” POSTER</i> —(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. | _____ Speakers Bureau Request Form  |
| _____ <i>Conflict Resolution and Peer Mediation Guides for Teachers</i> Volume II—elementary school (grades K–5)   | _____ <i>Students’ Rights Handbook</i> (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.  |
| _____ <i>Conflict Resolution and Peer Mediation Guides for Teachers</i> Volume II—middle/high school (grades 6–12)   | _____ Video Loan Library List   |
| _____ <i>Constitutionally New Jersey</i> (grades 3–8)—This newsletter is a companion to the <i>Bill of Rights Bulletin</i> that focuses exclusively on the New Jersey Constitution. (Please order one copy for each student)                 | _____ <i>Working it Out Brochure: A Violence Prevention Program Focusing on Conflict Resolution and Peer Mediation</i> . This brochure provides an overview of the Foundation’s Conflict Resolution Program. (grades K–12)  |
| _____ <i>Historical Documents of New Jersey and the United States</i> (grades 4–12)  | _____ <i>You Have the Right!</i> (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.   |
| _____ <i>Legal Consequences of Substance Abuse</i><br><input type="checkbox"/> English <input type="checkbox"/> Spanish  |   |



## **New Jersey State Bar Foundation**

One Constitution Square New Brunswick, NJ 08901

**1-800-FREE LAW**      **[www.njsbf.org](http://www.njsbf.org)**

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