

INVOLVE



CREATE



PREVENT



SUPPORT

SAFE Schools

DoDEA Prevention Programs Guide

Spring 2007



dodea

DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY

Contents

Introduction	3
Table of Programs	7
Categories and Programs	9
Anti-Bullying	9
Bully Proof	9
Let’s Get Real	10
Behavior Management	11
Best Behavior	11
Sustainable School-wide Social and Emotional Learning Kit	12
Character Education	13
Character Counts	13
The Great Body Shop	14
Conflict Resolution	15
Brain Power	15
Peer Assisted Leadership	16
Cyber Security	17
i-Safe	17
NetSmartz	18
Hate Prevention	19
Close the Book on Hate	19
The Children’s March	20

Life Skills	21
Cool Kids.....	21
Second Step.....	22
Parental Involvement.....	23
Getting Parents Involved.....	23
Responsible Parenting Newsletters	24
Sexual Harassment.....	25
Dating and Violence Should Never Be A Couple	25
Gender Violence, Gender Justice	26
Substance Abuse Prevention.....	27
Caring School Community	27
The Power of Choice.....	28
Suicide Prevention	29
102 Strategies for Working with Depressed Children and Adolescents	29
The Truth About Fear and Depression.....	30
Additional Resources	31

Introduction

Purpose

The purpose of the Department of Defense Education Activity (DoDEA) Prevention Programs Guide is to assist school administrators and counselors in selecting prevention programs for use in their schools. These programs are typically designed to reduce negative behaviors such as bullying or aggression among students.

The *Spring 2007 DoDEA Prevention Programs Guide* is the fifth in a series of supplementary guides to the *DoDEA Safe Schools Handbook*. Previous editions have sought to provide schools with a new list each year of potentially useful prevention programs. Thus far, over 100 programs have been described. This year, the Prevention Programs Guide includes several new programs that reflect the rise in cognitive behavioral techniques as a means of reducing and/or preventing school violence. Additionally, a new category, Cyber Security, has been added to address security precautions needed as a result of the increased presence of the Internet in the lives of students and educators.

This Guide presents 22 programs in the same format as the Safe Schools Handbook. The four previous Guides, available on the DoDEA web site at: www.dodea.edu/schools/ISGuides.htm, include:

- Spring 2006 Prevention Programs Guide
- Spring 2004 Prevention Programs Guide
- July 2002 Intervention Strategies Supplementary Guide
- February 2002 Intervention Strategies Supplementary Guide

Additionally, this year the Prevention Programs Guide features a list of reliable websites which offer general information to school administrators about prevention programs. The purpose of this list is to help administrators quickly gather information to enable them to make informed decisions about the types of intervention programs they may find useful.

Selection Criteria

The programs included in this guide were chosen by a team of teachers, counselors and school security experts. Because of the proliferation of school security products currently available, the committee based their selections on three criteria: ease of implementation, affordability, and record of success.

First, programs that could be implemented without the assistance of outside consultants were given preference. Each program in this guide can be implemented by school staff.

Second, the selected programs were within the typical discretionary spending power of individual schools. There are many programs that require on-site training, but they tend to be prohibitively expensive for individual schools. The programs in this guide are small, affordable and easy to integrate into the existing school curriculum.

Finally, the programs selected were either independently endorsed by a recognized educational organization or they had a proven track record of success in schools. Institutions that the selection committee consulted for independent evaluations include:

- The Hamilton Fish Institute
- The U.S. Department of Education
- The Substance Abuse and Mental Health Services Administration (SAMHSA)
- The National Association for Secondary School Principals
- The American School Counselor Association
- National Association of School Psychologists

Where there is quantifiable success, this guide offers some anecdotal description to assist readers in making program selections. Many of the programs included in this guide were developed by recognized leaders in the field of violence prevention. These programs are the product of extensive new research into ways of reducing school violence. They build upon the success of earlier prevention programs.

No Endorsements

This is an unofficial publication produced by CSC on behalf of the DoDEA Office of Safety and Security. The material in this publication is presented for informational purposes only and does not constitute any official policy of DoDEA. The publication of this guide does not constitute an endorsement of these programs by either CSC or DoDEA.

About the Safe Schools Program

DoDEA is committed to the physical and mental well-being of all students and staff. Each school has resources available to provide the support students need for security and well-being. Key components of DoDEA's commitment to school safety and security include prevention programs; psychologists and school counselors; crisis management teams; and the Safe Schools Newsletter. Additionally, in order to graduate from a DoDEA high school, students must complete the mental health curriculum, including courses in suicide prevention, emotional control, and stress management.

DoDEA implemented the Safe Schools Program in School Year 99-00, after an overwhelming approval was received from DoDDS and DDESS Superintendents. It was coordinated with the Dependents Education Council, European Schools Council Working Group, Deputy Directors, and Service Components.

The Safe Schools Program provides a systematic approach to counter school violence, crime, and the threat of terrorism. It also provides each school with the means to enhance the safety and security of its students, staff, facilities, and operations. The Program guidance provides a means of identification, intervention, and prevention of violence; the identification and application of crime prevention techniques, and the application of DoDI 2000.16, "DoD Combating Terrorism Standards" within the DoDEA school system. The Program also emphasizes risk reduction planning - what administrators can do before an incident, to prevent it from happening and/or reduce the effects of an incident, if it occurs. Furthermore, the Program uses an all-hazards approach to incident response planning, including how to respond to an incident: (i.e., evacuate, lockdown, shelter-in-place, or take cover).

How Prevention Programs Benefit School Security

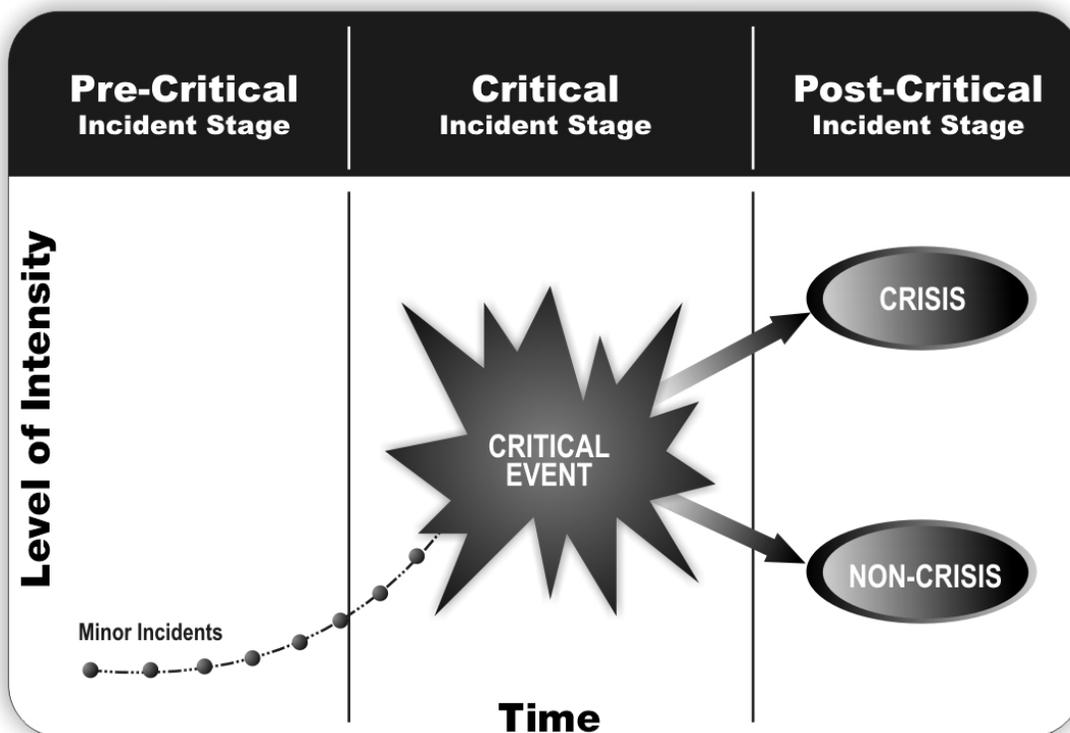
Prevention programs teach life skills to help students avoid risky behavior and navigate the difficult terrain of growing up in a constantly changing world. Children of military families face particular stresses from moving, changing schools frequently, parental deployments and global political uncertainty. Prevention programs can teach students ways to handle such stresses more effectively. They teach coping skills and critical thinking that together can reduce the threat of school disruptions in the form of either violence or self-destructive behavior.

Studies have shown that most school crises can be avoided through early intervention. These prevention programs seek to provide that early intervention and prevent what is known as “incident escalation.”

Incident Escalation

Each day in school, seemingly inconsequential incidents occur that nonetheless induce stress and anxiety in students. The cumulative effect of this stress and anxiety can push some students past their breaking point and cause them to act out in violent and self-destructive ways, leading to a critical event. Students sometimes display observable behavior (i.e., crying, fighting) that indicates their stress level is increasing. The incident escalation model depicted below illustrates this phenomenon.

Early intervention can help students who fit this model. These students are the prime candidates for prevention programs. Alert and insightful administrators and counselors can benefit by using this Guide as a tool to aid in program selection. See the Table of Programs on page 7.



Observables, or indicators of pending critical events, are often overlooked. But, when they are detected and acted upon, a pending critical event can be averted.

Early Warning Signs

The key to early intervention is to recognize the warning signs that a student or group of students may exhibit before a violent incident. The Department of Education's publication *Early Warning, Timely Response* (<http://cecp.air.org/guide/earlywarning.asp>), offers a list of early warning signs that a troubled student might display. Staff, parents, and students are cautioned to use this reference as a list of possible signs of problems, not as a checklist. To avoid misdiagnosis, a trained mental health practitioner, in consultation with a student's parent or guardian, must conduct a professional assessment. Some of the listed warning signs are:

- Expressions of violence in writings and drawings;
- Serious threats of violence against oneself or others;
- Chronic behavior and disciplinary problems;
- Drug and alcohol use;
- Inappropriate access to firearms;
- Patterns of impulsive and chronic hitting, intimidation and bullying;
- Excessive feelings of isolation or rejection; and
- Social withdrawal.

Table of Programs

The Table of Programs presents the prevention programs by category and indicates whether the programs are designed for elementary, middle or high school. Each program description includes information on the sponsor/developer, contact information, materials, approximate cost, implementing specifications, and a program summary.

(● indicates that the program is offered at these school levels)

Type of Program	Elementary School	Middle School	High School	Page Number
Anti-Bullying				
Let's Get Real		●	●	9
Bully-Proof	●			10
Behavior Management				
Best Behavior	●	●	●	11
Sustainable School-wide SEL kit	●	●	●	12
Character Education				
Character Counts	●	●	●	13
Great Body Shop	●			14
Conflict Resolution				
Brain Power	●			15
Peer Assisted Leadership		●	●	16
Cyber Security				
<i>i</i> -Safe	●	●	●	17
NetSmartz	●	●	●	18
Hate Prevention				
Close the Book on Hate	●	●	●	19
The Children's March		●	●	20

Type of Program	Elementary School	Middle School	High School	Page Number
Life Skills				
Cool Kids	●	●		21
Second Step	●	●	●	22
Parental Involvement				
Getting Parents Involved	●	●		23
Responsible Parenting	●			24
Sexual Harassment				
Dating and Violence Should Never Be a Couple			●	25
Gender Violence: Gender Justice	●	●	●	26
Substance Abuse				
Caring School Community	●			27
Power of Choice			●	28
Suicide Prevention				
102 Creative Strategies for Working with Depressed Children and Adolescents			●	29
The Truth about Fear and Depression	●	●	●	30

Categories and Programs

Bully-Proof

Program Summary

This two-book program was produced by the Wellesley Centers for Women at Wellesley College in coordination with the Monadnock Center for Violence Prevention. The original book, *Bully-Proof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students* was published in 1996. The follow-on text, *Linking Bully-Proof: Teaching about Bullying and Harassment Using National Standards for School Counseling and Health Education* was published in 2006. Each lesson in the *Bully-Proof* system has been aligned with national performance standards for School Counseling and Health Education for 4th and 5th grades, and in many cases, the standards for 6th grade have also been included.

The objective of the program is to help students recognize the differences between bullying and teasing. Together the books have been tested independently in Texas by the CDC over a three year period and have been found to significantly raise student accuracy in identifying the differences between bullying, joking and teasing. Additionally, the study found the books raised girls' awareness of sexual harassment.

The books use art activities, readings of classic literature and role playing in eleven clear lesson plans that together help to raise awareness of bullying in schools, and enable students to recognize it and respond appropriately. This program can be adapted for older students.

Author/Developer

Lisa Sjostrom and
Dr. Nan Stein

Contact Information

Wellesley Centers for Women
Wellesley College
106 Central Street
Wellesley, MA 02481
Phone: 781.283.2500
fax: 781.283.2504
E-mail: wcw@wellesley.edu
URL: <http://www.wcwonline.org/pubs/title.php?id=427>

Materials

Two text books with 11 lesson plans and activity sheets

Cost

\$19.95 for *Bully-Proof: A Teacher's Guide*
\$15.00 for *Linking Bully-Proof*

Audience

Grades: 4-5

Let's Get Real

Program Summary

Let's Get Real is a documentary film about bullying that features real children talking on camera about their experiences as victims of aggression, and in some cases, their experiences as bullies. The film is part of the "Respect for All Project" carried out by Women's Educational Media and it differs from other anti-bullying programs in that it does not offer tips for reducing bullying so much as it seeks to raise awareness and understanding of the painful effects of bullying on both individuals and social groups. Particular attention is given to the damaging effects of gender-based name calling.

The film was the winner of the Columbine Award for best short documentary at the Moondance International Film festival. Additionally, the program received a Parent's Choice Award in 2005 and endorsement from the American Library Association.

"Let's Get Real is by far the best video I have ever seen about bullying. The articulate voices of the young people, the imaginative visuals, and the clear organization combine to make a teaching tool of great impact and vision." Stan Davis, bullying-prevention consultant, StopBullyingNow.com

This program contains strong language. Teachers and students praise the film for its unflinching examination of bullying, but the content is not appropriate for elementary grades.

Director/producer

Debra Chesnoff

Contact Information

Women's Educational Media
2180 Bryant Street, Suite 203
San Francisco, CA 94110

Phone: 415.641.4616

Fax: 415.641.4632

E-mail: curator@newday.com

URL: http://www.womedia.org/ordering_schools.htm

Materials

Video (VHS or DVD), 130 page curriculum guide with activity sheets. Extensive web support.

Cost

\$99.00 + \$9.00 Shipping

Audience

Grades 7-12

Best Behavior

Program Summary

This workbook offers a system for classroom management that attempts to meet the needs of all students. *Best Behavior* uses a “three-tiered model of discipline strategies.” First, the program helps administrators establish a strong school-wide foundation of discipline to benefit all students. Second, it provides interventions tailored to the 15 to 20 percent of students who need additional support. Third, it provides intensive interventions for the three to five percent of students who repeatedly exhibit the most chronic patterns of misbehavior.

Best Behavior was co-developed by Jeff Sprague who contributed to “Early Warning; Timely Response,” and builds upon “recent evidence based techniques for establishing a positive school climate.” The program fosters improved learning by supporting both teachers and students. Deliverables include:

- Improved school-wide practices,
- Improved classroom management techniques,
- Improved support systems for all students,
- Effective collaboration between schools and parents.

The program was extensively tested at the University of Oregon. Studies using *Best Behavior* have shown a reduction in “office discipline” by as much as 50 percent.

Author/Developer

Dr. Jeff Sprague and
Dr. Annemieke Golly

Contact Information

Sopris West
4093 Specialty Place
Longmont, CO 80504
Phone: 303.651.2829
Fax: 888.819.7767
E-mail: customerservice@sopriswest.com
URL: www.sopriswest.com

Materials

Teacher’s workbook with
handouts and behavior charts

Cost

\$75.49

Audience

Grades K-12

Sustainable School-wide Social and Emotional Learning Kit

Program Summary

The Sustainable School-wide Social and Emotional Learning Kit is a new (2006) multi-media tool-kit and implementation guide for schools interested in SEL. It is produced by the Collaborative for Academic and Social Learning at the University of Illinois (CASEL), a non-profit organization committed to helping schools test and evaluate SEL programs.

Research has shown that social and emotional learning are key components of children's behavioral development. The benefits to schools are students who are engaged both mentally and ethically in the classroom.

The kit is based on recent research into sustainable ways of bringing SEL into schools. The kit includes materials for school administrators to conduct in-service seminars on SEL as well as visually appealing student activities and handouts to assist with implementation.

The program is intended for use with CASEL's *Safe and Sound* program, which is available for free at the website (www.casel.org).

“This guide and toolkit provide school leaders with the resources they need to implement effective SEL programs...It's an indispensable resource for any educator who is passionate about building strong, safe, and successful learning communities for our children.”-*Pamela Seigle, Founder, Open Circle Program, Wellesley Centers for Women.*

Author/Developer

Elizabeth Devane
Mary Utne O'Brien
Hank Resnik
Susan Keister
Roger Weissberg

Contact Information

CASEL
c/o Chicago Distribution
Services
11030 S. Langley St.
Chicago, IL 60628
Phone: 312.413.1008 or 5709
Fax: 312.355.4480
E-mail: casel@uic.edu
URL: www.casel.org

Materials

Teacher's guide, workbooks,
Power Point presentation,
brochures, teacher logs,
surveys, implementation guide.

Cost

\$80.00

Audience

Grades K-12

Character Counts

Program Summary

Note: *Character Counts* was initially described in the 2002 Preventions Programs Guide. This is an update.

Character Counts is based on the premise that all people, regardless of background and belief system, can agree on six “pillars” of character: trustworthiness; respect; responsibility; fairness; caring; citizenship. However, the program now includes a vast array of seminars, curricula materials, online discussion forums, blogs, web support and even clothing to assist educators in using ethics education as a vehicle for reducing anti-social behavior. Many of the *Character Counts* resources are now available for free via download from the extensive website.

The program continues to be widely and successfully tested. A South Dakota study funded by 4-H found that children exposed to *Character Counts* had significantly reduced rates of cheating, stealing and alcohol use. The program was most effective for elementary aged students. Teasing was reduced by 46 percent for that group after participating in the program.

The program has been endorsed by President Bush, the U.S. Senate and governors of 19 states. *Character Counts* has partnered with U.S. Army Child and Youth Services, who have adapted the program to meet community needs. At Ft. Lewis, children participating in *Character Counts* collected clothing for needy military families, raised money for children in Afghanistan and created a “Peace Table” for conflict resolution meetings.

Author/Developer

The Josephson Foundation

Contact Information

Character Counts
9841 Airport Blvd., #300,
Los Angeles, CA 90045
Phone: 310.846.4800 or
800.711.2670
Fax: 310.846.4858
E-mail: cc@jiethics.org
URL: www.charactercounts.org

Materials

Curriculum guides, bundled kits of books, posters, hand-outs, stickers and awards. Clothing, posters and brochures are available individually or in bulk.

Cost

Value kits start at \$209.95. Pricing varies based on size of school, up to \$899.95.

Audience

Grades K-12

The Great Body Shop

Program Summary

This program is a comprehensive cross-curriculum substance abuse program that also provides extensive concentration in character education, social and emotional health, and critical thinking.

The Great Body Shop involves colorful materials designed to appeal to its target user base of pre-K through middle school students. Each module is designed to integrate knowledge, values, life skills, and critical thinking skills into age-appropriate, familiar concepts. The comprehensive curriculum includes teacher's guides, parent bulletins, and weekly lesson plans which last 20-35 minutes for elementary students and 45-60 minutes for middle school students. *The Great Body Shop* is updated annually to incorporate state and national health standards. It has been endorsed by SAMHSA (model program) and the Collaborative for Academic, Social and Emotional Learning (CASEL) at the University of Illinois.

The program is annually updated and has been extensively tested in public schools. One study of third and fifth graders using the curriculum in California, Idaho, Maine and Washington, found that students using the program showed increased knowledge of learning skills, values, thinking skills and appropriate behaviors.

Author/Developer

The Children's Health Market

Contact Information

27 Cannon Road,
Suite 2A
Wilton, CT 06897
Phone: 800.782.7077
Fax: 203.761.9038
E-mail: nancy@thegreatbodyshop.net or penny@thegreatbodyshop.net
URL: www.TheGreatBodyShop.net

Materials

Teacher's guide, parent bulletins, student letters, lesson plans, posters, video lists, extensive web support. Spanish available.

Cost

\$6.50 per student for pre-K.
Five class minimum. \$5.50 per student up to 8th Grade. \$45.00 per Teacher's Guide.

Audience

Grades pre-K-8

Brain Power

Program Summary

The *Brain Power* program was developed for and effectively used in Southern California schools as a means to retrain aggressive youth to increase their ability to perceive negative versus positive intent. The program functions on two important assumptions. First, students can learn to recognize that some negative outcomes are the result of accidents on the part of others. The second assumption is that when students realize and accept that some negative outcomes are unintentional, reciprocal violence is less likely to occur.

The program has three components. These include strengthening the ability to detect intention, increasing the likelihood that children will assume a negative behavior was not intentional, and raising awareness of appropriate behaviors in situations of ambiguous intention.

Brain Power uses twice-weekly focus groups to help aggressive students discuss their own personal experiences and brainstorm better solutions. The program includes role playing and practice sessions to strengthen students' ability to read intention. Teachers report that students who have participated in the program seem markedly less aggressive with their peers particularly in ambiguous social situations.

Brain Power is endorsed by the Virginia Best Practices in School-Based Violence Prevention, The Hamilton Fish Institute, SAMSHA and CDC. Dr. Hudley's book on the implementation and evaluation of *Brain Power* is forthcoming from Yale University Press.

Author/Developer

Cynthia Hudley, Ph.D.

Contact Information

Kim West
University of Southern
California, Rossier School of
Education
3470 Trousdale Parkway
Waite Phillips Hall 1001D
Los Angeles, CA 90089
Phone: 213.740.3473
Fax: 213.740.3671
E-mail: hudley@usc.edu
URL: [http://www.model
programs.samhsa.gov](http://www.modelprograms.samhsa.gov)

Materials

Teacher's guide, workbook

Cost

\$30

Audience

Grades K-12

Peer Assisted Leadership (PAL)

Program Summary

The *PAL* program was designed to improve interrelations between students. The program involves faculty, parents, community members, and students in a peer-to peer outreach program that encourages respectful behaviors among students. Proven results include:

- Improved school attendance.
- Reduced drug and alcohol abuse.
- Positive school climate.
- Increased academic success.
- Responsible behavior.
- Involvement in community service.

The *PAL* program shows students how they can be an active part of their schools and communities. By taking ownership, students are able to see how positive actions can help foster a safe, happy community.

The program has been successfully used around the world. In the U.S., approximately 2,000 school leaders across fifteen states have taken part in the program.

Author/Developer

Far West Laboratory

Contact Information

Ginny Lee
WestEd
730 Harrison Street
San Francisco, CA 94107
Phone: 877.493.7833
Fax: 415.565.3012
E-mail: glee@wested.org
URL: www.wested.org

Materials

Teacher's guide, workbook.

Cost

Costs vary.

***i*-SAFE**

Program Summary

The mission of the non-profit foundation i-SAFE America is to educate and empower youth to safely and responsibly take control of their Internet experience. This program provides students with the knowledge to recognize and avoid dangerous, destructive, or unlawful behavior and to respond appropriately.

The curriculum seeks to banish the myth that Internet safety is just common sense. It consists of five main lessons which are taught and then reinforced in an entertaining manner to help children internalize the “rules” for behaving appropriately, and recognizing dangerous situations on the Internet.

i-SAFE requires users to create an account that grants access to age-appropriate curriculum. Teachers, for example, access very different information than do students or parents. School groups can participate in web casts that focus on various topics related to cyber security. The program also offers outreach programs to bring the curriculum to communities and to bring law enforcement experts into schools.

Although i-SAFE is designed for online use, all of the materials are available through the i-SAFE store in book or CD form. The program is endorsed and largely funded by the U.S. Congress with the intention that i-SAFE will visit every state in the U.S. to spread its message about Internet safety.

Author/Developer

Team of Internet and curriculum experts

Contact Information

Anne Highman
i-SAFE, Inc.
5900 Pasteur Court
Suite #100
Carlsbad, CA 92008
Phone: 760.603.7911
Fax: 760.603.8382
E-mail: ahigham@isafe.org
URL: <http://www.isafe.org>

Materials

A variety of online courses are available. DVD and curriculum guides, posters, brochures, risk assessments can be ordered. Custom plans available.

Cost

Free online. The PDP Leader’s Guide is \$38.00. Hard copies of curriculum guides start at \$49.95 per grade. CDs start at \$18.50.

Audience

Grade K-12

NetSmartz

Program Summary

NetSmartz is a web-based program that provides resources for educators and parents for teaching children how to navigate the Internet safely.

The program provides background information on the issue for educators and parents, and instructional materials, such as activity cards, to support individual group instruction and the development of lesson plans.

NetSmartz highlights computer assisted instruction, with resources including computer games, videos, online activities, and off-line activities like coloring books. PTA members can also schedule age-appropriate Internet safety presentations.

NetSmartz has local partnerships in several states, including Mississippi, Nebraska, New Jersey, New York, Oklahoma, Pennsylvania, Tennessee, Texas, Virginia, and Wisconsin. *NetSmartz* has also established partnerships with the Boys and Girls Clubs of America and the U.S. Department of Justice.

“The Utah Attorney General's Office is aggressively prosecuting online predators, but it will never be enough. Education is still the best way to protect children. Utah joined with the NetSmartz Workshop to make sure every child learns about online dangers. The program is fun and has proved to be the most effective way to teach Internet safety in the classroom.”-*Utah Attorney General Mark Shurtleff*

Author/Developer

National Center for Missing and Exploited Children

Contact Information

Rachel Johnston
NetSmartz Workshop
Charles B. Wang International
Children's Building
699 Prince Street
Alexandria, VA 22314
Phone: 800.843.5678
URL: www.netsmartz.org

Materials

Online curriculum, lesson plans, videos, activities and games.

Cost

Free

Audience

Grades K-12

Close the Book on Hate

Program Summary:

Close the Book on Hate is the product of collaboration between the Anti-Defamation League and Barnes and Noble Booksellers in an endeavor to reduce school violence by teaching acceptance and tolerance.

The program provides general resources and practical advice for educators, parents, and community members to aid in hate prevention. The centerpiece of the program is *Hate Hurts*, a book written for parents and educators which offers a structured approach to “unlearning” prejudice. By confronting the stereotypes that lead to prejudice, the book shows readers that hatred is a learned response to fear and uncertainty. It also offers advice on supporting and comforting victims of hatred and prejudice. The program brochure *101 Ways to Combat Prejudice* is available for distribution via pdf download at www.adl.org/prejudice/closethebook.pdf.

Close the Book on Hate has been widely used and applauded by youth advocacy groups including The Boys and Girls Clubs of America and the Children’s Defense Fund. It is also supported by the National PTA, National Education Association and the Safe School Coalition.

Sponsor/Developer

Caryl Stern-Larosa and
Eileen Hofheimer Bettman

Contact Information

Barnes and Noble, Inc.
Customer Service Department
122 Fifth Avenue, 2nd Floor
New York, NY 10011
URL: www.adl.org/prejudice

To order:

www.barnesandnoble.com

Materials

Brochures, booklets,
downloadable lesson plans

Cost

Free

Audience

Grades K-12

The Children's March

Program Summary

This moving documentary tells the story of the heroic children of Birmingham, Alabama who withstood fire hoses and police dogs in 1963 as they fought for equal rights for African Americans. This film is the product of collaboration between The Southern Poverty Law Center and Teaching Tolerance and was produced by Home Box Office. *The Children's March* won an Academy Award in 2005 for best documentary film.

The film shows students how young people can be a catalyst for social change and also provides a framework for discussing the painful legacies of hatred and prejudice. Teachers praise the quality of the film and report that students are both moved by the content and excited to discuss the implications in workshops afterwards.

The thirty-page teacher's guide was developed by curriculum experts at the Southern Poverty Law Center and uses art, music, popular culture, civics, and social studies as vehicles for integrating hate prevention into the classroom.

"Too often in this country, we talk about activism and social change as venues for adults. But the children of Birmingham brought segregation to its knees, and today's young people possess that same power — the powers of resistance, rebellion and love for humanity."
Jennifer Holladay, director of the SPLC's tolerance programs.

Author/Developer

Southern Poverty Law Center,
Teaching Tolerance and Home
Box Office

Contact Information

Teaching Tolerance
c/o SPLC
400 Washington Ave.
Montgomery, AL 36104
Phone: 334.956.8200
Fax: 334.956.8488
Fax Orders: 334.956.8486
URL: [www.tolerance.org/
teach/resources/
childrens_march.jsp](http://www.tolerance.org/teach/resources/childrens_march.jsp)

Materials

Academy Award winning
video (VHS or DVD)
Teacher's guide with 9
standards-based lesson plans.

Cost

Free

Audience

Grades 7-12

Cool Kids: A Proactive Approach to Social Responsibility

Program Summary

Cool Kids is written by educators who believe in the power of praise to effect change in student behaviors and achievement. The program focuses on positive ways of improving social skills in children of all ages, but especially younger students. The program seeks to inspire teachers and students to “create caring environments, identify social skills deficits, and uphold consistent standards for behavior.”

Cool Kids offers two separate curriculums that address the differing needs of elementary and middle school students. Both, however, provide a series of lessons that create a framework for teaching life skills. Games and fun activities help students learn to interact positively with peers and adults. The lessons are flexible and can be used in small groups, classrooms, or even assemblies.

This program is published by Sopris West, a recognized leader in educational publishing. The authors are all former teachers and have extensive experience working with special needs students.

Author/Developer

Susan Fister-Mulkey, M.Ed.
Denise A. Conrad, Ed.D.
Karen Kemp, M.A.

Contact Information

Sopris West
4093 Specialty Place
Longmont, CO 80504
Phone: 303.651.2829 or
800.547.6747
Fax: 888.819.7767
E-mail: customerservice@sopriswest.com
URL: www.sopriswest.com

Materials

Teacher's guides, hand-outs, lesson cards, posters, markers, stickers and “at-a-glance” cards.

Cost

\$74.49 per set;
\$137.95 includes both.

Audience

Grades K-8

Second Step

Program Summary

The *Second Step* Program is a character education program that teaches emotional literacy for classroom success. The program teaches essential competencies which include empathy, impulse control, problem-solving and anger management. It can easily be integrated into academic learning requirements in a variety of subjects, allowing teachers to “build upon what they are already doing in the classroom.”

School districts who have used the program appreciate the opportunities for role playing and theatre using the puppets and scripted activities. Principals report that using the scripts at assemblies and PTA meetings has increased attendance and provided a vehicle for opening community-wide discussions about the necessity of character education.

Second Step was developed by the Committee for Children and has won numerous national and local awards. The U.S. Department of Education featured it as an exemplary program in 2001 (the only program of its kind to receive such a rating) and the Utah State Office of Education gave *Second Step* its highest possible rating. Additionally, the White House has commended the program, as has the New Jersey department of education.

"The *Second Step* program has been a big part of our success at Northwest Elementary—school detentions are down and test scores are up."-Joe Schlaffer, Principal, Northwest Elementary, Lebanon, Pennsylvania

Author/Developer

Committee for Children

Contact Information

568 First Ave. S.

Suite 600

Seattle, WA 98104

Phone: 800.634.4449 ext.6223

E-mail:

clientsupport@cfchildren.org

URL: www.cfchildren.org

Materials

Kits differ by grade, but include cards, videos, activity sheets and CDs. Grade 1-5 kits include puppets and songs. Grade 7-9 kits include scripted lessons. Staff training videos available.

Cost

Pre-K kits are \$289 and kits for grades 1-5 are \$159 while grade 6-8 kits vary. Multi-grade kits are available starting at \$535. Spanish add-ons start at \$60. Rental program available for 1st year/level.

Audience

Grades K-8.

Getting Parents Involved

Program Summary

Getting Parents Involved has designed a program to help schools connect with parents. The program consists of interactive tools to help schools facilitate productive relationships with parents. The program's ultimate goal is to improve student achievement. *Getting Parents Involved* most notably implemented a program that connects to the National Education Association's *Read Across America Day*. This program helps to form a connection between the school and community, which serves to benefit individual students and the community as a whole. The program's components include:

- Newsletters.
- Videos.
- Parent-friendly Activities.
- Teacher Portals.
- Free Access to the Website.

The issue of parental involvement has become increasingly important in today's fast-paced world. *Getting Parents Involved* has helped to expand resources for schools on the issue, and to create effective ways for parents and educators to communicate.

Contact information:

Parent Tutor Corporation
850 North Federal Highway
Stuart, FL 34994
Phone: 866.343.5189
E-mail: sales@parenttutor.com
URL: <http://www.gettingparentsinvolved.com/>

Materials

Access to websites, kits, and tutorials designed to enhance parent/teacher communication.

Cost

\$3-\$6 per student.

Audience

Grades K-8.

Responsible Parenting Newsletters

Program Summary

Responsible Parenting Newsletters gives teachers and administrators the ability to provide parents with parenting resources. The newsletters aim to create more parental involvement in schools, and to give parents the tools to become active and present in their children's lives. The book contains 59 reproducible one-page informational newsletters. Topics include:

- Children's behaviors, preadolescent and adolescent behaviors, parent behaviors.
- Academic concerns.
- Household concerns.

These parenting newsletters can be sent home to parents, given to teachers to be distributed at parent/teacher conferences, placed in the school office for distribution to school visitors, or used as an enhancement for a parenting program. All newsletters are available in both English and Spanish.

Author/Developer

Robert and Julie Kline

Contact Information

Marco Products

1443 Old York Rd.

Warminster, PA 18974

Phone: 800.448.2197

E-mail: help@marcoproducts.com

Materials

59 reproducible newsletters.

Cost

\$15.95

Audience

Parents of children in grades K-8.

Dating and Violence Should Never be a Couple

Program Summary

This DVD video is part of a tool-kit which raises awareness of both the dangers and the prevalence of teen dating violence and seeks to eliminate the cultural acceptance of this widespread problem. Sexual violence among teenagers has been associated with numerous school safety issues, including increased risk of substance use, unhealthy weight control behaviors, and suicide.

High schools can use the tool-kit to hold discussions and develop activities that educate the community and school population about dating violence. The activities can be easily integrated into existing curriculum in a manner that enables both students and school staff to become active participants on the prevention of dating violence.

The American Bar Association developed the kit as part of their National Teens Dating Violence Prevention Initiative for the 2006 National Teen Dating Violence Awareness and Prevention Week. The program was partially funded by a grant from the U.S. Department of Justice. The tool-kit was sent to all DoDEA schools in May 2006 and copies are now available for download at the ABA website.

Author/Developer

American Bar Association with input from teenagers, teachers and prosecutors.

Contact Information

American Bar Association
Service Center
321 North Clark Street
Chicago, IL 60610
Phone: 312.988.5522 or
800.285.2221 (product
code: 549033)
E-mail: gaulp@staff.abanet.org
URL: [http://www.abanet.org/
unmet/toolkitmaterials.html](http://www.abanet.org/unmet/toolkitmaterials.html)

Materials

Teacher's guide, DVD, prevention recommendations, warning signs.

Cost

Free online.
(Product code #307001.)

Audience

Grades 8-12.

Gender Violence, Gender Justice

Program Summary

Gender Violence, Gender Justice provides educators a sexual harassment prevention curriculum that can be included in the existing language arts, literature, social studies, health or psychology classes. The program is based on literary and historical texts that students would normally read for their academic classes.

The teacher's guide provides writing assignments and group discussion guidelines on topics such as:

- Personal boundaries
- Relationship violence
- Justice and courage

The curriculum can be presented in two stand-alone sessions or interspersed in core curriculum classes over several weeks. The supplemental activities reinforce the lessons by involving students in guided discussion, role playing and classroom debates.

Author/Developer

Nan Stein
Dominic Cappello

Contact Information

Publications Department
Wellesley Centers for Women
Wellesley College
106 Central Street
Wellesley, MA 02481
Phone: 781.283.2510
URL: www.wcwonline.org

Materials

Teacher's guide,
Classroom handouts.

Cost

\$25+\$6 shipping & handling

Audience

Grades 7-12

Caring School Community

Program Summary

The *Caring School Community* Program is a multi-media kit that helps school administrators implement a school-wide program focused on creating strong communities within the classroom and the school. The program centers around four core values which include:

- Respectful and supportive relationships.
- Opportunities for collaboration.
- Opportunities for autonomy and influence.
- Emphasis on common purposes and ideals.

Students taking part in the program learn how to set class norms and goals, create plans, make decisions, and solve problems related to classroom life. They also learn how to better understand and empathize with one another.

This program is recognized by The U.S. Department of Education, Office of Safe and Drug-Free Schools, the National Association of Elementary Principals (NAESP), and the American Association of School Administrators (AASA).

“The children would say ‘I disagree with you, and this is why . . .’ but they never made fun of someone’s idea. They knew that the classroom was theirs, and it depended on everyone being polite.” -*Midge Fuller, grade 3 teacher*

Author/Developer

Developmental Studies Center

Contact Information

Developmental Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606
Phone: 510.533.0213
Fax: 510.842.0348
E-mail: info@devstu.org
URL: www.devstu.org/csc/videos/index.shtml

Materials

Lessons (K-1 or 1-6), teacher’s calendar, program overview, activity book, take-home activities, school-wide community building Activities.

Cost

\$185-\$205.

Audience

Grades K-6.

The Power of Choice

Program Summary

This video series aims to give teenagers the tools they need to make good choices. It gives young people the understanding of choices and their consequences, and serves as an excellent precursor to discussion on making difficult choices, especially pertaining to drugs and alcohol.

Each video is accompanied by a companion guide filled with discussion questions, group activities, and writing assignments. This video series has been the winner of the following awards:

- American Children's Television Festival
- Action For Children's Television
- National Educational Film & Video Festival
- American Film & Video Festival
- CINE - Golden Eagle
- Booklist - Editor's Choice

By bringing issues such as drinking and driving, drugs and alcohol, and peer pressure to the forefront, the program aims to reduce adolescent substance abuse and to teach teens about responsible decision making.

Author/Developer

Mark Bularzik

Contact Information

Live Wire Media
Resources for Character
Education, Guidance & Lifeskills
273 Ninth Street
San Francisco, CA 94103
Phone: 800.359.KIDS or
415.564.9500
Fax: 415.552.4087
E-mail: info@livewiremedia.com
URL: www.goodcharacter.com

Materials

12 interactive DVDs.

Cost

\$65-\$80 each; \$650 for 12.

Audience

Grades 9-12

102 Creative Strategies for Working with Depressed Children and Adolescents

Program Summary

This book provides accessible guidance for school staff working with children suffering from depression. The text offers ways of initiating a discourse with students who are exhibiting behavioral symptoms of depression. It also helps educators create an emotionally safe environment where students can talk about their feelings and work collaboratively to find solutions.

102 Creative Strategies provides practical advice for adults to help young people cope with on-going depression. The text uses cognitive and behavioral therapy and discusses management techniques such as:

- Relaxation and deep breathing,
- Improving one's diet to manage depression,
- Using spirituality as a means of calming anxiety and fears, and
- Exercise.

This book gives educators age-appropriate strategies to help students suffering from depression, and can also serve as a resource for the students themselves as they search for understanding of their condition.

Kaye Randall is also a co-author of *See My Pain: Creative Strategies and Activities for Helping Young People Who Self-Injure*.

Author/Developer

Donna Strom, Ed.S.
Kaye Randall, LISW-CP
Susan Bowman, Ed.S. LPC

Contact Information

Youth Light
PO Box 115
Chapin, SC 29036
Phone: 800.209.9744
Fax: 1.803.345.0888
E-mail: yl@sc.rr.com

Materials

Book, worksheets and reference chart.

Cost

\$23.95

Audience

Grades K-12

The Truth about Fear and Depression

Program Summary

This book is part of the 12 volume “Truth about...” series and serves as a useful “A-Z Guide” for students who have depression and/or anxiety, or want to learn more about these related conditions. The writing is direct and accessible for young people and the presentation is visually stimulating. The book provides non-judgmental information about mental health and uses statistics, charts and worksheets to dispel some of the distressing myths about depression.

The Truth about Fear and Depression also offers students information and proactive measures for coping with depression. Some of the topics discussed include:

- The causes of anxiety disorders and depression.
- Depression and families.
- The social costs of anxiety and depression.
- Treatment and rehabilitation.
- Representations of depression in the media.

Students can take self-tests, study “Fact or Fiction?” sidebars, and read statistics and charts to learn more about the causes, treatments and history of depression. This text is also useful for students dealing with a friend whose behavior has suddenly changed due to depression.

“Clear and concise . . . broad in scope . . . do[es] an excellent job of providing accurate information for teens . . . belong[s] in any library serving young adults.”

-School Library Journal

Author/Developer

Heather Denkmire

Contact Information

Youth Light

PO Box 115

Chapin, SC 29036

Phone: 800.209.9774

Fax: 803.345.0888

E-mail: yl@sc.rr.com

URL:

<http://youthlightbooks.com/>

Materials

Student resource guide.

Cost

\$34.95

Audience

Grades 6-12.

Additional Resources

Hate prevention websites:

<http://149.101.1.32/crs/pubs/prevyouthatecrim.pdf>

“Preventing Youth Hate Crime” a manual for schools and communities.

<http://www.partnersagainsthate.org/>

Provides a database for schools, based on area of the country, to access best hate prevention programs.

Gang Prevention:

<http://www.sanantonio.gov/saPD/YouthGangs.htm>

Gives detailed information about gangs, from warning signs to prevention.

Parental Involvement:

<http://www.nea.org/parents/index.html>

Nat’l Education Association’s website for parental involvement. Includes tips and strategies for parents.

<http://www.projectappleseed.org/chkfst.html>

Project Appleseed, The Nat’l Campaign for Public School Improvement’s checklist for parental involvement.

www.ed.gov/emergencyplan

Plethora of Safe Schools reference material provided by the U.S. Department of Education’s office of Safe and Drug-Free schools.