Teaching about conflict and values through children's literature

Annette Christine Manno

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Recommended Citation
https://scholarworks.lib.csusb.edu/etd-project/1526
TEACHING ABOUT CONFLICT AND VALUES THROUGH CHILDREN’S LITERATURE

A Project

Presented to the Faculty of California State University, San Bernardino

In Partial Fulfillment of the Requirements for the Degree in Master of Arts in Education

by Annette Christine Manno

June 1999
TEACHING ABOUT CONFLICT AND VALUES THROUGH CHILDREN'S LITERATURE

A Project

 Presented to the Faculty of California State University, San Bernardino

by

Annette Christine Manno

June 1999

Approved by:

Adria Klein, First Reader

Joseph Gray, Second Reader
ABSTRACT

One of the main goals of Teaching About Conflict and Values Through Children’s Literature is to teach students how to be responsible. The community must work together to help all children deal with the problems they are confronted daily. The world today is becoming increasingly dangerous because not enough people are teaching their children values. “Only when students understand their own values can they appreciate the diversity of others and accept society’s values and norms” (Tomaselli & Golden, 1996, p. 67). Teaching children that they have choices is another important goal of this project. When teachers show students that they have choices, students realize that “all life is precious and needs to be respected, protected and valued” (Curin, 1995, p. 74). Children also need to be taught how to deal with their feelings, that it is alright to feel angry or sad. “Kids need to learn from a young age what the words for feelings are, why they feel the way they do, and what action options they have” (Pool, 1997, pp. 13-14).

Parents and teachers are the greatest influence in children’s lives. If society wants children to behave and react in a certain way, then they need to be good examples.
"Example is not only the best way to teach character and anger management to our children, it is the ONLY way to teach it!" (Ingram, 1998, p. 6) Expressing feelings and dealing with personal anger are good ways for parents to show children how to handle the pressures of emotions. Reading books to children that focus on certain values and conflict management is another way to show moral examples. Teachers can teach children through their read aloud time. Teaching children through literature is a good way to incorporate conflict management into an already full teaching schedule. Parents can use values centered literature at home to help deal with many of the difficult situations their children face. Reading together allows time to be spent with their children and strong examples of the problems they are facing. "Adults throughout the ages have viewed books as powerful tools with which to guide children's thinking, strengthen their character, shape their behavior and more recently even to solve their problems" (Myracle, 1995, p.2).

The following project is presented in the form of a bibliography containing two sections and a selection of activities parents can do with their children. The first section of the bibliography is dedicated to the resources that will help teachers and parents understand and teach
conflict management and values. The second section of the bibliography references children’s literature. The literature covers conflict resolution and a variety of important values for the primary grades. The final part of the project focuses on parent activities. These are activities linked with the value or values they want to discuss with their children.
ACKNOWLEDGEMENTS

This project would not have been possible without the help of my family and friends, the patience of my husband, Scott, and the support of my good friend, Kristy Duffett.

Thank you!
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER ONE</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER TWO</td>
<td>11</td>
</tr>
<tr>
<td>GOALS AND LIMITATIONS</td>
<td>41</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>44</td>
</tr>
<tr>
<td>APPENDIX A:</td>
<td></td>
</tr>
<tr>
<td>A Bibliography: Teaching About Conflict and</td>
<td>48</td>
</tr>
<tr>
<td>Values</td>
<td></td>
</tr>
<tr>
<td>Resources for Teachers and Parents:</td>
<td></td>
</tr>
<tr>
<td>Teaching About Conflict:</td>
<td>51</td>
</tr>
<tr>
<td>Teaching About Values</td>
<td>55</td>
</tr>
<tr>
<td>Teaching Conflict Resolution Through Children's Literature</td>
<td>57</td>
</tr>
<tr>
<td>Teaching Values Through Children's Literature</td>
<td>61</td>
</tr>
<tr>
<td>APPENDIX B:</td>
<td></td>
</tr>
<tr>
<td>Parent Activities: Value Centered Activities</td>
<td>82</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>102</td>
</tr>
</tbody>
</table>
CHAPTER ONE

Introduction

I have been teaching for six years. Since I started, I have been using practices in my classroom that would fall under the idea of whole language. I never realized what my theoretical orientation was until I took a class on approaches to literacy. Teaching the way I did was all I knew. Many of the practices I used could be associated to a whole language classroom such as, the use of predictable books and trade books, a classroom environment rich with print, inventive spelling, and effective uses of teachable moments (McKenna, Robinson, & Wedman, 1996). I had been practicing many of these ideas without realizing what my methods were called. I was never told exactly what whole language was, but I was encouraged to teach through these various methods. As I learned about teaching reading, I began to realize why I was never given a definition of whole language. According to Constance Weaver (1994) whole language is not necessarily an approach to reading:

it has developed into a comprehensive...philosophy of education, drawing upon many more lines of research and encompassing far more than just the development of reading, or even literacy...Whole language educators think not about teaching reading, but about guiding and supporting students in developing as independent readers, writers and learners (pp 58-59).
I teach in a school with a high percentage of poor, minority children. Many of them would be classified as Title 1. They would also be classified as “at-risk”. They are not given many of the early childhood advantages that other children may get. My students lack early educational experiences such as lap reading, exposure to books, and exposure to written language like grocery lists and written notes. I want my students to feel as if their ideas are valued so they can expand on their experiences and see the value in receiving a good education. Through the whole language philosophy, I hope to give my students the chance to feel valuable and productive. Whole language is a philosophy, but “it is also a style... a style that fits some teachers” (McKenna, Robinson, & Wedman, 1996, p. 27). I feel as if it is a style that fits me. Teachers need to do what works for them. If they do not enjoy the way they teach, then the students will not enjoy learning in their classrooms.

**Theoretical Models of Reading**

According to Jerome Harste and Carolyn Burke, teaching beginning reading can be divided into three theoretical models. The first model is the decoding model. It emphasizes the sounds of language and their graphic symbols. In this model “language is perceived as a pyramid, the base
of which is sound/symbol relationships, the capstone of which is meaning" (Harste & Burke, 1980, p. 3). The second model is the skills model of reading. It focuses on a hierarchy that builds upon each skill. The most important part of reading in this model is the word. The skills model of reading "which views reading as one of our language arts listening, speaking, reading and writing- can be labeled a skills orientation. The four language arts are seen as being discrete skills which share 'common abilities’”(p. 3). The third model is the whole language based model of reading. In this model all systems of language are shared. “This orientation assumes not only that the systems of language are shared, but that they are interdependent and interactive aspects of a single process” (p. 4).

Because I teach in a meaning centered environment, I see my own theoretical orientation choice as whole language. Since whole language is a philosophy, the meaning based approach to teaching students to read is known as socio-psycholinguistic. Weaver (1994) explains, “though the term 'holistic' might be used to contrast with part-centered, I prefer the more technical term socio-psycholinguistic to characterize any approach that emphasizes the construction of meaning, drawing upon the individuals unique constellation of prior knowledge, experience background, and
social context" (p. 57). A language experience approach is a good example of a socio-psycholinguistic approach to reading. Using the philosophy of whole language, language experience is "concerned with helping beginners learn to bring their own knowledge and experience to bear in construction of meaning from the printed word" (Weaver, 1994, p. 57).

I strongly believe in the whole language emphasis on "flexibility in materials and activities, on student and teacher choice, and on viewing each child as a unique individual" (McKenna, Robinson, & Wedman, 1996, p. 15). When I teach, I teach for the sole purpose of educating my students. I want my students to take part in their learning experiences and I want them to feel as if there is a value in coming to school. I believe students learn in a meaning centered environment. I lean toward holistic thoughts and practices. Weaver discusses how a class can learn from the needs that grow out of being together. She stresses the importance of children feeling comfortable and confident. In order for the children to be comfortable and confident, the environment needs to support risk-taking. The environment also needs to be one that accepts and values approximations. Children will learn from our responses and will learn best in noncompetitive environments. Most
importantly, adults need to remember children are responsible and learn when they make their own choices (Weaver, 1994). Adults also need to "cultivate and encourage responsible behavior; avoid talking about responsibility when people are irresponsible" (Bedley, 1985, p. 19).

Statement of the Problem

I want to empower my students by helping them be responsible for themselves. I want them to be comfortable and confident learners. In order to have a whole language environment which supports risk taking, I need to find a way to emphasize the importance of controlling behavior and making responsible choices. Lee Canter (1993) emphasizes, "building trust is the foundation of everything you want to achieve" (p. 5). I find that my children know the difference between right and wrong behavior, but they do not know how to react towards a problem. "Feeling comfortable and confident in an environment means that we recognize and accept likenesses and differences as well as strengths and weaknesses" (Weaver, 1994, p. 507). My students need help in understanding these differences.

Many of the students in my school do not know how to deal with personal conflicts. I have taught students in all the primary grades. I have found that the students work
together as partners in the classroom, but have a hard time with larger groups. They know the rules and they know when they break them, but they do not accept the consequences.
The hardest times of the day for my students are during recesses. They go out to play and come back angry or in trouble. They start playing and it gets too rough and they end up over-reacting. They use physical contact and say very hurtful words. I talk with my students daily about their behavior in line and on the playground, but it is not enough. Because of the continued outbursts of emotions in my classroom and on the playground, I need to develop a way to teach problem solving skills. Through my curriculum, I want my students to learn how to become responsible peers.

My students need to work out their problems without being violent. Gene Bedley (1985) discusses in his book, The Big-R Responsibility: Cultivating and encouraging responsible behavior, specific tools that will assist children to become responsible. "There are no quick fixes in training and guiding children to become responsible. It takes a strong commitment to the task by all concerned and it takes time" (p. 13). Some people ask why teach behavior? Lee Canter (1993) responds:

The truth is that many difficult students simply do not know how to behave or they may not understand your expectations for different activities. If they are ever going to be successful in your class, they need to be
taught, or retaught, appropriate behavior for the specific activities in which they behave inappropriately. (p. 35).

I would like to reform my curriculum to include schools, teachers, parents and the community in dealing with conflict resolution. The School Initiatives Program (1987) has come up with a program for conflict resolution training for elementary schools. They have included communication skill building activities and conflict resolution skill building activities:

The need for programs that teach the peaceful expression and early resolution of conflict arises not only from disruption and violence in overcrowded schools and the tensions inherent in multiethnic and multicultural student bodies and communities, but also from the range of day-to-day conflicts typical in any school setting...Valuable teaching time is lost in maintaining order and resolving student disputes. (p. 1)

Too much teaching time is taken up with individual problems. I need a curriculum that helps my students with conflict management. I want to be able to incorporate conflict management with literacy. Bill Cosby (1997) has a series of books called "The Little Bill Series". He focuses on children's situations in each of his books. One of his books, The Meanest Thing to Say, focuses on ways to confront the problem of dealing with a child who is deliberately mean. In the beginning of the book Alvin Poussaint, a clinical professor of Psychiatry, writes a letter to the parents of children reading the book. He points out,
"Sooner or later most children- on the street, the playground, or at school- meet other children who are deliberately mean" (p. 5). Little Bill’s dilemma of dealing with a child who is deliberately mean is a dilemma teachers and students face daily at school. More books like this would be beneficial to teachers.

Children need good role models. Many times parents are the ideal role model for a child, but not all parents are going to be positive role models. Canter (1993) explains:

Many come from home environments where the parents themselves had negative school experiences and where respect for teachers and school has not been communicated. Other students come from homes where the adults in their lives have been unreliable role models, unresponsive, abusive or simply overwhelmed and unable to meet their children’s needs for motivation and support. (p. 5)

Teachers can make school a safe place for all students by focusing on the fact that they are going to have to show and teach students themselves about the alternative ways to handle their problems. According to one conflict management program called S.A.V.E. (1998):

The assumption that students bring skills which enable them to manage conflict to the school environment can no longer be made. Too often today, society fails to offer role models of how students should respond when faced with conflict. Too often, society provides examples based upon confrontation and violence rather than communication and agreement. (p. 3)

Students can learn to take responsibility for their actions. "If we can teach children varied responses in
resolving conflicts, it will enable them to develop more lasting friendships, especially in a world where the forces are pulling people apart" (Bedley, 1979, p.57). If students are instructed to work together in a whole language classroom, they begin to learn how to take responsibility for learning. I would like to connect problem-solving strategies with my literacy program. So many times the reason the students are "mean" is that they have no self-confidence. They have not been given everything they feel they need. Students want to succeed and need help doing it. Bedley (1985) emphasizes that children need to be told that, “conflict is as much a part of life as growing” (p. 57). If children except conflict as a problem that everyone faces, then they will stop denying the fact that there is a conflict and begin to find better ways to deal with it.

Conclusion
The following literature project will help to promote the importance of teaching conflict management. Students learn by example. Parents, teachers, and community members need to remember to set good examples if they expect children to grow up as responsible citizens. Adults do not always know how to go about teaching the important values students need to know. Through literature, students can read about
various situations and learn how to deal with the issues that confront them daily.

A bibliography of books to help parents and teachers will enable them to find appropriate books to help with the problems their children are dealing with. I have also included activities parents can do with their children when focusing on certain values. Time spent together between parent and child is so important in today’s hectic world. If parents want to help their children deal with their conflicts, they can use the literature presented and do activities together with their children. This may not be a cure all, but it is a beginning. All programs start somewhere. I hope that this project is a useful beginning.
CHAPTER TWO

Review of Related Literature

Teaching children today is different than teaching in the past. Teachers and schools are expected to help their students succeed in a time when children are dealing with more problems and encountering more obstacles. James Comer emphasized in John O’Neil’s (1997) interview:

With the growth of mass communications and computers, children are being bombarded with more information than ever before. For the first time in the history of the world, information goes directly to children rather than through important adults who can filter it. (p.10)

The schools are also dealing with more violence and less support from the communities around them. In “The Road to Peace in Our Schools”, Linda Lantieri and Janet Patti (1996) believe, “Chaos seems to be replacing community. In the United States today, every 11 seconds a child is reported abused or neglected, every 4 minutes a child is arrested for a violent crime, and every 98 minutes a child is killed by a gun” (p. 28). Violence is more senseless and random than ever. Communities are supposed to protect their children, yet communities are falling apart. “We’re experiencing a breakdown in our communities... the solution is to restore a sense of community” (O’Neil, 1997, p. 10). Mildred Johnson, a classroom teacher from New Orleans explains, "Too many of our children have lost hope because so many people around
them have. I feel that it's one of my responsibilities to give them that sense of hope they lack" (Lantieri & Patti, 1996, p.29). Teachers, as well as parents and community members need to work together in order to help children today cope with an ever-changing society.

Dealing With Angry Children

The responsibility of teachers is greater today than ever before. If teachers learn ways to deal with angry students, they will be able to perform the academic duties they are expected to complete. Richard Curwin (1995) stresses, "There is no learning in an environment permeated by fear" (p. 73). When teachers show students that they have choices, students realize that "all life is precious and needs to be respected, protected and valued" (p.74). Students then learn to make choices that will be beneficial to their present and their future. By incorporating lessons on making choices within the classroom curriculum, teachers are able to help children make appropriate choices.

Educational Responsibility is a program that helps teachers teach the strategies that enable students to make choices. This program uses strategies that include: "building team and community involvement, giving students choices, increasing the value for effort, setting students up for
success, making success concrete, and creating multiple opportunities for improvement" (Schneider, 1996, p. 22).

An increase of anger in the classroom requires teachers to learn how to deal with anger, how to develop classroom ideas and alternatives, and how to help students make responsible choices. Curwin (1995) expresses the idea that, "Children in schools at all grade levels seem to be more disruptive with less internal control. Fighting is the only way that some students know how to maintain dignity, win the respect of peers, or to be successful" (p. 69). Vicky Dill and Martin Haberman (1995) think these students, "believe they have no alternative to victimizing others" (p. 69). When children are angry, they are not able to concentrate on anything but the cause of their anger. These children are not able to control the anger inside of them because, "anger can consume and cause loss of rational thought" (Berry, 1994, p. 27). Dill and Haberman (1995) believe, "It will take a whole new self-definition for them to be able to walk away from a fight" (p. 69).

Responsibility of teaching children other ways to deal with their anger is placed onto the teachers. Before teachers can teach children to deal with their anger, they need to be aware of the signals of oncoming aggression. Berry (1994) said, "We need to attune ourselves to signals
of potential crisis behavior" (p. 27). Berry shared that usually there is a change in a child's behavior before physical aggression occurs. These changes include verbal clues, which are said, paraverbal clues, which are expressed and kinesic clues which are expressed through body language. Any or all of these clues will indicate that one is losing control (Berry, 1994). When teachers need to respond verbally to an aggressive student, they can follow Berry's steps: Remain calm and in control. Listen to the other person and respond empathetically. Be aware of paraverbals. Use student's name. Set limits. Respect personal space. Maintain an open stance. And make sure eye contact and facial expressions are appropriate to the situation (pp. 27-28).

Teachers are examples of responsible adults. If teachers are to be good examples, they "must model appropriate behavior to our students" (Ingram, 1998, p. 6). Evelyn Schneider (1996) wrote "Giving Students a Voice in the Classroom". She believes that, "Teaching our students that we control ourselves, that we choose our fulfillment or frustration, makes the critical difference" (p. 24). Many times the misbehavior and mischief is a child's way of bringing about the punishment and destruction that they believe they deserve. "Educational Responsibility, in
contrast to stimulus response models that control students from the outside, is designed to strengthen student empowerment and responsibility” (p. 22). Through encouraging responsibility, many students learn how to deal with their own anger. “Learning to talk about how an experience affects us can be a challenge” (Canadian Men’s Net, 1998, p. 3). Using an “I” statement formula might help to communicate clearly what is going on. The “I” statement says, “I feel ______ when you ________, and I need you to _________________. Through this message children are able to tell someone how they feel without putting all the blame on the other person. It is important for children to be able to tell how they feel, and it is important for someone to listen to them. The most important aspect of dealing with anger is giving children choices. “Choices need to be clear, concise, and enforceable” (Berry, 1994, p. 28). Children are always making choices. “Most effective discipline approaches are based on the principle that certain actions result in certain consequences” (Grayson & Martin, 1997, p. 65). In order to deal with angry children and lesson the violence, teachers need to help students make choices and empower them through successful programs to help students become responsible.
Programs Dedicated to Anger Resolution

Because of the increase of violence in society, violence prevention programs need to be focused on young children, particularly those at risk of developing aggressive lifestyles. "Developmentally appropriate programs should be integrated in a comprehensive approach for all grade levels" (Prothrow-Stith, 1994. p 31). Violence prevention must be a long-term priority for the school district and the community because students are being trained for a new way of life, not just an immediate prevention method. "Students, teachers, and parents should participate in planning and assessing violence prevention activities" (p. 31). Prothrow-Stith believes violence prevention programs should follow the public health three-pronged approach. First, prevention programs look at changing attitudes toward the problem, then they help people modify unhealthy behaviors, and finally they reach out with treatment options for those affected with the problem. Johnson and Johnson (1996) explain what violence prevention programs include:

The types of programs vary, emphasizing such diverse elements as metal detectors and patrols in the school by city police, guest speakers such as police officers who advocate avoiding violence, teacher training in physical self-defense procedures to fight off attacking students, and student training in how to manage their anger and think in ways that cognitively mediate violent impulses. (p. 12)
Johnson and Johnson believe schools need to go beyond violence prevention to conflict resolution training. They discuss the diversity of conflict resolution programs, which are generally described as either cadre or total student body programs. Johnson and Johnson describe the cadre approach as a program that “emphasizes training a small number of students to serve as peer mediators for the entire school” (p. 14). Johnson and Johnson have a program called Teaching Students to Be Peacemakers which is a total student body approach. “The total student body approach emphasizes training every student in the school in how to manage conflicts constructively by negotiating integrative agreements to their conflicts and mediating their school mates conflicts” (p. 14).

Establishing a peaceable classroom is one of the ways you can prevent conflict. “The Peaceable Classroom model approach looks at the classroom as a caring and respectful community” (Kreidler, 1994, p. 6). The Peaceable Classroom model approach centers on five themes. The themes are cooperation, communication, appreciation for diversity, conflict resolution, and emotional expression. Another program is the Resolving Conflict Creatively Program which puts “emphasis on transforming the culture of participating schools and making them nonviolent learning communities”
(Lantieri & Patti, 1996, p. 29). Instructor Magazine (July/August, 1994) has published a list of nonprofit conflict resolution programs to use in the school. Since there is such a variety of programs to use, this can be a valuable resource. The programs they list include: Peace Education Foundation, Community Board Program, Inc., Consortium on Peace Research Education and Development (COPRED), National Association for Mediation in Education (NAME), Children’s Creative Response to Conflict (CCRC), and Educators for Social Responsibility (ESR) (p. 92-93). All of these programs aim to “foster young people’s social and emotional development by giving them conflict resolution and mediation skills and an appreciation of cultures different from their own” (Lantieri & Patti, 1996, p. 30).

Every school has an obligation to become a place that supports the development of children. The key question to ask in any prevention program is, “Are the adults interacting in a way that creates a climate where children feel comfortable, safe and protected, where they can identify with and attach to adults?” (O’Neil, 1997, p. 9). These adults not only include teachers, but include home, school, and community coordination. Prothrow-Stith (1994) believes all of society needs to take responsibility in reducing the violence:
There is no one-shot curriculum that will cure the pervasive violence. What is needed is a commitment from politicians, educators, parents, community leaders, public health professionals and business leaders to work in their communities to develop a comprehensive, long term plan to prevent violence. (p.30)

A program can work if it helps students feel part of their community, and only if that community works together to make a difference.

Building School Communities

Debra Goodman (1991) encourages her readers by explaining, “Once you have recognized the problem you are half way to the solution” (p.155). Many teachers have recognized the problem, now they need to work on the solution. There are many programs dedicated to anger resolution that are helpful in the school community. If teachers, schools, and parents pull together and emphasize building school community, they can help the students feel as if they are part of the community. “Schools today must be committed more deeply than ever before to intentionally creating community and to paying attention to young people’s social and emotional lives” (Lantieri & Patti, 1996, p. 28).

Students have needs. Some of these students’ needs are not fulfilled, so they contribute to destructive behavior. Empowerment through responsibility is one of the key
elements to helping students meet their needs. Schneider (1996) expresses her concern:

If we want to nurture students who will grow into lifelong learners, into self-directed seekers, into the kind of adults who are morally responsible even when someone is not looking, then we need to give them opportunities to practice making choices and reflecting on the outcomes. (p. 26)

One powerful way to support moral development is in a special process called the class meeting. During a class meeting students are encouraged to sit with their peers and discuss the issues concerning them. "A significant part of moral development comes through dialogue, reflecting on experience, and looking at how our behavior affects others" (Schneider, 1996, p. 23). If these students are facing a conflict, then they are able to talk about it and even confront the person causing the conflict.

Schools are places where learning takes place. "Students need to realize that school is not something that is done to them but, rather, for them and with them" (Curwin, 1995, p. 75). Students spend the majority of their time at school, therefore teachers are very influential in children's lives. Teachers are the ones who can help them feel as if they are important individuals. Curwin expresses the importance of helping children feel valuable:

Children are not to be valued for their potential. They are to be valued as humans in the here and now. Now more than ever, we must teach our students the
skills of non-violent behavior - but, even more important, we must let them know that they are valued. (p. 75)

In order to change the way children think of themselves, teachers must change the way they deal with discipline. Schneider (1996) asks an important question, "Responding to an offense is not about getting revenge, but about justice. How do we move from manipulating students with rewards and punishments to helping them make decisions that satisfy their needs without violating those of others?" (p. 25). Dill and Haberman (1995) express an important element schools must coordinate, "Our school must take the lead in introducing these students to an alternative culture of non-violent options through gentle teaching and moral vision" (p. 69).

Students are going to break rules. They are also going to make decisions that result in negative consequences. The teacher's job is to provide alternatives to physical violence. "Clearly, schools are not the cause of youth violence. They can, however, provide attractive options to violent behavior and give students a pattern for social behavior" (Dill & Haberman, 1995, p. 71). Teachers can teach students how to make more effective choices. "Every time a student breaks a rule or behaves disruptively, he or
she should be offered both firm limits and significant choices" (Curwin, 1995, p. 73).

Teachers can teach children alternatives to violence. Leonard Ingram (1998) speaks frequently on anger management. He believes, "When children feel inadequate to cope with a situation, when they don't even know what the reality of the situation requires them to do it frustrates them, it makes them very angry" (p.1). Curwin (1995) agrees with Ingram when he says, "We must transform schools into places that teach children to control our violent nature and to change the self-destructive path we are speeding down out of control" (p.73).

Many schools have come together to build a new sense of community. Curwin (1995) wants children and the community to understand that school is a place where people feel safe and learn. School is a place where prejudice, bigotry, or sexism will not be tolerated. School is a place where each and every individual has value and worth. School is also a place for all students, teachers, administrators, and paraprofessionals, not just the best, the most well-behaved, or the members of any one group (p. 74). Children need to be welcomed at their schools. "Welcoming students does not mean simply greeting them: it means continually treating
them as if they belong in the school, as if we want them there because we really do” (p. 74).

Ruth Wade (1997), an elementary school principal, believes, “giving children real responsibilities and decisions may promote sound values and a sense of community better than any rewards or consequences can” (p. 35). In Wade’s school the teachers replaced rewards with school-wide celebrations and replaced consequences with problem solving. She says, about the students, “We encourage them to reflect on their behavior and its effect on others” (p.35). Her staff wanted to build a sense of community at their school so they formed a behavior committee and “moved the focus from teacher identification of problems and solutions to student identification” (p. 35). Guiding children to help themselves and understand their feeling will lead them to think through and discuss their problems and use what they have learned about themselves to get through difficult situations.

Social and Emotional Learning

How do teachers help students grasp the idea of new ways of behaving? Dill and Haberman (1995) help their students discover new ways to solve social problems. The students begin to understand new ways of behaving by “(1) experiencing teacher patterns of communication that are
gentle; (2) observing how 'gentle' teachers respond to threats, verbal abuse, given stimuli, or typical environmental violence; and (3) seeing what teachers value" (p. 70). Schools like Dill's and Haberman's are responding to the needs of their students, "yet the public wants schools to get back to basics; many people seem to think curriculum designed to address social or emotional issues detracts from academic work" (O'Neil, 1997, p. 7).

Maurice Elias, Linda Bruene-Butler, Lisa Blum and Thomas Schuyler (1997) have written an article on how to launch a social and emotional learning program. They believe, "to succeed in school, family, friendships, the workplace, community life and democratic participation, students need a full complement of skills- social, emotional and academic" (p. 16). If students can learn how to control and increase their emotional intelligence, they will be able to succeed in school and the community around them. Emotional intelligence is "the ability to recognize how you and those around you are feeling, as well as the ability to generate and understand, and regulate emotions" (Meisner, 1998, p. 102). Carolyn Pool (1997) states, "emotional well-being is the strongest predictor of achievement in school and on the job, according to recent research" (p. 12).
Some people believe emotional intelligence is something to be learned and developed at home. Meisner (1998) points out that "it’s the development of such attributes as conflict-solving skills, self-motivation, or impulse control that proponents agree can contribute much to a child’s ultimate success" (p. 104).

There are five dimensions of emotional intelligence that can be incorporated into everything teachers do at school. These five dimensions include, self-awareness, motivation, handling emotion generally, empathy and social skills (Pool, 1997). "Emotional intelligence is learned, and it’s learned from the earliest years straight through...Kids need to learn from a young age what the words for feelings are, why they feel the way they do, and what action options they have" (Pool, 1997, p. 13-14).

Knowing how to handle upsetting feelings, or impulses, is the root of emotional intelligence. All people get what is called an amygdala attack. "An amygdala attack in your brain sets your heart to racing, poised for fight or flight" (Pool, 1997, p. 12). The cortex can tell us to forget the "fight" response. By training the brain, it can reduce the tendency to fight. Everybody gets angry, but not everyone acts violently. Pool explains how the amygdala attack works:
The emotional brain scans everything happening to us from moment to moment, to see if something that happened in the past that made us sad or angry is like what is happening now. If so, the amygdala calls an alarm- to declare an emergency and mobilize in a split second to act. And it can do so, in brain time, more rapidly than the thinking brain takes to figure out what is going on, which is why people can get into a rage and do something very inappropriate that they wished they hadn’t. It’s an emotional hijacking. (pp. 12-13)

Children are less likely to react violently if they have been exposed to the assets of emotional intelligence. Meisner (1998) recognizes these assets: “Caring, motivation to achieve, commitment to equality and social justice, integrity, honesty, responsibility, restraint, planning and decision- making abilities, self esteem, a sense of purpose and a positive view of personal future” (p. 104).

Motivation is a key element in managing one’s emotional intelligence. Pool (1997) believes that an important element of motivation is “hope- having a goal, knowing the small manageable steps it takes to get to that goal, and having the ‘zeal or persistence’ to follow through” (p.13). Empathy is another key element in emotional intelligence. Empathy can be taught to children by adults “by simply expressing their own feelings frequently, pointing out another person’s feelings and encouraging the child to share his or her feelings” (Meisner, 1998, p.106). Pool (1997) believes empathy is what keeps people morally stable. He
states, "Empathy is the brake on human cruelty. It is what keeps civility alive in society" (p. 14). The base for emotional intelligence is a strong sense of values. Once students are in touch with their values, they will be able to handle upsetting feelings or impulses.

Values Education

Teachers can influence the social and emotional lives of their students through teaching values. Tomaselli and Golden (1996) believe, "While there is general agreement that parents have the primary responsibility for instilling values in children, educators also recognize that values and character development are critical imperatives for our educational system" (p. 66). Tomaselli and Golden discuss six values that need to be taught. These include caring, civic justice, fairness, respect, responsibility, and trustworthiness (p. 67). Berreth and Berman (1997) authors of "The Moral Dimensions of Schools" believe, "Adults also need to help schools become moral communities where students experience the values we hold dear" (p. 25).

Curwin (1995) agrees values need to be taught. "Teaching students the meaning of values also means helping them to find humanity within themselves so that they can care about others" (p. 75). The world today is becoming increasingly dangerous because not enough people are
teaching children to make decisions based on values. “Only when students understand their own values can they appreciate the diversity of others, and accept society’s values and norms” (Tomaselli & Golden, 1996, p. 67). To nurture empathy and self-discipline in their children, teachers, schools and parents need to help them: learn basic decision-making and perspective taking skills, delay gratification and persist through obstacles, develop a consistent set of positive values they can translate into action, learn how to act responsibly, have opportunities, and successfully test skills. (Berreth & Berman, 1997)

When students do not follow the rules, many parents and teachers still use corporal punishment. Corporal punishment is no longer allowed in the schools, but many teachers wish it would come back. Because of the attitude toward corporal punishment, all teachers need to understand that “corporal punishment only gives credibility to hitting as a solution to problems. It does not and never has taught values of right from wrong. A preferable approach is to have children negotiate and work problems out with one another (Curwin, 1995, p. 75).

Reorganizing classroom management plans may be necessary to instill positive values. Curwin promotes the idea of replacing discipline based on rewards and punishment
with values. He states, "people with choices, skills, and positive role models still commit violent acts...Only strong values motivate us to control our naturally violent nature" (p. 75). Wade (1997) believes there are alternative ways to instill values rather than using rewards and punishments. She says, "Clearly we were manipulating and controlling behavior instead of instilling sound values" (p. 34).

Berreth and Berman (1997) know children can be taught empathy and self-discipline. "Empathy allows the child to appreciate the perspectives and feelings of another, to sense violations of justice and care, and to better distinguish right from wrong" (p. 24). Berreth and Berman see self-discipline as providing "the ability to take action and delay or even forego gratification in order to remain committed to a set of values or goals" (p. 24). Through both of these values, students become better able to deal with the conflicts that come up in life. They understand other people and they take the time to work through a problem.

Schools can make a difference and can help instill values in their students. Berreth and Berman feel confident:

we can help the entire school community develop empathy by consistently expanding the boundaries of family, religious, class, cultural, national or racial groups. We can encourage discussions of literature and offer
direct contact with people who differ in age or culture, thus providing the common ground for resolving differences and developing caring relationships. (p.26)

To accomplish the goal of instilling values, teachers need to make some changes. They can structure classrooms that look and feel physically and emotionally safe. They can place motivational posters around the room so students can read the room and receive positive messages. They can also display signs and banners about love, respect, and kindness (Holden, 1997, p. 75). Berreth and Berman (1997) state in order “to encourage students to live these values, we can provide time for peer leadership, cross-grade tutoring, caring for plants and animals, and beautifying the school” (p. 25).

Mary Sterling (1995) is the author of Values in Literature. She believes in focusing on values in the classroom. “Certainly these values have been implied in the general curriculum, but advocates of the movement suggest not enough has been done in this area” (p. 4). By incorporating values education into their daily routines, teachers can reinforce the valuable lessons that need to be taught. “What better way than through children’s literature. Closer examination of many well-known and beloved selections reveals that there may be more to be learned from each story” (p. 4). Teaching values can be
reinforced by the schools through the books that children love most.

**Teaching Conflict Resolution Through Children’s Literature**

Through literature, teachers will be able to give examples of positive values. Teachers are also able to use children’s literature to teach conflict resolution. William Kreidler (1994) wrote *Teaching Conflict Resolution Through Children’s Literature*. “It’s purpose is to help you teach conflict resolution and other social skills as you work with children on reading and language arts” (p. 5). He focuses on the importance of conflict, “without conflict, there is no growth or progress. There is stagnation. It is the constructive use of conflict that allows society to move forward” (p. 7).

One of the largest obstacles to teaching conflict resolution and values in the schools is the concern for when these concepts will be taught. Questions arise like, “What about the concerns of faculty, parents and administrators who believe that nothing should take away from time and energy spent on traditional academic subjects?” (Elias, Bruene-Butler, Blum, & Schuyler, 1997, p. 16-17). Teaching children through literature is a good way to incorporate conflict management into an already full teaching schedule. Teachers can control the resistance to adding new subject
matter to an already overloaded curriculum by incorporating values and management skills into the literature programs.

Kreidler (1994) emphasizes, "In many ways children's literature is an ideal vehicle for teaching conflict resolution and other social skills" (p. 5). Children's literature also allows children to make connections with other characters without embarrassing themselves in front of the class. Theodosia Crosse (1928) points out:

Literature is and has been through the ages the great medium of thought transference. It is the mighty stronghold wherein are kept the gems of intellect... In its depths are reflected, joy, sorrow, hope despair--every emotion that recorded life has known. (p. 925)

Kreidler (1994) lists ways children's literature can be used. It can introduce, model, and reinforce conflict resolution skills. It develops understanding and concepts about conflict, and it helps develop core themes and values in the classroom (p. 5).

It's never too early for children to learn to diffuse anger, put themselves in one another's shoes, and work at getting along. Teachers can use children's books as examples. "Example is not only the best way to teach character and anger management to our children, it is the ONLY way to teach it!" (Ingram, 1998, p. 6). Various methods of using literature will work, but Kreidler (1994) explains, "My own experience and the experience of other
teachers show that this pattern of introducing the conflict resolution first and following it up with reading and literature based activities works best” (p. 6).

Language arts is one of the most important academic areas taught in school. Using literature to help teach conflict resolution will lessen the academic time taken to solve students’ problems. It also makes them think through the problems they are having. “Research and personal experience confirm that students with superior language skills and analytic abilities are less likely to use force to persuade and more likely to use creative and intellectual exercises to imagine and respect differing viewpoints” (Prothrow-Stith, 1994, p. 34). Conflicts happen daily and are not always necessarily negative. “Everyday conflicts provide the content for learning, shared decision making, and problem solving” (Schneider, 1996, p 24). Curwin (1995) emphasizes the ability of teachers to teach positive skills. Children’s literature can help teachers “teach their students positive skills both for preventing disruptive events and for dealing with the consequences of violent encounters” (p. 73).

Lauren Myracle (1995) discusses the idea of using literature as a tool for learning in her article “Molding the Minds of the Young: The History of Bibliotherapy as
Applied to Children and Adolescents". She states, "Adults throughout the ages have viewed books as powerful tools with which to guide children's thinking, strengthen their character, shape their behavior, and more recently even to solve their problems" (Myracle, 1995, p. 2). Myracle describes a technique called bibliotherapy. This is a phrase coined by Samuel Crothers. He discussed a technique of prescribing books to patients who needed help understanding their problems and he labeled this technique "bibliotherapy". "Bibliotherapy is effective because it allows the reader to identify with a character and realize that he or she is not the only person with a particular problem" (p.3).

Students are able to connect with characters because "characters are likely to meet challenges face-on and to deal with them thoughtfully and courageously" (p.7). Henry Olsen (1975) believes:

Through bibliotherapy children have an opportunity to identify, to compensate, and to relive in a controlled manner a problem that they are aware of...because books help a child develop his or her self-concept, the child will be better adjusted to trying situations in the future. (p. 425)

When adults read books for enjoyment, they lose themselves within the setting and characters. Literature can be an escape from the real world. Children can use this escape, or they can analyze the characters they meet in
their stories. In "Raising Healthy Children", Carol Cummings and Kevin Haggerty (1997) give examples of ways teachers use character studies in their classroom. "Teachers learn how to integrate social/emotional learning with literature instruction... Some teachers use journal writing to help students focus on the feelings of the characters in the books they are reading" (p. 30). Writing allows students to share problems and begin to explore solutions. Students are then encouraged to think about the book and the characters they have met in their readings. One of the teachers Cummings and Haggerty used was Mr. Novak. In his 4th grade class he asked questions that made his students think about the characters they were reading about. He would ask, "Which character in the novel would you want for a best friend?" or "What social skills does he or she have that you admire?" (p. 28). In Ms. Bonney's 3rd grade class "students identify the qualities of a good friend from the characters in Charlotte's Web, by creating a large web and placing the characters with the qualities of a good friend at the center of the web" (p. 28). In Ms. Stingley's 6th grade class "students listen intently to a story about a young girl who learns to read with the help of a friend. Later she learns to write on her own. The class discusses the message together- 'Perseverance—you have to work hard'" (p. 28). The
teacher’s role in using books to teach conflict management and values is very important, but they cannot do it alone. Parents must also reinforce these issues through using books and personal examples.

**Parent Involvement**

Schools can continue to help children deal with their anger through conflict resolution programs, values education and promoting emotional intelligence, but without the support of parents all the efforts of the teachers dissolve as soon as the students leave the classroom. Parents need to be involved in their student’s school in order to ensure success. “Children whose parents are disengaged have the poorest developmental patterns, lacking psychological maturity, social competence, and self-esteem. The problems encountered by these youngsters, in school and out, multiply throughout the school years” (Finn, 1998, p. 20). If parents take part in their children’s education by talking with them and helping them, they will see the benefits in their children’s everyday lives.

Leonard Solo (1997) wrote an article about home conditions that lead to school success called “School Success Begins at Home”. Solo emphasizes the need for high expectations for children’s schooling and the need to prepare children to work hard. “These children have a better
chance of succeeding if the family passes on to them a sense that they must struggle to overcome the effects of poverty and racism" (p. 4). Close family relationships and activity involvement helps students develop strong, positive self-images. Valuing reading is another important condition. "Reading at home promotes reading in school, and we all know that reading is the key to school success" (p. 8). Cultural involvement, parental authority, and household chores are also part of the home conditions that help students succeed at school.

It is a truism that parents have to work at raising a child properly. But if they pay attention to their children, and do such obvious and straightforward things as reading with them daily, taking them to the library, providing a pleasant, quiet place and designated time for homework, visiting their schools, and talking with their teachers, chances are high that their children will succeed in school-- and beyond. (p. 15)

“Parent involvement in their children’s early literacy development is a crucial component to success in the classroom” (Ortiz, 1998, p. 1). Parents need to read to their children as often as they can. This is a time of learning, but also a time to spend together. Even if your children are capable readers it is important to continue to read to them. Carol Hurst (1996) emphasizes that reading independently is "not instead of reading aloud; it's in addition to it... don’t punish the child for learning to
read by taking away something both of you enjoy—reading together” (p. 21-22). It is important that talk time is given at the end of a story. Many stories conjure up emotions that need to be discussed. Books are powerful tools, dealing with emotions children are usually afraid to share. Through literature, parents will be able to help their children with the difficult issues and pressures they face.

If schools, teachers and parents work together, children will succeed. Because some children may have more difficulty than others, a variety of programs are needed to help reach all children. Every child gets angry, but some do not know how to deal with their anger. Giving children choices and modeling appropriate behavior will help those children who believe there are no alternatives to violence, deal with their anger responsibly. Children also need to feel involved in and welcomed to their schools. Through this involvement schools and families can empower their children with responsibility. Something as simple as a class meeting or as long term as a school-wide program dedicated to anger resolution can be a powerful way to deal with upsetting issues.

Children know right from wrong, but they are confronted with pressures from peers, parents and teachers daily. They
lack some of the experiences adults rely on to help them through their problems. If parents and teachers help students learn how to control and increase their emotional intelligence, they will be able to succeed in school and the community around them. Knowing how to handle upsetting feelings or impulses is the root of emotional intelligence. Along with emotional intelligence, children need to be aware of the values that have been instilled in them. Through example, parents and teachers can show children how to make responsible choices based on values. "Only when students understand their own values can they appreciate the diversity of other, and accept society's values and norms" (Tomaselli & Golden, 1996, p. 67).

Conclusion

This literature review has given many examples and ideas as to how to help students manage their conflicts. The community can make a difference, but to conquer it all at the same time would be difficult. Teaching conflict management through literature is just one way teachers and parents can help. Books give examples of values and conflicts that may be difficult to discuss and reading aloud is an effective way to teach in the classroom and at home. If teachers choose a book each day that deals with a different conflict or value, they can incorporate conflict
management into an already full schedule. Parents also need to read to their children daily. During this daily reading, they can choose a book that focuses on a value they would like to teach to their children. This may not sound like much, but books send powerful messages. Children are the future of this country. If society does not try to teach them the values they need, then this country has a glum future. Conflict resolution and values are difficult concepts to teach to young children. By incorporating literature that focuses on values and modeling anger management, teachers may be able to steer the future in a positive direction.
GOALS AND LIMITATIONS

If children are to learn appropriate conflict management skills and values, the community needs to be involved. Schools can incorporate conflict management and values education into their curriculum through programs and literature, but it will not work without the support of the parents. The initial goal of this project is to help parents and teachers become part of the involved community. Below is a list of ways the bibliography and activities can be used:

Goals

The goal of this project is for teachers to teach conflict management and various values in the classroom during their read aloud time. Values education does not need to be an added piece of curriculum. Teachers can emphasize the value through examples in children's literature.

This bibliography may seem overwhelming at first. Many titles have been compiled for a variety of grades. The purpose of this bibliography is help teachers find quality books that relate to conflict management and values education. With so many choices, teachers will find titles of books they already have. Many of the books are written by well-known authors and are ones teachers have read, own,
or at least have heard about. Through this bibliography parents and teachers can look up what values their favorite books may cover. It will be especially be useful in the primary grades where picture books are prevalent, but it is also important to remember all grades can benefit from picture books.

The ultimate goal of this project is to use what has been learned about student’s anger and emotional intelligence to help coordinate a program with parents. I would like parents to use children’s literature to help in dealing with difficult situations with their children at home and/or at school. I want parents to use the books children love most to emphasize the importance of specific values. If a parent comes to their child’s teacher with a concern about their child, I want teachers to be able to give them a book and an activity to help the parent open the door to real discussion with their children.

Limitations

In order for this bibliography to be useful, the books need to be available. Teachers and parents can use the school and city libraries, and local bookstores to find the books they will need. Books written in languages rather than English are not included in the bibliography, but many books have been rewritten in other languages. Children’s
bookstores will be able to tell those who inquire if books have been reprinted in other languages.

Teachers need to be aware of the activities and titles in this bibliography. When parents come to them, teachers need to be able to help those parents. If the teacher is not familiar with the titles or the activities then they will not be able to help those parents who are in need.

If the idea of parents using books and activities to help their children with difficult behavior or situations is to work, then parents need to give their children time. Parents will need to take time out of their busy schedules and sit with, read, and discuss their children’s issues together. Time spent together is an important part of helping children; sometimes all they need is attention from their parents.

This is not a cure all program. As I have already discussed in my literature review, many aspects encompass the idea of teaching conflict management and values. My project is only a small step in an effort that needs to be community wide.
REFERENCES


APPENDIX A
A Bibliography:
Teaching About Conflict and Values

Children are the future of this country. If society does not try to teach them the values they need, then this country has a glum future. Conflict resolution and values are difficult concepts to teach to young children. By incorporating literature that focuses on values and modeling anger management, teachers may be able to steer the future in a positive direction.

It is also important to encourage parents to be involved with their children's education. The issue of how parents can help their children succeed in school is discussed in Time Magazine's article "How to Make a Better Student". The article has a parent's guide of eight ways to help their children succeed in school. One way parents can help their children is by continuing to read to them whether they are reading independently or not. Claudia Wallis believes parents should "bring on the books when they are babies and don't stop—even when they're excellent readers".
themselves" (1998, p. 83). Another one of the top eight ways to help children succeed in school is to be a good role model. "Your kids should see you reading, working through problem, learning from the mistakes you make" (p. 83). The article also emphasizes the importance of parents remembering to teach their children morals. "A strong ethical framework, religious or otherwise, will help kids resist the ever present siren call of negative peer pressure" (p. 83). With the help of parents and teachers working together, students will continue to value reading and themselves.

The following is a bibliography of resources for teachers and parents. The purpose of this bibliography is to help teachers and parents find quality books that relate to conflict resolution and values education. With so many choices, the goal is for teachers to find titles of books they already have. Many of the books are written by well known authors and are ones teachers are already reading, own, or at least are familiar with.

The bibliography is separated into two parts. The first part includes resources for parents and teachers on teaching about conflict and values. The second part focuses on children's literature. It includes a selection of books covering conflict resolution and books covering a variety of values.
Through this bibliography, teachers can choose at least one book for each value and incorporate values education into their classroom read aloud times. Parents will also be able to use this bibliography to choose appropriate books to read to their children. When teaching values to students, teachers and parents can teach through the books that children love most. Mary Sterling (1995) is the author of Values in Literature. She expresses about teaching values, "What better way than through children’s literature. Closer examination of many well-known and beloved selections reveals that there may be more to be learned from each story" (p.4).
Resources for Teachers and Parents:

Teaching About Conflict

Beekman, S. & J. Holmes
Battles, Hassles, Tantrums & Tears: Strategies for Coping with Conflict and Making Peace at Home

Carlsson-Paige, N., & D. E. Levin
Who's Calling the Shots? How toRespond Effectively to Children's Fascination with War Play and War Toys

Coleman, D.
Emotional Intelligence

Charney, R. S.
Teaching Children to Care: Management in the Responsive Classroom
Greenfield, Mass: Northeast Foundation for Children, 1992

Cohen, R.
Students Resolving Conflict: Peer Mediation in Schools
Glenview, IL: Scott Foresman and Company, 1995

Creighton, A., Battered Women's Alternatives with Paul Kivel, & Oakland Men's Project
Helping Teens Stop Violence: A practical Guide for Counselors, Educators, and Parents

Curwin, R., and A. Mendler
Discipline with Dignity
Alexandria, VA: Association for Supervision and Curriculum Development, 1988

Drew, N.
Learning the Skills of Peacemaking: An Activity Guide for Elementary-Age Children on Communication, Cooperating, Resolving Conflict
Torrance, CA: Jalmar Press, 1987
Fisher, R. & W. Ury (second edition, Bruce Patton)
Getting to Yes: Negotiating Agreement Without Giving In

Fullan, M.
The Meaning of Educational Change
New York: Teachers' College Press, 1982

Glasser, W.
Control Theory in the Classroom

Quality School: Managing Students Without Coercion
New York, Harper and Row, 1990

Gossen, D. C.
Restitution: Restructuring School Discipline
Chapel Hill, NC: New View Publications, 1992

Hopkins, S. & J. Winters
Discover the World: Empowering Children to Value Themselves, Others and the Earth

Johnson, D. W., and R. Johnson
Creative Controversy: Intellectual Challenge in the Classroom
Edina, MN: Interaction Book Company, 1995

Cooperation and Competition: Theory and Research
Edina, MN: Interaction Book Company, 1989

My Mediation Notebook

Teaching Students to Be Peacemakers

Kline, P.
The Everyday Genius: Restoring Children’s Natural Joy of Learning—And Yours Too

Kohlberg, L.
Moral Education, Justice, and Community
Boulder, CO: University of Colorado Press, 1989

Kohn, A.
Beyond Discipline: From Compliance to Cooperation
Alexandria, VA: ASCD, 1996
Kohn, A
Punished by Rewards
Boston: Houghton Mifflin, 1993

Kreidler, W. J. & L. Furlong, with L. Cowles and I. Prouty.
Adventures in Peacemaking: A Conflict Resolution and
Violence Prevention Curriculum for School-age Programs
Cambridge, MA: ESR and Project Adventure, 1996

Creative Conflict Resolutions: More Than 200 Activities for
Keeping Peace in the Classroom, K-6
Glenview IL: Good Year Books, 1984

Conflict Resolution in the Middle School: A Curriculum and
Teaching Guide
Cambridge, MA: ESR, 1994

Elementary Perspectives: Teaching Concepts of Peace and
Conflict
Cambridge, MA ESR, 1990

Teaching Conflict Resolution Through Children’s Literature
New York: Scholastic Professional Books, 1995

Lantieri, L., & J. Patti
Waging Peace in Our Schools
Boston: Beacon Press, 1996

Levin, D. E. Ph. D.
Teaching Young Children in Violent Times: Building a
Peaceable Classroom
Cambridge, MA: ESR, 1994

Lieber, C. M.
Making Choices About Conflict, Security, and Peacemaking
Part I: Personal Perspectives
Cambridge, MA: ESR, 1994

Making Choices About Conflict, Security, and Peacemaking
Part II: From Local to Global Perspectives
Cambridge, MA: ESR, 1996

Metiview, L., and L. Sheive
A Guide to STePS: Structured Team Problem Solving
Prutzman, P.
The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children
New York: New Society Publisher, 1988

Ury, W.
Getting Past No: Negotiating with Difficult People
New York: Bantam, 1991

Webster-Doyle, Dr. T.
Tug of War: Peace Through Understanding Conflict

Why Is Everybody Always Picking on Me: A Special Curriculum for Young People to Help Them Cope With Bullying
New York: Atrium Society, 1994

Wichert, S
Keeping the Peace
Teaching About Values

Andrews, S. V. & C. D. Ali
Teach Your Children Values: 95 Things Parents Can Do!
ERIC Clearinghouse on REC, 1997

Teaching Kids to Care: Exploring Values Through Literature and Inquiry
ERIC Clearinghouse on REC, 1997

Barstow, B. & J. Riggle
Beyond Picture Books: A Guide to First Readers

Bennett, W. J. Ed.
The Book of Virtues
New York: Simon & Schuster, 1993

Dreyer, S. S.
American Guidance Service

Eyre, L. & R.
Teaching Children Responsibility

Teaching Your Children Values
New York, Simon & Schuster, 1993

Friedberg, J. B.
Accept Me as I am: Best Books of Juvenile Nonfiction on Impairment and Disability
New York: R. R. Bowker, 1985

Gabriel, H. W., III.
Growing Up with Character Building Stories for Children
New York: M & H Enterprises, 1986

Garnett, P. D.
Investigating Morals and Values in Today’s Society
New York: Good Apples, 1990

Best Books for Children Preschool Through Grade Six
Hirsch, E. D. Jr.,
A First Dictionary of Cultural Literacy

Lickona, T.
Educating for Character: How Our Schools Can Teach Respect and Responsibility

Lima C. & J. A. Lima
A to Zoo. Subject Access to Children’s Picture Books

Lipson, E.

Navarra, T.
On My Own: Helping Kids Help Themselves
New York: Barron’s Educational Series, Inc., 1989

Peck, M. S.
The Road Less Traveled
New York: Simon & Schuster, 1985

Playing It Smart
What to Do When You’re on Your Own
New York: Barron’s Educational Series, Inc., 1989

R. R. Bowker
Children’s Books in Print
New York: R. R. Bowker

Sterling, M. E.
Values in Literature: Primary
Huntington Beach, CA: Teacher Created Materials, 1995

Schulman, M. & E. Mekler
Bringing Up a Moral Child

Schwartz, L.
What Would You Do? A Kid’s Guide to Tricky and Sticky Situations

Terkel, S. N.
Ethics
New York: Lodestar Books, 1992
Teaching Conflict Resolution Through Children's Literature
Conflict Resolution:

Aardma, V.
Who’s in Rabbit’s House?
New York: Dial Books for Young Readers, 1977

Aliki
Feelings
New York: Greenwillow, 1984

Amos, J.
Angry
Milwaukee: Raintree, 1991

Asch, F. & V. Vagan
Here Come the Cat
New York: Scholastic, 1989

Baker, C.
Families, Phooey!
New York: Aladdin Paperbacks, 1996

Baker, B.
The Pig War

Berry, J.
Let’s Talk About Feeling
Angry
New York: Scholastic, 1992

Blaine, M.
The Terrible Thing That Happened at My House
New York: Scholastic, 1975

Bottner, B.
Bootsie Barker Bites
New York: G.B. Putnam’s Sons, 1992

Bunting, E.
Clancy’s Coat
New York: Frederick Warne and Company, 1984

Carle, E.
The Grouchy Ladybug

Clifton, L.
Three Wishes
New York: Dell Yearling, 1974

Clymer, E.
The Big File of Dirt

Couture, S.
Melanie Jane
New York: Harpercrest, 1996

De Brunhoff, L.
Babar and the Wully-Wully
New York: Random House, 1975

Delton, J.
Two Good Friends

dePoala, T.
The Knight and the Dragon
New York: G. B. Putnam’s Sons, 1980

Oliver Button Is A Sissy
San Diego: Voyager/Harcourt Brace Jovanovich, 1979

Everitt, B.
Mean Soup

Friedman, I.
How My Parents Learned to Eat
Boston: Houghton Mifflin, 1986
Ginsburg, M.
The Chinese Mirror
San Diego: Voyager/Harcourt
Brace Jovanovich, 1988

Girard, L.
At Daddy’s On Saturdays
Chicago: Whitman, 1987

Golenbock, P.
Teammates
New York: Harcourt Brace
Jovanovich, 1990

Green, K.
Buddy Rock’s Race
Chanhasson, Minnesota: Child’s
World, 1991

Greenfield, E.
First Pink Light
New York: Black Butterfly
Children’s Books, 1976

Grandpa’s Face
New York: Philomel Books,
1988

Koya DeLaney and the Good
Girl Blues
New York: Scholastic, 1995

Lester, A.
Clive Eats Alligators
Boston: Houghton Mifflin,
1986

Lionni, L.
Frederick
New York: Alfred A. Knopf,
1967

It’s Mine
New York: Alfred A. Knopf,
1967
Six Crows
New York: Alfred A. Knopf,
1988

Swimmy
New York: Alfred A. Knopf,
1963

Martin, F.
The Honey Hunters
Cambridge: Candlewick Press,
1992

Mayer, M.
I Was So Mad
Wisconsin: Western, 1983

Moser, A.
Don’t Rant and Rave on
Wednesdays!
New York: Landmark Editions,
1994

Nichol, B.
Beethoven Lives Upstairs
New York: Orchard Books, 1994

Polacco, P.
Chicken Sunday
New York: Philomel Books,
1992

Potter, B.
The Tale of Peter Rabbit
New York: Frederic Warne,
1906

Koller, J.
The Dragonling

Jones, R.
Matthew and Tilly
New York: Dutton, 1991

Kellogg, S.
The Island of the Skog
New York: Dial, 1973
Ringgold, F.  
Tar Beach  

Schami, R.  
Fatima and the Dream Thief  
New York: North South Books, 1996

Scieszka, J.  
The True Story of the Three Little Pigs  
New York: Viking, 1989

Seuss, Dr.  
The Butter Battle  
New York: Random House, 1984

The Zax  
Included in the book The Sneetches  
New York: Random House, 1961

Steig, W.  
Spinky Sulks  

Steptoe, J.  
Mufaro’s Beautiful Daughter  
New York: Lothrop, Lee and Shepard, 1987

Stevie  

Surat, M. M.  
Angel Child, Dragon Child  
New York: Scholastic, 1983

Thayer, M.  
The Teacher from the Black Lagoon  
New York: Scholastic, 1989

Udry, J. M.  
Let’s Be Enemies  

Van Allsburg, C.  
Two Bad Ants  
Boston: Houghton Mifflin, 1988

Viorst, J.  
Alexander and the Terrible, Horrible, No Good, Very Bad Day  
New York: Atheneum, 1972

Walter, M. P.  
Ty’s One Man Band  
New York: Scholastic, 1980

Wildsmith, B.  
The Owl and the Woodpecker  
Oxford: Oxford University Press, 1971

Williams, V.  
A Chair for My Mother  

Wondriska, W.  
All the Animals Were Angry  
New York: Holt, 1970

Zolotow, C.  
The Hating Book  

The Quarreling Book  
Teaching Values
Through Children’s Literature
Courage:

Blegvad, L
Anna Banana and Me
New York: Atheneum, 1985

Bunting, E.
Smoky Night
New York: Harcourt Brace, 1994

Cech, J.
My Grandmother's Journey

Coerr, E.
Sadako
New York: Putnam, 1993

Dalgliesh, A.
The Courage of Sarah Noble
New York: Scribner's & Sons, 1954

Day, D.
The Sleeper
Tennessee: Ideals Children's Books, 1990

Heide, F. P. & R. H. Pierce
Timothy Twinge

Hodges, M.
The Firebringer
Boston: Little, Brown, & Company, 1972

Kingman, L.
Mikko's Fortune

Lionni, L.
Swimmy
New York: Alfred A. Knopf, 1963

Little, J.
Jess Was the Brave One
New York: Viking, 1991

Luenn, N.
Nessa's Fish
New York: Atheneum, 1990

Sailer, C.
The Bridge Dancers

Say, A.
El Chino

Shute, L.
Momotaro, the Peach Boy
New York: Lothrop, Lee & Shepard, 1986

Souci, R.
The Samurai's Daughter
New York: Dial Penguin, 1992

Saint George and the Dragon
Boston: Little, Brown and Company, 1984
Sperry, A.
Call It Courage
New York: Macmillan
(Collier Books), 1978

Steig, W.
Brave Irene
New York: Farrar, Strauss
and Giroux, 1986

Stoltz, M.
Storm in the Night
New York: HarperCollins,
1988

Wells, R.
Shy Charles
New York: Dial, 1988
Friendship

Cannon, J.
Stellaluna

Hoban, R.
Best Friends for Frances

Kellogg, S.
Best Friends
New York: Dial Books for Young Readers, 1986

Lobel, A.
Frog and Toad Are Friends

Rylant, C.
Henry and Mudge
New York: Bradbury Press, 1987

Miss Maggie
New York: E. P. Duttton, 1983

Viorst, J.
Rosie and Michael
New York: Atheneum, 1974
Hard Work

Aliki
A Weed Is a Flower

Barnes, J.
The Baby Grand, The Moon in July, & Me
New York: Dial Books for Young Readers, 1994

Bierhorst, J. (retold by)
Doctor Coyote: A Native American Aesop’s Fables
New York: Macmillan, 1987

Bond, M.
Paddington’s Gardern
New York: HarperFestival, 1972

Delton, J.
Trash Bash
New York: Dell, 1992

Devlin, W.
Cranberry Summer
New York: Four Winds Press, 1992

Duvall, J.
Meet Rory Hohenstein, A Professional Dancer
San Francisco: Children’s Press, 1997

Galdone, P.
The Little Red Hen
New York: Clarion Books, 1973

Hendershot, J.
In Coal Country
New York: Alfred A. Knopf, 1992

Keats, E. J.
John Henry: An American Legend
New York: Alfred A. Knopf, 1965

Leedy, L.
The Furry News: How to Make a Newspaper
New York: Holiday House, 1990

Marshall, J.
The Three Little Pigs
New York: Dial Books for Young Children, 1989

Medearis, A.
Picking Peas for a Penny
New York: Scholastic, 1990

Mitchell, M.
Uncle Jed’s Barber Shop
New York, Simon & Schuster, 1993

Reeder, C.
Moonshiner’s Son
New York: Avon, 1995

Sadler, M.
P.J. Funnybunny Camps Out
New York: Random House, 1993

Scarry, R.
Busytown Boat Race
New York: Aladdin Paperbacks, 1997

Warner, G.
The Boxcar Children
Chicago: Albert Whitman, 1977
Watts, B.  
*Harvey Hare, Postman Extraordinaire*  

Williams, S.  
*Working Cotton*  
San Diego: Hartcourt Brace Jovanovich, 1992

Williams, V.  
*A Chair for my Mother*  
New York: Greenwillow
Honesty

Aadema, V.
Pedro and the Padre
New York: Dial Books for Young Readers, 1991

Bauer, M.
On My Honor
New York: Clarion, 1986

Bell, A.
The Emperor’s New Clothes: A Fairy Tale
New York: North-South Books, 1986

Berenstain, S. and J.
The Berenstain Bears and the Truth
New York: Random House, 1983

Bunting, E.
Summer Wheels

de Paola, T (Retold by)
“The Shepherd Who Cried ‘Wolf’” by Aesop
Tomie de Paola’s Favorite Nursery Tales
New York: G. P. Putnam’s Sons, 1986

Carlson, N.
Arnie and the Stolen Markers
New York: Viking, 1987

Harriet and the Garden
New York: Penguin, 1985

Chardiet, B. & G. Macarone
The Best Teacher in the World
New York: Scholastic, 1990

Crompton, A. E.
The Winter Wife
Boston: Little, Brown, & Company, 1975

Lobel, A
“Madame Rhinoceros and Her Dress” From Fables

Elliott, D.
Ernie’s Little Lie
New York: Random House, 1983

Fox, P.
One-Eyed Cat
Scarsdale, New York: Bradbury Press, 1984

Ginsburg, M.
Striding Slippers

Lattimore, D
The Dragon’s Robe

Matsuno, M.
A Pair of Red Clogs

Taro and the Tofu

Ness, E.
Sam, Bangs and Moonshine
New York: The Trumpet Club, 1966
San Souci, R.
The Talking Eggs
New York: Dial Books, 1989

Shulevitz, U.
The Treasure

Soto, G.
Too Many Tamales
New York: Putnam, 1993

Skurzynski, G.
Honest Andrew

Sleater, W.
Once, Said Darlene
New York: Dutton, 1979

Stuart, J.
A Penny's Worth Of
Character

Westcott, N. B. (retold by)
"The Emperor's New
Clothers"
by Hans Christian Anderson
Boston: Little Brown and Company, 1984
Hope

Cech, J.
My Grandmother’s Journey

Coerr, E.
Sadako and the Thousand Paper Cranes
New York: Putnam, 1977

Fender, K.
Odette, a Springtime in Paris

LacLachlan, P.
Sarah, Plain and Tall
New York, Haper & Row, 1985

Martin, P. M.
Kumi and the Pearl
New York: Putnam, 1968

McLerran, A.
The Mountain That Loved a Bird
New York: Picture Book Studio, 1985

Paulson, G.
Dogsong
New York: Bradbury Press, 1985

Politi, L.
Song of the Swallows
New York: MacMillan (Aladdin Books), 1948

Sanders, S.
Aurora Means Down
New York: Bradbury Press, 1989

Schweitzer, B. B.
Amigo
New York: MacMillan, 1963

Weik, M. H.
The Jazz Man
Hartford: Atheneum, 1996

Yolen, J.
Owl Moon
New York: Scholastic, 1987
Justice

Adams, E. B.
Korean Cinderella

Aliki
The Eggs
New York: Pantheon, 1969

Three Gold Pieces
New York: Pantheon, 1967

de Paola, T.
Strega Nona
New Jersey: Prentice-Hall, 1975

Galdone, P.
The Little Red Hen
New York: Scholastic Book Services, 1973

Hogrogian, N.
One Fine Day
New York: MacMillan, 1971

Lasker, J.
Nick Joins In
Chicago: Whitman, 1980

Leaf, M.
The Story of Ferdinand
New York: Viking Press, 1936

Louie, A.
Yeh-Shen: A Cinderella Story
New York: Philomel, 1982

Martin, R.
The Rough-Faced Girl
New York: Putnam, 1992

Polacco, P.
Chicken Sunday
New York: Philomel Books, 1992

Proazinska, J.
The Enchanted Book
New York: Harcourt Brace

Rudolph, M.
I Am Your Misforturne

Tsuchiya, Y.
Faithful Elephants
New York: The Trumpet Club, 1988
Kindness

Barker, M.  
Magical Hands  
Natick, Ma: Picture Book Studio, 1991

Burnette, F.  
The Secret Garden  
New York: Lippincott, 1911

Carle, E. (retold by)  
"The Lion and the Mouse" by Aesop  
Eric Carle's Treasury of Classic Stories for Children  
New York: Orchard Books, 1988

Cooney, B.  
Miss Rumphius  
New York: Viking Penguin, 1982

Disalvo-Ryan, D.  
Uncle Willie and the Soup Kitchen  

Fox, M.  
Wilfred Gordon McDonald Partridge  
Brooklyn, New York: Kane Miller

Fox, P.  
One-Eyed Cat  
Scarsdale, New York: Bradbury Press

Henkes, K.  
Julius the Baby of the World  
New York: Greenwillow, 1990

Innocenti, R.  
Rose Balnche  
New York: Stewar, Tabori and Chang, 1991

Joslin, S.  
What Do You Say Dear?  
New York: Young Scott Books, 1961

Luttree, I.  
Three Good Blankets  
New York, Atheneum, 1990

Mills, L.  
The Rag Coat  
Boston: Little Brown, 1991

Pfister, M.  
The Rainbow Fish  
New York: North-South Books, 1992

Palacco, P.  
Mrs. Katz and Tush  
New York: Bantam, 1992

Silverstein, S.  
The Giving Tree  
New York: Harper & Row

Steptoe, J.  
Mufaro's Beautiful Daughters: An African Tale  
New York: Lothrop, Lee & Shepard, 1987

Wilde, O.  
The Selfish Giant  
New York: Picture Book Studio, 1984

Yashima, T  
Crow Boy  
New York: Viking, 1955
Love

Blue, R.
Grandma Didn’t Wave Back
New York: Watts, 1972

Boyd, L.
Sam is My Half Brother
New York: Biking, 1990

Bunting, E.
The Wednesday Surprise
New York: Clarion Books, 1989

Clifton, L.
Everett Anderson’s Nine Month Long

Crew, D.
Big Mama’s

de Paola, T.
Nana Upstairs and Nana Downstairs
New York: Putnam, 1973

Now One Foot, Now the Other
New York: Trumpet, 1981

Fox, M.
Koala Lou
San Diego, CA: Harcourt Brace, 1988

Goble, P.
Love Flute
New York: Bradbury Press, 1992

Joosse, B. M.
Mama, Do You Love Me?

Jukes, M.
Blackberries in the Dark
New York: Alfred A. Knopf, 1985

Like Jake and Me
New York: Alfred A. Knopf, 1984

Leach, N.
My Wicked Stepmother

Martin, B., Jr. & J. Archambault
Knots on a Counting Rope

Mathis, S. B.
The Hundred Penny Box
New York: Viking Penguin, 1975

Miles, M.
Annie and the Old One
Boston: Little, Brown, 1971

Munsch, R.
Love You Forever
Ontario: Firefly Books Ltd., 1986

Polacco, P.
The Keeping Quilt
New York: Simon & Schuster, 1938

Mrs. Katz and Tush
New York: Bantam Books, 1992
Rehyer, M.
My Mother Is the Most Beautiful Woman in the World
New York: Lothrop, Lee & Shepard, 1945

Rylant, C.
Birthday Presents
New York: Orchard, 1987

The Relatives Came
New York: Brdbury Press 1985

When I was Young in the Mountains
New York: Dutton, 1982

Sakai, K.
Sachiko Means Happiness

San Souci, R.
The Legend of Scarface—A Blackfeet Indian Tale

Silverstein, S.
The Giving Tree

Thomas, J. R.
Saying Good-bye to Grandma
New York: Clarion Books, 1988

Waber, B.
Lovable Lyle
Boston: Houghton Mifflin, 1969

Williams, M.
The Velveteen Rabbit
Loyalty

Barber, A.
The Mousehole Cat

Buck, P.
The Big Wave
New York: John Day, 1947

Burton, V. L.
Mike Mulligan and His Steam Shovel

de Paola, T.
Rosie and the Yellow Ribbon
Boston: Little, Brown, & Company, 1992

Fleishman, S.
The Whipping Boy
Mahwah, NJ: Troll, 1986

Freedman, F. B.
Brothers: A Hebrew Legend
New York: Harper & Row

Goble, P.
Buffalo Woman
New York: Bradbury Press, 1984

Greene, B.
Summer of My German Soldier
New York: Dial Press, 1976

Herman, H.
Monster Jam

Heyer, M.
The Weaving Of a Dream

Hodges, M. (retold by)
The Voice of the Great Bell
by
Boston: Little, Brown, & Company, 1963

The Wave
Boston: Houghton Mifflin, 1964

Kurtz, J.
Only a Pigeon
New York: Simon and Schuster Books for Young Readers, 1997

Pinkwater, D.
Doodle Flute

San Souci, R. D.
The Samurai’s Daughter
New York: Dial Books for Young Readers, 1992

Travers, P. L.
Two Pair of Shoes
New York: Viking Press, 1976

Va, L.
A Letter to the King

Whittier, J. G.
Barbara Frietchie
New York: Greenwillow Books, 1992
Persistence

Adler, D.
A Picture Book of Helen Keller
New York: Holiday House, 1990

Bash, B.
Urban Roosts
Boston: Little, Brown, 1990

Bunting, E.
Fly Away Home
New York: Clarion

de Paola, T.
"The Tortoise and the Hare"
Tomie de Paola’s Favorite Nursery Tales
New York: G. P. Putnam’s Sons, 1986

Graeber, C.
Nobody’s Dog

Hill, E.
Evan’s Corner
New York: Viking, 1967

Hoffman, M.
Amazing Grace
New York: Dial, 1991

Lexau, J. M.
Go Away, Dog

Lyon, G.
Come a Tide
New York: Orchard, 1990

Maeda, S.
Thomas Raccoon’s Fantastic Airshow
Kansas City, MO: Landmark Editions, 1994

McCully, E.
Mirette on the High Wire
New York: G. P. Putnam’s Sons, 1992

Silverman, E.
Mrs. Peachtree’s Bicycle

Steig, W.
Abel’s Island
Toronto: Collins Publishers, 1976

Williams, K.
Galimoto
New York: Lothrop, Lee & Shepard, 1990
Respect

Aliki
Manners
New York: Greenwillow Books, 1990

Caduto, M. J. & J. Bruchac
"Awi Usdi, the Little Deer"
Keepers of the Earth:
Native American Stories & Environmental Activities for Children
New York: Fulcrum, Inc., 1988

Carle, E.
The Mixed-Up Chameleon

Chief Seattle, a message from
Brother Eagle, Sister Sky

Cooney, B.
Island Boy

Chbosky, S.
Who Owns the Sun?
Kansas City, MO: Landmark Editions, Inc., 1988

Greenfield, E.
Africa Dream

Grifalconi, A.
The Village of Round and Square Houses
Boston: Little, Brown, & Company., 1986

Hodges, M.
The Golden Deer
New York: Charles Scribner’s Sons, 1992

Kroll, V.
Masai and I
New York: Four Winds Prdss, 1992

Peet, B.
The Wump World
Boston: Houghton Mifflin, 1970

Peterson, J. W.
I Have a Sister—My Sister Is Deaf

Quigley, L.
The Blind Man and the Elephant
New York: Scribner’s & Sons, 1959

Rodanas, K.
Dragonfly’s Tale

Stansfield, I.
The Legend of the Whale
Boston: David R. Godine, 1985
Responsibility

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Berenstain Bears and the School Scandal</td>
<td>New York: Random House, 1990</td>
<td></td>
</tr>
<tr>
<td>Glenchur, P.</td>
<td>Quincy's Clubhouse</td>
<td>IllumiQuest, 1996</td>
<td></td>
</tr>
<tr>
<td>MacCarone, G.</td>
<td>The Classroom Pet</td>
<td>New York: Scholastic, 1995</td>
<td></td>
</tr>
<tr>
<td>Martin, A.</td>
<td>Karen's Pumpkin Patch</td>
<td>New York: Scholastic, 1992</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karen's School Mystery</td>
<td>New York: Scholastic, 1992</td>
<td></td>
</tr>
<tr>
<td>McArthur, N.</td>
<td>Pickled Peppers</td>
<td>New York: Scholastic, 1988</td>
<td></td>
</tr>
</tbody>
</table>

77
Caring for My Things  
Chanhasson, MN: Child’s World, 1991

Pemberton, J.  
The Child’s World of Responsibility  
Chanhassen, MN: Child’s World, 1998

Prote, B. A.  
Harry in Trouble  
New York: Greenswillow, 1989

Rice, E.  
New Blue Shoes  
New York: Puffin Books, 1979

Roy, R.  
Awful Thursday  
New York: Pantheon, 1979

Sachar, L.  
Marvin Redpost: Alone in His Teacher’s House  
New York: Random House, 1994

Schick, E  
Joey On His Own  
New York: Dial Press, 1982

Sharmat, M.  
I’m Terrific  
New York: Holiday House, 1977

Shiefman, V  
Steve’s First Pony Ride  
New York: Dutton, 1981

Stanek, M.  
All Alone After School  
Chicago: Albert Witman & Company, 1985

Super, G.  
Drugs and Our World: You Can Say No To Drugs  

Van Allsburg, C.  
Two Bad Ants  
Boston: Houghton Mifflin, 1992

Waddell, M.  
John Joe and the Big Hen  
Cambridge: Candlewick Press, 1995
Self Esteem

Arkin, A.
The Lemming Condition

Carlson, N.
Harriets Recital
Minneapolis: Carolrhoda, 1982

The Talent Show
Minneapolis: Carolrhoda, 1985

I Like Me
New York: Viking Kestrel, 1988

Deltoon, J.
I Never Win
Minneapolis: Carolrhoda, 1981

de Paola, T.
The Legend of Indian Paintbrush
New York Putnam, 1988

Oliver Button is a Sissy
New York: Harcourt, 1979

de Saint Mars, D.
Max is shy
Chanhasson, MN: Child’s World, 1992

Giff, P.
Ronald Morgan Goes to Bat
New York: Viking, 1988

Today was a Terrible Day
New York: Viking, 1980

Graham, B.
Crusher is Coming
New York: Viking, 1988

Haulzig, D.
Handsomest Father
New York: Greenwillow, 1979

Why Are You So Mean To Me?
New York: Random House, 1984

Heilbroner, J.
Tom the TV Cat
New York: Random House, 1984

Henkes, K.
Chrysanthemum
New York: Greenwillow, 1991

Hoff, S.
Scanty

Hoffman, M.
Amazing Grace
New York, Dial, 1991

Kaska, K.
The Pigs Picnic
New York: G. P. Putnam’s Sons, 1988

Keller, B.
Beetle Bush
New York: Putnam, 1975

Knowles, S.
Edward the Emu
New York: Angus & Robertson, 1988

Kraus, R.
Leo the Latebloomer
New York: Simon & Schuster
Lexau, J.
I Hate Red Rover
New York: Dutton, 1979

Lobel, A.
Lucille

Madsen, R. M.
Stewart Stork
New York: Dial, 1993

McArthur, N.
Megan Gets a Dollhouse
New York: Scholastic, 1988

Meddaugh, S.
Too Short Fred

Numeroff, L. J.
Amy for Short
New York: MacMillan, 1976

Olson, M. C.
Elephant on Skates
New York: Putnam, 1980

Shaman, G.
Lizard’s Song
New York: Greenwillow, 1981

Sharmat, M.
I’m Terrific
New York: Holiday House, 1977

Simon, N.
Why Am I Different?
Chicago: Whitman, 1976

Steptoe, J.
Mufaro’s Beautiful Daughters: An African Tale
New York: Lothrop, Lee & Shepard, 1987

Waber, B.
Ira Sleeps Over
Boston: Houghton Mifflin, 1972
APPENDIX B
Parent Activities:

Value Centered Activities

The job of teaching children right from wrong and providing a nurturing home life will always be the role of the parent. Bobbie Reed (1998), author of *501 Practical Ways to Teach Children Values*, believes:

> there are many ways to explain values to children and to help them understand. These methods don’t require that you do all the talking, just that you guide the learning process so your children can picture your priority values for themselves. (p. 50)

Close family relationships and involvement helps students develop strong, positive self-images.

This section offers activities that will help parents incorporate children's literature and values. "Families can benefit from discussion of specific values and from simple activities and children's books that highlight values in the home, school and community" (Andrews & Ali, 1997, p. xi).
Reading, activities, and spending time together are valuable bonding times for children and parents. The goal is to "make it easy and enjoyable for parents to help children develop important values through family activities and award winning children's literature" (Andrews & Ali, 1997, back cover).

The activities included in the following section are divided into values. Each value will contain a short list of simple activities that incorporates the defined value. Many of the same activities can be used with a variety of values. Some activities will incorporate literature, while others will be an extension of the literature. Parents can choose to read the literature, or do the activities after the literature is read to the child. The purpose of this project is for children to learn responsibility and begin to understand their feelings. "Kids need to learn from a young age what the words for feelings are, why they feel the way they do and what options they have" (Pool., 1997 pp. 13-14). The ultimate goal of this section is for children, with the help of their parents, to relate to the values introduced in the literature.
Courage:

Saying no to harmful things, being true to one’s convictions, and strength not to follow the crowd are just three examples of courage. Most importantly, courage is having the strength of character to do the right thing, even if difficult or unpopular.

1. Make a hero’s board on a bulletin board or the refrigerator to keep track of heroes in the books you have read or you have heard about in the news.

2. Design a badge of courage for the characters from the story or for when your child lives out his or her faith in a courageous way.

3. Express your pride. Say, “I am proud of you because you have overcome your fear of sleeping in the dark. No parent ever had a greater child.”

4. Sometimes your children will do something truly noteworthy that demonstrates your values. When this happens, memorialize it by documenting the event and submit it to an appropriate place such as local newspaper, church bulletin, or other local publications.
5. Join your child in making signs, pictures, or plaques for you children's rooms listing courageous acts.

6. Sit in a circle. Write sentence starters on individual index cards. Change the value to match your current emphasis. Go around the circle and complete the first sentence, then move on to the second sentence etc. For me courage means... It takes real courage to ... The last time I had to act with courage was... When I know I need courage in a situation is... A situation this week in which I needed courage was...

7. Children's TV shows and books often highlight the child who befriends the outsider. Discuss this with your child. Let your child know that you value this compassion and "inner courage" that allows a person do the possibly "uncool" but right thing.
Friendship

Making and keeping friends and being able to balance the give and take in the relationship is the foundation of friendship. True friends accept you as you are, share some of your likes and dislikes and can be trusted not to reveal confidences.

1. Use role reversal techniques as a teaching tool. Ask your children to role-play characters in the book.

2. Surround your children with people whose values are most like your own

3. Encourage your children to maintain long distance friendships. Help them write letters, use e-mail, or the telephone to keep in contact with friends who live far away.

4. Make a friendship mobile using the characters in a book you have shared.

5. Make posters. Illustrate the value of friendship in the book you shared. Posters can be illustrated with a variety of things: pictures from magazines, construction paper or drawn with pencils or crayons.
Hard Work

Hard work is the activity generously applied toward achieving some objective or personal goal. It is most satisfying if it is an expression of one's talents and character.

1. Listening to a lesson is one part of the learning process. Re-telling is another way to increase learning and understanding.

2. Have your children describe how they should act or be known if they were the most hardworking person in the world.

3. During a school vacation, have one child come to work with you. Introduce your child to your co-workers. Take your child to lunch and talk with him or her about what you do at work and how proud you are to share this with him or her. Tell your child what qualities you see in him or her that would make a good employee.

4. After reading a story about hard work, encourage your children to draw pictures that illustrate the story and the values suggested by the character's actions. Post the art project on the refrigerator or the family bulletin board for a week.
Honesty

This is the ability to be truthful with others and with oneself. Its practice leads to increased inner strength confidence and higher self-esteem.

1. Design a bar graph for each character that depicts the number of times honesty is acted upon in a book. You can also use family members and the times they demonstrate honesty during a typical week.

2. Develop a special notebook for each child. Each time your child demonstrates honesty, make an entry in the notebook.

3. Find several situations in the book where a character was called on to make a difficult decision and did so honestly. Discuss the situation and compare it with what could happen in your child's life.

4. Play a trust game by dividing family members into teams of two people each. One partner is blindfolded and the other partner leads him or her around calling out directions.
5. Young children need some practice in telling the difference between "true" and "not true". Make a game of telling "true" and "not true". Begin with simple, everyday facts and move toward issues of behavior. Begin with, "Let's see if you can tell something that is true from something that is not true." Have a list that includes items such as: "The moon is purple." "We smell with our eyes." "Cows give milk." Move toward items that show behaviors, such as, "Break a sister's toy and then say, 'I didn't do it.'" Etc.
Hope

Wishing for something to happen or come true.

1. Share stories from your personal experiences to illustrate how you made choices consistent with your values.

2. Do a character analysis of a character who has or needed hope.

3. Make a life map. Each event in the story is added to the map, which you design to look like a road map. Indicate where the character may have taken a detour, gone the wrong way or slowed down because of wrong decisions.
Justice

Being equally fair to all parties.

1. Read a story and write a letter as an observer of an incident.

2. Visit a small-claims court with your children. They should be old enough to sit quietly and to follow the proceedings.

3. Establish a weekly meeting in which all family members have the opportunity to talk about their week, family rules, etc. Provide time for discussion and for clear explanation of rules that may seem "unfair."
Kindness

Being helpful, having compassion for the younger or weaker, and being considerate are all part of kindness. It is also the ability to understand rather than be understood.

1. When you notice your values demonstrated by other people, point this out to your children. Tell your children to point out an act of kindness when it is demonstrated in the book being read.

2. Set aside a few hours each month to be a volunteer.

3. Take time to compliment people on things they do.

4. Make it a habit to look for the opportunity to provide good deeds. Help a neighbor or assist a friend with a project.

5. Teach your children the joy of giving to others. Encourage them to give things they have made. When you bake cookies make an extra batch for your children to take to a friend to encourage sharing. Celebrate May Day by having your children make paper baskets, fill them with flowers and deliver time to elderly neighbors as a demonstration of kindness.
6. Pick bouquets of flowers, add pretty ribbon, and go to a rest home or mall. Look for people who appear to be tired, discouraged, or lonely and give them one of the bouquets. This helps children develop sensitivity, kindness, and generosity.

7. Invite friends or relatives occasionally and let children help decide what will make guests feel at home and comfortable. What can the children contribute to a pleasant evening.
Love

Love is caring for oneself, for family, and for others. It carries with it a lifelong responsibility to self and family. Pure love is unconditional and knows no boundaries.

1. Plan extra time to be with your child. Often our time is the one thing we do not think we can afford to give our children.

2. Spend time alone with your child on an adventure he or she would enjoy.

3. Design and make puppets you can use for teaching about love. Make puppets so characters from the story you have read.

4. Demonstrate ways to act lovingly toward others. Hug your child. Give a warm, "bear hug" holding your child close to you for at least a full minute. Put your arm around your child. This gesture communicates camaraderie, partnership, caring, and acceptance. Give your child a big smile. Smile not only with your mouth, but with your eyes. Make sure you look your child in the eye when you smile and talk together.
Loyalty

Loyalty is living up to commitments. It is the ability to support and serve one's family, friends, self, country, church, and schools.

1. After reading a book about loyalty have children write and record a parallel story in a contemporary setting with children of their own age.

2. Simulate a contemporary talk show about people whose best friends were not loyal: You act as the host, and family members will be the guests who tell their personal stories.

3. Have your children design and draw a cartoon strip that illustrates loyalty.

4. Explain loyalty to your children by pointing out how loyal they are to a favorite sports team.

5. Discuss your top-priority values and identify the obstacles we encounter when we act on each value. As each obstacle is identified, talk about ways to overcome it.
Persistence

Persistence is not giving up regardless of difficulties encountered. Perseverance is an essential quality that allows people to improve themselves or their world.

1. Explain your personal response to the values shown by other people in real-life situations, on television, in movies, or in stories.

2. Put notes in your children's lunches. Tell them they made a great decision, or tell them how proud you are of them. You can also compliment them for personal growth you have noticed in a specific value area.

3. Have your children write television commercials for two or three of your top priority values.

4. Play I spy. Give your children a list of your top priority values, then watch a television show together. Whenever a child sees a behavior that demonstrates a value on the list, he or she calls out "I spy".
Respect

Respect is developed through knowing, liking, and taking care of oneself. Without self respect it is difficult to like oneself or to be able to show respect for others.

1. Teach your children to show respect for the neighborhood by asking them to help you maintain an attractive yard, neatly mowed and trimmed, and clutter-free driveway.

2. Show respect by encouraging your children to make choices. When it is time to make a decision, give them a choice of two alternatives that are acceptable to you.

3. Give each child a personal diary.

4. Ask your children what values they appreciate in other people, and what values were followed through by the characters in the book. List them all, then select the ones with which you agree.

5. Read the biographies of several people you admire
Responsibility

Responsibility encompasses the following facets: knowing that one can be trusted making good decisions, knowing right from wrong, and doing those things that are expected without being told to.

1. Encourage your children to develop good decision making skills.

2. Consistently demonstrate desired behavior. As your children repeatedly and consistently act on their beliefs, their value system becomes an integral part of the lives. When children tell you of a good choice they have made, identify the positive value they acted upon and complement it.

3. Question the characters from the book. Think about a certain situation, how would you feel about the choice made and what would you think of yourself if you made that decision.

4. Do not rescue your children from the consequences of poor choices. Consequences are the best teachers. You can share the consequences with your children, empathize with their
feelings, and comfort them, but do not rob them of the learning opportunity.

5. Buy a supply of play money to use when teaching your children about self-control and patience.

6. Work together to write a story in which people are faced with choices.

7. Make a "best decision" chart. Each day every family member writes the most significant decision he or she made that day on a self-adhesive note, signs his or her name, and sticks the note to the chart.

8. Have your children contrast and compare the values of two characters in a story in terms of values, decision making and life consequences.
Self Esteem

Self-esteem is positive feelings about oneself.

1. Positive self images begin with loving gestures such as spending time with your children, responding to their talk, play, and work, listening attentively, and giving evidence of affection such as hugs and pats on the back.

2. Give your child verbal feedback about what he or she did was correctly. Be lavish but believable with your praise. Kids like to hear that they are amazing to you or that you think they are awesome.

3. Make coupons that can be redeemed on demand. Give one of these to your children when they deserve recognition.

4. Write a story together. First, write several of your top priority values on small slips of paper and place them in a bowl. One person draw a slip from the bowl and start making up a story.

5. Whenever you hear your children putting themselves down, point out that they are being disrespectful to themselves. Saying things such as “I’m so stupid,” “I can’t do anything right,” or “I am Clumsy” is negative.
6. Establish a "Blooming Book" for each child in your household. Begin the book with a page listing all the things the child has "bloomed" at. Then do a page of things he or she still needs to work on. Think of these as goals to be achieved and rewarded when accomplished.

7. Trace the outline of your child on a large piece of paper and write your list of special things your child can do inside the outline. Hang it up in the child's room or in the family room.


