



George Street Playhouse's Teacher's Guide for the Touring Theatre Production of:

NEW KID

Written by Dennis Foon

BEFORE THE SHOW: Synopsis

NEW KID is the story of Nick, who moves to America from his native country, Homeland. Upon his arrival Nick is unable to speak English, and is unfamiliar with the food, music and sports of the American kids. Because of these differences, Nick struggles to adapt to the new language and culture while being confronted by prejudice against Homelanders.

The play begins as Nick is packing to leave for America. As he expresses his unhappiness about moving away from his friends, Nick carefully packs his prized possession, a Homelander lunch bowl that his friends gave him as a going-away present. Nick tries to persuade his mother to stay in Homeland, but his mother reassures him and promises that life will be better and exciting in America. When he conveys a fear of not knowing English, his mother guarantees him that he will learn English quickly — “in a week.”

On his first day of school, Nick finds that he is having trouble understanding what is going on around him. A boy he meets, Mug, makes fun of Nick's unfamiliar dress, food, and language. Mug's friend, Mencha, plays along until Mug breaks Nick's Homelander lunch bowl. Nick is so upset that he runs away from school before the day's session is dismissed.

At home, Nick lies to his mother about how the bowl got broken, but his mother finds out the truth and promises to fix the broken bowl. She persuades a reluctant Nick to give America, and school, another chance. Back at school, Mencha reaches out to Nick and befriends him. She helps introduce Nick to American food and teaches him American sports. She even helps Nick learn the English language and defends Nick against the bully, Mug.

Nick's mother is also having a difficult time adjusting to America. She has difficulty at the grocery store, struggles to learn English (which she refuses to speak conversationally in her home) and, in an attempt to preserve Homeland traditions, does not welcome Nick's friend Mencha into the house.

By the play's conclusion, Nick gains confidence in his ability to speak English and deal with the bully, Mug. Nick successfully breaks through the cultural barriers, helping his mother resolve her differences with Americans and his family to adapt to the language and new country.

drawing by Emily of the Wildwood School, Wildwood, NJ

costume rendering
by Karen A. Ledger

NJ Core Curriculum Content Standards

VISUAL AND PERFORMING ARTS:

Standard 1.1: All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theatre, and visual arts.

Standard 1.4: All students will demonstrate knowledge of the process of critique.

LANGUAGE ARTS LITERACY:

Standard 3.2: All students will write in clear, concise, and organized language that varies in content and form for different audiences and purposes.

Standard 3.3: All students will speak in clear, concise, and organized language that varies in content and form for different audiences and purposes.

Standard 3.4: All students will listen actively to information from a variety of sources in a variety of situations.

LANGUAGE ARTS LITERACY continued:

Standard 3.5: All students will access, view, evaluate, and respond to print, non-print, and electronic text and resources.

SOCIAL STUDIES:

Standard 6.5: All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.

WORLD LANGUAGES:

Standard 7.2: All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one World Language in addition to English.



Letter from the Director of Education

Dear Educator,

Thank you for hosting George Street Playhouse Educational Touring Theatre in your school. George Street Playhouse is dedicated to quality theatre that addresses major social issues facing students and teachers today. Each performance is accompanied by a post-play discussion that is designed to further develop the students' understanding of the themes and ideas addressed in the performance.

Both teachers and students receive study guides that examine the play's central issues. The teacher's guide contains a range of information and activities to supplement George Street Playhouse's presentation. Please review the guide and incorporate it into your classroom as you see fit.

We would love to hear your comments and suggestions. You will receive an evaluation form following the performance. Please take the time to fill it out and return it to us. Your comments make us better able to serve you, your students, and your school.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Danny Tamez'.

Danny Tamez
Director of Education
George Street Playhouse

PRE-PLAY ACTIVITY

Something to Think About and Discuss

Post the following list of words for the class to read, or recite them asking the three questions:

immigrant
language
prejudice
traditions
culture
seasoning
customs
international
bully
frustrated

Questions for Discussion

Do you already know the meaning of them?

Can you use any three of these words in a sentence?

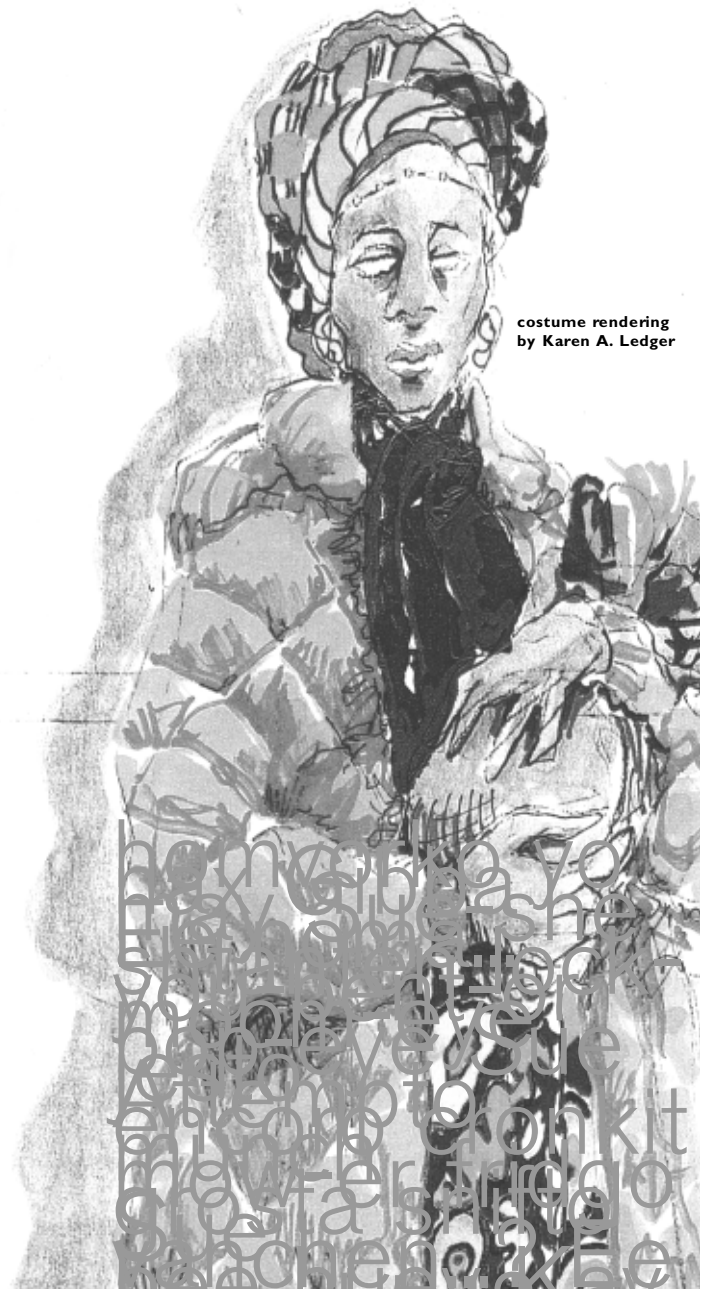
What is the definition of these words in the dictionary?

For a post-show activity, ask the first two questions again to see if there is a marked difference.

A Note On The Play's Language

A unique feature of this play is that it is written in two languages. Nick and his mother will actually speak in English while the Americans will speak in a made-up gibberish language.

This convention will allow the audience to experience the new language along with Nick and his mother. The audience will understand Nick's frustration in not being able to understand what is expected of him. Throughout the course of the play, the audience will slowly come to recognize some of the words and expressions used by the Americans. They will learn the new language along with Nick.



costume rendering
by Karen A. Ledger

AFTER THE SHOW

Post-Play Discussion Questions

- 1) Although NEW KID is about an immigrant who cannot speak English, the theme of the play can be applied to any situation in which a person has to adapt to a new place; for example, moving into a new neighborhood, moving into a new school, or joining a new club. Have students relate experiences they have had in which they were the “new kid.”
- 2) Whenever a “new kid” moves into the neighborhood, the people who already live there must do some adapting too. In the play, Mug did not try to learn about Nick or make an effort to meet him halfway, while Mencha did. Which of the two learned more? Have students share experiences they had relating to a new person coming into their school, place of worship, neighborhood, or other community.
- 3) Nick must deal with prejudice and name calling in the play. He finds this difficult. How did Nick deal with the bully in the play? Do you have any further advice for him on how to deal with the bully’s behavior in the play? Do you think he learns to deal with him in a positive way?

POST-SHOW ACTIVITIES

Let’s Get Critical! Write a Review.

Here’s an opportunity for your students to express their thoughts and opinions about the performance they just saw. Encourage your students to think about their experience with George Street Playhouse’s Educational Touring Theatre, and develop those ideas into a review of the touring production. The following are some questions to help you get started:

- 1) What was the play about?
- 2) Who were the main characters? Who was your favorite character? Why?
- 3) What did you think about the costumes? What did each character’s costume say about their personality? How?
- 4) What did you think about the set/scenery?
- 5) What did you think about the music? How did it relate to the characters and the action of the play?
- 6) What was your favorite part of the performance? Why?
- 7) Did you have a least favorite part of the performance? If so, what was it and why?
- 8) What was different about this experience from reading a book or watching TV?

Please email your reviews to education@georgestplayhouse.org. Include: Student’s Name, School, Student’s Age and Performance Name and Date. If we choose your review, we will notify you and we will post the review on our website!!!

Understanding the Gibberish Spoken In NEW KID

Here is a list of some of the made-up phrases used in the play.

Can you make up your own words/language for the definitions listed?

homvorko (homework)

yo (yes)

nax (no)

Gibba may. (Give it to me.)

Sue-she (okay)

Ee noma... (My name is...)

shtanten (stand up)

lock-you-bent-or (calculator)

moom-eye (mom)

pop-eye (dad)

Sue jesto. (You re joking.)

Attempto encoro. (Try again.)

cronkit (broken)

munch mow-er (lunchtime)

fridgo (cold)

grosta (giant)

snifto (smell)

Sue vanchen...? (Do you want...?)

Ee bee huey. (I m sick.)

Kay bee shtat? (What is that?)

Nax taka. (No, thanks.)

zombo (zombie)

tantra (mad)

Tra la. (Bye.)

Kel matso? (What s the matter?)

Sue vancha planch?

(Do you want to play?)

sportso eekwippo

(sports equipment)

cor cheesy (like this)

kitz (catch)

gerse glob (baseball)

gerse glob glubber

(baseball mitt)

gerse glob gipper (baseball bat)

Bay perfecto! (That s perfect!)

kwee-sin-art (excellent)

bliss-tex (alright)

Schlamschtick (hockey)

Chay choost! Chay shlamit!

(He shoots! He scores!)

nama (now)

spinarama (turn around)

grosta mack (hamburgers)

greese spudniks (french fries)

freezee moomoo (ice cream)

Mo tosta. (I ll pitch.)

porskay (because)

comica (funny)

kwit? (what?)

droob da bolo (dribble the ball)

gander dis (look at this)

einst (first)

doost (second)

tosca (toss)

sue valentino (your boyfriend)

gusto (like)

muncho (eat)

Lo! (Hi!)

Discussion Questions & Activity:

Can you make up your own sentences?

Perhaps you can create your own new word? Write out the new word, give it a definition and use it in a sentence.

Bullying Stories

This activity should be done in a way that will allow students to keep their writing private.

NO NAMES RULE: Don't use anybody's name.

Describe a time when someone's words or behavior hurt you.

Describe a time when you said or did something to hurt another person.

Describe a time when you saw/heard bullying but didn't do anything about it.

Describe a time when you saw/heard bullying and either got help or tried to stop it.

Excerpt from *The Bully Free Classroom*, by Allan L. Beane, Ph.D., © 1999. Used with permission from Free Spirit Publishing, Minneapolis, MN; 1-800-735-7323; www.freespirit.com
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Are you a Bully?

This activity should be done in a way that will allow students to keep their writing private.

Have you ever wondered if you're a bully? Here's a quick way to tell if you are or might be. Read each question and circle "Y" (for yes) or "N" (for no). When you're through, give this handout to the teacher. Be honest! Your answers will be kept private.

1. Do you pick on people who are smaller than you, or on animals? Y N
2. Do you like to tease and taunt other people? Y N
3. If you tease people, do you like to see them get upset? Y N
4. Do you think it's funny when other people make mistakes? Y N
5. Do you like to take or destroy other people's belongings? Y N
6. Do you want other students to think you're the toughest kid in school? Y N
7. Do you get angry a lot and stay angry for a long time? Y N
8. Do you blame other people for things that go wrong in your life? Y N
9. Do you like to get revenge on people who hurt you? Y N
10. When you play a game or sport, do you always have to be the winner? Y N
11. If you lose at something, do you worry about what other people will think of you? Y N
12. Do you get angry or jealous when someone else succeeds? Y N

Read this after you answer all of the questions! If you answered "Yes" to one or two of the questions, you may be on your way to becoming a bully. If you answered "Yes" to three or more, you probably are a bully, and you need to find ways to change your behavior. Good news: Bullies can get help dealing with their feelings, getting along with other people, and making friends. Parents, teachers, school counselors, and other adults can all give this kind of help. **JUST ASK!!!**

Excerpt from *Bullies Are a Pain in the Brain*, by Trevor Romain, © 1997. Used with permission from Free Spirit Publishing, Minneapolis, MN; 1-800-735-7323; www.freespirit.com
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Are You Or Your Relatives From Another Country?

New Jersey is one of, if not THE, most ethnically and culturally diverse states in the Union.

A sampling of the many ethnicities in New Jersey includes:

Afro-American	Croatian	Indian	Romanian
Albanian	Cuban	Irish	Russian
American Indian	Czech	Italian	Scottish
Arabic	Danish	Japanese	Serbian
Armenian	Dutch	Kalmuk	Slovak
Assyrian	Egyptian, Coptic	Korean	Slovenian
Azerbaijani	Estonian	Latvian	Spanish
Brazilian	Finnish	Lithuanian	Swedish
Bulgarian	French	Mexican	Swiss
Byelorussian	German	Pakistani	Syrian
Carpathian	Greek	Philippine (Filipino)	Tartars
Caribbean	Guyanese	Polish	Turkish
Chinese	Haitian	Portuguese	Ukrainian
Circassian	Hungarian	Puerto Rican	Uruguayan
Cossack	Icelandic		Welsh

Discussion Questions:

Can you guess the countries with which these ethnicities are identified?

What languages are spoken in these countries?

Identify how many different ethnicities can be found in your class.

How many students speak multiple languages?

Build a New Kid Survival Kit

First begin a class discussion addressing what it is like to be a new kid and what kinds of resources would help new kids feel comfortable and welcome in their new school. Once you have a list of resources, build a new kid survival kit!!!

Discussion Questions:

- 1) Have you ever been the New Kid? What did it feel like? Did you feel lonely? Did you have anyone to show you around? Did you make friends right away?
- 2) Have you ever reached out to a New Kid? How did it make you feel to help someone in need? Did you become friends?
- 3) What sort of help would Nick need to fit in at his new school? What help did he get from Mencha? What else could she have done to help Nick feel more comfortable in his new school?

Build a New Kid Survival Kit Activity:

- 1) Create a list of resources a new kid would need to fit in and be more comfortable in a new school.

Here are a few ideas to get you started:

- A Map of the School
 - Student Handbook
 - A School Calendar
 - Information on Faculty and Staff (who to go to if they are in need)
 - A List of Clubs and Activities offered at the school
 - Local Emergency/Medical Contact Information
 - Welcome cards from Students in his/her class
 - School Information (anything interesting or useful for the new kid to know about his/her new school)
 - A List of Sports offered at the school
 - Information on upcoming School Events
 - PTA Information (for new kid's parents)
 - A Map of the Town/City
 - Public Transportation Information
 - A Candy Bar or a Treat
- 2) Once you have made a list of what you would like to include in the New Kid Survival Kit, begin to build the kit
 - A) Have each student obtain one item on the list
 - B) Bring items together and build your kit
 - C) Store New Kid Survival Kit, until you have a new kid to give it to

ADDITIONAL ARTICLES

The following article can be read in the class to examine the themes of bullying and conflict resolution.

20 Things to do Instead of Hurting Someone Back

- 1) STOP and THINK. Don't do anything right away. Consider your options. Think about what might happen if you try to hurt the other person.
- 2) Know that what you do is up to you. You can decide. You are in charge of your actions.
- 3) Tell yourself, "It's okay to feel angry. It's not okay to hurt someone else. Even if that person hurt me first."
- 4) Tell the person, "Stop that! I don't like that!"
- 5) Keep your hands to yourself. Make fists and put them in your pockets.
- 6) Keep your feet to yourself. Jump or dance or stomp.
- 7) Walk away or run away.
- 8) Tell the person how you feel. Use an "I message." Example: "I feel angry when you hit me because it hurts. I want you to stop hitting me."
- 9) Take a deep breath, then blow it out. Blow your angry feelings out of your body.
- 10) Find an adult. Tell the adult what happened and how you feel.
- 11) Count slowly from 1 to 10. Count backwards from 10 to 1. Keep counting until you feel your anger getting smaller.
- 12) Think cool thoughts. Imagine that you're sitting on an iceberg. Cool down your hot, angry feelings.
- 13) Think happy thoughts. Think of something you like to do. Imagine yourself doing it.
- 14) Treat the other person with kindness and respect. It won't be easy, but give it a try. This will totally surprise the other person, and it might end the conflict between you.
- 15) Draw an angry picture.
- 16) Sing an angry song. Or sing any song extra loud. When someone hurts you, it's normal to feel angry. You might even want to get back at the person by hurting him or her. But you can choose not to do that. You can do one (or more) of these things instead.
- 17) Remember that getting back at someone never makes conflict better. It only makes it worse.
- 18) Take a time out. Go somewhere until you feel better.
- 19) Find another person to be with.
- 20) Know that you can do it. You can choose not to hurt someone else. It's up to you.

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Discussion Questions & Activities:

- 1) Do you know other things to do instead of hurting someone?
- 2) Create a poster showing one of these ways.
- 3) Write a story telling us how you did something else when you wanted to hurt someone.

Six Ways to Fix it Quick

Are you angry?

Is someone else mad?

Does it look like there might be a fight?

Sometimes you can fix it quick. Here are six things you can do to solve problems and keep the peace.

- Walk Away. If somebody else is fighting mad, you can just walk away. No one can make you fight.
- Share. Do you both want the same thing? Maybe you can share.
- Talk it Out. You don't have to argue. Just talk about it—see what you can work out.
- Flip a Coin. If it's not too important, let the coin decide!
- Laugh it Off. If you get into an argument about something silly, laugh about it!
- Make a joke. Lighten up.
- Say You're Sorry. If you did something that upset somebody, it's OK to say you're sorry. A lot of times that makes the other person feel better, and you avoid a fight.

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Discussion Questions & Activities:

- 1) Do you know other ways to solve problems and keep the peace?
- 2) Create a poster showing one of these ways.
- 3) Write a story telling us how you might use one of these six quick fixes.

Our Classroom is a Place Where . . .

We don't all have to be the same.

We don't all have to think the same.

We don't all have to act the same.

We don't all have to talk the same.

We don't all have to dress the same.

We don't all have to believe the same things.

We have the right to be ourselves.

We like it that people are different.

We know that our differences make us interesting and UNIQUE.

We honor different ways of being, acting, and believing—even when we don't agree with them.

We do our best to solve problems peacefully.

We speak up if we see others being treated unfairly.

We treat each other the way we'd like to be treated.

We treat each other with respect.



drawing by Emily of the Wildwood School, Wildwood, NJ



Available From The New Jersey State Bar Foundation

The New Jersey State Bar Foundation has a number of free resources to enhance tolerance and conflict resolution curriculum. For more information on any of the following programs, publications or videos, visit the Foundation online at www.njsbf.org or call 1-800 FREE LAW. All of the Foundation's programs and publications are made possible by funding from the IOLTA Fund of the Bar of New Jersey.

The Legal Eagle Diversity Issue

This special edition of the Foundation's free legal newspaper for kids, *The Legal Eagle*, focused exclusively on issues of tolerance and diversity. The Diversity Issue featured articles on hate crimes, eyewitness identification and affirmative action. Also included in the special edition is an opinion poll answered by students from a local middle school, who give their opinions on how cultural background could affect a person's view of the justice system. An essay written by a young Japanese-American student rounds out the issue. In the essay, the student recounts her family's struggle for identity during World War II when Japanese-Americans were forced into internment camps.

Respect Newsletter

Based on the popularity of *The Legal Eagle's* special Diversity Issue, in October 2001 the Foundation launched *Respect*, a free newsletter about law, tolerance and diversity geared for students in grades 7 to 12. *Respect* is published three times a year and has tackled such controversial issues as Arab-American discrimination, cross-burning, Native American mascots and reparations for slavery.

Conflict Resolution and Peer Mediation Program

Established in 1994, the New Jersey State Bar Foundation's Conflict Resolution and Peer Mediation Program consists of **free** training sessions for educators and curriculum guides. Training is offered in both one-day and two-day sessions at the elementary, middle and high school levels for teachers, administrators and para-professionals. The intense one-day training sessions focus exclusively on conflict resolution techniques and how to utilize the curriculum guides provided by the Bar Foundation. The two-day trainings offer a peer mediation component on the second day building on the concepts of conflict resolution learned from the first day. All training sessions are held at the New Jersey Law Center in New Brunswick.

The Conflict Resolution and Peer Mediation guides contain lesson plans and student handouts aimed at issues such as resolving con-

flict, developing listening skills, dealing with peer pressure, managing anger and developing peer mediation programs. Available at elementary, middle and high school levels, the lessons demonstrate how students can take appropriate steps to prevent a potentially harmful situation. A colorful poster depicting the "Win/Win" guidelines for resolving conflicts accompanies each Volume I guide. A second volume of original lesson plans is also available through the Bar Foundation. The Volume II guides, available for elementary, middle and high school grade levels, build on concepts introduced in the first volume. Stressing the idea of character education, the Volume II lesson plans highlight issues of diversity, self-esteem and gender equity. Each guide comes with a colorful poster to be hung in the classroom. Titled *Honor Each Other*, the poster is the basis of two lessons contained in the guide that encourage students to respect one another.

Teasing and Bullying Training Sessions

Launched in September 2001, "**An Introduction to Teasing and Bullying**," complements the Foundation's Conflict Resolution and Peer Mediation Program while focusing on issues relating to combating teasing and bullying.

Separate teasing and bullying training sessions are conducted for administrators and educators, tailoring the training for the special needs of both professions. The administrator training focuses on implementation at the managerial level, while the educator training is designed for those that deal with the student body on a regular basis and will witness bullying behavior first-hand. Among other things, the interactive training sessions: dispel the myths

and educate about the facts of bullying; allow attendees to differentiate teasing from bullying and tattling vs. reporting; explore strategies for creating a peaceful classroom and helping students who are targets of bullying as well as the students who bully; and examine ways to develop a school-wide approach to combat bullying. Attendees to "**An Introduction to Teasing and Bullying**" receive a training packet to assist them in introducing the concepts they have learned as well as eight colorful posters that promote bully-free classrooms. Anyone interested in attending the Foundation's teasing and bullying training session should visit the Foundation's Web site at www.njsbf.org to obtain future training dates.



New Jersey State Bar Foundation Video Loan Library

The Foundation maintains an extensive video loan library to help enhance a teacher's ability to expose students to the concepts of teasing and bullying, conflict resolution and tolerance. The following videos may be borrowed with a \$50 refundable security deposit, made payable to the New Jersey State Bar Foundation.

Requests to borrow videotapes, which are loaned for a period of two weeks, must be made in writing and videotapes must be returned via insured U.S. mail, certified mail or UPS so that shipments may be tracked. Address your requests to: Video Loan Library, New Jersey State Bar Foundation, New Jersey Law Center, One Constitution Square, New Brunswick, NJ 08901-1520, Attn: Video Loan Library.

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 Schools: 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)

Stick 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 ten 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 shows kids 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)

Stop Teasing Me encourages children to develop greater respect for others and to learn how to cope with being teased. For grades K-2, includes 13-minute videotape, workbook and audiotape.

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)

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)

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