



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: www.cdc.gov/healthyschools/sher/standards/index.htm

Knowing how to be friendly and fair and resolve conflicts are skills teens need throughout their lives. These activities will help your students understand the importance of building and nurturing healthy relationships.

Related KidsHealth Links

Articles for Teens:

Teens Talk About Family (Video)

TeensHealth.org/en/teens/teens-talk-family-vd.html

Talking With Your Parents – or Other Adults

TeensHealth.org/en/teens/talk-to-parents.html

Why Do I Fight With My Parents So Much?

TeensHealth.org/en/teens/fight.html

Stepparents

TeensHealth.org/en/teens/stepparents.html

What It Means to Be a Friend

TeensHealth.org/en/teens/friend-comments.html

Getting Along With Your Teachers

TeensHealth.org/en/teens/teacher-relationships.html

Connecting With Your Coach

TeensHealth.org/en/teens/coach-relationships.html

Understanding Other People

TeensHealth.org/en/teens/understanding-others.html

5 Ways to (Respectfully) Disagree

TeensHealth.org/en/teens/tips-disagree.html

I Hurt My Friends' Feelings. What Should I Do?

TeensHealth.org/en/teens/apologize.html

Apologizing

TeensHealth.org/en/teens/apologies.html

Emotional Intelligence

TeensHealth.org/en/teens/eq.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Why do you think some relationships are easy and others take more work? If you've ever had to put real effort into getting along with someone, describe what that was like. Was it worth it?
2. When you're having a conflict with someone, certain words can act as bridges while others can act as wrecking balls. Explain what this means and give some examples. How does your tone affect how your message is received?
3. People who are able to consider other people's points of view, even if they don't necessarily agree with them, are usually able to resolve conflicts better than those who can't. Why is it helpful to be able to shift perspectives?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Owning Up

Objectives:

Students will:

- Explore ways to approach discussing a difficult topic

Materials:

- Computer with Internet access and word-processing program

Class Time:

- 30 minutes

Activity:

So you made a dumb mistake. A really dumb one. You pulled out your phone during Mr. Walters' final exam to check a text, and now he's disqualified your test. Your grade is a big ol' zero. This is going to kill your grade-point average. To say you're dreading the conversation you're going to have to have with your parents is the understatement of the year.

Although your first inclination is to play the victim and blame Mr. Walters for being harsh, you realize that he's not the one who broke the rules. You did. And maybe it's better just to own up.

First, read the articles at TeensHealth.org, especially "Talking to Your Parents – and Other Adults." Then, use the tips you learned about discussing a tough topic to write down what you should say to your parents.

Extensions:

1. Write, or role-play, a conversation you can have with Mr. Walters to show him that you're taking responsibility for your actions. Explore his possible responses.
2. To help students make connections with classmates, randomly assign each student the names of three other students in class. Have the students arrange to get together one-on-one outside of class to interview each other and write brief profiles about each other. Profiles could include information about siblings, hobbies, and favorite things, such as school subjects, weekend and summer activities, sports, TV shows, movies, actors, video games, songs, bands, books, authors, etc.
3. Have students interview and write a profile about someone in the school community (student, faculty, school staff, parent, school board member, district resident, local business owner, etc.) who is helping other school community members. Submit the best profiles, with a headshot of the subject taken by the student, to the school newspaper.



Different Perspectives

Objectives:

Students will:

- Learn to consider different perspectives during conflict
- Generate creative resolutions for conflict

Materials:

- “Different Perspectives” handout
- Pen or pencil

Class Time:

- 30 minutes

Activity:

Did you ever hear the expression “There are three sides to every story: yours, mine, and the truth”? What does that tell you about perspective?

Although it can be hard to try to see things from someone else’s side – especially when you’re in the middle of a disagreement – it’s a useful thing to do. For one thing, it increases feelings of empathy, which in turn helps to keep things civil and less likely to blow up. For another, it could make the other person more willing to consider your side as well.

Read the scenarios on the “Different Perspectives” handout. For each scenario, write or discuss each person’s view of the situation – what he or she might be thinking and feeling. Then propose a way each person could work it out without escalating the conflict.

Reproducible Materials

Handout: Different Perspectives

KidsHealth.org/classroom/9to12/personal/growing/getting_along_handout1.pdf

Quiz: Getting Along

KidsHealth.org/classroom/9to12/personal/growing/getting_along_quiz.pdf

Answer Key: Getting Along

KidsHealth.org/classroom/9to12/personal/growing/getting_along_quiz_answers.pdf



Name: _____

Date: _____

Different Perspectives

Instructions: Consider the scenarios below from each person's perspective. Then come up with a plan for resolving each conflict.

Geometry is not your thing, so you've been staying after school with the math teacher a few days a week. Unfortunately, this makes you late for baseball practice. Coach says if you're late one more time, he's going to bench you.

Your perspective:

Coach's perspective:

What can you do?

Your friend has asked you to hang out five times in the last few weeks, but each time you already had plans. Today she asked you again, and you said "yes," but then you had to cancel because of a last-minute theater club meeting. Now she's upset and says, "You know, if you don't want to hang out with me anymore, just say it!"

Your perspective:

Her perspective:

What can you do?



You're the first one of your friends to get your driver's license, but your father will only let you drive in the daytime. You really want to take the car out Friday night, but you know it's going to start an argument.

Your perspective:

Your father's perspective:

What can you do?

Your sister's been driving you crazy lately. She's always trying to tag along with you and your friends and she borrows your stuff without asking. You know how much she looks up to you, but this is getting ridiculous.

Your perspective:

Your sister's perspective:

What can you do?



Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. A good first step for resolving a conflict with a friend would be to:
 - a) state your position as clearly and loudly as possible
 - b) avoid accepting any blame or fault
 - c) get other friends to take your side
 - d) say calmly, "Can we talk about this?"
2. True or false: It's better to use "I" statements to communicate how you feel, what you think, and what you want or need. Using "you" statements ("You always..." "You never...") can sound argumentative.
3. Just as IQ is a way of being academically smart, _____ is a way of being people-smart.
4. No matter how angry or upset you are, it's never OK to use _____ when trying to solve an argument.
5. True or false: During a conflict, it doesn't make sense to try to see things from the other person's side.
6. Sibling rivalry:
 - a) is common
 - b) is normal
 - c) can occur at any age
 - d) all of the above
7. During a disagreement, it's just as important to _____ as it is to speak.
8. If you want to have an important conversation with someone, it's best to do it:
 - a) while the person is at work
 - b) during an argument
 - c) when the person is calm and can give you his or her full attention
 - d) when the person seems really stressed out
9. The best apologies:
 - a) are sincere
 - b) include an intention to change
 - c) are done in person, whenever possible
 - d) all of the above
10. People are more likely to listen to your opinions if you:
 - a) speak loudly
 - b) remain calm
 - c) tweet them first
 - d) slam a door



Quiz Answer Key

1. A good first step for resolving a conflict with a friend would be to:
 - a) state your position as clearly and loudly as possible
 - b) avoid accepting any blame or fault
 - c) get other friends to take your side
 - d) say calmly, "Can we talk about this?"
2. True or false: It's better to use "I" statements to communicate how you feel, what you think, and what you want or need. Using "you" statements ("You always..." "You never...") can sound argumentative.
3. Just as IQ is a way of being academically smart, emotional intelligence or EQ is a way of being people-smart.
4. No matter how angry or upset you are, it's never OK to use physical violence when trying to solve an argument.
5. True or false: During a conflict, it doesn't make sense to try to see things from the other person's side.
6. Sibling rivalry:
 - a) is common
 - b) is normal
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