Incorporated in 1980 as a not-for-profit company, the Hudson Vagabond Puppets creates programs designed to fit into the school curriculum as well as to entertain children and their families. Our performers are professional dancers and actors. Clad in black, the puppeteers borrow from the traditional Japanese Bunraku style of puppetry, becoming mere shadows of the larger-than-life figures they bring to life.

HVP tours nationally throughout the year and has performed in concert halls, theaters, colleges, and major performing arts centers, including Avery Fischer Hall in Lincoln Center, The California Institute of Technology, Brooklyn College Performing Arts Center, and the Luther Burbank Center.

Narrated ballets are a specialty of the company. Our puppets have danced with symphony orchestras including The Little Orchestra Society at Avery Fischer Hall, the Phoenix Arizona Symphony, the Wheeling W. Va. Symphony (conducted by Rachel Warby), the St Louis Symphony, the Detroit Symphony, and the United States Military Concert Band at Eisenhower Hall at West Point.

For more information about the company or to give us feedback on our study guide, visit us on the
Ferdinand the Bull

MUNRO LEAF (Author), author and illustrator of dozens of children's books, is best remembered for his signature character; Ferdinand, the bull who preferred smelling flowers to fighting in a ring in Spain.

One Sunday afternoon in 1935, Leaf decided to write a children's story so that his close friend Robert Lawson (a relatively unknown illustrator) could show his talents. In less than one hour, Leaf composed the beloved 800-word story as it stands today, nearly 60 years later.

When published by Viking in 1936 as The Story of Ferdinand, the book sparked controversy. With the Spanish Civil War waging, political critics charged it was a satirical attack on aggression. In Germany, Hitler ordered the book burned, while fellow dictator Stalin granted it privileged status as the only non-communist children's book allowed in Poland. India's spiritual leader Ghandi called it his favorite book.

That same year, Leaf published his second most popular book, Manners Can Be Fun, illustrated with the notorious "watchbird" stick figures who observe the behavior of boys and girls. Since Leaf's death in 1976 at age 71, Ferdinand has continued to charm children worldwide as the simple story is retold in more than 60 languages.

by Dianne Burch
excerpt from the Inaugural Induction Ceremony Program
April 22, 1995
Award bestowed posthumously

Robert Lawson (Illustrator) was born in New York City, October 4, 1892, but grew up and attended public schools in Montclair, New Jersey. Although as a boy he was an omnivorous reader and a devoted admirer of the fine illustrators of that time, he had no particular ambition either to write or to draw. However, chiefly due to his mother’s urging, Robert Lawson entered the New York School of Fine and Applied Arts (Parsons) where he studied illustration for three years under Howard Giles. While there, he received scholarships in line drawing and illustration.

His first published illustration appeared in Harper’s weekly in the fall of 1914, a full page decoration for a poem on the invasion of Belgium. For many years thereafter, he did many sorts of illustration: magazine, newspaper, and commercial work, scenic design and greeting cards. This was interrupted by a year and a half in the army, of which a year was spent in France with the 40th Engineers, Camouflage Section, A.E.F.

http://www.friend.ly.net/scoop/biographies/lawsonrobert/index.html
Bullyproofing

Psychologists have come up with some intriguing techniques for addressing fighting and bullying in the schools. The Hudson Vagabond Puppets’ production of *Ferdinand the Bull* can serve as a focus point for an in-depth look at conflict resolution in the classroom. The performance will end with a brief lecture-demonstration developed in conjunction with ENACT, a not-for-profit organization that teaches social skills to young people (see the last page of studyguide).

**How to Use This Study Guide:**

Prepare the students with some of the techniques and activities introduced in the pages that follow. Use our reading guide to find additional ways to approach the subject. After the performance, discuss the techniques Ferdinand used to deal with the Matador in the bullfight, and ask students to write on the subject or create performances of the story in the classroom.

**Acknowledgements:**

HVP would like to recognize Heather O’Donnell, School Psychologist at Tappan Zee Elementary, for her invaluable contributions and expertise; Christina Briggs and Ali Kenner for research and compiling this guide; and Dr. Elizabeth Morano for her research and advice.

All drawings are by Robert Lawsen and used with permission by Penguin Putnam.
Definitions:

*Acknowledgement:* Expression of recognition or realization. Letting someone know that you have heard and understand them.

*Aggression:* Any behavior intended to harm another person, either physically or emotionally. It is not an emotion, but is an expression of an emotion. The intention to harm is what distinguishes being aggressive from being assertive.

*Alternatives:* Your set of choices in a situation

*Assertive:* Letting others know your feelings in a positive way.

*Bully:* A person who acts aggressively. This may include: teasing, taunting, threatening, hitting, stealing, isolating a peer, or spreading rumors.

*Conflict:* A struggle between two opposing forces, ideas, or plans of action.
- Conflicts can be with other people
- Can be within yourself
- Can be between other people you may not even know

*Compromise:* An agreement in which two or more sides make adjustments to reach a solution.

*Impulse:* An immediate urge to act. If you think about your impulses and consider the consequences, you can use them in a positive way.

*Negotiation:* A shared discussion on a topic for the purpose of reaching an agreement.

*Moderator:* A neutral person who helps in a negotiation.

*Peace:* Harmony in human relations.

*Resolution:* A solution to a conflict or problem. (A resolution may be a permanent solution to a situation or one that allows for more discussion later on.)

*Responsibility:* Being accountable. Taking credit for your actions whether they are right or wrong.

*Victim:* A person who suffers from an act of aggression. There are things victims can do to prevent bullying, including: learning to be assertive and using a support system.

*Witness:* A person who sees an event. Witnesses of aggressive behavior must decide how to respond to what they have seen.
Win-Win

A Cue Card teaching tool
By Heather O’Donnell, school psychologist, Tappan zee elementary

You can settle your disagreements and make peace!

There are 3 kinds of fights.

A person fight starts because someone hurts your body or feelings.

A place fight starts when 2 or more people want the same place at the same time.

A thing fight starts when 2 or more people want the same thing at the same time.
What happened?

person?

place?

thing?

When a fight starts, ask yourself:

Is this a person, place or thing fight?

I feel...

sad?

mad?

scared?

Decide how you feel. Tell the person who is making you feel that way.

I need...

A. an apology

B. to talk

C. to relax

Decide what you need in order to start making peace.

Start to think. What can we do?
Ideas:
1. Use an important voice to tell someone how you feel and to stop what they are doing.
2. Take turns.
4. Use a timer
5. Spend time listening to each other.
6. Apologize (in an honest voice) or forgive someone.
7. More ideas?

✓ needs again.

Do you both feel at peace? 🦚

If no, go back to “What happened?”

If yes, make peace. ☺️
Our formula for conflict resolution begins with the stop sign. Once you learn to control your impulse to fight, the rest is easy. Let’s take a look at each of the letters in the stop sign and use them to remember a formula for solving problems without fighting.

**Get**

**ting**

**back on track**

A formula for resolving conflicts without fighting.

Stop

before someone gets hurt.

Step back

from the edge.

When you feel the impulse to express your anger or frustration with fighting,

TAKE A BREAK!

Fighting is never the best solution to a problem.
**Time Out!**

Use your common sense. Some conflicts should be resolved by an adult trained to handle the situation.

- Are you alone?
- Is this person dangerous?
- Is this person out to hurt you?
- Does this person have a weapon?
- Is this person using drugs or alcohol?

If the answer to ANY of these questions is yes, it's time to walk away with dignity and get help.

**Think!**

What is the conflict about?

- A Person?
- A Place?
- A Thing?

How do you feel?

- Angry?
- Frustrated?
- Tired?
- Sad?
- Hurt?

What do you need?

- An Apology?
- Someone to Talk To?
- Space?
- To Be Included?
- To Relax?

How does the other person feel?

What does the other person need?

**Options!**

Look at your choices. What would happen if you:

- Fight?
- Walk Away?
- Talk it Out?
- Stay Silent?
- Tell them how you Feel??
- Apologize?
- Stand Up for Yourself?
- Ignore?
- Make a Deal?
- Ask a Question?

Keep in mind that both people want something. One person doesn’t have to win while the other loses. A compromise lets both people get something they need. Some solutions involve getting what you need later on...

**Offer!**

Make a choice and say it out loud. If the other person says no, ask them how they would like to solve the problem. Be the person who starts the process of making an agreement.
Plan!

Work out a plan that you both agree on. Make sure that both sides get something they need. Here are some ideas to get you started:

- Try it both ways
- Ask a Friend to Help
- Work Together
- Ask a Teacher for Ideas
- Leave it for a While
- Ask a Parent for Advice
- Talk About it Now
- Talk About it Later
- Make an Agreement
- About Next Time
- A-OK Sign
- Make Eye Contact
- Peace Sign
- High Five
- Pat on the Back
- Wave
- Smile
- Hug
- Peace Sign
- Walk Together

Peace!

Make a gesture that shows you will try to work it out.

- Handshake
- High Five
- Pat on the Back
- Peace Sign

RECAP

When you need to remember what to do in a conflict situation, visualize the stop sign then work through each letter until you reach the end...PEACE!

- Stop
- Step Back
- Timeout
- Think
- Options
- Offer
- Plan
- Peace

“Stop and Step back, take a Timeout and Think. Check out your Options, make an Offer. Work out a Plan for Peace.”

Reaching a resolution to a problem is not easy, but it’s worth the effort. People who solve problems without fighting gain the respect of their classmates, teachers, and parents, too. Every time you resolve a conflict, no matter how small, give yourself a pat on the back. You deserve it!
Activities:
From “Creative Conflict Resolution”, by William J. Kreidler
Used with permission of Scott, Foresman, and Co. 1984

Grades K-2: **Problem Puppets** *(p28)*
Materials: Puppets

Procedure: The problem puppets are used as role players. Puppet players provide young children enough distance from a conflict to discuss their own behavior without feeling threatened.
1. Have several puppets available, and explain their use to the children: “These are the problem puppets, and they exist to help solve problems.” I always made a big deal of the problem puppets. They lived in a specially marked shoe box. I had the children name them, and each puppet was marked with a large P.
2. When there is a conflict, use the puppets to reenact the situation, either before the group or privately. Unless you have older children who are experienced with puppets, you will probably have to work the puppets yourself.
3. Freeze the puppet role play at the point of conflict. Solicit suggestions on the ways to solve the problem. Incorporate one of these suggestions and finish the role play.
4. Do this with several different suggestions if you have time. Include one or two that won’t work. This helps children learn to think through the consequences of their suggestions.
5. When you have incorporated a solution that seems to work, ask the participants if that is a solution satisfactory to them. If it is, the conflict is resolved, and the problem puppets can be temporarily retired.

Grades K-6: **Children’s Books** *(p77)*
Materials: Pencils, Paper

Procedure: Since conflict is basic to the plot in most fiction, children’s books are a good source of discussion or writing topics.
1. Stop reading at the point of conflict and ask, “What is the conflict? How do you think it will be resolved? How would you resolve it?”
2. Finish reading the story. Ask, “How was the conflict resolved? Was it like or unlike our suggestion? Was it an effective, win-win resolution? What would you have done differently?”
3. If the resolution presented is really terrible, have the students write new endings and display them on the bulletin board.

How conflicts are handled in books, and how teachers in turn handle those books, is a sensitive issue. There is a big difference, I feel, between discussing alternate endings with kids and changing the ending of a book yourself. The former is an exercise in creativity and critical thinking; the latter is censorship. Rather than censor, better confront the issues that disturb you in a book. For example, if a book is sexist, have the children identify the elements that make it sexist. Ask them how they would change it. Ask, “Why does it make a difference?” Finally, if a book is really offensive, simply don’t use it at all.

Grades 3-6: **Reversed Fairy Tales** *(p76)*
Materials: Pencils, Paper

Procedure: Have the children rewrite fairy tales (such as “The Three Bears”) from the point of view of the antagonist. Have them portray the antagonist sympathetically. Kids get a big kick out of these reversed stories, and they can form the basis of very funny skits as well.
Activities:
From “Creative Conflict Resolution”, by William J. Kreidler
Used with permission of Scott, Foresman, and Co. 1984

Grades 2-6: Peace Symbols *(p80)*
Materials: Pictures of Peace Symbols.
Procedure: Show students common peace symbols and discuss their meaning. Have them design their own symbols and write paragraphs explaining what they included in the symbols and why.
Discussion:
• What are symbols used for?
• How else do people express feelings about peace?
• Where might you use a peace symbol? (Not to deface public property)

Give students sheets of white stickers on which to copy their symbols.

Grades K-6: Eyewitness Accounts *(p86)*
Materials: Pencils, Paper

Procedure:
1. At odd moments during the day, stop everything unexpectedly and say: “Time for an eyewitness account.”
2. Ask for a volunteer or two to give an account of what just occurred or what was just said in the room. Ask other class members to add to or correct the account.
3. Follow the same procedure when showing a movie or filmstrip with action. Switch off the projector and ask what was just going on or being said.

Avoid the temptation to use this as a way to catch inattentive students. Rather, use it as a spontaneous and enjoyable exercise in rewarding careful observation.

Grades (K,1) 2-6: Face to Face *(p157)*

Procedure:
1. Assign partners and have them stand or sit facing each other. Everyone has three minutes to find out and jot down five ways he or she differs from his or her partner, and five characteristics they have in common.
2. When three minutes are up, everyone changes partners and repeats the exercise.
3. With the entire class, list the typical similarities and differences on the board.

Discussion:
What were some of the differences?
Were there similarities that went along with the differences (e.g., everyone has hair, but hair has different colors and textures)?
Which differences are most important? Least important?
Did you notice mostly physical characteristics?
What other characteristics could you have noticed?
What features are most people born with?
Which can they change? How?

Try having young children brainstorm lists of physical similarities and differences.
Activities:

Grades 3-6

Role Models are incredibly important to children when they find themselves in conflict situations.

Discuss the lives and achievements of these two leaders on the world stage, then discuss people alive today that have similar effects on society. Apply the topic of leadership to the local scene, then apply it to the people children know on a personal level.

Follow up with a discussion on the subject of power and leadership. What are the qualifications of a leader? What are the different kinds of power? How does force or the threat of force affect change? How can change occur through peaceful means?

(Mohandas Karamchand) Gandhi was born on October 2, 1869 in Porbandar, India. He became one of the most respected spiritual and political leaders of the 1900's. Gandhi helped free the Indian people from British rule through nonviolent resistance, and is honored by his people as the father of the Indian Nation. The Indian people called Gandhi Mahatma, meaning Great Soul.

Gandhi lived in South Africa for 21 years working to secure rights for Indian people. He developed a method of direct social action based upon the principles of courage, nonviolence and truth called Satyagraha. He believed that the way people behave is more important than what they achieve. Satyagraha promoted nonviolence and civil disobedience as the most appropriate methods for obtaining political and social goals.

In 1915 Gandhi returned to India. Within 15 years he became the leader of the Indian nationalist movement. Using the tenets of Satyagraha he lead the campaign for Indian independence from Britain. Gandhi was arrested many times by the British for his activities in South Africa and India. He believed it was honorable to go to jail for a just cause. Altogether he spent seven years in prison for his political activities. More than once Gandhi used fasting to impress upon others the need to be nonviolent.

India was granted independence in 1947, and partitioned into India and Pakistan. Rioting between Hindus and Muslims followed. Gandhi had been an advocate for a united India where Hindus and Muslims lived together in peace. On January 13, 1948, at the age of 78, he began a fast with the purpose of stopping the bloodshed. After 5 days the opposing leaders pledged to stop the fighting and Gandhi broke his fast. Twelve days later he was assassinated by a Hindu fanatic who opposed his program of tolerance for all creeds and religion.

Excerpted from an article written by Robin Chew - October 1995
http://www2.lucidcafe.com/lucidcafe/library/95oct/mkgandhi.html
Martin Luther King, Jr., (1929-1968), an African-American Baptist minister, was the main leader of the civil rights movement in the United States during the 1950’s and 1960’s. He had a magnificent speaking ability, which enabled him to effectively express the demands of African Americans for social justice. King’s eloquent pleas won the support of millions of people—blacks and whites—and made him internationally famous. He won the 1964 Nobel Peace Prize for leading nonviolent civil rights demonstrations.

Some historians view King's death as the end of the civil rights era that began in the mid-1950's. Under his leadership, the civil rights movement won wide support among whites, and laws that had barred integration in the Southern States were abolished.

King's civil rights activities began with a protest of Montgomery's segregated bus system in 1955. That year, a black passenger named Rosa Parks was arrested for disobeying a city law requiring that blacks give up their seats on buses when white people wanted to sit in their seats or in the same row. Black leaders in Montgomery urged blacks to boycott (refuse to use) the city's buses. The leaders formed an organization to run the boycott, and asked King to serve as president. In his first speech as leader of the boycott, King told his black colleagues: "First and foremost, we are American citizens. ... We are not here advocating violence. ... The only weapon that we have ... is the weapon of protest. ... The great glory of American democracy is the right to protest for right."

Later in his life, King and other civil rights leaders organized a massive march in Washington, D.C. The event, called the March on Washington, was intended to highlight African-American unemployment and to urge Congress to pass a wide-ranging civil rights bill proposed by President Kennedy. On Aug. 28, 1963, over 200,000 Americans, including many whites, gathered at the Lincoln Memorial in the capital. The high point of the rally, King's stirring "I Have a Dream" speech, eloquently defined the moral basis of the civil rights movement.

In 1965, King helped organize protests in Selma, Ala. The demonstrators protested against the efforts of white officials there to deny most black citizens the chance to register and vote. Several hundred protesters attempted to march from Selma to Montgomery, the state capital, but police officers used tear gas and clubs to break up the group. The bloody attack, broadcast nationwide on television news shows, shocked the public. King immediately announced another attempt to march from Selma to Montgomery. Johnson went before Congress to request a bill that would eliminate all barriers to Southern blacks’ right to vote. Within a few months, Congress approved the Voting Rights Act of 1965.

In spite of King's emphasis on nonviolence, he often became the target of violence. White racists threw rocks at him in Chicago and bombed his home in Montgomery, Ala. Finally, violence ended King's life at the age of 39, when an assassin shot and killed him.

Full article: http://www.worldbook.com/fun/aajourney/html/bh092.html

This information is from World Book®.
The reading list provided below is by no means comprehensive, given the extensive materials available on conflict resolution.

**Books for Children:**

When Sister Bear takes a beating from Tuffy, the new cub in town, she learns a valuable lesson in self-defense and forgiveness.

Jill Brenner is a fifth grader who faces the dilemma of being part of a group of teasers or standing up for "Blubber", the victim of their attacks.

Written in a “Choose Your Own Adventure” format, readers can explore a number of different alternative solutions for dealing with a bully through selecting from a series of decisions and turning to designated pages to discover the probable outcomes.

The best day of the week for Calvin and Angela is trash day when they find great playtime items. They end up in a fight on one of these “best days” which results in them searching for a way to compromise and resolve their conflict.

A high school freshman discovers the devastating consequences of refusing to join in the school’s annual fund-raising drive and arousing the wrath of the school bullies.

Nita, a thirteen year-old tormented by a gang of bullies because she won’t fight back, finds the help she needs in a library book on wizardry that guides her into another dimension.

In 1944 while her brother is overseas fighting in World War II, eleven year-old Margaret gets a new view of the school bully Gordy when she finds him hiding his own brother, an army deserter, and decides to help him.

When all the neighborhood teddy bears join together against him, Bully Bear realizes that he would rather have friends than be a bully.

Pinky is tormented by Kevin, the third grade bully, who calls him a sissy because he wears pink and his best friend is a girl.

A high school junior at a summer camp for boys comes to realize some of the happenings that are passed off as pranks are in fact vicious attacks on the “weaker” boys.


Unable to strike back at the school meanie, Lucas instead attacks the ants with a squirt gun- and learns a hard lesson when he is forced into the ant colony diminished in size, tried for his crimes, and sentenced to hard labor.

Little Hugo lives in a pond that he shares with three mean bully frogs who push, shove and call him names. He enlists the help of a duck who teaches him how to quack so loudly that he scares the bullies away.

Theo enlists Michael, the new kid, as his ally in a secret plan to “wreck” the bully of the eighth grade once and for all.

Martin has a bad reputation and practically no friends, but he really wants to be a good guy and gradually realizes that this change must begin within himself.
Books For Teachers:


This nuts-and-bolts guide offers solutions for bullies and victims of bullies in the schools. It contains useful techniques for conflict resolution and peer mediation training for kids.


Uses Carlsson-Paige’s children’s book, *Best Day of the Week* as a starting point to show teachers how to use everyday conflicts to build conflict resolution skills with young children.


This is a classroom management guide which helps teachers to not only respond to bullies, tattling and teasing, but also to promote a positive atmosphere with appropriate social skills in the classroom.


Shows educators how to examine biases and explores ways to handle them.


An elementary curriculum for teaching social communication skills.


Contains activities for teachers and students to define and learn about peace, conflict and the value of resolution.


Teaches how to explore conflict resolution and other social skills through children’s books.


Provides teachers with ideas for dealing with everyday classroom conflicts and activities for helping children learn nonviolent methods of dealing with their conflicts.


Gives tools for encouraging children to develop conflict resolution skills using games, art, music, drama and storytelling.


Ideas and tips for creating an after-school program that combines Resources for Empowering Children’s conflict resolution curricula with Project Adventure’s activity-based programming.


Provides teachers with techniques to create classrooms that promote peaceful alternatives to violent behaviors modeled for them in society.


CD and teaching guide that contains activities for fostering positive social skills for ages 3-9 through music and movement.


This is an adventure based learning approach to increasing a participant’s sense of self-confidence and confidence within a group.

This guide contains adventure-based activities for building communities and creating trust.

This guide examines equality, how discrimination perpetuates inequality, and strategies for justice.


Resource for teachers to help children create an awareness of their cultural roots and respect their differences.

Websites:

http://www.bullying.org
Bullying.org, a project of I*EARN-Canada, was conceived and created by teacher William Belsey and a peer-support group of students (grades 1-8) in response to the shooting at W.R. Myers High School in Canada (which occurred one week after two students opened fire in Colorado). It is a site where children can go to find, “a collaborative attempt to help people help each other.”

http://www.conflict-resolution.org
The Center for Conflict Resolution provides ways for individuals and groups “to communicate constructively, thoughtfully and compassionately and…enhance cooperation among people in conflict so that they see their mutual involvement and responsibility.” It contains materials, ideas and guidance for teachers.

http://www.synapse.net/~acdi20/links/conflict.htm
Conflict and Peace Studies reports on conflicts throughout the world and provides information on effective ways to prevent conflicts and approach nondestructive resolutions. It is appropriate for grades 6-12.

http://www.crenet.org
The Conflict Resolution Education Network is “the nation’s largest membership organization dedicated to making conflict resolution education an integral part of the educational process in every school.” It facilitates the development of a variety of conflict resolution curricula and has a large collection of resource materials for educators.

http://www.cri.cc
Conflict Resolution, Research and Resource Institute “teaches and practices the prevention, management, and resolution of conflict in the community, the nation, and the world through utilization of time-tested theories, processes, and techniques.” It provides in-house training for secondary and higher education institutions.

http://www.esrnational.org
Educators for Social Responsibility is a comprehensive web site that contains curriculum materials and information on teacher training programs that focus on issues of peacemaking and conflict resolution. ESR’s “work fosters social, emotional, and ethical development among children by helping them learn to care about others, resolve conflicts nonviolently, solve problems cooperatively, value diversity, make responsible decisions, confront prejudice, and take positive, meaningful action.”

www.enact.org
Enact is a not-for-profit organization that provides in-school programs which use drama and drama therapy to teach social and emotional skills to young people.

http://members.aol.com/AngriesOut/index.htm
At Get Your Angries Out Lynne Namka gives advice on how to deal with being angry and finding non-violent conflict solutions in our communities. She addresses all age groups, but focuses on elementary school children.

**J. Gary Mitchell Film Company Video Catalogue** provides two videos that younger children can use to learn listening skills to resolve conflict and compromise to solve the problem. *Tell ‘Em How You Feel* and *Scooper Puppy: Words Can Hurt* are for children grades K-3.

http://www.jigsaw.org

**Jigsaw Classroom** designed by Elliot Aronson is a “cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation and increases enjoyment of the learning experience. Students use classroom time to divide into small groups and learn that each student has something different to offer.”

http://creativity.net/kidcast/index.html

**KidCast for Peace; Solutions For A Better World,** a project of Peter H. Rosen and the Creativity Cafe, is designed to be a regular global event and a part of local school curriculums. It is an opportunity for kids (grades K-12) around the world to meet in real and virtual space to share and discuss solutions to personal and planetary problems.

http://members.aol.com/kidz4peace/

**Kids 4 Peace** includes games, activities, a picture book, and links to other peace related sites.

http://www.mmhschool.com

**McGraw-Hill School Division** the elementary school publishing unit of The McGraw Hill Companies, provides resources for parents, students and teachers on a wide range of topics.

http://www.worldgame.org

**The World Game Institute** supplies information on solving critical problems on a global level. It provides programs for elementary, middle and high schools, universities, researchers, and corporate and government policy-makers. It’s mission includes “developing a system of fun, interactive and experiential educational problem-solving tools and processes that put participants of all ages ‘in charge of the world’ and inspiring and empowering them to become more informed and responsible global and local problem-solvers.”

http://www.worldviewpub.com

**Worldview Publishing, Inc.** offers videos and support materials for preteens, teenagers, parents and teachers dealing with conflict resolution, social skills and discipline.