

# BIBLIOGRAPHIES

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## Resources for Personal and Professional Development

The list of materials below reinforces the thinking expressed in the Program Activity Guide: *Helping Youth Resist Bias and Hate*, 2nd edition about the need for adults to participate in their own personal journey of discovery on issues of diversity, bias, and hate behavior. Films are identified with a 🎬 symbol. All other titles refer to print material.

- 🎬 ABC-Prime Time Live. 1992. *True Colors*. New York, NY: American Broadcasting Company, Inc.  
*ABC News correspondent Diane Sawyer leads a team of discrimination testers undercover to get a first-hand look at racism.*
  
- 🎬 ABC-Prime Time Live. 1993. *The Fairer Sex?* New York, NY: American Broadcasting Company, Inc.  
*In an effort to more fully understand gender bias, ABC News correspondent Chris Wallace conducts an experiment about attitudes toward women and the consequences in both their business and personal lives.*
  
- 🎬 ABC-Prime Time Live. 1994. *Age and Attitude*. New York, NY: American Broadcasting Company, Inc.  
*ABC News correspondent Diane Sawyer leads a team of discrimination testers undercover to get a first-hand look at age discrimination.*

Allport, G.W. 1979. *The Nature of Prejudice*. Reading, MA: Addison-Wesley.  
*Originally published in 1954, this book, which has attained the status of a classic, explains the roots and nature of prejudice and discrimination.*

- 🎬 Alston, M. 1997. *Family Name*. Brooklyn, NY: First Run/Icarus Films.  
*In this documentary focusing on race relations, Alston travels throughout Durham, North Carolina to find people who share his family name and eventually discovers that he descends from one of the largest slave-owning families in North Carolina.*

American Association of University Women. 1992. *How Schools Shortchange Girls*. Washington, DC: American Association of University Women Education Foundation.  
*This research-based book, for parents, teachers, and policymakers, presents major findings on girls and education, documenting exactly how and why schools shortchange girls in the educational process.*

Berger, M. 1999. *White Lies: Race and the Myths of Whiteness*. New York, NY: Farrar, Straus & Giroux.  
*This book includes autobiographical vignettes and anecdotes by black and white Americans on how people from each group perceive the other and on the subtleties of modern racism.*



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Brown, C.S. 2002. *Refusing Racism: White Allies and the Struggle for Civil Rights*. New York, NY: Teachers College Press.

*Drawing heavily on interviews and memoirs, this volume offers honest accounts of four white American activists who have dedicated their lives to the struggle for civil rights.*

🎥 Choy, C., and Tajima, R. 1989. *Who Killed Vincent Chin?* New York, NY: Film Makers Library.  
*This documentary examines the 1982 beating death of Vincent Chin by two autoworkers in Detroit.*

Clark, C., and O'Donnell, J., eds. 1999. *Becoming and Unbecoming White: Owning and Disowning a Racial Identity*. Westport, CT: Greenwood Publishing Group, Inc.

*This collection of stories reveals the history of racism in the United States over a 50-year period beginning in the late 1930's and continuing into the early 1980's.*

Darling-Hammond, L., French, J., and Garcia-Lopez, S. 2002. *Learning to Teach for Social Justice*. New York, NY: Teachers College Press.

*In this book, a group of student teachers – led by Linda Darling-Hammond – share their candid questions, concerns, dilemmas, and lessons learned about how to teach for social justice and social change.*

🎥 Dupre, J. 1998. *Out of the Past*. New York, NY: Gay, Lesbian, and Straight Education Network.  
*This video profiles figures from nearly 400 years of American history while following one young woman as she struggles to start a gay-straight alliance in her public high school.*

🎥 Guggenheim, C. 1995. *The Shadow of Hate: A History of Intolerance in America*. Montgomery, AL: Teaching Tolerance.  
*This documentary spans three centuries and examines this country's ongoing struggle to live up to its ideals of liberty, equality, and justice for all.*

🎥 Guggenheim, C. 1992. *A Time for Justice: America's Civil Rights Movement*. Montgomery, AL: Teaching Tolerance.  
*This documentary recalls the crisis in Montgomery, Little Rock, Birmingham, and Selma through the stories of individuals who risked their lives for freedom and equality*

🎥 Guttentag, W., and Dipersio, V. 2001. *HATE.COM: Extremists on the Internet*. Montgomery, AL: Teaching Tolerance.  
*This film examines the growing use of the Internet as a primary platform by which preachers of hate – specifically White-supremacist groups – reach out to their small but dangerous constituency.*

Hartman, C., ed. 1997. *Double Exposure*. Armonk, NJ: M.E. Sharpe Publishing.  
*This book, which includes a foreword by Bill Bradley, explores the story of poverty and race in America.*



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Kivel, P. 1996. *Uprooting Racism: How White People Can Work for Racial Justice*. Philadelphia, PA: New Society Publishers.

*Without attack or rhetoric, the author discusses the dynamics of racism in society, institutions, and in people's everyday lives and shares suggestions, advice, exercises, and approaches for people to work against racism.*

🎥 Leppzer, R. 1992. *Columbus Didn't Discover Us*. Wendell, MA: Turning Tide Productions.

*This documentary reveals the impact of the Columbus legacy on the lives of indigenous peoples.*

Loewen, J.W. 1995. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York, NY: Simon & Schuster.

*This book is more than just the recounting of fallacies of history; it provides information about ways that social issues have been misreported and ideas misrepresented.*

Obidah, J.E., and Teel, K.M. 2001. *Because of the Kids: Facing Racial and Cultural Differences in Schools*. New York, NY: Teachers College Press.

*This book details the story of two teacher-researchers – Jennifer, who is African-American, and Karen, who is White – as they set out on a collaborative three-year study to explore the impact of racial and cultural differences in Karen's urban middle school classroom.*

🎥 O'Neill, P., and Miller, R. 1995. *Not in Our Town*. Oakland, CA: The Working Group.

*The story of the people of Billings, Montana, who worked together to fight bigotry following a series of hate crimes in their community.*

🎥 Onwurah, N. 1998. *Coffee-colored Children*. New York, NY: Women Make Movies.

*This film captures the pain of racial harassment and the internalized effects of racism that children of mixed racial heritage often face.*

🎥 Rosenstein, J. 1997. *In Whose Honor? American Indian Mascots in Sports*. Hohokus, NJ: New Day Films.

*This film looks at issues of racism, stereotypes, and the representation of Native-American people in sports and the powerful effects of mass-media imagery.*

Sears, J.T., and Williams, W.L., eds. 1997. *Overcoming Heterosexism and Homophobia: Strategies that Work*. New York, NY: Columbia University Press.

*Providing strategies that can be adopted by educators, counselors, and community activists, the contributors discuss role-playing exercises, suggestions for beginning a dialogue, methods of "coming out" effectively to family members and coworkers, and outlines for workshops.*

🎥 Shrank, J. 1995. *The Unbiased Mind*. Lake Zurich, IL: Learning Seed Company.

*This video shows how people adopt thinking habits that make it possible to function in a complex work, but also explains how these habits lead to biased and prejudiced thinking.*



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Smith, H. 2000. *The Scarred Heart: Understanding and Identifying Kids Who Kill*. Knoxville, TN: Callisto Publishing.

*This book is based on Dr. Smith's interviews with violent children and teenagers in a variety of settings, from gang-infested neighborhoods of New York City to the schools of rural East Tennessee. It also includes the findings of her massive national survey of violent and nonviolent youths age 10-19 – the first study of its kind.*

👤 Snitow, A., Kaufman, D., and Scott, B. 1997. *Blacks & Jews*. San Francisco, CA: California Newsreel.

*This film, made collaboratively by black and Jewish filmmakers, goes behind the headlines and rhetoric as activists from both groups examine the stereotypes and key conflicts that have caused misunderstanding and mistrust.*

Takaki, R.T. 1994. *A Different Mirror: A History of Multicultural America*. Boston, MA: Little, Brown and Company.

*From its colonization to the Los Angeles riots, this book recounts the history of America from a multicultural point of view, while detailing the involvement and achievements of the non-Anglo participants who helped create it.*

Tatum, B.D. 1997. *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race*. New York, NY: Basic Books.

*Through anecdotes, excerpts from research, and essays written by college students, Tatum presents evidence that suggests that we must all examine our racial identities – whatever they are – if true social change is to take place.*

Telushkin, J. 1996. *Words That Hurt: Words That Heal*. New York, NY: William Morrow & Company.

*This book draws attention to the subtleties of speech, its power to hurt as well as its power to heal and inspire.*

👤 Wah, L.M. 1994. *The Color of Fear*. Oakland, CA: Stir Fry Seminars and Consulting.

*Eight North American men of diverse backgrounds gather under the direction of seminar leader Lee Mun Wah to discuss racism.*

👤 Wah, L.M. 2002. *Last Chance for Eden*. Oakland, CA: Stir Fry Seminars and Consulting.

*Seminar leader Lee Mun Wah brings together a diverse group of men and women to talk about racism and sexism.*

Zinn, H. 1995. *A People's History of the United States*, 2d ed. New York, NY: HarperCollins.

*This book chronicles United States history from 1492 through 1992 from the point of view of those whose voices have been omitted from most histories.*

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Additional videos that explore issues like those addressed in the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition are available through National Video Resources, a nonprofit organization



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whose mission is to build audiences for documentaries and other independent films. Contact National Video Resources at [ViewingRace@nvr.org](mailto:ViewingRace@nvr.org) or call 212-274-1782 for a copy of their catalog.



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## Resources for Educators and Youth Service Professionals

The resources listed below are just a sampling of the many materials available for middle school teachers and youth service professionals to use when working with preteens and adolescents on the issues covered in this publication. Additional titles included in this listing provide educators with practical suggestions for creating equitable classrooms and provide insight into some of the issues confronting youth today. Films are identified with a 🎬 symbol. All other titles refer to print material.

Anand, B., et al. 2002. *Keeping the Struggle Alive: Studying Desegregation in Our Town: A Guide to Doing Oral History*. New York, NY: Teachers College Press.

*This curriculum guide, based on the work of a New Jersey public middle school, shows teachers how to perform social action projects that involve youth in the complex issues concerning race relations and integration.*

Aronson, E. 2000. *Nobody Left to Hate: Teaching Compassion After Columbine*. New York, NY: W.H. Freeman and Company.

*Leading social psychologist Elliot Aronson argues that the negative atmosphere in the nation's schools – the exclusion, taunting, humiliation, bullying – may have contributed to the pathological behavior of the shooters at Columbine High School.*

Banks, J.A. 1999. *An Introduction to Multicultural Education*, 2d ed. Des Moines, IA: Allyn & Bacon/Longwood Division.

*This brief text provides readers with a succinct, comprehensive overview of multicultural education and what it means for classroom teaching.*

Barnes, T. 1999. *The Kingfisher Book of Religions*. New York, NY: Larousse Kingfisher Chambers.

*This reference will help teachers explain religious beliefs, festivals, and ceremonies to their students using vivid text and photographs.*

Beane, A.L. 1999. *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8*. Minneapolis, MN: Free Spirit Publishing.

*Included in this book are prevention and intervention strategies for teachers, activities for students, tips for parents, and a listing of additional print and nonprint resources.*

Benson, J., and Poliner, R.A. 1997. *Dialogue: Turning Controversy into Community*. Cambridge, MA: Educators for Social Responsibility.

*This book helps teachers learn techniques and structures for helping students build skills such as listening, managing anger, communicating, researching issues, uncovering bias, and understanding and appreciating different perspectives.*



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Bigman, L, Chappelle, S., with Hillyer, F. 1998. *Diversity in Action: Using Adventure Activities to Explore Issues of Diversity with Middle School and High School Age Youth*. New York, NY: Simon & Schuster Custom Publishing.

*This book helps teachers and others working with youth explore diversity issues through adventure activities that foster communication, cooperation, and deeper interpersonal understanding.*

Blair, H.A. 2000. Genderlects: Girl talk and boy talk in a middle-years classroom. *Language Arts* 77(4): 315-323.

*In this article, Heather Blair illustrates how talk in one multicultural, eighth-grade classroom is an essential element in the process of en-gendering school discourse patterns, including what she calls the "genderlects" of girl talk and boy talk.*

Bonds, M., and Stoker, S. 2000. *Bully-Proofing Your School: A Comprehensive Approach for Middle Schools*. Longmont, CO: Sopris West.

*This curriculum for grades 6-8 includes appropriate lessons for the classroom to help students distinguish "bullying" from disagreement and teasing and to help them effectively respond to bullying when it occurs.*

👤 *Both of My Moms' Names Are Judy: Children of Lesbians and Gays Speak Out*. 1994. San Francisco, CA: Lesbian and Gay Parents Association.

*This video, which was produced as part of an in-service training for educators and administrators, presents a diverse group of children (ages 7-11) who speak candidly about having lesbian and gay parents.*

Braxton, B., et al. 1998. *Math Around the World*. White Plains, NY: Cuisenaire/Dale Seymour Publications.

*This cross-cultural, cross-curricular unit sets mathematics within a multicultural context through the use of games and problem-solving challenges from around the world.*

👤 *Bully No More: Stopping the Abuse*. 1999. Los Angeles, CA: Unger Productions.

*Host Ruby Unger talks with a wide range of young people who share their thoughts about bullying, discussing ways to keep from being a target of bullies while practicing techniques to stop bullies.*

Byrnes, D. 1994. *Teacher, They Called Me A \_\_\_\_\_!* New York, NY: Anti-Defamation League.

*This book includes activities to help youth understand and respect differences and appreciate cultural diversity.*

👤 Chasnoff, D., and Cohen, H. 1997. *It's Elementary: Talking about Gay Issues in Schools*. San Francisco, CA: Women's Educational Media.

*Featuring footage of children in first through eighth grade classrooms across the country, this film depicts educators addressing lesbian and gay issues with students in age-appropriate ways.*



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Cortes, C.E. 2000. *The Children Are Watching: How the Media Teach About Diversity*. Williston, VT: Teachers College Press.

*This resource includes research-based responses to multicultural representations in the mass media and suggests specific programs for integrating media literacy into the curriculum.*

Derman-Sparks, L., and Brunson-Phillips, C. 1997. *Teaching/Learning Anti-Racism*. New York, NY: Teachers College Press.

*This text offers a guide to the development of anti-racist identity, awareness, and behavior. By integrating methodology and course content descriptions with student writings and analyses of students' growth, the book highlights the interaction between teaching and learning.*

Felt, M.C., Jolly, E.J., and Malloy, S.M. 2001. *Beyond Blame: Reacting to the Terrorist Attack*. Newton, MA: Education Development Center, Inc.

*This resource provides lesson plans for three class sessions in which students in grades 6-12 can explore the consequences of mislaid blame in terms of basic concepts of justice. Each lesson is based on questions about justice (and injustice) that lead to individual student responsibility.*

Grant, C.A., and Ladson-Billings, G., eds. 1997. *Dictionary of Multicultural Education*. Phoenix, AZ: Oryx Press.

*This comprehensive resource includes the history and present-day definitions of terms and movements associated with multicultural education.*

Grant, C.A., and Sleeter, C.E. 1998. *Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability*, 2d ed. Upper Saddle River, NJ: Prentice Hall.

*This is a guide for teachers to use when adapting a traditional curriculum to incorporate a multicultural focus. Included are explanations of teaching approaches, action research activities, and lesson plans for a variety of subject areas and grade levels.*

Gregory, V.L., Stauffer, M.H.K., and Keene, T.W. 1999. *Multicultural Resources on the Internet: The United States and Canada*. Englewood, CO: Libraries Unlimited.

*This resource is a compendium of Web sites dedicated to various ethnic groups, with each chapter including sites on topics like culture, religion, science, and literature.*

Hawley, W.D., and Jackson, A.W., eds. 1995. *Toward a Common Destiny: Improving Race and Ethnic Relations in America*. San Francisco, CA: Jossey-Bass.

*This four-part book includes essays and articles from many of the leaders in the fields of intergroup relations and multicultural education. Of particular interest to educators are the chapters on changing students' racial attitudes.*

Hoose, J.V., Strahan, D., and L'Esperance, M. 2001. *Promoting Harmony: Young Adolescent Development and School Practices*. Westerville, OH: National Middle School Association.

*This book offers an intimate glimpse into the development of 10-15-year-olds and provides essential insights into what their behavior means.*



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Hoover, J.H., and Oliver, R. 1997. *Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors*. Bloomington, IN: National Educational Service.

*This handbook, which includes effective teaching and counseling models, provides a tool for understanding, preventing, and reducing teasing, harassment, and bullying in schools.*

Jackson, M.R. 1996. *C.O.L.O.R.S: Crossing Over the Lines of Racial Stereotypes*. Tulsa, OK: National Resource Center for Youth Services.

*This activity-driven, human relations curriculum is designed to help youth recognize similarities, appreciate differences, challenge racial stereotypes, and identify the causes of racial conflict.*

Juvonen, J., and Graham, S. 2001. *Peer Harassment in School*. New York, NY: Guilford Press.

*Highlighting the practical implications of current research, this book discusses a number of school-based prevention and intervention approaches to peer harassment and aggressive behavior.*

Kreidler, W.J. 1997. *Conflict Resolution in the Middle School: A Curriculum and Teaching Guide*. Cambridge, MA: Educators for Social Responsibility.

*Based on the unique needs of middle school students and their teachers, this guide teaches students active listening, perspective taking, negotiation, and mediation. Included are practical and innovative suggestions to infuse the materials in this resource into the standard middle school curriculum.*

Kreidler, W.J. 1999. *Conflict Resolution in the Middle School Student Workbook and Conflict Journal*. Cambridge, MA: Educators for Social Responsibility.

*This workbook and journal are designed to help deepen students' understanding of the concepts of conflict, anger, diversity, and communication while providing them with practice to strengthen their own conflict resolution skills.*

Lee, E., Menkart, D., and Okazawa-Rey, D., eds. 1998. *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*. Washington, DC: Network of Educators on the Americas.

*This resource is a compilation of readings, lessons, and activities designed to address racism and other forms of oppression.*

Levine, D.A. 2000. *Teaching Empathy: A Social Skills Resource*. New York, NY: Teachers College Press.

*This book provides an explanation of the EAR process (Empathy Action Response), a method that the author has used with hundreds of students, a number of empathic situations, student empathy assessment forms, and other resources.*

MacGregor, M.G. 1997. *Leadership 101: Developing Leadership Skills for Resilient Youth (Facilitator's Guide and Student Workbook)*. Denver, CO: Youthleadership.com.

*This facilitator's guide includes 18 activities on defining leadership, qualities of leaders, power and influence, team building, communication and listening, respecting diversity, risk taking, and creative thinking. The accompanying student workbook includes handouts and opportunities for reflective writing.*



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MacGregor, M.G. 1999. *Designing Student Leadership Programs: Transforming the Leadership Potential of Youth*. Denver, CO: Youthleadership.com.

*This facilitator's guide and comprehensive workbook is designed to help middle and high school instructors educate youth on the concepts of leadership.*

McLaughlin, K.A., and Brilliant, K.J. 1997. *Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools*. Newton, MA: Education Development Center, Inc.

*Developed for middle school students, this resource, available in either English or Spanish, provides opportunities for students to examine violence and prejudice, address issues of diversity, and examine the role of the media and institutional prejudice in perpetuating hate crimes.*

Molin, P.F., Beamer, Y., Hirschfelder, A.B., and Wakim, Y. 1999. *American Indian Stereotypes in the World of Children*. Blue Ridge Summit, PA: Rowman Littlefield.

*This resource will help educators consider the multitude of myths about Native-American cultures and common images in need of accurate portrayal.*

The Mosaic Youth Center Board of Directors with J. Griffin-Wiesner. 2001. *Step by Step! A Young Person's Guide to Positive Community Change*. Minneapolis, MN: Search Institute.

*This step-by-step guide to improving communities stresses the importance of youth leadership.*

🗣️ Noriega, F., Barton, P., and Danska, D. n.d. *Names Can Really Hurt Us*. New York, NY: WCBS-TV.

*Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes.*

Olweus, D. 1994. *Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds)*. Malden, MA: Blackwell Publishers.

*Professor Olweus describes the problem of bullying and sets forth well-organized solutions that require the involvement of teachers, administrators, and parents, and further require communication with all students, even those who are neither bullies nor victims.*

Powell, R.R., et al. 1995. *Field Experience: Strategies for Exploring Diversity in Schools*. Upper Saddle River, NJ: Prentice Hall.

*Based upon action research and constructivist principles, this book helps readers understand how unintentional cultural bias can impact their students' willingness to learn and how diversity surrounds every moment in today's classrooms with the goal of making teachers more sensitive to cultural issues surrounding their classroom curriculum and instruction.*

Rodriguez, S. 1999. *Culture Smart! Ready-to-Use Slides and Activities for Teaching Multicultural Appreciation Through Art*. Paramus, NJ: Prentice Hall.

*This kit includes color slides, photographs of professional and student work, handouts, and teacher directions to help students gain experience in a variety of media, all within the context of cultural traditions.*



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Rosenberg, M.B. 1999. *With Nonviolent Communication: A Language of Compassion*. Del Mar, CA: Puddle Dancer Press.

*This book will help teachers, counselors, and students learn new verbal skills that promote empathy and help prevent misunderstanding and violence.*

Ross, D.M. 1996. *Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do*. Alexandria, VA: American Counseling Association.

*This book includes practical suggestions for addressing bullying and teasing on a daily basis.*

Schmidt, T. 1993. *Anger Management and Violence Prevention: A Group Activity Manual for Middle and High School Students*. Minnetonka, MN: Johnson Institute.

*This guide for adapting an effective counseling program includes "anger management steps" to encourage students to think before they react to their feelings.*

Schniewind, N., and Davidson, E. 1998. *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equality*, 2d ed. Needham Heights, MA: Allyn & Bacon.

*This resource provides educators an inclusive framework for thinking about diversity and responding practically to all forms of "difference" in their classrooms through activities that address both content and process.*

🎬 Shapiro, A., and Grodner, A. 1999. *The Truth about Hate*. Chatsworth, CA: AIMS Multimedia.

*In this film, teenagers come face to face with their own racism, ethnic hatred, religious hatred, and sexual discrimination.*

Smith, M., ed. 2001. *Words Will Never Hurt Me: Helping Kids Handle Teasing, Bullying, and Putdowns*. Seattle, WA: Elton-Wolf Publishing.

*The focus of this book is to help young people become more confident while handling difficult situations.*

Sullivan, K. 2000. *The Anti-Bullying Handbook*. Oxford, UK: Oxford University Press.

*Written for parents, therapists, and teachers, this book provides an overview of what is understood about bullying and how to go about solving the problem. Anti-bullying Web sites are included.*

van Linden, J.A., and Fertman, C.I. 1998. *Youth Leadership: A Guide to Understanding Leadership in Adolescents*. San Francisco, CA: Jossey-Bass.

*This book outlines the three major stages of adolescent leadership development – awareness, growth and activity, and mastery – and includes practical strategies for developing leadership skills through practical experiences.*

Worthman, C. 2002. *"Just Playing the Part": Engaging Adolescents in Drama and Literacy*. New York,



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NY: Teachers College Press.

*This book shows how a multimedia creative arts program can influence teenagers to understand themselves and others.*

Yokota, J., ed. 2001. *Kaleidoscope: A Multicultural Booklist for Grades K-8*, 3d ed. Urbana, IL: National Council of Teachers of English.

*With approximately 600 annotations on a range of topics, this volume focuses on books by and about people of color.*

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**Suggested Resource:** Visit [www.partnersagainsthate.org/educators/resources.html](http://www.partnersagainsthate.org/educators/resources.html) for additional resources and a list of Web sites to help educators promote diversity, improve intergroup relations, and teach students about the harmful effects of bias and hate. Materials to help educators work with youth following events like the terrorist attacks on the United States in September 2001 are also included.



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## Resources for Parents and Families

The following list includes resources on a variety of topics of interest to parents and families, including parenting techniques for raising caring, unbiased children. Also included are titles that specifically address ways that parents can help their children after they have been exposed to hate violence, including acts of terrorism.

Arnow, J. 1995. *Teaching Peace: How to Raise Children to Live in Harmony – Without Fear, Without Prejudice, Without Violence*. New York, NY: Perigee Books.

*In this hands-on guide, the author explains to parents how to prevent prejudice and conflict while teaching children the importance of respecting all people.*

Brohl, K. 1996. *Working With Traumatized Children: A Handbook for Healing*. Washington, DC: Child Welfare League of America.

*This handbook discusses the mind-body connection between a terrifying experience and a child's adaptive coping mechanisms.*

Brooks, B.A., and Siegel, P.M. 1996. *The Scared Child: Helping Kids Overcome Traumatic Events*. New York, NY: John Wiley & Sons.

*This guide begins by introducing the concept of trauma and its effects on people. The second section consists of a four-step debriefing process parents can use to help children cope with a traumatic event.*

Bullard, S. 1996. *Teaching Tolerance: Raising Open-Minded, Empathetic Children*. New York, NY: Doubleday.

*This is a guide for parents on ways to examine their own attitudes about diversity and foster tolerance and unbiased attitudes in their children.*

Clark, R., Hawkins, D., and Vachon, B. 1999. *The School-Savvy Parent: 365 Insider Tips to Help You Help Your Child*. Minneapolis, MN: Free Spirit Publishing.

*This resource includes practical suggestions on ways that parents can help make their children's school experiences positive.*

Cohen-Posey, K. 1995. *How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name-Calling and Other Nonsense*. Newark, DE: Rainbow Books.

*This parent-child resource gives practical information and exercises on name-calling, prejudice, anger, and dangerous situations.*



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Cohn, J. 1996. *Raising Compassionate, Courageous Children in a Violent World*. Atlanta, GA: Longstreet Press.

*This book includes stories of children, parents, families, and communities overcoming fear and apathy to help others. Also included are research-based parenting techniques for fostering caring, helpful children.*

Cress, J.N., and Berlowe, B. 1995. *Peaceful Parenting in a Violent World*. Minneapolis, MN: Perspective Publications.

*This resource includes practical tips for parents on modeling nonviolent responses to conflict and disciplining children in a positive manner.*

Fried, S., and Fried, P. 1998. *Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield*. New York, NY: M. Evans and Company.

*This guide surveys peer abuse and provides suggestions for parental intervention and reaction.*

Levin, D.E. 1998. *Remote Control Childhood? Combating the Hazards of Media Culture*. Washington, DC: National Association for the Education of Young Children.

*This book provides strategies that parents can use to minimize the harmful depiction of violence, stereotypes, and commercialism bombarding their children in today's media.*

Mathias, B., and French, M.A. 1996. *40 Ways to Raise a Nonracist Child*. New York, NY: HarperCollins.

*Divided into five age-related sections, ranging from preschool to the teenage years, this book provides helpful and practical ways parents can teach their children to value fairness and equity by modeling these principles themselves in their daily lives.*

Maudlin, K., McEwan, B., Jones, S.L. 2002. *Sticks and Stones: Parent and Teacher's Guide to Preventing Bullying*. Nashville, TN: W Publishing Group.

*A book for parents, teachers, and youth workers to use in helping teens cope with the various issues related to teasing, taunting, and harassment.*

McNamara, B.E., and McNamara, F. 1997. *Keys to Dealing with Bullies (Barron's Parenting Keys)*. Hauppauge, NY: Barron's Educational Service.

*Aimed at parents coping with raising children in today's world, this book profiles bullies and their victims, describes patterns, underlying causes, and long-term effects, and offers specific suggestions for dealing with bullies.*

Motiar, A. 1997. *Defanging a Bully*. Ft. Lauderdale, FL: Education 2000.

*Insightful answers to the problem of bullying that take into account the role of the community in stopping this problem. The final section of the book deals with multi-faith responses to the problem of bullying.*



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Reddy, M. 1994. *Crossing the Color Line: Race, Parenting, and Culture*. New Brunswick, NJ: Rutgers University Press.

*Moving from memoir to theory, to literary analysis, to interviews with friends, the author shares her thoughts and experiences raising African-American children in predominately White society.*

Reddy, M. 1996. *Everyday Acts Against Racism: Raising Children in a Multicultural World*. Seattle, WA: Seal Press.

*The 20 essays in this book, written by women of various cultural backgrounds, provide practical suggestions for teaching children how to oppose racism.*

Stern, C., and Bettmann, E.H. 2000. *Hate Hurts: How Children Learn and Unlearn Prejudice*. New York, NY: Scholastic.

*A guide for parents, other caregivers, teachers, and children with advice for adults about helping children who have been targeted by hate and about raising and educating children to be respectful and caring citizens.*

Sullivan, K. 2000. *The Anti-Bullying Handbook*. Oxford, UK: Oxford University Press.

*Written for parents, therapists, and teachers, this book provides an overview of what is understood about bullying and how to go about solving the problem. Anti-bullying Web sites are included.*

Voors, W. 2000. *The Parent's Book About Bullying: Changing the Course of Your Child's Life*. Center City, MN: Hazelden Publishing.

*Voors shatters the myths that lead to societal complacency about bullying and provides insight on ways to cope with anger, pain, and social attitudes.*

*What to Tell Your Children about Prejudice and Discrimination*. 1997. New York, NY and Chicago, IL: Anti-Defamation League and the National Parent Teacher's Association.

*This pamphlet, available in either English or Spanish, gives practical suggestions for parents to help their children appreciate diversity.*

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**Suggested Resource:** Visit [www.partnersagainsthate.org/families/resources.html](http://www.partnersagainsthate.org/families/resources.html) for additional resources and a list of Web sites that provide useful information to help promote diversity, teach children to use the Internet safely, and help children understand the harmful effects of bias and hate. Materials to help parents work with their children following events like the terrorist attacks on the United States in September are also included.



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## Recommended Titles for Middle School Youth

The resources listed below are intended to help youth take positive actions against bias- and hate-related behaviors and encourage them to become socially active in their schools and communities.

Boccia, J.A., ed. 1997. *Students Taking the Lead: The Challenges and Rewards of Empowering Youth in Schools*. San Francisco, CA: Jossey-Bass.

*This book offers suggestions for the broad integration of leadership training and opportunities into school programs. Using case studies from student leadership programs around the country, ways that students can play a key role in discouraging prejudice and discrimination in their schools is examined.*

Duvall, L. 1994. *Respecting Our Differences: A Guide to Getting Along in a Changing World*. Minneapolis, MN: Free Spirit Publishing.

*In this resource, readers learn about young people across the country who are working to promote fairness and tolerance in their schools and communities. Also included are exercises for students to help them examine their attitudes and beliefs, stereotypes, and prejudices.*

Greenberg, S. 1999. *The Jump Start Leadership Workbook: Ignite Your Ability to Lead & Succeed*. Van Nuys, CA: Jump Start Programs.

*This workbook includes exercises that help youth practice important skills to achieve success. Topics include accomplishing goals, managing time, taking risks, and overcoming adversity.*

Greenberg, S. 1999. *The Jump Start Leadership Workbook Volume 2: Leading Others*. Van Nuys, CA: Jump Start Programs.

*This workbook helps youth learn ways to sharpen their leadership skills and influence others in positive ways.*

Gruwell, E. 1999. *The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*. New York, NY: Doubleday.

*This collection of diary entries written by high school students who were inspired by first-person accounts like those written by Anne Frank and Zlata Filipovic, tell of their experiences with violence, homelessness, racism, illness, and abuse.*

Hu, E. 1995. *A Level Playing Field: Sports and Race*. Minneapolis, MN: Lerner Publications.

*This book traces the history of segregation in sports, discusses barriers to minority athletes, and examines ways that the sports community has challenged those barriers.*



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Karnes, F.A., and Bean, S.M. 1995. *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, TX: Prufrock Press.

*This book, which includes learning activities, a step-by-step guide, and advice for moving into leadership roles, emphasizes the development of leadership in a variety of settings.*

Lewis, B.A. 1998. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose – and Turn Creative Thinking into Positive Action*, 2d ed. Minneapolis, MN: Free Spirit Publishing.

*This book provides step-by-step instructions on how to do things like write letters, conduct interviews, makes speeches, and raise money for important causes.*

MacGregor, M.G. 1997. *Leadership 101: Developing Leadership Skills for Resilient Youth (Facilitator's Guide and Student Workbook)*. Denver, CO: Youthleadership.com.

*This facilitator's guide includes 18 activities on defining leadership, qualities of leaders, power and influence, team building, communication and listening, respecting diversity, risk taking, and creative thinking. The accompanying student workbook includes handouts and opportunities for reflective writing.*

MacGregor, M.G. 1999. *Designing Student Leadership Programs: Transforming the Leadership Potential of Youth*. Denver, CO: Youthleadership.com

*This facilitator's guide and comprehensive workbook is designed to help middle and high school instructors educate youth on the concepts of leadership.*

Milios, R. 1995. *Working Together Against Racism*. New York, NY: The Rosen Publishing Group.

*In addition to a brief overview of racism and the Civil Rights Movement, questions for youth to consider about their own attitudes and behaviors regarding race and organizations that they can join are also included.*

The Mosaic Youth Center Board of Directors with J. Griffin-Wiesner. 2001. *Step by Step! A Young Person's Guide to Positive Community Change*. Minneapolis, MN: Search Institute.

*This step-by-step guide to improving communities stresses the importance of youth leadership.*

Osburn, K. 1994. *Everything You Need to Know about Bias Incidents*. New York, NY: The Rosen Publishing Group.

*Useful as an introduction on the topic, this book provides basic information on what constitutes a bias incident and gives several examples for students to consider.*

Palmer, E. 1995. *Everything You Need to Know about Discrimination*. New York, NY: The Rosen Publishing Group.

*This book provides examples of ways that prejudice based on religion, race, nationality, gender, and physical disability can lead to discrimination in jobs, housing, and general treatment.*



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Steiner, A. 1995. *A Sporting Chance: Sports and Gender*. Minneapolis, MN: Lerner Publications.

*This book traces the history of sexism in sports, discusses barriers to female athletes, and examines ways that the sports community has challenged those barriers.*

Sturkie, J., and Gibson, V. 1992. *The Peer Helper's Pocketbook*. San Jose, CA: Resource Publications, Inc.

*This easy-to-read guide includes helpful information on peer helping, counseling tips, basic communication skills, as well as a referral guide.*

Sturkie, J., and Hanson, C. 1992. *Leadership Skills for Peer Group Facilitators*. San Jose, CA: Resource Publications, Inc.

*This guidebook outlines the skills needed for successful group leadership, including setting up groups, understanding the stages of growth within a group, communicating effectively, and empowering a group to accomplish its goals.*

Verdick, E. 1997. *Bullies Are a Pain in the Brain*. Minneapolis, MN: Free Spirit Publishing.

*This book includes practical suggestions to help young people cope with bullies and preserve their own self-esteem.*

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**Suggested Resource:** Visit [www.partnersagainsthate.org/youth/resources.html](http://www.partnersagainsthate.org/youth/resources.html) for additional resources on diversity-related issues, the harmful effects of bias and hate, and ways to become actively involved in the community. Also included are Web sites that encourage safe and responsible use of the Internet.

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## Additional Resources

The U.S. Department of Education has several resources available on youth hate crime and related topics. The following resources are available via the Internet and can be accessed using the URL provided.

*Preventing Youth Hate Crime: A Manual for Schools and Communities*  
[www.ed.gov/pubs/HateCrime/start.html](http://www.ed.gov/pubs/HateCrime/start.html)

*Bullying in Schools. Educational Resource Information Center Digest*  
[www.ed.gov/databases/ERIC\\_Digests/ed407154.html](http://www.ed.gov/databases/ERIC_Digests/ed407154.html)

*Annual Report on School Safety, 1998 Model Programs: Bullying*  
[www.ed.gov/pubs/AnnSchoolRept98/bullying.html](http://www.ed.gov/pubs/AnnSchoolRept98/bullying.html)

*Trends in Peace Education. Educational Resource Information Center Digest*  
[www.ed.gov/databases/ERIC\\_Digests/ed417123.html](http://www.ed.gov/databases/ERIC_Digests/ed417123.html)

*The ERIC Review: School Safety: A Collaborative Effort*  
[www.eric.ed.gov/resources/ericreview/vol7no1/warning.html](http://www.eric.ed.gov/resources/ericreview/vol7no1/warning.html)

*Parent Brochure: How Can We Prevent Violence in Our Schools?*  
[www.eric.ed.gov/resources/parent/prevent.html](http://www.eric.ed.gov/resources/parent/prevent.html)

