

TEACHER'S GUIDE

ETHICAL CHOICES

CONFRONTING YOUTH VIOLENCE

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ETHICAL CHOICES

**Honesty ... Responsibility ... Loyalty ...
Independence ...**

**What do these words mean to
today's teenagers?**

The ETHICAL CHOICES series challenges high school students to question their beliefs and to consider the impact of their choices. Drawing on the experiences of teenagers who confront critical issues involving violence, health, and cultural diversity, among others, ETHICAL CHOICES promotes the development of ethical reasoning, higher-level thinking, effective communication, conflict resolution, and responsible decision making. ETHICAL CHOICES utilizes the Socratic method, in which participants are asked to examine their values and assumptions in a question and answer forum. ETHICAL CHOICES originated from Thirteen/WNET's Teen Leadership Institute, a highly successful symposium for high school students in the New York-New Jersey-Connecticut area.

PROGRAM OVERVIEW

ETHICAL CHOICES: CONFRONTING YOUTH VIOLENCE explores youth violence through the eyes of teenagers. Moderator Kim Taylor-Thompson, associate professor of law at Stanford University, guides six teenagers along with Fox television news anchor Rosanna Scotto and Connecticut school principal Rodney Bass through a series of interconnected hypothetical situations. Taken from real life, the hypotheticals focus on the story of John, a teenager caught up in a cycle of violence. As the program begins, we learn that John is the victim of gunfire in the school yard. We travel back in time to watch as John interacts with his girlfriend (played by the moderator), his parents, and his friends; we then witness his increasing frustration and inability to handle his anger until, finally, we are brought back to the tragic scene in the school yard. Like the moderator who plays various roles in the scenarios, adult and teenage participants assume roles, sometimes playing the principal or John's friends. None of the responses are scripted. Each participant reacts spontaneously to the situations presented. Thought-provoking and insightful, this 60-minute program raises tough questions and encourages young people to look within themselves for answers.

OBJECTIVES

Students will:

- Engage in classroom discussions on youth violence.
- Develop critical reasoning and communication skills.
- Analyze their values and ethics and evaluate how these in turn make an impact on decision making.

HOW TO USE THIS TEACHER'S GUIDE

This Teacher's Guide provides suggestions for developing lessons on dealing with youth violence and is to be utilized in conjunction with the 60-minute video **ETHICAL CHOICES: CONFRONTING YOUTH VIOLENCE**. Designed for use with high school students, this Teacher's Guide is divided into six general discussion segments: An Act of Violence and Media Reaction, Domestic Violence, Date Violence, Violence in School, Violence Against Violence, and Conclusion. These segments correspond to the videotape and may be used in one or more class periods. If you choose to use some but not all of the segments and/or use them nonsequentially, provide students with an overview of preceding events.

The following steps are recommended for effective interactive use of the Teacher's Guide and videotape. Keep in mind that the segment breakdowns are broad and general in scope. Apply the techniques below to shorter segments you may adapt to your students' needs.

1. Pre-screen the program to determine its suitability for your class.
2. Review the Background to the Socratic Method (page 7) utilized by the moderator in the program.
3. Conduct pre-viewing activities, such as Introducing the Topic of Youth Violence (page 3).
4. Begin segment by discussing Pre-Viewing questions.
5. Give students a focus for viewing, i.e., tell students to listen to opinions expressed by the panelists, or direct students to keep the Pre-Viewing discussion in mind as they watch the segment unfold.
6. Play the program as instructed.
7. Pause at cue. (The pause function provides an opportunity to check on student comprehension, ask questions, call for predictions, and have students write down their observations or raise questions.)
8. Ask questions that are listed in the Discussion Section.*
9. Resume playing the program to the next pause cue or to the end of the segment, and lead a discussion as noted.
10. Allow students time to discuss any questions or concerns in small groups before moving on to the Follow-up Activities.
11. Conduct Follow-up Activities to apply and reinforce concepts.

Be flexible. Do not follow the pause points strictly. Adapt the content of the program to your students' needs. Because of the sensitive nature of **ETHICAL CHOICES** topics, you may wish to pause the video after each panelist's response to slow down the discussion and fully explore students' reactions. To develop dialogues on topics more specific to your class, refer to Using the Socratic Method in Class (page 7).

*Questions may also be used after viewing the program in its entirety.

Special Note on CONFRONTING YOUTH VIOLENCE

ETHICAL CHOICES: CONFRONTING YOUTH VIOLENCE may provoke a variety of emotional responses in students. Be sure to set ground rules in the classroom that call for confidentiality, respect, and consideration. To establish a more private setting, break students into small groups to allow them to share and reflect on the issues raised in the program. Alert students to qualified support staff within the school as well as experts outside the school (see page 8). Invite support staff or outside professionals to your classroom to handle potentially unsettling situations or to extend discussion of topics.

CROSS-CURRICULAR USE

ETHICAL CHOICES: CONFRONTING YOUTH VIOLENCE may be used in a variety of subject areas, such as Social Studies, Global Studies, Health, and Language Arts.

INTRODUCING THE TOPIC OF YOUTH VIOLENCE

Objective: To encourage open dialogue about how teenagers feel about youth violence and the ways that it affects their lives.

Materials: Koosh ball or other type of small, soft ball.

Have students arrange their seats to form a large circle. Explain that the koosh ball represents each participant's voice. Whoever holds the ball may speak. Begin a discussion by raising the following questions. Toss the koosh ball to anyone in the circle who wishes to speak and have him or her in turn toss the ball to the next person.

- What are some forms of violence?
- What are some of the contributing factors to youth violence?
- Why do people resort to violence?
- How do you deal with anger?
- Have you ever been able to resolve a conflict in a positive way?

START VIDEO

and play until **Kim** says:

"As we all struggle to cope with one of the most painful problems of our times..." (Approx. 3 min.)



photo: Joseph Sinnott

“Violence can take a variety of forms. It can range from abusive and harsh language to actual physical harm. Throughout that range can be tremendous pain if that violence is directed toward you.”

Kim Taylor-Thompson

An Act of Violence and Media Reaction

The segment begins when Kim says, “We all live here in New City.”

Pre-Viewing

Initiate a discussion on loyalty. How do students define it? How do they define “trust” and “betrayal”? How do those definitions change when a family member or friend is in a crisis?

PLAY VIDEO for approx. 2 min.

PAUSE VIDEO after Kim says:

“They are scattering, and in the middle, lying on the ground, left behind, is a young man who has been shot, and he is bleeding to death. What are you going to do?”

Discussion

- Ask students what they would do if they encountered this situation. How would they feel? To whom would they turn? What action would they take, if any? Would they go to authorities? What do they think led up to this shooting? How would their thoughts affect their actions?
- Ask students to predict how other people might respond. If they were the principal, for example, how would they respond? Someone outside the school? A police officer?

RESUME VIDEO for approx. 3 min.

PAUSE VIDEO after Zahide says:

“I don’t think I’d be able to live with that in myself,” and Kim responds, “If you didn’t tell,” and Zahide says, “If I didn’t tell.”

Discussion

- Ask students how they feel about the panelists’ reactions. Do they agree or disagree? Did the discussion in the program influence any students to change their minds?

RESUME VIDEO for approx. 2 min.

PAUSE VIDEO after Lylette says:

“But by exposing it doesn’t necessarily mean it’s going to end it. Actually at times it influences people to continue to do so.”

Discussion

- What role does media play in society? How much influence does it have? Does the media portray teenagers in a positive or negative light? Encourage students to support their statements with examples.
- Ask students to consider the confidentiality issue. How does it affect their responses to the reporter?

RESUME VIDEO

to the end of the segment, approx. 3 min.

Discussion

- Ask students for their opinions on when the media crosses the line from responsible journalism to exploitative exposé. What could they as viewers do to influence what the media chooses to show?
- Do any of the students hope to go into journalism or mass communications as a career? How would they cover a shooting at a school?

Follow-up Activities

Charting Loyalty. Refer to the Pre-Viewing discussion for students’ definitions of loyalty. Ask students to suggest three real-life or hypothetical examples of relationships in which loyalty plays an important part. Write these on the board. Then ask students to suggest instances when loyalty is challenged in these relationships. Under what circumstances would their loyalties be divided? Record in a chart format with headings: “always,” “sometimes” and “never.” Compare and discuss.

Media Watch. Choose five current newspaper/magazine articles that are representative of responsible and irresponsible journalism, and discuss them with students. Have students list the positive and negative points of each. Have students analyze the media (print, radio, television, film) for a week, looking specifically at the way in which media reports on violence, and record their findings in a journal. Discuss their conclusions.

(Please note that another segment on violence and the media can be found approx. 45 min. later in the videotape, which you may link to the segment above.)

DOMESTIC VIOLENCE

- “Nationally, ten women are murdered every day by battering, more than rape, muggings and car accidents combined.”
– Maria Mitchell, head of the Commission to Combat Family Violence, NYC.

(source: *Daily News*, June 22, 1994)

- “According to data collected by the Federal Government and children’s advocacy groups, 1,261 children died of abuse or neglect in 1992, up from 685 in 1985. In the same period, the number of reports of abuse rose 30% to 2.9 million.”

(source: *NY Times*, April 3, 1994)

DATE VIOLENCE

Pre-Viewing

Initiate a discussion on family. How do students define it? What rights and responsibilities do family members have that others outside of the family do not? Does the law recognize physical conflicts between family members as being different from conflicts between strangers?

PLAY VIDEO for approx. 3 min.

PAUSE VIDEO after **Judy** says:

"I guess so, to talk to a person that he can trust about the situation, and find, I guess, solutions, to maybe what he can do."

Discussion

- Ask students to advise Kim. What does she think happened between John's parents? Should she talk to John about her concerns? How would John react? Does someone outside of John's family have the right to tell John what he or she thinks is taking place between John's parents? Does Kim have the right to share this information with others? Where do you draw the line? How might Kim be jeopardizing John's trust?

RESUME VIDEO to the end of the segment, approx. 4 min.

Discussion

- Ask students to raise their hands if they agree with Lylette. Discuss. Then have students raise their hands if they agree with Rodney's response to what is happening in John's home. Is it realistic? Have students predict what might happen if Rodney spoke to John's father. How might Rodney's response perpetuate the cycle of violence? Ask students to consider Rosanna's approach. How might John's mother respond?
- Ask students to consider gender roles in society. Have students list positive aspects of being a female in society, then have them list negative aspects. Do the same for being a male. Compare responses. Were there any differences between how the young men and women responded? How might these differences, if any, contribute to the ways that domestic violence plays out in the home?

Follow-up Activity

Q. & A. Have each student anonymously write a list of questions concerning domestic violence. Collect and share with the class. Encourage students to research an issue that interests them and report their findings to the class. Contact local organizations that handle domestic violence, and invite a speaker to the class to answer and discuss students' concerns.

Pre-Viewing

Initiate a discussion on dating and relationships. What do students want in a relationship? What are their expectations of their partners? What are the essential elements, and what are not? How much influence does the person you love have in your life? Does the person with whom you are involved affect your self-esteem? Would you compromise your ideals or beliefs for someone you were dating? Someone you loved? How?

PLAY VIDEO for approx. 2 min.

PAUSE VIDEO after **Kim** says:

"Maybe it was something I did, but, you know, he hit me and he apologized, he really did, and I really don't think that he meant to hurt me; but he did, and I don't know what to do."

Discussion

- Ask students to speculate on what they think is going on between Kim and John. Based on their theories, what would they advise Kim to do in this situation?
- Ask students to watch the next segment and listen to the panelists' reactions. Do students agree or disagree with the panelists? Compare responses, based on gender and age.

RESUME VIDEO for approx. 4 min.

PAUSE VIDEO after **Rosanna** says:

"I can't see you anymore because your problem is not going to end today; it's too deep-rooted because of what you told me about his father."

Discussion

- Ask students what they think of Rosanna's response. Do they feel it is realistic? Although John's father may have a history of being violent toward John's mother, does that mean helping John is out of the question?
- Ask students to predict what John's reaction might be if Kim followed Rosanna's advice. What do students think will happen next?

RESUME VIDEO for approx. 1 min.

PAUSE VIDEO after **Alex** says:

"I mean, I am sure you will have other friends around who are going to help you. I mean, you can't be the only sensible person in the school."

Discussion

- Ask students how they would handle this situation if they were in Alex's place. What would students do if their sister or friend were a victim of date violence? Why?

(continued)

RESUME VIDEO to the end of the segment, approx. 3 min.

Discussion

- Ask students if they feel that John should be punished. What would work in the short term? Long term?

Follow-up Activity

Dear John. Have students write a letter to John, to Kim, to any of the other characters in the story, or to the panelists in the program. How do students feel about the person to whom they are writing? Encourage students to reflect and share their experiences in the letters. Share letters anonymously with the class, or allow students to keep the letters to themselves.

VIOLENCE IN SCHOOL

Pre-Viewing

Initiate a discussion about anger and conflict. Ask students to share their thoughts about what makes them angry and ways in which they respond to their anger when a conflict arises. Who has been most influential in helping them deal with potentially violent situations? Would they handle a conflict differently if their friends were with them? If they were alone? What might be the consequences of their actions?

PLAY VIDEO for approx. 2 min.

PAUSE VIDEO after **Lylette** says:

"There's a problem if you need your friends around to avoid him or to keep him away from you or to feel secure, and you shouldn't feel that way."

Discussion

- One way that people handle fear may be to surround themselves with friends. Ask students how this might be beneficial. How might it not? When might the disadvantages of being with a group of people outweigh the advantages?

RESUME VIDEO for approx. 2 min.

PAUSE VIDEO after **Lylette** says:

"I mean, there's a history behind John, you know; it's not just someone who came up and shoved you," and Alex answers, "Well, that's just my opinion."

Discussion

- Ask students what their reaction to John would be. What do they do when they are physically confronted by someone? Does the school setting affect their response?

RESUME VIDEO to the end of the segment, approx. 4 min.

Follow-up Activity

The Enforcer. Ask students to think about Rodney's reaction to John's actions. Tell students to examine the ways in which their own school administration responds to violence. What types of disciplinary action would someone like John receive? Have students research their school's policy on handling violence, and, if they feel it is needed, encourage students to develop an alternative plan. Have students present their proposal with supporting evidence to school administrators.

VIOLENCE AGAINST VIOLENCE

Pre-Viewing

Initiate a discussion on fear. Ask students to think about how it feels to be a victim. To whom do they turn for advice when they feel afraid? What would reduce their level of fear for the short term? For the long term? How can students empower themselves to overcome fearful situations?

PLAY VIDEO for approx. 5 min.

PAUSE VIDEO after **Lylette** says:

"I wouldn't know what to do. If I'm put in a position where John is threatening me and he's going to kill me, I don't know what the solution would be."

Discussion

- Ask students how they feel about John's choice to resort to a gun. When and why do people resort to using weapons? What would you say to someone to convince him or her not to use a weapon? What are the potential consequences, legal and otherwise, of carrying a gun?

RESUME VIDEO for approx. 2 min.

PAUSE VIDEO after **Zahide** says:

"So you're bringing basically all of their enemies together, and it will escalate."

Discussion

- Ask students to determine whether the group that the panelists are talking about is a "gang" or "clique." Ask students to define these terms. Ask them how gangs or cliques are formed.

RESUME VIDEO for approx. 5 min.

PAUSE VIDEO after **Alex** says:

"Not whether it's morally or ethically right, because you need something tangible to understand. It's not, not an idea."

Discussion

- Ask students to consider what they have just viewed. Do they agree or disagree with the panelists? As members of Kim's gang/clique, what would they say or do when Kim seeks revenge? What do they think about Victor's story? Do they know anyone who has had a similar experience? What do they think about Victor's solution? Is violence the only response to violence?

Follow-up Activities

Lethal Weapon. Discuss with students the pros and cons of possessing a gun. Have them research both sides of the issue. Then have students consult news media or published studies to research the number of times that guns are involved in incidents of violence. Call a local victims assistance organization, and invite a speaker to talk to your class.

Peace Keepers. Using an example of an event that erupted in violence in your school, community, or between opposing nations, ask students in groups or individually to analyze how the conflict escalated. Violence can be verbal as well as physical, on a small or large scale. How did group dynamics fuel or ease tensions? Possible ways to handle conflict include: avoidance, diffusion, nonviolent confrontation, and de-escalation. Have students research and explore what might have been most effective in resolving the conflict they analyzed.

Conclusion

The segment begins when **Kim** says, "All right. We've come full circle."

Pre-Viewing

Initiate a discussion about solutions to violence. What can we as individuals do to prevent violence? What do you draw on when you are confronted with a difficult situation? How could you get involved with a school or community effort to reduce youth violence?

PLAY VIDEO

to the end of the segment, approx. 7 min.

Discussion

- Ask students to list the ways mentioned in the program that may have prevented John's death. Discuss.

Follow-up Activity

Where Are You Heading? Ask students to list positive attributes of their life. Whom do they trust? What are their plans and goals for the future? How will they achieve those goals? What obstacles do they see in their path? How could they overcome them? To whom will they turn for support and assistance? Also, have students develop a campaign to stop violence in their school or community. From letter-writing campaigns to congresspersons, to developing peer mediation counseling programs for their school, encourage students to take an active role in determining their future. See page 8 for guidance.

Background

Essential to the ETHICAL CHOICES educational package is the use of the Socratic method, which is attributed to the Greek philosopher Socrates (ca. 470-399 B.C.). Known today as the "Father of Ethics," Socrates transformed philosophy from the study of the external universe to the study of human beings and their relationships. He sought to establish ethical truth through absolute standards of conduct and a system of morality independent of opposing doctrines, a system that was valid for everyone regardless of individual religious or civic views.

Socrates's method of challenging the claims of those who participated in his dialogues was to search for truth by discussion. He was able to expose ignorance by claiming his own ignorance ('Socratic irony') at times to elicit honest answers. Using inductive reasoning, Socrates centered the discussion on the individual he was questioning and on that individual's beliefs.

Using the Socratic Method in Class

Keep the following points in mind:

- Act as a facilitator rather than an authority figure, or allow a student to be a facilitator while you act as an observer.
- Draw from students' experiences to select an issue that is both meaningful to them and may evoke many different points of view.
- Set up a hypothetical situation specific to your school and/or community that frames the ethical dilemmas raised by the issue.
- Devise a sequence of questions that progressively challenges students to examine their own thinking.
- Guide students by utilizing the questioning tips below.
- Follow up the Socratic dialogue with a discussion on the insights gained from the experience and their possible applications.

Questioning Tips

- Keep your questioning strategy flexible.
- Begin with general questions, and move toward specific and probing questions.
- Ask open-ended questions.
- If possible, share your own relevant experiences.
- Allow students time to think about answers before responding.
- Draw answers by innuendo, suggestion, and/or paradox.
- Probe students' responses by challenging their statements.
- Restate and reflect the students' statements in order to clarify and validate their thought (e.g., "I hear you saying that...").
- Where there is an agreement among students, take on the role of devil's advocate to enliven the discussion.
- Encourage students to ask questions or challenge other points of view.
- Avoid classifying students' answers as right or wrong.
- Insist that students explain how they reached their conclusions.
- Prompt students to draw from their personal experiences and observations.

Organizations

The following organizations either serve the entire nation or act as umbrella organizations for local affiliates. Most can refer you to organizations in your area.

The Center to Prevent Handgun Violence

1225 Eye Street, NW, Ste. 1100
Washington, DC 20005
(202) 289-7319

National education, legal-action, and research organization founded in 1983 to educate Americans about the scope of gun violence and to prevent further bloodshed.

Children's Creative Response to Conflict (CCRC) Box 271

523 N. Broadway
Nyack, NY 10960
(914) 353-1796

Dedicated to the training of teachers and students in the skills of conflict resolution, problem solving, peer mediation, bias awareness, communication, cooperation, and affirmation. Conducts on-site workshops and provides curriculum materials for those who are involved with teaching children skills they need to deal with conflict nonviolently.

Committee for Children

2203 Airport Way South, Ste. 500
Seattle, WA 98134-2027
(800) 634-4449

Provides educational materials, original research, training, and community education for the prevention of child abuse and youth violence.

Comprehensive Health Education Foundation (CHEF)

22323 Pacific Highway, South
Seattle, WA 98198
(800) 323-2433

Promotes health and quality of life by providing resources for schools and communities nationwide. Its publication *Preventing Violence: A Framework for Schools and Communities* is available for school and community personnel involved in violence prevention.

Educators for Social Responsibility (ESR)

23 Garden St.
Cambridge, MA 02138
(617) 492-1764

Dedicated to children's ethical and social development. Its primary mission is to help young people develop a commitment to the well-being of others and to making a positive difference in the world.

Girls Incorporated

30 East 33rd St.
New York, NY 10016-5394
(212) 689-3700

Committed to helping girls become strong, smart, and bold. Girls ages 6 to 18—primarily from low income and minority backgrounds—participate in programs at almost 750 sites nationwide. These programs include adolescent pregnancy prevention, gang violence intervention, and encouragement in math and science.

National Association for Mediation in Education (NAME)

205 Hampshire House, Box 33635
UMASS
Amherst, MA 01003
(413) 545-2462

Promotes the development, implementation, and institutionalization of school- and university-based conflict resolution programs and curricula. It is the primary national and international clearinghouse for information, resources, technical assistance, and training in the field of conflict resolution in education.

National Committee for the Prevention of Child Abuse

332 S. Michigan Ave., Ste. 1600
Chicago, IL 60604-4357
(312) 663-3520

Dedicated to preventing child abuse in all its forms. Headquartered in Chicago, NCPA's chapters offer prevention programs in all 50 states.

National Crime Prevention Council (NCPC)

1700 K St., NW, 2nd Floor
Washington, DC 20006-3817
(202) 466-6272

The principal mission of NCPC is to enable people to prevent crime and build safer, more caring communities. It provides publications, training, demonstration programs, and comprehensive planning efforts.

National Institute for Dispute Resolution (NIDR)

1726 M St., NW, Ste. 500
Washington, DC 20036-4502
(202) 466-4764

Advances the field of conflict and dispute resolution through technical assistance, educational programs, publications, demonstration projects, and limited grant making. Promotes multicultural understanding and violence prevention by bringing dispute resolution and cooperative problem-solving tools to youth.

National School Safety Center (NSSC)

4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
(805) 373-9977

NSSC is mandated to focus national attention on solutions to problems that disrupt the educational process. Special emphasis is on ridding schools of crime, violence, and drugs, and on programs to improve student discipline, attendance, achievement, and school climate.

Parents of Murdered Children (POMC)

100 E. 8th St., B-41
Cincinnati, OH 45202
(513) 721-5683

Dedicated to providing support to those who have lost a loved one to violence. Provides support groups, court accompaniment, advocacy, education, and training for professionals interested in learning more about the needs of survivors.

The Resolving Conflict Creatively Program

RCCP National Center
163 Third Avenue, #103
New York, NY 10003
(212) 387-0510

A pioneering school-based program in conflict resolution and intergroup relations that provides a model for preventing violence and creating caring, learning communities. Shows young people that they have many choices besides passivity or aggression for dealing with conflict.

Victim Services/School Mediation and Violence Prevention Division

2 Lafayette Street
New York, NY 10007
(212) 577-1370

Founded in 1978, it is the largest victim-assistance organization in the country. The School Mediation and Violence Prevention Division runs programs in 32 New York City middle and high schools. Programs empower young people with conflict resolution skills and provide training and technical assistance to school staff and parents.

Publications

Comprehensive Health Education Foundation.
Preventing Violence: A Framework for Schools and Communities. Seattle, Wash.: Comprehensive Health Education Foundation, 1994.

PAVNET Resource Guide (volumes 1 & 2) (Contact: The National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850)

Prothrow-Stith, Deborah, with Michelle Weissman.
Deadly Consequences: How Violence is Destroying Our Teenage Population and a Plan to Begin Solving the Problem. New York: HarperCollins Publishers, 1991.

Reiss, Albert J., Jr., ed. *Understanding and Preventing Violence*. Washington, D.C.: National Academy Press, 1993.

Video

Dealing With Anger: A Violence Prevention Program for African American Youth (For Females). VHS, 60 min. 1994. Distributed by Research Press, Champaign, Ill. (217)352-3273.

Dealing With Anger: A Violence Prevention Program for African American Youth (For Males). VHS, 60 min. 1991. Distributed by Research Press, Champaign, Ill. (217)352-3273.

Teens Talk... Violence. "In the Mix" Series. VHS, 30 min. 1993. Distributed by WNYC, New York, N.Y. (800)328-7271.

Violence Prevention: Inside Out. VHS, 60 min. 1993. Distribution by National Assoc. for Mediation in Education, Amherst, Mass. (413)545-2462.

What Can We Do About Violence?: A Bill Moyers Special. VHS, 240 min. 1995. Distributed by Films for the Humanities and Sciences, Princeton, N.J. (800)257-5126.

A listing of additional print and video resources is available in the Act Against Violence section of Thirteen/WNET's home page on the Internet's World Wide Web (address: <http://www.wnet.org>).