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### KEY=SCHOOL - HARVEY JOHNNY

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#### THE BIG BOOK OF CONFLICT RESOLUTION GAMES: QUICK, EFFECTIVE ACTIVITIES TO IMPROVE COMMUNICATION, TRUST AND COLLABORATION

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*McGraw Hill Professional* **Make workplace conflict resolution a game that EVERYBODY wins! Recent studies show that typical managers devote more than a quarter of their time to resolving coworker disputes. The Big Book of Conflict-Resolution Games offers a wealth of activities and exercises for groups of any size that let you manage your business (instead of managing personalities). Part of the acclaimed, bestselling Big Books series, this guide offers step-by-step directions and customizable tools that empower you to heal rifts arising from ineffective communication, cultural/personality clashes, and other specific problem areas—before they affect your organization's bottom line. Let The Big Book of Conflict-Resolution Games help you to: Build trust Foster morale Improve processes Overcome diversity issues And more Dozens of physical and verbal activities help create a safe environment for teams to explore several common forms of conflict—and their resolution. Inexpensive, easy-to-implement, and proved effective at Fortune 500 corporations and mom-and-pop businesses alike, the exercises in The Big Book of Conflict-Resolution Games delivers everything you need to make your workplace more efficient, effective, and engaged.**

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#### READY-TO-USE CONFLICT RESOLUTION ACTIVITIES FOR SECONDARY STUDENTS

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*John Wiley & Sons* **Provides more than 90 ready-to-use lessons for teaching peaceful and successful ways of resolving conflict, including activities with typical adolescent scenarios and nearly 150 reproducible role-plays.**

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#### CONFLICT RESOLUTION IN THE HIGH SCHOOL

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##### 36 LESSONS

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*Educators for Social responsibility* **The lessons in this guide teach high school students the essential skills they'll need to manage and resolve interpersonal conflict in creative, positive ways. Along the way students will also explore diversity, power, and prejudice as they continue to develop greater emotional and social skillfulness.**Conflict Resolution in the High School contains: 36 core skill lessons An exploration of 8 different implementation models In-depth information on how to infuse conflict resolution into the standard high school curriculum Ideas for assessing student learning 9 additional, multi-period activities for taking the skills and concepts furtherThe curriculum encourages students to connect the concepts and skills taught in the lessons to their own personal experiences. Students learn to analyze conflict, deal with feelings more effectively, defuse anger, and negotiate and mediate personal and group conflicts. Students also learn how to build more positive intergroup relations and explore how they can use their new skills and understandings to make a positive difference in their communities.

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#### ENEMY PIE (READING RAINBOW BOOK, CHILDREN S BOOK ABOUT KINDNESS, KIDS BOOKS ABOUT LEARNING)

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*Chronicle Books* **It was the perfect summer. That is, until Jeremy Ross moved into the house down the street and became neighborhood enemy number one. Luckily Dad had a surefire way to get rid of enemies: Enemy Pie. But part of the secret recipe is spending an entire day playing with the enemy! In this funny yet endearing story, one little boy learns an effective recipes for turning your best enemy into your best friend. Accompanied by charming illustrations, Enemy Pie serves up a sweet lesson in the difficulties and ultimate rewards of making new friends.**

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#### TALK AND WORK IT OUT

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*Free Spirit Publishing* **Clear, simple language and realistic illustrations teach children the process of peaceful conflict resolution.**

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#### CREATING THE PEACEABLE SCHOOL

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#### A COMPREHENSIVE PROGRAM FOR TEACHING CONFLICT RESOLUTION : PROGRAM GUIDE

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*Research PressPub* **This widely used conflict resolution programme is designed for use with upper elementary and middle school students. Through the conflict resolution strategies of mediation, negotiation, and group problem solving, students learn to recognise, manage, and resolve conflicts in peaceful, non-coercive ways. This guide includes 63 learning activities and step-by-step teaching procedures.**

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#### THE RECESS QUEEN

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*Scholastic Inc.* **An irrepressible new girl dethrones the reigning recess bully by becoming her friend in this infectious playground romp. Mean Jean was Recess Queen and nobody said any different.Nobody swung until Mean Jean swung.Nobody kicked until Mean Jean kicked.Nobody bounced until Mean Jean bounced.If kids ever crossed her, she'd push 'em and smoosh 'emlollapaloosh 'em, hammer 'em, slammer 'emkitz and kajammer 'em.Until a new kid came to school!Parents and teachers will appreciate the story's deft handling of conflict resolution (which happens without adult intervention)."A lively story about the power of kindness and friendship" -- Publishers Weekly"A lighthearted look at a serious topic in schools and on playgrounds everywhere..." -- School Library Journal"Great for reading aloud and joining in." -- Booklist**

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#### A BUG AND A WISH

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*Strategic Book Publishing & Rights Agency* **When Tyler is teased by the other boys, his good friend, Danae, encourages him to give the boys A Bug and a Wish. When Tyler finds a ladybug and a dandelion seed, he is convinced that this is what Danae means. As his friend helps him learn the true meaning of her advice, Tyler soon discovers the solution to his problem.**

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#### THE KNOWLEDGE GAP

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## THE HIDDEN CAUSE OF AMERICA'S BROKEN EDUCATION SYSTEM--AND HOW TO FIX IT

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*Penguin* The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

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## CONFESSIONS OF A FORMER BULLY

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*Knopf Books for Young Readers* After Katie gets caught teasing a schoolmate, she's told to meet with Mrs. Petrowski, the school counselor, so she can make right her wrong and learn to be a better friend. Bothered at first, it doesn't take long before Katie realizes that bullying has hurt not only the people around her, but her, too. Told from the unusual point of view of the bullier rather than the bullied, *Confessions of a Former Bully* provides kids with real life tools they can use to identify and stop relational aggression.

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## THE ESSENTIALS OF TEACHING HEALTH EDUCATION

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### CURRICULUM, INSTRUCTION, AND ASSESSMENT

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*Human Kinetics* The Essentials of Teaching Health Education, Second Edition, presents a skills-based approach to teaching K-12 health education that prepares students for success in the 21st century. This practical text is written by seasoned and highly credentialed authors with experience in both university and K-12 settings. It provides educators all they need to build, teach, and assess a health education program that will help their students become health literate, develop self-efficacy, and gain the 21st-century skills they need to maintain or improve health and well-being. What Sets This Book Apart This text meets the unique needs of schools, teachers, and students. It emphasizes an individualized approach to enhancing student learning and developing skills based on current research and national health education standards. This new edition of The Essentials of Teaching Health Education features the following: Two new chapters: one on the role of health education in the 21st century and the other on equity and social justice in health education An updated definition of skills-based health education A revised skill-development model that puts learning theory into practice as well as updated research connecting this approach to health behavior theory and learning theory A new student resource accessed through HKPropel Practical strategies for curriculum design and program development with a skills-based approach—one that makes it easy to put the content into action and make a meaningful impact on students Real-world examples to help readers understand and apply the content, along with summaries, key points, and review questions that aid in retaining the information Vocabulary words and definitions to help students keep up with the ever-changing terminology in health education Ancillaries for adopting instructors are available online. Book Organization The book is arranged into four parts. Part I delves into the skills-based approach to health education, explaining the role of health education, discussing equity and justice in health education, describing the importance of the approach, and demystifying student motivation. Part II focuses on how to teach skills that are based on the National Health Education Standards: accessing valid and reliable information, products, and services; analyzing influences; interpersonal communication; decision making and goal setting; self-management; and advocacy. Part III explores how to use data to inform curriculum planning, outlines the eight steps for curriculum development, and shows teachers how to design meaningful assessments. In part IV, readers learn how to create a positive learning environment, implement a skills-based approach, and meet the unique needs of elementary health education. The final chapter examines professional development beyond the classroom. A Framework for Successful Acquisition of Skills The Essentials of Teaching Health Education, Second Edition, offers evidence-informed strategies as it guides teachers through the critical process of supplying students with the tools they need for success in school and in life. The authors use the Partnership for 21st Century Skills framework to set the foundation for teaching the skills students need. The text is comprehensive and flexible to meet all students' needs. With all the ancillaries and tools it provides, educators are set to deliver a complete, well-rounded curriculum that will prepare future teachers for success. Note: A code for accessing HKPropel is not included with this ebook but may be purchased separately.

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## TEACHING CONFLICT RESOLUTION THROUGH CHILDREN'S LITERATURE

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*Scholastic Inc.* Lesson plans for teachers of grades K-2 explain conflict and its causes, offer examples from literature, and suggest activities for resolving hypothetical conflicts

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## CONFLICT MANAGEMENT TRAINING ACTIVITIES

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### PROMOTING COOPERATIVE LEARNING AND CONFLICT RESOLUTION IN MIDDLE AND HIGH SCHOOLS

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Help your middle and high school students learn to communicate and cooperate with each other. Through these experiential activities, students will become skillful in communicating, trusting, working together, and managing conflicts. Contains reproducible activities.

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## DOWNRIVER

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*Simon and Schuster* Will Hobbs's classic tale of whitewater adventure is back in print with an exciting new look. No adults, no permit, no river map. After fifteen-year-old Jessie gets sent to Discovery Unlimited, an outdoor education program, she and six companions "borrow" the company's rafting gear and take off down the Colorado River through the Grand Canyon on their own. Floating beneath sheer red walls, camping on white sand beaches, and exploring caves and waterfalls, Jessie and the others are having the time of their lives—at first. But when they're pursued by helicopters, they boldly push on into the black-walled inner gorge, the heart of the Grand Canyon, only to encounter huge rapids, bone-chilling rain, injuries, and conflict within the group. What will be the consequences of their reckless adventure? This riveting novel includes an author's note about his own rafting experiences and has been ranked by the American Library Association as a "100 Best of the Best" for twenty-five years—a testament to the enduring popularity of the action and adventure that await in Downriver.

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## CONFLICT RESOLUTION IN THE MIDDLE SCHOOL

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### A CURRICULUM AND TEACHING GUIDE

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*Educators for Social Responsibility* Grade level: 6, 7, 8, e, i, s, t.

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## THE LEGEND OF ROCK PAPER SCISSORS

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*HarperCollins* New York Times Bestseller! 5 Starred Reviews! "Will have listeners in stitches." —Kirkus Reviews (starred review) "Purely absurd, sidesplitting humor." —Booklist (starred review) "Demands bombastic, full-volume performances." —Publishers Weekly (starred review) "Perfect for a guffawing share with younger sibs or buddy read." —BCCB (starred review) "The sort of story that makes children love to read." —School Library Journal (starred review) From acclaimed, bestselling creators Drew Daywalt, author of *The Day the Crayons Quit* and *The Day the Crayons Came Home*, and Adam Rex, author-illustrator of *Frankenstein Makes a Sandwich*, comes a laugh-out-loud hilarious picture book about the epic tale of the classic game Rock, Paper, Scissors. "I couldn't stop laughing while reading this aloud to a group of kids," commented the founder of Bookopolis.com, Kari Ness Riedel.

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## TROUBLE TALK

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Maya gets help from a school counselor when the new student she has tried to befriend upsets her, as she has other students, by spreading rumors, saying hurtful things, and sharing information that is not hers to share.

## ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY

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*Simon and Schuster* On a day when everything goes wrong for him, Alexander is consoled by the thought that other people have bad days too.

## ADVENTURES IN PEACEMAKING

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## A CONFLICT RESOLUTION ACTIVITY GUIDE FOR SCHOOL-AGE PROGRAMS

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*Educators for Social responsibility* Teach the skills of creative conflict resolution to grades 3 through 6 with games, cooperative team challenges, dramas, crafts, and music. The hundreds of hands-on, engaging activities are designed to help students get along peacefully.

## EDUCATION PLACE: CONFLICT RESOLUTION ACTIVITIES

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The Education Place offers a collection of learning activities related to conflict resolution. The collection features materials for elementary and middle school classes. A brief description of each activity is available. The Education Place is a service of the Houghton Mifflin Co.

## MAKING THINGS RIGHT

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## ACTIVITIES THAT TEACH RESTORATIVE JUSTICE, CONFLICT RESOLUTION, MEDIATION, AND DISCIPLINE THAT RESTORES INCLUDES 32 DETAILED LESSON PLANS WITH PREPARED PROJECTIONS AND HANDOUTS

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*CreateSpace* Making Things Right is designed to be used in several ways: 1. To train students to become mediators and peacemakers in their classroom and at home and as peer mediators for their school. 2. To train students to understand and participate in a restorative justice/discipline structure in the classroom based on the book Discipline That Restores: Strategies to Create Respect, Cooperation, and Responsibility in the Classroom by Ron and Roxanne Claassen. 3. To train parents who want to understand and use a constructive conflict management strategy in their families. Making Things Right is divided into three sections. The first section consists of the lesson plans for each of thirty-two activities. The second section is called Projections and Handouts (larger print makes them easier to read when projected). The third section consists of the Student Folder Items. The time listed for each activity is an approximation and provided to help the teacher determine how they want to combine or use individual activities to fit their time frames. Making Things Right is designed to be used both for whole-class trainings in which lessons are taught on a daily basis spread over several days for one to two weeks, and for two-day student mediator training seminars. Our preference is to use the lessons with the entire class so all have the skills and strategies to be peaceful problem solvers. It is especially helpful for educating students about the theory, skills and strategies used in Discipline That Restores, also by Ron and Roxanne Claassen. Discipline That Restores gives teachers and administrators the knowledge and skills for implementing restorative justice discipline in the classroom and school. It is important for students to have as much knowledge of this structure and process as their teachers and school administrators so all are better able to constructively resolve conflicts together. Lessons are designed to help students learn and become equipped to understand and implement conflict and peacemaking theory, skills and strategies. Students will learn some theory and be encouraged to develop their own theories for why we are interested in learning about new strategies for problem solving, and they will participate in lessons that will teach a specific process to use for problem solving and peacemaking as individuals in relationship with others and as mediators. Making Things Right provides activities that build student understanding of the mediation process and gives students a chance to practice the process through roleplay. This training will enable students to develop practical skills that will help them respond constructively to conflicts in many areas of their own lives as well as help others. Punishment for misbehavior causes resentment to grow, and what appears as evil intent is a consequence of that resentment. Punishment damages relationship at least a little and sometimes a lot. We have discovered that the most effective way to respond to misbehavior is to gain the cooperation of each person involved - it is rare that misbehavior involves only one person -then to sit down with them and help them solve the problem. Responding this way transforms an otherwise destructive event into a teaching and learning situation for everyone involved and builds relationship. Personal experience has shown that students, kindergarten and above, can understand and respond constructively; students grade four and above can readily understand and use these concepts in their own interpersonal conflicts and as mediators. Roxanne used this curriculum for many years with her 8th grade students and with parents. Many have used this curriculum to train high school students. All teachers make some adaptations to best use it with their audience.

## CONFLICT RESOLUTION

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## LEARNING TO GET ALONG

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*Amer Assn of School Administrators* Although the issues of conflict and violence cannot be blamed on schools, schools are one of the most logical places to tackle problems associated with conflict. This booklet offers practical tips to help school leaders, staff, and students resolve their disputes peacefully. It focuses on student-versus-student and student-versus-teacher conflicts. Part 1 describes systemic strategies for teachers and staff that use peer mediators to incorporate conflict management into the curriculum. The second part offers discussion starters and scenarios targeted primarily at problem solving among middle and high school students. Part 3 offers strategies to mitigate conflicts between students and educators. The best conflict-resolution programs help individuals help themselves by teaching empathy, anger management, impulse control, and listening skills. A list of resource organizations is included. (LMI)

## TOUCHING SPIRIT BEAR

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*Harper Collins* In his Nautilus Award-winning classic Touching Spirit Bear, author Ben Mikaelson delivers a powerful coming-of-age story of a boy who must overcome the effects that violence has had on his life. After severely injuring Peter Driscall in an empty parking lot, mischief-maker Cole Matthews is in major trouble. But instead of jail time, Cole is given another option: attend Circle Justice, an alternative program that sends juvenile offenders to a remote Alaskan Island to focus on changing their ways. Desperate to avoid prison, Cole fakes humility and agrees to go. While there, Cole is mauled by a mysterious white bear and left for dead. Thoughts of his abusive parents, helpless Peter, and his own anger cause him to examine his actions and seek redemption—from the spirit bear that attacked him, from his victims, and, most importantly, from himself. Ben Mikaelson paints a vivid picture of a juvenile offender, examining the roots of his anger without absolving him of responsibility for his actions, and questioning a society in which angry people make victims of their peers and communities. Touching Spirit Bear is a poignant testimonial to the power of a pain that can destroy, or lead to healing. A strong choice for independent reading, sharing in the classroom, homeschooling, and book groups.

## CONFLICT RESOLUTION EDUCATION

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## A GUIDE TO IMPLEMENTING PROGRAMS IN SCHOOLS, YOUTH-SERVING ORGANIZATIONS, AND COMMUNITY AND JUVENILE JUSTICE SETTINGS : PROGRAM REPORT

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## TEACHING THE SKILLS OF CONFLICT RESOLUTION

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This best-selling conflict management activity book is a must have for anyone working with elementary/middle school students today. These prevention oriented activities and strategies will help you reduce conflict through the creation of a more peaceful, cooperative environment and be able to use win-win strategies to resolve conflicts when they do occur. Seven thematic units provide over 70 enriching activities (many with reproducible handouts). All activities include discussion questions designed to promote awareness and higher-level thinking. Grades K - 8

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## ANNOTATED BIBLIOGRAPHY FOR TEACHING CONFLICT RESOLUTION IN SCHOOLS

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### CONFLICT RESOLUTION AND PEER MEDIATION

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#### A SPECIAL ISSUE OF THEORY INTO PRACTICE

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First Published in 2005. Routledge is an imprint of Taylor & Francis, an informa company.

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### RESOURCES IN EDUCATION

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#### THE PENCIL

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A Lonely pencil timidly draws a boy, a dog and other items, but soon faces a problem as his creations begin demanding changes, and when he draws an eraser to make them happy, the real trouble begins.

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### EARLY CHILDHOOD ADVENTURES IN PEACEMAKING

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*Educators for Social Responsibility* This unique guide uses games, music, art, drama, and storytelling to teach young children effective, nonviolent ways to resolve conflicts. It also provides caregivers with tools for helping young children develop key conflict resolution skills. This new edition contains sections on developmentally appropriate practice; tips on classroom set-up; instructions for incorporating social and emotional skills into daily routines; suggestions for when things don't go as planned; and materials and activities for parents to help reinforce the themes, skills, and concepts of a Peaceable Program at home.

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### BULLYING AND CONFLICT RESOLUTION

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*R.I.C. Publications*

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### EDUCATION FOR LIFE AND WORK

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#### DEVELOPING TRANSFERABLE KNOWLEDGE AND SKILLS IN THE 21ST CENTURY

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*National Academies Press* Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as "21st century skills." Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

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### EDUCATION FOR SUSTAINABLE DEVELOPMENT

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#### A ROADMAP

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*UNESCO Publishing*

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### PEER MEDIATION

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### CONFLICT RESOLUTION IN SCHOOLS : PROGRAM GUIDE

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*Research Press* Program for helping secondary school students acquire skills in conflict resolution.

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### KIDS WORKING IT OUT

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### STORIES AND STRATEGIES FOR MAKING PEACE IN OUR SCHOOLS

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*John Wiley & Sons*

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### CONFLICT RESOLUTION EDUCATION

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#### A GUIDE TO IMPLEMENTING PROGRAMS IN SCHOOLS, YOUTH-SERVING ORGANIZATIONS, AND COMMUNITY AND JUVENILE JUSTICE SETTINGS : PROGRAM REPORT

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*DIANE Publishing* Developed for educators, juvenile justice practitioners, and others in youth-serving organizations to heighten awareness of conflict resolution education and its potential to help settle disputes peacefully in a variety of settings. The guide provides background information on conflict resolution education; an overview of four widely used, promising, and effective approaches; and guidance on how to initiate and implement conflict resolution education programs in various settings. Includes curriculum resources, reading list, glossary and assessment forms. Charts and tables.

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### A FESTIVE FEAST

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*Twinkl* One Christmas, things don't quite go to plan for Orla and her family. 'The screen went blank, the lights on the tree went out and the oven stopped humming.' Will Orla get the special Christmas that she has been hoping for? Download the full eBook and explore

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supporting teaching materials at [www.twinkl.com/originals](http://www.twinkl.com/originals) Join Twinkl Book Club to receive printed story books every half-term at [www.twinkl.co.uk/book-club](http://www.twinkl.co.uk/book-club) (UK only).

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### TEACHING CONFLICT RESOLUTION SKILLS THROUGH LITERACY IN AN ELEMENTARY CLASSROOM

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Over the last three school years, horrific acts of violence have taken place in America's public schools. The reality of children killing children has sparked a national debate over school violence and what can be done to prevent it. As an educator, I have been deeply affected by these episodes of school violence. After watching newscasts of a middle school shooting in Jonesboro, Arkansas, I decided that teaching conflict resolution would have to be a priority in my classroom. My challenge was to create a project that my students would find interesting, motivational, and meaningful. Because of curriculum demands, the project had to teach conflict resolution strategies as well as basic literacy skills such as reading, writing, editing, speaking, listening, and viewing. I decided to have my class produce a video, called Choose Peace. The students' goal was to create skits describing how to solve everyday conflicts without using violence. The activity required students to integrate their literacy skills with their newly gained conflict resolution strategies. The purpose of this study is to examine how elementary students' perceptions of violence change after participating in a conflict resolution/literacy program. The study will only assess whether students' perceptions changed, not whether the students integrated these conflict resolution strategies into their real lives. The project was conducted in a heterogeneously grouped fourth grade classroom. Of the twenty-five students in the classroom fourteen were boys and eleven were girls. Eight of the students were identified as having special needs. The community in which the school is located is made up of primarily working-class families. All students involved with the activity participated in two series of interviews, one before working on the project, and one after. The interviews were transcribed and video taped. The examiner then compared the data collected in the two sets of interviews, noting any changes in perceptions after participating in the project. The data was also analyzed for any gender differences in perceptions of violence. The examiner also took field notes throughout the activity, paying special attention to how students reacted to conflicts during the creation of the video. There were indeed differences between boys' and girls' perceptions of violence. When confronted with a conflict, boys were more likely to react spontaneously than girls were. On the whole, boys were more likely to run away or react violently to conflict situations. On the other hand, girls were more likely to talk out their problems, look for a solution, and apologize when involved in a conflict. They were much less likely to use violence than boys were. The study proved that students' perceptions of violence did change after participating in the conflict resolution program. After making the video, students had a much clearer understanding of what violence was. They were able to name more places where violence occurs, reasons for violent behavior, and ways to solve problems without using violence. Students were very aware of the presence of violence in the world and understood the negative consequences of violent behavior. The project was extremely successful. Not only did it meet its objective of integrating conflict resolution into the language arts curriculum, but it allowed the students to develop problem solving and higher order thinking skills. The students were actively involved in their own learning, and it was evident that they did begin to internalize some of the strategies discussed in class.

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### PEER MEDIATION, STUDENT MANUAL

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### CONFLICT RESOLUTION IN SCHOOLS

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*Research Press* Program for helping secondary school students acquire skills in conflict resolution.

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### LET'S BE ENEMIES

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*Harper Collins* James used to be my friend. But today he is my enemy. James and John are best friends -- or at least they used to be. They shared pretzels, umbrellas, and even chicken pox. Now James always wants to be boss, and John doesn't want to be friends anymore. But when he goes to James' house to tell him so, something unexpected happens.