

# ***TEEN HEALTH***

## ***Course 3***

### **Chapter 7 Fast Files**

### **Conflict Resolution**



**Glencoe**



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Printed in the United States of America.

Send all inquiries to:  
Glencoe/McGraw-Hill  
21600 Oxnard Street, Suite 500  
Woodland Hills, California 91367

ISBN-13: 978-0-07-874881-3

ISBN-10: 0-07-874881-X

1 2 3 4 5 6 7 8 9 009 11 10 09 08 07 06

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## Teacher Guide to Using the Chapter 7 Fast File

The *Fast File* Chapter Resource system allows you to conveniently file and access the resources you use most often. The *Chapter 7 Fast File* includes the core materials needed for Chapter 7. The answers for activities appear at the back of this booklet.

These resources accompany *Teen Health* Course 3 to help you and your students expand, enrich, review, and assess every lesson. Glencoe provides a variety of resources organized conveniently for the way you teach.

### CHAPTER AND LESSON RESOURCES

#### Chapter Summary and Activity

Concise, complete summaries cover key concepts and vocabulary. Each lesson in *Teen Health* is covered in the Chapter Summary. The chapter activities are one-page in length and vary in format.

#### Building Health Skills Activities

These activities contain additional student and teacher resources for the Building Health Skills features at the end of each chapter in the student text. The Building Health Skills features in the text reinforce chapter content and provide an opportunity for students to practice the health skills identified in the National Health Education Standards.

#### Chapter Tests

Each chapter test is divided into three sections: Reviewing Health Concepts, Applying Health Concepts, and Thinking Critically About Health. Formats include combinations of true/false questions, multiple-choice items, matching items (with lettered words), and fill-in completion items. Thinking Critically About Health consists of two short-essay questions.

#### Concept Mapping Activities

Concept mapping activities help students see how the information in their textbook is organized. The activities provide visual displays that highlight main ideas, supporting details, cause and effect, and other organizing principles. There is one concept map for each lesson in the student text.

### Enrichment Activities

These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply their knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

### Reteaching Activities

There is a reteaching worksheet for each lesson in the text. The activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

### HEALTH APPLICATION AND EXTENSION

#### • Cross-Curriculum Activities

Cross-curriculum activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied. There is at least one cross-curriculum activity in each chapter.

#### • Decision-Making Activities

These worksheets help students understand and apply the decision-making process described in Chapter 2 of the textbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it. There is at least one decision-making activity in each chapter.

#### • Health Labs

These health labs give students experience making observations and hypotheses, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results. There is one health lab activity for each chapter of the student text, keyed to a particular lesson. For each lab, there is a teacher page followed by two student pages.

**Guided Reading and Writing Activities**

Guided Reading reinforces reading skills to help students comprehend and retain the information contained in each lesson. The writing exercises give students another way to work closely with the material in the chapter as well as supporting writing skills.

**Lesson Quizzes**

A 10-question objective quiz is provided for each lesson. Quizzes may be used to review each lesson or may be compiled into a final test that covers all the lessons in the chapter.

**TEACHING RESOURCES****Parent Letter and Activities**

A letter for each chapter informs parents or guardians of the instructional program, activities, and assessment techniques to be covered in the chapter. Letters include suggested ways that parents can work with their teen to incorporate physical activity into their family life.

**Performance Assessment Teacher Resources and Rubric**

Performance assessment is a way of teaching and learning that involves both process and product. More detailed explanation is given on pages 32–36.

**Universal Access Activities**

The universal access activities address special needs in the regular classroom. They are beneficial to all students, but especially so for those with particular special needs.

**Lesson Plans**

Each chapter contains reproducible lesson plans to help you organize your schedules and teaching strategies for every lesson in *Teen Health*. The lesson plans are organized for ease of use, allowing you to check off the items you use to teach the lesson.

**Teaching Transparency Preview**

A brief description of teaching transparencies that go with this chapter is provided. These full-color transparencies are available in the separate Teaching Transparencies Binder, along with a booklet of teaching strategies and activities.

**Answer Key**

A complete answer key appears at the back of each chapter booklet. This answer key includes answers for every activity, in the order in which activities appear.

## Chapter 7 Summary

## Chapter 7

### Conflict Resolution

#### Lesson 1 The Nature of Conflict

*Conflicts*, or disagreements between people with opposing viewpoints, ideas, or goals, are a part of everyday life. It is through conflicts that people settle their differences. When a conflict is between two or more people, it is an interpersonal conflict. An internal conflict is a struggle within a person. There is conflict at home, such as with your parents and siblings. There is also conflict outside the home. A *bully* is someone who picks on individuals who are smaller or weaker. The best way to react to bullies is to take away their power by walking away. Teasing, a form of bullying, can sometimes be handled by confronting the teaser. Another form of bullying, *labeling* or name-calling is based on *prejudice*. Prejudice, which is a negative and unjustly formed opinion, is usually against people of a different racial, religious, or cultural group. It must be brought to the attention of a school counselor or trusted adult. Words should be used to build people up, not to cause pain and conflict.

#### Lesson 2 Preventing Conflicts

Some conflicts *escalate*, or become more serious. First, recognize the physical and emotional signs that a conflict is building. Then, prevent a conflict from building by identifying and understanding the emotions that are fueling the conflict. Anger and jealousy can lead a person who feels wronged to seek *revenge*, which is punishment, injury, or insult to the person seen as the cause of these strong emotions. Although it is natural to feel bitter and want to strike back when someone has hurt you, a more positive approach is to step away from the situation. Most important, avoid having a disagreement in public because others may join the argument. This creates a *mob mentality*, acting or behaving in a certain and often negative way because others are doing it. Here are recommendations for preventing conflicts from building: learn to understand your feelings, keep your conflicts private, avoid using alcohol or other drugs, show respect for yourself and for others, learn to accept and appreciate people who are different from you, and try putting yourself in the other person's situation.

## Chapter 7 Summary

### Chapter 7

### Lesson 3 Resolving Conflicts

Constructive approaches to dealing with conflict involve the parties who are working together to find a positive, healthy outcome. One approach uses the skill of *conflict resolution*. This involves solving a disagreement in a way that satisfies both sides. The T.A.L.K. strategy of conflict resolution requires taking a time out, allowing each person to tell his or her side, letting each person ask questions, and to keep brainstorming to find different solutions. The goal of this strategy is to find a *win-win solution*, which is an agreement or outcome that gives each party something it wants. More serious conflicts may need the help of mediation. *Mediation* is a process in which a third person, a mediator, helps those in conflict find a solution. During mediation, the neutral mediator listens to both sides, asks questions, and steers both sides toward a *compromise*, an arrangement in which each side gives up something to reach a satisfactory solution. Many schools are training volunteer students to mediate conflicts and to find satisfying solutions.





## Chapter 7 Performance Assessment Activity

### Class Newspaper—Conflict Resolution

#### Background

It is important for teens to understand what causes conflicts—at home and school and in the community. It is also vital to know how to resolve conflicts in healthful ways by finding constructive solutions.

#### Task

As a class, write articles for a newspaper. Give the newspaper a name. Include articles on the causes of conflict, how to avoid and prevent conflict, and how to solve conflicts peacefully. Your newspaper may include editorials, articles, surveys, cartoons, interviews, and graphics. The newspaper will give useful information to teens and adults in your community. For example, you might write a feature story about your peer mediation group at school, or you might conduct a survey to find out what students think is the most common cause of conflict between themselves and peers, parents, etc. Have each member of the class contribute one article or feature to the newspaper.

#### Audience

The audience for your newspaper is students in your health class as well as other teens and adults in your community.

#### Purpose

The purpose of the newspaper is to give your audience information about understanding and resolving conflicts.

#### Procedure

**Use the check boxes and answer lines to record your progress.**

- ☐ 1. Working as a class, review the causes of conflicts and constructive ways of resolving them.

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- ☐ 2. Decide on a name for your newspaper.

## Chapter 7 Performance Assessment Activity

- ☐ 3. Brainstorm ideas for newspaper articles and features, including editorials, drawings or cartoons, and an advice column. Look through several newspapers to get ideas about how newspapers articles are written. Articles often answer the questions *Who? What? When? Where? Why? and How?* In editorials, the writers give opinions. Editors write catchy headlines to grab readers' attention.
- ☐ 4. Each member of the class should submit two ideas for articles. Write each idea on an index card. Each card should include: the headline of the article, a few sentences that explain the subject of the article, and an explanation of the type of article or feature you are planning.
- ☐ 5. Hold a class meeting. Read the index cards aloud. Decide which one of the two ideas each student should pursue. Try to choose a variety of subjects and include different kinds of features to keep your audience interested. You might want to select an editorial committee to decide where and how the articles are placed in the paper.
- ☐ 6. On your own, research further information about your subject. Then plan your article. List the facts you want to include. If you are writing a story, make sure to answer the questions *Who? What? When? Where? Why? and How?*
- ☐ 7. Write the first draft of your article. When you reread it, edit it for spelling and grammar and make sure you included the facts you listed in Step 7.
- ☐ 8. Submit your article or feature to class. Discuss with your class how you will publish your newspaper. If possible, distribute it throughout your school and community.

### Assessment

1. Refer to the classroom assessment list for writing a newspaper article.
2. Refer to samples of excellent work if they are available.

## Chapter 7 Building Health Skills Activity

### Chapter 7

## Using the T.A.L.K. Strategy

### Skill: Conflict Resolution

**Directions:** Imagine that you are dealing with one of the conflicts in the box below. Write out the steps in the T.A.L.K. strategy to resolve the conflict. Identify the specific steps you would take to do your part to find a win-win solution. Compare and share your strategy with classmates.

- You and a friend each want to see a different movie Neither one of you is willing to budge.
- Your backpack is stolen from your locker Several days later you see a student wearing an identical backpack.

**T:** \_\_\_\_\_

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**A:** \_\_\_\_\_

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**L:** \_\_\_\_\_

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**K:** \_\_\_\_\_

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CHAPTER

7

Chapter Test

Chapter 7

**Reviewing Health Concepts** (4 points each)

Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

- \_\_\_\_\_ 1. punishment, injury, or insult to the person seen as the cause of the strong emotion
- \_\_\_\_\_ 2. a disagreement between people with opposing viewpoints, ideas, or goals
- \_\_\_\_\_ 3. a life skill that involves solving a disagreement in a way that satisfies both sides
- \_\_\_\_\_ 4. acting or behaving in a certain and often negative manner because others are doing it
- \_\_\_\_\_ 5. an arrangement in which each side gives up something to reach a satisfactory solution
- \_\_\_\_\_ 6. someone who picks on individuals who are smaller or weaker
- \_\_\_\_\_ 7. a process in which a third person, a mediator, helps those in conflict find a solution
- \_\_\_\_\_ 8. an agreement or outcome that gives each party something it wants
- \_\_\_\_\_ 9. a negative and unjustly formed opinion, usually against people of a different racial, religious, or cultural group
- \_\_\_\_\_ 10. name-calling

- a. win-win solution
- b. bully
- c. conflict resolution
- d. labeling
- e. mediation
- f. revenge
- g. compromise
- h. mob mentality
- i. prejudice
- j. conflict

Score (number correct  $\times$  4 points):

**Applying Health Concepts** (4 points each)

Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

- \_\_\_\_\_ 11. Conflicts with parents or guardians usually occur over limits, *responsibilities*, or expectations.
- \_\_\_\_\_ 12. When you walk away from a bully, you *add* to the bully's power.

CHAPTER

# 7 | Chapter Test

- \_\_\_\_\_ 13. Keeping a conflict *private* is one way to prevent it from building.
- \_\_\_\_\_ 14. Win-win solutions are *less* desirable than win-lose solutions.
- \_\_\_\_\_ 15. *Compromise* is a process in which a third person, a mediator, helps those in conflict find a solution.
- \_\_\_\_\_ 16. Conflicts between siblings often involve property or *space*.
- \_\_\_\_\_ 17. *Labeling* is a negative and unjustly formed opinion, usually against people of a different racial, religious, or cultural group.
- \_\_\_\_\_ 18. Conflicts *can* escalate into a physical fight.
- \_\_\_\_\_ 19. Conflict resolution skills can be viewed as an extension of *communication skills*.
- \_\_\_\_\_ 20. W.A.L.K. is a conflict resolution strategy.

Score (number correct  $\times$  4 points):

## Thinking Critically About Health (20 points maximum)

On a separate sheet of paper, write a short paragraph to answer each question.

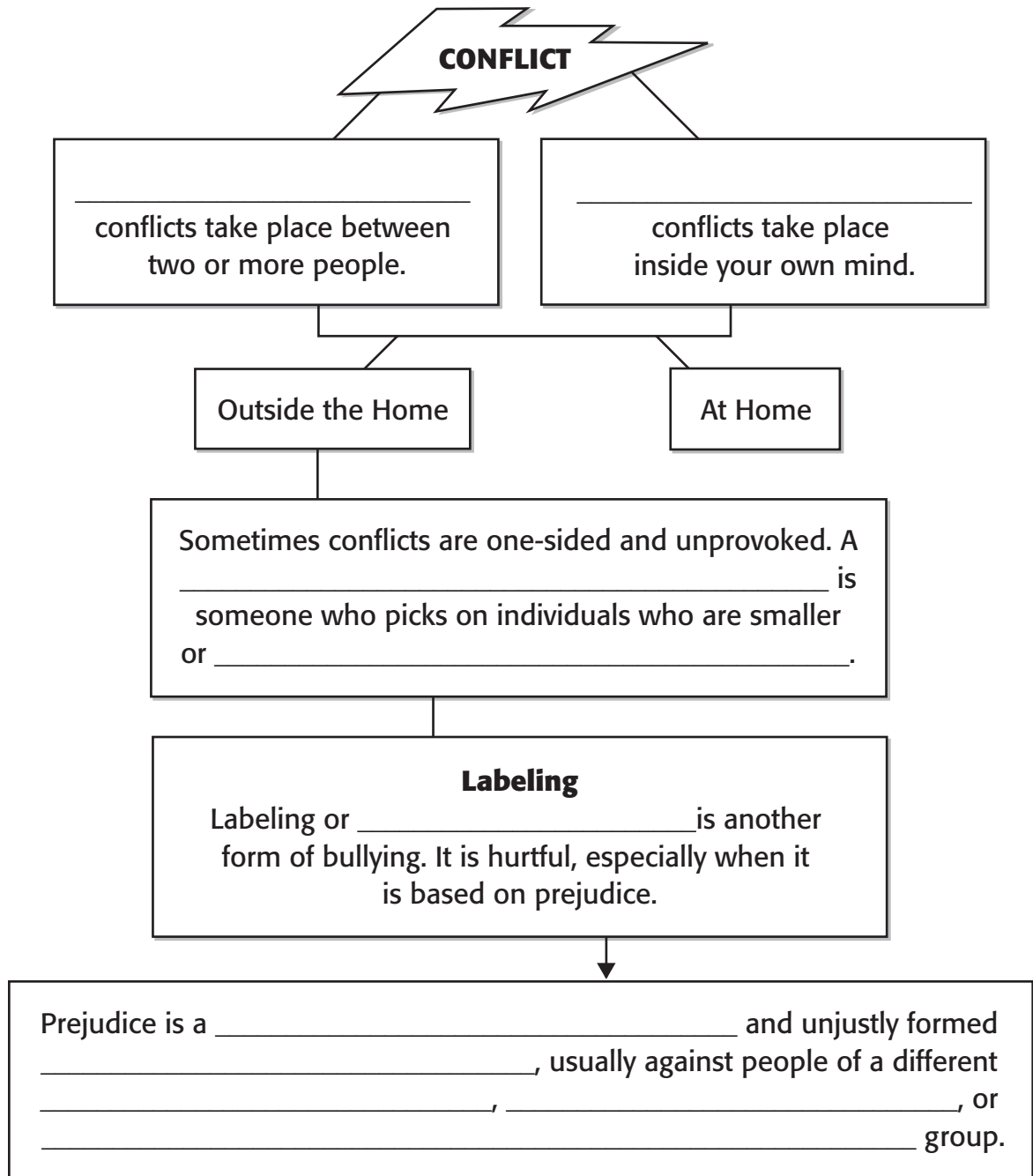
21. **Synthesize** What are the six ways to prevent a conflict from building?
22. **Explain** What is the T.A.L.K. strategy? Identify each specific step in this strategy.

Score (20 points maximum):

Total Score:

# Concept Mapping Activity 7-1

Directions: Complete the concept map on conflict, using terms and phrases from your textbook.



# Decision-Making Activity 7-1

## Handling Conflicts at Home

**Directions:** Imagine that you have just logged onto the Internet and found the following pieces of E-mail in your mail box. Read each letter carefully, and write a reply to each one. Use the six-step decision-making process to give good advice to each person.

### Letter 1

**From:** Nora@mailnet.com

**To:** You@mailnet.com

**Subject:** My Mom!

You have to help me! My mom and I are having a really big conflict. She thinks that I am not old enough to do anything. She will not let me go out to the movies without her. She won't ever let me stay up past ten o'clock. I feel like she isn't letting me act my age. But that isn't what she thinks! We've gotten into some pretty heavy arguments lately. I am getting so tired of it. It is not fun to be home anymore because we argue so much. You seem to have a better relationship with your mother, so I thought I'd ask you for advice. What should I do?

**Re:** My Mom!

### Letter 2

**From:** Juan@mailnet.com

**To:** You@mailnet.com

**Subject:** Tired of Carlos

This is really getting to me! I am so tired of sharing a room with my older brother. We are supposed to split the space in the room evenly, but he is constantly leaving all of his things in my area. He takes my pens and paper off my desk whenever he wants and basically ignores the fact that we are supposed to be sharing the room. I am so tired of fighting with him. I know you understand my feelings since you had to share a room with your sibling once. Can you tell me what I should do to solve this conflict?

**Re:** Tired of Carlos



## Reteaching Activity 7-1

### Conflict Resolution

Directions: Match the definitions in the left column with the term or word about conflict resolution in the right column. Write the answers in the space provided.

1. \_\_\_\_\_ is a disagreement between people.
2. Conflicts can be caused by differences in \_\_\_\_\_ over just about anything.
3. When you have conflicts with your parents about rules, try to put yourself in the \_\_\_\_\_ of your parents.
4. Try to understand that parents set limits for the well-being of their \_\_\_\_\_.
5. Work to maintain positive relationships with the people in your \_\_\_\_\_.
6. Conflicts between \_\_\_\_\_ often involve issues about property and space.
7. Conflicts can be about \_\_\_\_\_, rewards, and privileges.
8. Teasing is a form of \_\_\_\_\_.
9. \_\_\_\_\_ are people who pick on individuals who are smaller or weaker.
10. \_\_\_\_\_ or name-calling is a form of bullying.
11. Calling a person a name based on his or her culture or \_\_\_\_\_ is totally unacceptable.
12. \_\_\_\_\_ is a negative and unjustly formed opinion.
13. When teased, you can explain that the teasing makes you \_\_\_\_\_.
14. Words should be used to build people up, not \_\_\_\_\_ them down.

conflict  
tear  
opinion  
uncomfortable  
prejudice  
position  
race  
children  
labeling  
environment  
bullies  
siblings  
bullying  
power

## Enrichment Activity 7-1

### Fill in the Blank

Directions: Match the sentence parts in column A with the sentence parts in column B to form complete sentences about conflict.

- |  |  |
|--|--|
| <p>_____ 1. Conflict can be caused by _____.</p> <p>_____ 2. Conflicts involving a simple exchange of words _____.</p> <p>_____ 3. The conflicts of gangs _____.</p> <p>_____ 4. When conflicts involve weapons that can lead to injury or death, _____.</p> <p>_____ 5. Interpersonal conflicts are _____.</p> <p>_____ 6. Internal conflicts _____.</p> <p>_____ 7. Conflicts are unavoidable because _____.</p> <p>_____ 8. By resolving conflicts, people _____.</p> <p>_____ 9. The more time you spend with people, _____.</p> <p>_____ 10. It is important to maintain positive relationships with people in your environment because _____.</p> <p>_____ 11. Conflicts with parents usually occur over _____.</p> <p>_____ 12. Conflicts with siblings usually occur over _____.</p> | <p>a. people have different needs and wants</p> <p>b. property, space, and competition for attention</p> <p>c. are considered minor conflicts</p> <p>d. these relationships impact your personal health</p> <p>e. they are extremely serious</p> <p>f. limits, responsibilities, or expectations</p> <p>g. the more chances there are for conflicts to arise</p> <p>h. differences of opinion over anything, from relationships to property</p> <p>i. are ongoing and severe</p> <p>j. can settle their differences</p> <p>k. between two or more people</p> <p>l. take place in a person's mind</p> |
|--|--|

# Guided Reading and Writing Activity 7-1

## The Nature of Conflict

### Guided Reading

**Directions:** Please refer to pages 154–158 in the text and answer the following questions.

1. What are two forms of conflict?

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2. What are two types of bullying?

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3. Define *prejudice*.

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### Writing

**Directions:** Choose one of the following selections and write a paragraph on a separate sheet of paper.

**Communication Skills:** Miguel’s parents have told him that he cannot have access to the computer for tasks other than school-related work until he agrees to complete his weekly chores. Miguel disagrees. Think of what kind of compromises Miguel and his parents could agree upon. Imagine you are Miguel, and write a letter to your parents outlining how this conflict can be resolved.

**Advocacy:** Imagine that since the start of the school year you have noticed a lot of bullying and teasing taking place. Write a Public Service Announcement (PSA) that could potentially play on the loudspeaker at school.

# Lesson Quiz | 7-1

In the space, write the word(s) from the list that will best complete each statement.

1. A(n) \_\_\_\_\_ is a disagreement between people with opposing viewpoints, ideas, or goals.
2. Conflicts between two or more people are \_\_\_\_\_ conflicts.
3. A(n) \_\_\_\_\_ is someone who picks on individuals who are smaller or weaker.
4. \_\_\_\_\_, or name-calling, is another form of bullying.
5. \_\_\_\_\_ is a negative and unjustly formed opinion, usually against people of a different racial, religious, or cultural group.

labeling  
prejudice  
bully  
conflict  
interpersonal

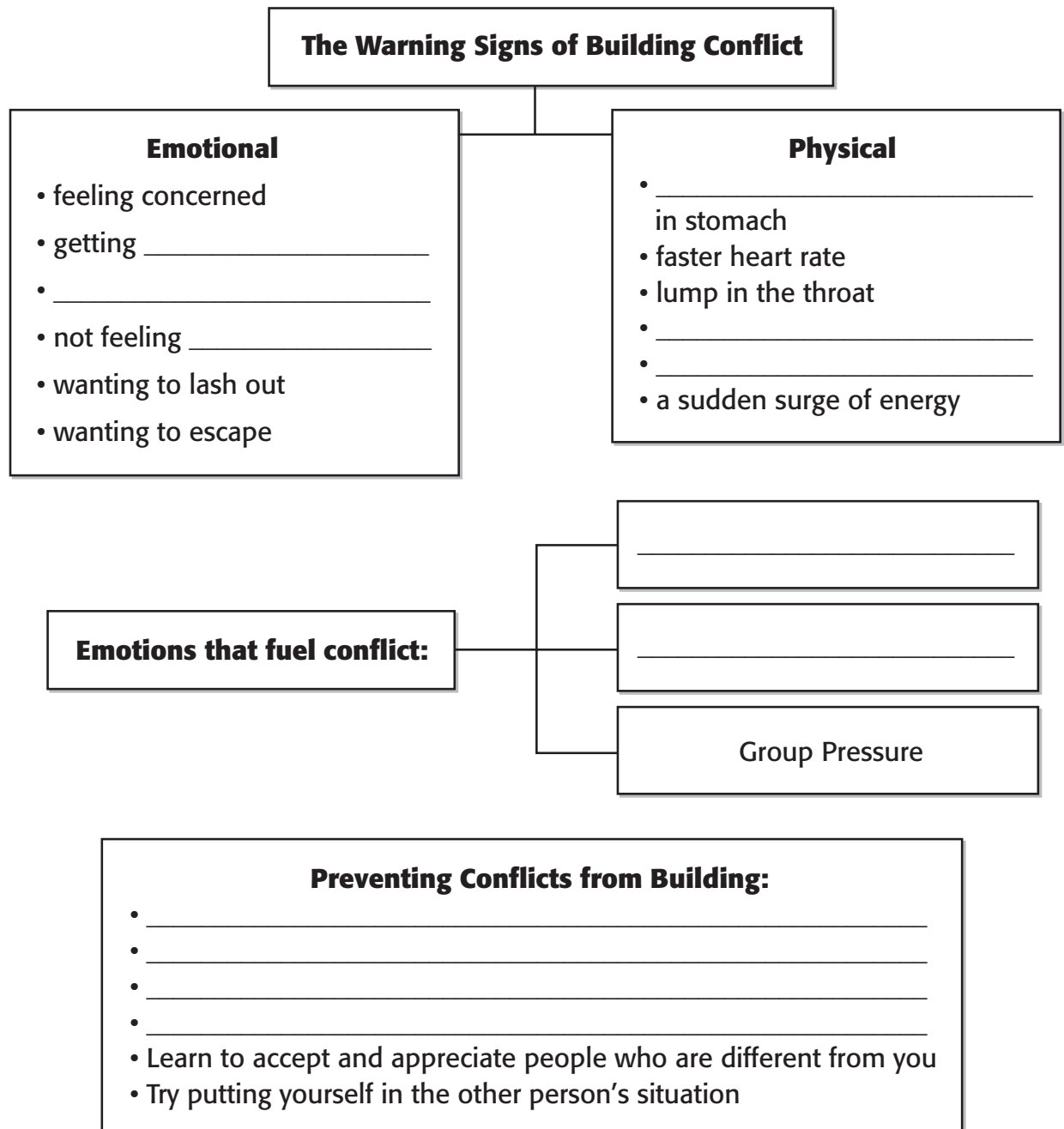
Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space.

- \_\_\_\_\_ 6. When you have conflicts over things like chores with your family members, try to put yourself in the other person's *safety*.
- \_\_\_\_\_ 7. Conflicts can be about *power*, rewards, or privileges.
- \_\_\_\_\_ 8. Conflicts between *siblings* often involve property and space.
- \_\_\_\_\_ 9. The best way to deal with *authority* is to walk away and tell a trusted adult.
- \_\_\_\_\_ 10. Teasing is a form of *health*.

Score (number correct  $\times$  10 points):

## Concept Mapping Activity 7-2

Directions: Complete the concept map on conflict, using terms and phrases from your textbook.



## Cross-Curriculum Activity 7-2

### Social Studies Connection

**Directions:** Read the passage below. Then follow the directions.

When President Jimmy Carter left the White House in 1981, he did not end his dedication to public service. Instead, he and his wife, Rosalynn, established the Carter Center on the campus of Emory University in Atlanta, Georgia. A nonprofit organization, the Carter Center is dedicated to human rights and easing human suffering. It strives to prevent and resolve conflicts, promote freedom and democracy, and improve health throughout the world.

Through its Conflict Resolution Program, the Carter Center has sought peaceful solutions to civil conflicts in such places as Bosnia, the Korean peninsula, and Africa. It is also the base for the International Council for Conflict Resolution, a group of experts and world leaders who have dedicated themselves to helping resolve conflicts and promoting peace.

Closer to home, the Carter Center has developed a national program called “Not Even One” to protect children against violence and gun-related injuries. The Carter Center is dedicated to helping people—in schools and communities in the United States, and in faraway nations—solve conflicts, find resources, and live peaceful, healthful lives.

**Do some research to find out about other accomplishments and ongoing programs of the Carter Center. You might consult a current encyclopedia, recent news magazines, or the Internet. Use your research to write a report. In your report, include answers to the following questions. Use a separate sheet of paper to write your answers.**

1. What kind of role does the Carter Center play as a nongovernmental organization in conflict resolution?
2. List some specific examples of the Carter Center’s work to prevent or solve conflicts throughout the world.
3. How does the “Not Even One” program seek to prevent gun-related deaths and injuries?
4. How might college students become involved with the work of the Carter Center?
5. How can people find out about the Carter Center’s volunteer programs?

## Reteaching Activity 7-2

### Dealing with Conflict

Directions: In each poster box below, list information about each topic. The first one is started for you.

#### #1 Ways to Prevent Conflict from Escalating

1. Learn to recognize and to understand what you are feeling.
2. Keep your conflicts with another person private. Do not involve anyone else.

#### #2 The Way Anger Builds Conflict

#### #3 The Way Jealousy Builds Conflict

#### #4 Dealing with Anger and Jealousy

#### #5 The Way Alcohol and Drug Use Builds Conflict

#### #6 The Way Group Pressure Escalates a Conflict

# Enrichment Activity 7-2

## Preventing Conflicts

Directions: Read the situations about conflict. In the chart provided, analyze the conflict by identifying the cause of the conflict and how an escalation of the conflict can be prevented.

**Situation #1:**

Lynne felt her heart race when Caroline announced that her boyfriend just gave her a miniature poodle puppy. As she described her puppy, Caroline stood in the center of the room, dressed in an expensive designer outfit. In silence, Lynne watched Caroline jealously. Then Lynne began plotting a way to put Caroline in her place. She would spread the rumor that Caroline shoplifted her clothes and lied about having a boyfriend.

Cause of the Conflict	A Way to Prevent the Conflict from Escalating

**Situation #2:**

Evan is not very sure of himself, and one way he deals with these feelings is to tease other boys in his class. He picks on one boy, Ian, everyday before math class. Ian is tired of listening to Evan’s hurtful comments and the other boys laughing along at his expense. Ian decides he has had enough, and with his fists clenched, he approaches Evan.

Cause of the Conflict	A Way to Prevent the Conflict from Escalating



# Guided Reading and Writing Activity 7-2

## Preventing Conflicts

### Guided Reading

Directions: Please refer to pages 159–163 in the text and answer the following questions.

1. What does *escalate* mean?

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2. Define *revenge*.

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3. List ways to prevent conflicts.

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### Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

**Decision Making:** Imagine that someone at school has been spreading rumors about you. The things being said are untrue and very hurtful. Write a journal entry about what you are feeling and what can do about it. Be sure to apply the six steps of decision making to the problem.

**Stress Management:** Seth has noticed that when he is stressed or has a lot on his mind, he has a short temper and becomes angry quickly. Sometimes it can be difficult for him to deal with anger or frustration in a healthy way. Write about the possible stressors in Seth's life and what activities he might do to release built-up anger.

# Lesson Quiz | 7-2

Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space.

- \_\_\_\_\_ 1. One way to prevent conflicts from becoming violent is to recognize the *signs* that a conflict is building.
- \_\_\_\_\_ 2. Using *alcohol* negatively affects a person's emotional state and understanding of a problem.
- \_\_\_\_\_ 3. If someone has hurt or upset you, it is *unhealthy* to feel a desire for revenge.
- \_\_\_\_\_ 4. Learning to understand your feelings is one way to *prevent* conflict.
- \_\_\_\_\_ 5. Jealousy leads to anger and *self-control*, which often leads to revenge.

In the space provided, write the word(s) from the list that best completes each statement.

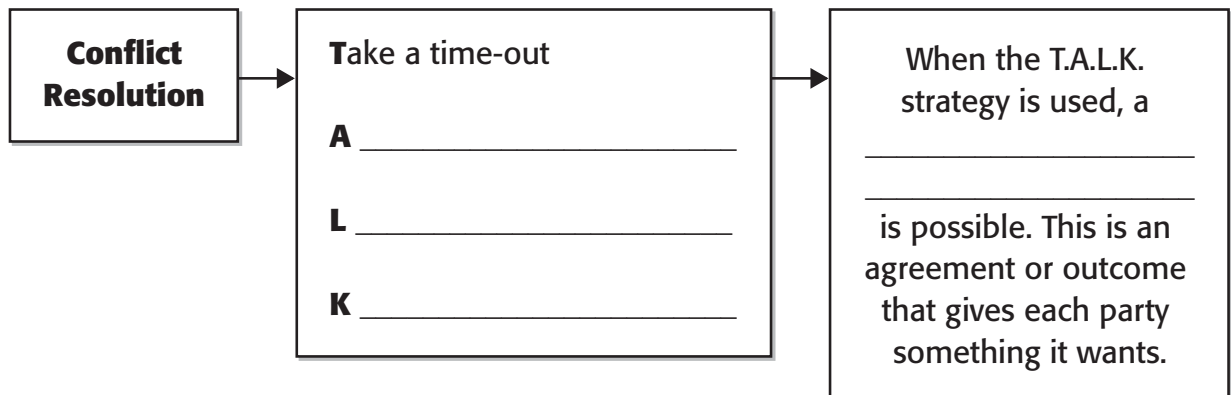
6. Acting in a certain and often negative manner because others are doing it is referred to as \_\_\_\_\_.
7. When a conflict becomes more serious it can \_\_\_\_\_.
8. \_\_\_\_\_ is punishment, injury, or insult to the person as the cause of the strong emotions of anger and bitterness.
9. The best strategy when emotions are running high is to \_\_\_\_\_ from the situation.
10. Yelling in \_\_\_\_\_ at another person never accomplishes anything positive.

escalate  
step away  
anger  
mob mentality  
revenge

Score (number correct  $\times$  10 points):

## Concept Mapping Activity 7-3

Directions: Complete the concept map on resolving conflict, using words and terms from your textbook.



Sometimes problems are too big or too dangerous to settle on your own. The best bet is to seek outside help.

\_\_\_\_\_ is the process in which a third person, a mediator, helps those in \_\_\_\_\_ to find a \_\_\_\_\_

### Steps in the Mediation Process

1. The parties involved in the conflict agree to seek an independent mediator's help.
2. The mediator hears both sides of the dispute.
3. The mediator and the parties work to clarify the wants and needs of each party.
4. The parties and the mediator brainstorm possible solutions.
5. The parties and the mediator evaluate the different outcomes.
6. The parties choose a solution that works for each of them.

# Finding a Solution Through Meditation

## Objectives

- Discuss the qualities of a good mediator.
- Act as a mediator to help solve a conflict.
- Evaluate the benefits of mediation.

## Materials

Worksheets

## Time

One class period

## Preparation

- For each student, make a copy of the student worksheet on page 26.
- Prepare to have students work in groups of three.
- Copy the following scenarios on small slips of paper. Make a copy of each of the three scenarios for each group of students.

## Scenario 1: Conflict over work on a class project

Role 1: Travis

You think that you and Kelly should each do one part of the project individually and then on presentation day, you should each present your part. You think you should do the visual section of the project by creating a graphic poster because you are good at drawing. You are angry because Kelly doesn't think you will do a good job on the poster. You are refusing to work until Kelly says you can make the poster.

Role 2: Kelly

You think you and Travis should work together on both the visual and written parts of the project. You are angry because Travis is refusing to work on anything but the poster. You want to work on the poster, too, because you do not want to be stuck doing all the writing on your own. The writing part of the project is much harder. You aren't going to work until Travis decides to work on the writing part of the project.

**Mediator:** The project that Travis and Kelly are responsible for is due in two days. Help Travis and Kelly solve their conflict.

### Scenario 2: Conflict about paying for a broken radio

Role 1: Aaron

You borrowed Scott's radio last week. You took it to Richard's house over the weekend so you and Richard could listen to music while you used your remote control cars. When you were at Richard's house, he insisted that the two of you work outside on the project even though you didn't want to use Scott's radio outside on the lawn. You forgot to take the radio home with you when you left. That night it rained really hard and the radio got wet because it was still outside. Now the radio does not work. Scott thinks you should pay for the radio. You think Richard should pay because he insisted that you use it outside. You are angry because Richard said he won't pay a dime.

Role 2: Richard

When Aaron came over last week to drive your remote controlled cars, he brought Scott's radio. You had Aaron set it up on the lawn as you used the cars. When he left that day, he forgot to take the radio. You noticed the radio was still outside after Aaron left but you figured he would be back to get it. Aaron did not come back until the next day. During the night it had rained really hard, and now the radio is not working at all. Aaron seems to think you should pay for the radio since you wanted to listen outside and you did not get it off the lawn. You are angry at Aaron because you don't think it was your responsibility to worry about the radio.

**Mediator:** Scott's radio is damaged and he expects someone, either Aaron or Richard, to pay for the radio. Help Aaron and Richard solve their conflict.

### Teaching the Lab

1. Review the steps of conflict resolution. Have students identify what each letter of the acronym T.A.L.K. stands for in the conflict resolution process.
2. Have students write a hypothesis about ways a mediator can avoid taking sides during a conflict.
3. Explain role play. Tell each group that they will have a maximum of 4 minutes for each scenario.
4. Discuss responsibilities of mediator. Offer a suggestion of having mediator decide who can hold the "Speaking Ball" and for how long.

## Teaching the Health Lab Activity 7-3

For use with Chapter 7

---

5. After students complete each scenario, have them complete the second two columns of the chart.
6. Have students answer the Analysis questions on the back of their worksheets.

### Sample Hypothesis

Answers will vary but students should indicate ways a mediator can avoid taking sides during a conflict.

### Analysis

(Answers will vary. Possible responses are shown.)

1. Answers will vary based on the results of the student investigation.
2. Mediation training will help a person know effective methods to solve conflicts.
3. No, sometimes mediation will not work.
4. If people compromise, mediation can help solve a problem.  
Mediation will not work if people are not willing to compromise.

### Further Investigation

Have students discuss the training that mediators go through. Have a representative from a mediation program Talk to your students about the training.

# Health Lab Activity 7-3

## Finding a Solution Through Mediation

### Introduction

Sometimes no matter how much two people try to work out a conflict, they just are not able to compromise on their own. In these cases, bringing in a third party is a way to solve the conflict. A mediator is a person who is unbiased and does not have any stake in the conflict. An effective mediator does not take sides but instead helps people come up with a solution that works for everyone involved.

### Objectives

- Discuss the qualities of a good mediator
- Act as a mediator to help solve a conflict
- Evaluate the benefits of mediation

### Materials

Worksheets

### Hypothesis

Write a hypothesis in which you explain how a mediator can remain unbiased while helping two people solve a difficult conflict.

### Procedure

1. Your teacher will give you three different scenarios for you to role-play. In each scenario, there are two people with a conflict and one mediator. Decide who will play each role in the scenario.
2. Act out the first scenario. Remember, the mediator's role is to help the two people calmly come to a solution that they both can live with. Your teacher will tell you when to start and stop each scenario.

- At the end of the role playing session, complete the chart. If the two people were able to agree to a solution, write the solution in the chart. Record actions taken by the mediator that helped solve the conflict and actions that were not effective.
- Repeat the procedure with the remaining scenarios, making sure to switch roles so that each person in your group will act as the mediator for one scenario.
- Answer the Analysis questions with your group.

Conflict	Solution	Mediator Actions
1. Conflict over work on a class project		
2. Conflict about paying for a broken radio		

## Analysis

Work with your group to answer these questions on the back of this worksheet.

- Which of the things that the mediators did were most effective in helping the people reach a compromise? What actions were least effective?
- How could training in mediation techniques be helpful to a person who wants to help people solve their conflicts?
- Will mediation always work to solve a conflict that two people could not solve by themselves?
- Under what circumstances will mediation work to solve a conflict? When will mediation fail to solve the problem?

## Further Investigation

Is there a peer mediation program at your school? If so, find out what training prospective mediators go through before they begin helping people solve conflicts. If there is not a mediation program at your school, find out about peer mediation that is happening at another school.



## Reteaching Activity 7-3

### Resolving Conflict

**Directions:** Carefully read the statements about resolving conflicts. In the middle column, write a + if the statement is true and 0 if it is false. If the statement is false, write the corrected statement in the right column.

Ways to Resolve Conflicts	True or False?	Corrected Statement
1. Avoiding conflict is likely to make it better.		
2. Be willing to work toward a positive, healthy solution to a conflict.		
3. Only the quiet person should be allowed to tell his or her side during conflict resolution.		
4. Feelings should be expressed and anger should be released, with or without interruption during conflict resolution.		
5. Help from a mediator is a way to find creative solutions to conflicts.		
6. Letting each person ask questions occurs before conflict resolution begins.		
7. Mediation is a process that includes a neutral mediator who listens, asks questions, and decides the best solution.		
8. Mediators take sides.		
9. Problem-solving requires getting to the root of a problem.		
10. Ignoring your feelings of anger or bitterness is best.		
11. Keep brainstorming until you find mutually satisfying solutions during conflict resolution.		

## Enrichment Activity 7-3

### The ABCs of Resolving Conflicts

Based on what you know about resolving conflicts, write what works to settle a problem so that everyone comes away a winner.

**Directions:** Write 26 specific ways to resolve conflicts, and have each one start with a different letter of the alphabet. The letters *X* and *Z* are difficult, so they have been filled in for you.

#### 26 Things to Know about Resolving Conflicts Effectively

- |             |                           |
|-------------|---------------------------|
| 1. A _____  | 14. N _____               |
| 2. B _____  | 15. O _____               |
| 3. C _____  | 16. P _____               |
| 4. D _____  | 17. Q _____               |
| 5. E _____  | 18. R _____               |
| 6. F _____  | 19. S _____               |
| 7. G _____  | 20. T _____               |
| 8. H _____  | 21. U _____               |
| 9. I _____  | 22. V _____               |
| 10. J _____ | 23. W _____               |
| 11. K _____ | 24. X EXamine _____       |
| 12. L _____ | 25. Y _____               |
| 13. M _____ | 26. Z Compromis(Z)e _____ |

# Guided Reading and Writing Activity 7-3

## Resolving Conflicts

### Guided Reading

Directions: Please refer to pages 164–167 in the text and answer the following questions.

1. What is conflict resolution?

---

---

2. What are the meanings of the letters in the T.A.L.K. strategy?

---

---

3. Define *compromise*.

---

---

### Writing

Directions: Choose one of the following selections and write a paragraph on a separate sheet of paper.

**Conflict Resolution:** Imagine two friends have been upset with each other for some time. You have vowed not to take sides, but think you could mediate the conflict to help them reach a solution. Write a short script of the mediation session. Be sure to include the conflict itself, each of the steps of the mediation process, and the resolution in your script.

**Practicing Healthful Behaviors:** Create a pamphlet on conflict resolution to share with your peers. Include the T.A.L.K. strategy, the mediation process, and the traits of an effective peer mediator. Distribute your pamphlet to others teens in your school. If you are further interested in peer mediation, Talk to your school counselor about starting a peer mediation program.

# Lesson Quiz | 7-3

In the space, write the word(s) from the list that will best complete each statement.

1. A \_\_\_\_\_ approach to dealing with conflict is to have the parties involved work together to find a positive, healthy outcome.
2. An agreement or outcome that gives each party something it wants is a \_\_\_\_\_.
3. A \_\_\_\_\_ is an arrangement in which each side gives up something to reach a satisfying solution.
4. \_\_\_\_\_ is a process in which a third person, a mediator, helps those in conflict find a solution.
5. During conflict resolution, people keep \_\_\_\_\_ possible solutions until they find one that will satisfy both sides.

mediation  
compromise  
constructive  
brainstorming  
win-win solution

Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space.

- \_\_\_\_\_ 6. Avoiding a conflict is likely to make it *better*.
- \_\_\_\_\_ 7. The mediator, who is *neutral*, listens carefully during the mediation process.
- \_\_\_\_\_ 8. Students who want to be peer mediators go through a *resolution* program.
- \_\_\_\_\_ 9. Effective problem solving requires getting to the *root* of a problem.
- \_\_\_\_\_ 10. During conflict resolution, each person tells his or her side without *interruption*.

Score (number correct  $\times$  10 points):

## Parent Letter and Activities

### For use with Chapter 7

Dear Parent or Guardian,

We are now studying the topics of conflict and conflict resolution. We will discuss the nature of conflict and learn how to recognize common causes of conflicts and factors that fuel them as well as ways to keep conflicts from escalating. We will address ways to prevent and resolve conflicts peacefully, through mediation, and compromise.

Some questions your teen will consider as we discuss this topic are: *What are conflicts, and why do they occur? Are all conflicts negative or can some have positive outcomes? How does mediation help resolve conflicts? What can be done about conflicts outside the home? What types of mediation exist?*

These questions and topics covered in our current study touch on serious social and personal issues such as prejudice. By answering the questions, your teen will learn valuable interpersonal skills that can enhance his or her ability to avoid conflict or resolve it in healthful ways.

To support and extend our classroom work, please set aside some time during the next few weeks to complete one or more of the following activities with your teen:

- Read a newspaper together. Discuss the possible causes of conflicts in your community. Discuss ways that escalation of the conflicts can be avoided.
- Role play with your teen on ways to mediate and avoid conflict. Think of an issue that can cause conflict between parents and children, for example curfews, money, or chores. Take turns being the parent and the child as you role play.
- Be available to answer questions and concerns your teen may have about conflict.

Of course, feel free to engage in other activities you think will help your teen avoid and resolve conflicts. Your activities will be a welcome addition to our efforts here. As always, do not hesitate to contact me for further information.

Sincerely,

Health Teacher

# Performance Assessment Teacher Resources

For use with Chapter 7

Performance assessment is a way of teaching and learning that involves both process and product. It is not just a testing strategy. Performance assessment tasks get students involved in constructing various types of products for diverse audiences. Students also are involved in developing the process that leads to the finished product.

Performance assessment tasks are based on the most essential elements in the curriculum and activities that will engage students. Students need the opportunity to put concepts, skills, and attitudes together. Performance assessment allows students to demonstrate how effectively they can put the pieces together and use information in real-world applications.

The assessment of each student's work should consider not only the final product but also the processes that led to it. Some of the processes include getting and working with information, using information for a purpose, using information to craft a product or presentation, and using information to communicate with specific audiences.

In all, there are 21 activities: one for each chapter in *Teen Health* Course 3. Each chapter contains a rubric and a classroom assessment list. There are a total of 10 rubrics. Some of these rubrics may be repeated in other chapters.

## Learning Styles

Some learners prefer to understand the connections between ideas and excel in the skills of critical analysis. These students are good at predicting, comparing and contrasting, and analyzing. Other learners enjoy organizing information and excel in remembering details. Some learners engage in creative problem solving and use productive, divergent thinking skills. Other learners are best at tasks that require interpersonal skills. These students are good at interviewing and at working in teams. They focus on attitudes, motivations, feelings, and opinions and are more self-aware than most. Some learners prefer to write, while others like oral presentations; still others enjoy making things. Performance assessment often uses a combination of individual and group cooperative learning. Group work may be used as the first step in getting students engaged and allowing a diversity of ideas to emerge. Sometimes a whole project is based on group work. In this case, individuals should have specific tasks for which they are accountable. For example, if the group's task is to write a booklet about safety for elementary students, each group member should create one chapter. The group then works together to plan the sequence of chapters, the book's cover, a title page, and other elements.

All learning styles are valuable. Performance assessment tasks give students opportunities to use their preferred learning style and expand their competency in other styles. For example, the student who excels at writing detailed informational pamphlets for peers could also be involved in making persuasive posters for adult groups. Some performance tasks will dictate what the product is to be. Other performance tasks will allow students to choose the format, purpose, and audience for their product.

### The Performance Task

Each chapter resource contains a performance task for that chapter in *Teen Health*. You are encouraged to use the tasks, change them, and create your own versions. After some experience, students will be able to help create the tasks and thus increase their ownership of the process.

The following is a description of the essential elements for a valid performance task. Use these criteria to evaluate each task.

1. **Essential:** The task must focus on the most important elements of the chapter.
2. **Integrative:** The task must require students to put together important information, concepts, and skills.
3. **Engaging:** The task must grab students' attention.
4. **Activating:** As students continue working on the task, they become more interested and are willing to work harder.
5. **Feasible:** The task fits the time, sources of information, and other resources available to students.
6. **Safe:** The activity is safe for the students and others.
7. **Equitable:** All students have a fair chance to succeed at the task.
8. **Balance of Group and Individual Work:** Group work is often used in performance tasks. When a group works on a single product or performance, each individual must be held accountable for his or her part.
9. **Appropriate Structure:** The task has enough structure to give students a reasonable chance to understand it. Structure can be provided through the statement of the task, the directions, the rubric and/or the classroom assessment list of criteria (shown ahead of time to students), and models of excellent work.
10. **Authentic Product:** The product is similar to or the same as products found in a real-world situation; that is, the product is not unique to the classroom.
11. **Authentic Process:** The processes students use to complete the task are similar to or the same as the processes used by people in real-world situations.
12. **Authentic Audience:** Part of crafting the product is deciding how best to communicate with different audiences about it.
13. **Criteria to Assess Quality:** Share with students at the beginning of the task the criteria that will be used to judge the quality of the process and the product. Students may be involved in setting the criteria. Rubrics and classroom assessment lists are the criteria for the tasks in this book.

14. **Models of Excellent Work:** Models of excellent work should be available to students at the beginning of a task. The models should be of work similar to, but not the same as, the current task.
15. **Self-Assessment:** The task allows the student to engage in self-assessment of the process and/or the product. Additional information on self-assessment is given later in this introduction.
16. **Outside Assessment:** If the audience for a product is not the teacher or classmates, the outside audience can provide an assessment of the product or performance. Outside audiences should be used whenever possible.
17. **Feedback and Revision Loop:** The task allows the student to get feedback from peers and/or the teacher while the work is in progress. This gives the student the opportunity to revise and refine the product.
18. **Connection to the Context of the Curriculum:** The task fits naturally into the curriculum and is a good way to assess a student's understanding of the concepts being studied.

## Using Performance Assessment Tasks

This book includes tasks that call for a variety of products and performances. They are intended to be used as written, but they can be easily adapted by changing the product, purpose, and/or audience. The tasks also can serve as models for the teacher to use in creating other performance assessment tasks. On pages 37–38, a rubric and a classroom list are provided for use with the chapter performance task. Note that the *Assessment* entry on the task form refers the student to a particular classroom assessment list or lists. For your assessment of the task, use the corresponding rubric. You may want to adapt the rubric and classroom list to meet your specific needs.

## Classroom Lists and Models of Excellent Work

At the beginning of a performance task, show students the classroom list relevant to their project. Also, show them examples of excellent work similar, but not identical, to their current project. Models of excellent student work are not included in this book. They should come from your students. You may not have models of excellent work available at first. You and your colleagues could define what excellent work is in your course.

## Rubric

A rubric is a set of descriptions of the quality of a process and/or a product. The set of descriptions includes a continuum of quality from excellent to poor. There are many varieties of rubrics. The one used in this book is a six-level rubric called a Two-Decision Rubric.



# Performance Assessment Teacher Resources

## For use with Chapter 7

To use the rubric, the assessor studies the product and makes the first of two decisions: Is the product more like one that is excellent (**T**) or more like one that is poor (**W**)? If the product is more like a **T**, then the assessor makes the second decision: Is the product unusually excellent (**S**), evenly excellent (**T**), or mostly excellent (**U**)?

If the first decision is that the product is more like a **W**, the assessor's second decision is as follows: Is the product evenly poor (**W**), mostly poor but with some better elements (**V**), very poor (**X**), or not done (**X**)? In only two decisions, the product is placed on a six-point scale.

The rubric in this book uses letters instead of numerals to avoid misleading scores. For example, using numerals from 1 to 4, if a student were to get a 2 on one presentation and a 4 on another, it might be reported that the student got an average of 3. The scores of 1, 2, 3, and 4 are in a continuum of quality, but the distances between each of the four levels are probably the same. Rubrics are more like Continuum B than Continuum A, so the values should not be added together and a mean score calculated.

<b>S</b>	Superb, eloquent, unusually excellent
<b>T</b>	Evenly excellent
<b>U</b>	Mostly excellent, unevenly excellent, one or two important elements that are not excellent
<b>V</b>	Mostly poor, one or two important elements that are better than poor
<b>W</b>	Evenly poor
<b>X</b>	Very poor or not done

### Continuum A: Equal intervals between values

1   2   3   4

### Continuum B: Unequal intervals between values

1   2   3   4   5   6

Consider the ratings one student earned on seven posters done throughout the course:

W   U   T   U   U   T   T

It would be correct to describe the student's long-term performance by reporting that he or she earned three **T**s, three **U**s, and a **W**. Another observation would be that the student earned two of the **T** ratings during the later part of the course, which showed improvement.

If two or more teachers are assessing the same type of product, such as a poster, using the same rubric will help them assess the poster in a similar way. Once a rubric has been created, many teachers can use it without alteration. (Even teachers at different grade levels or teaching different subjects can use the same rubric. Use of a common rubric can provide continuity from grade to grade and from subject to subject.)

### Classroom Assessment List

The rubric is not a tool for students. Each teacher uses the rubric to make a classroom assessment list, using terms students can easily understand. The classroom list is a guideline. If a student meets every guideline of a classroom list in an excellent manner, the product or performance would probably be assessed as a **T**.

While the rubric remains unchanged from teacher to teacher, classroom assessment lists will likely differ. Each teacher decides how best to translate the rubric into a useful list of guidelines for a particular class. After a few experiences using classroom assessment lists, the students can make their own lists of guidelines, working alone or in cooperative groups. This further engages them in active learning.

### Students' Self-Assessment

Students should learn to examine their work and identify what they have done well and where they could improve. When students are taught to use the instructions in the performance task, the classroom assessment list, and the models of excellent work to assess their projects, their self-assessment will be more effective.

### The Portfolio

Portfolios are a good way to look at the overall work of a student. One strategy is to have students save a variety of their best work in a “working folder” during the course. Near the end of the course, ask students to select a small number of products for their portfolios. These products should show how competent students have become in using concepts and information.

After students have made their selections, each student writes a narrative explaining why he or she chose specific items and how those items demonstrate the degree to which the student has achieved health literacy. The teacher reads each narrative and writes a short response to the student about how honest and perceptive the student has been. Teachers might use the student’s portfolio and narrative as a significant part of the final grade for the course. The portfolio strategy engages students in decision making, promotes self-analysis, and requires a reasonable amount of work from the teacher.

### Grades

A grade may also be necessary for a project. On each classroom assessment list, the teacher can assign a point value to each element. Students are awarded points according to the quality of their work relevant to that element. The teacher can assign more or fewer points to an element to weight its value in the total score. Points earned should reflect the letter assessment from the rubric.

## A Newspaper Article

**S:** This article is of exceptional quality. It conveys the story in a smooth and engaging style. The reader's interest is held throughout. Especially appropriate quotes and details are woven into the article. Photographs are highly informative and add much to the story. The headline is memorable.

**T:** The article is interesting and concise. The theme is immediately apparent, and the article flows smoothly as it is developed. Quotes are used to support the theme without being overused. Appropriate details support the theme. The vocabulary is well chosen to communicate the information to the intended audience. The article is factually correct and ethical. Humor, if used, is in good taste. The headline is appropriate to the story and grabs the attention of readers. Photographs are clear and interesting and show action rather than passive poses. Appropriate captions for photographs are present and in the correct format.

**U:** This article is like the one receiving a rating of **T**, but one or two important elements are not excellent.

**V:** This article is like one receiving a rating of **W**, except that one or two important elements are of good quality.

**W:** The article reads like the minutes of a meeting. It is not interesting. The theme is unclear, and the article is not well-organized. Details are missing or are not appropriate. Quotes are overused or are not used appropriately. Elements of the article may not be in good taste. The headline is not a grabber. Photographs are of poor quality or are not interesting. Captions for the photographs are incomplete or are not in the correct format.

**X:** The article is not done or is very poor.

## A Newspaper Article

Element	Assessment Points	
	Possible	Earned
1. The facts are correct.	_____	_____
2. Quotes are verbatim.	_____	_____
3. Quotes are used but the whole story is not built on quotes.	_____	_____
4. The focus of the article is clearly evident in the first paragraph, known as the “lead.”	_____	_____
5. The readers report having their interest captured immediately and held throughout.	_____	_____
6. The writing is concise. The limited space is used to the greatest degree.	_____	_____
7. There are enough supporting details for the story.	_____	_____
8. The article is crafted to communicate with the appropriate audience.	_____	_____
9. The writing flows well.	_____	_____
10. Humor is used in good taste.	_____	_____
11. The writer has been ethical.	_____	_____
12. The mechanics of language are flawless.	_____	_____
13. The headline is both appropriate and a grabber.	_____	_____
14. Photos clearly show what is intended.	_____	_____
15. Photos are interesting and add information.	_____	_____
16. Captions are accurate and follow the correct format.	_____	_____
<b>Total</b>	_____	_____

## Universal Access Activities

For use with Chapter 7

The purpose of this guide is to aid you in helping all the students in your class get the most from this course. Each chapter contains activities appropriate for each of the following student groups. Answers for each activity are included at the end of this book.

Activity	Different Learning Styles (visual, kinesthetic, auditory)	Physical, Visual, Hearing Impairments	Behavioral Disorders	Learning Disabilities	At-Risk	Gifted
Chapter 7, Activity 1			✓	✓	✓	
Chapter 7, Activity 2	✓ (visual)	✓				✓
Chapter 7, Activity 3			✓	✓	✓	
Chapter 7, Activity 4		✓				✓

[illegible]

# Universal Access Activity 2

## Comic Book

**What to Do:** Create a comic book on the T.A.L.K. conflict resolution method for younger children. Think of the most effective way you can help younger students understand the importance of the T.A.L.K. strategy and conflict resolution. Perhaps the characters in the comic book will be conflicted about something younger children can relate to. You might develop a superhero to help the students better understand conflict resolution skills. Use the space below to plan your comic book.

Comic Book

## Universal Access Activity 3

### “I” Statements

**What to Do:** Using “I” statements is an effective way to let someone know how you feel without blaming or accusing them. A good “I” statement states the situation, tells how you feel about it, explains your feelings, and affirms what you need. For example, instead of saying, “You stole my favorite CD from my locker,” you can change it by stating, “I am angry because I think you borrowed my favorite CD without asking me first. I need you to ask for things before you borrow them.” Change the following statements into effective “I” statements.

You never pay attention to me. You are always watching TV.

---

Mary said you were Talking behind my back. You are not a true friend.

---

You are not fair. You always yell at me, but Donnie never does his chores, either!

---

You are a liar! You said you would call me this week and you did not.

---

Why don’t you do your own homework? You are always copying off mine!

---

If you like Darryl so much, why don’t you go out with him?

---



# Universal Access Activity 4

## Anti-Violence Pamphlet

**What to Do:** Create a how-to pamphlet on “How to Prevent Violence at Home, at School, and in the Community.” Include resources to go to for help. Use the space below to plan your pamphlet.

### Front

<b>Page 2</b>	<b>Page 3</b>	<b>Page 4</b>

### Back

<b>Page 2</b>	<b>Page 3</b>	<b>Page 4</b>

# Lesson Plan

## Chapter 7 • Lesson 1 (SE pages 154–158)

Teacher's Name				Date			
Grade	Class(es)	Date(s)	M	T	W	Th	F
KEY	SE = Student Edition		FF = Fast Files		TCR = Teacher Classroom Resources		
	TWE = Teacher Wraparound Edition		WKBK = Workbook		TECH = Technology Resources		

### National Health Education Standards

This lesson addresses the following National Health Education Standards:  
1.9, 2.1, 2.3, 2.5, 2.8, 4.1, 4.3, 4.4, 5.2, 5.4, 5.6, 8.1

### LESSON OBJECTIVES

Students will be able to

- \_\_\_\_\_ explain some reasons why conflicts occur.
- \_\_\_\_\_ describe different kinds of conflict.
- \_\_\_\_\_ develop healthy and effective ways to deal with bullying.

### FOCUS

- \_\_\_\_\_ Activating Prior Knowledge, TWE page 154
- \_\_\_\_\_ Guide to Reading, TWE page 154
- \_\_\_\_\_ Building Vocabulary, TWE page 154
- \_\_\_\_\_ Quick Write, TWE page 154

### TEACH (Reading and Studying the Lesson)

- \_\_\_\_\_ Read and discuss the lesson, SE pages 154–158
- \_\_\_\_\_ Teaching Strategies, TWE pages 155–157
- \_\_\_\_\_ Chapter 7 Study Guide, WKBK
- \_\_\_\_\_ Teaching Transparency 7-1, TCR
- \_\_\_\_\_ Concept Mapping Activity, FF page 9
- \_\_\_\_\_ Decision-Making Activity, FF page 10
- \_\_\_\_\_ Reading Tutor, TCR pages 67–69
- \_\_\_\_\_ Universal Access Activities, FF pages 40–43
- \_\_\_\_\_ Guided Reading and Writing Activity, FF page 13
- \_\_\_\_\_ TeacherWorks, TECH

### ASSESS

- \_\_\_\_\_ Lesson 1 Review, SE page 158
- \_\_\_\_\_ Lesson Quiz 7-1, FF page 14
- \_\_\_\_\_ Chapter 7 Assessment, SE pages 172–173
- \_\_\_\_\_ ExamView®, TECH

### PRACTICE/APPLY

- \_\_\_\_\_ Building Health Skills, SE pages 168–169, FF page 6
- \_\_\_\_\_ StudentWorks, TECH
- \_\_\_\_\_ Lesson Activity 21, WKBK

### RETEACHING

- \_\_\_\_\_ Reteaching Activity, FF page 11
- \_\_\_\_\_ Reteaching, TWE page 158
- \_\_\_\_\_ PowerPoint®, TECH

### ENRICHMENT AND EXTENSION

- \_\_\_\_\_ Enrichment Activity, FF page 12
- \_\_\_\_\_ Enrichment, TWE page 158
- \_\_\_\_\_ Parent Letter and Activities, FF page 31
- \_\_\_\_\_ Vocabulary PuzzleMaker, TECH

### CLOSE

- \_\_\_\_\_ Activity, TWE page 158

# Lesson Plan

## Chapter 7 • Lesson 2 (SE pages 159–163)

Teacher's Name				Date			
Grade	Class(es)	Date(s)	M	T	W	Th	F
KEY	SE = Student Edition		FF = Fast Files		TCR = Teacher Classroom Resources		
	TWE = Teacher Wraparound Edition		WKBK = Workbook		TECH = Technology Resources		

### National Health Education Standards

This lesson addresses the following National Health Education Standards:  
1.5, 1.9, 2.7, 2.9, 4.3, 4.4, 5.4, 5.6, 6.1, 7.2, 8.1

#### LESSON OBJECTIVES

- Students will be able to
- \_\_\_\_\_ identify factors that build conflicts.
  - \_\_\_\_\_ prevent conflicts from becoming serious.
  - \_\_\_\_\_ develop stress management techniques to release anger.

#### FOCUS

- \_\_\_\_\_ Activating Prior Knowledge, TWE page 159
- \_\_\_\_\_ Guide to Reading, TWE page 159
- \_\_\_\_\_ Building Vocabulary, TWE page 159
- \_\_\_\_\_ Quick Write, TWE page 159

#### TEACH (Reading and Studying the Lesson)

- \_\_\_\_\_ Read and discuss the lesson, SE pages 159–163
- \_\_\_\_\_ Teaching Strategies, TWE pages 160–162
- \_\_\_\_\_ Chapter 7 Study Guide, WKBK
- \_\_\_\_\_ Teaching Transparency 7-3, TCR
- \_\_\_\_\_ Concept Mapping Activity, FF page 15
- \_\_\_\_\_ Cross-Curriculum Activity, FF page 16
- \_\_\_\_\_ Reading Tutor, TCR pages 70–72
- \_\_\_\_\_ Universal Access Activities, FF pages 40–43
- \_\_\_\_\_ Guided Reading and Writing Activity, FF page 19
- \_\_\_\_\_ TeacherWorks, TECH

#### ASSESS

- \_\_\_\_\_ Lesson 2 Review, SE page 163
- \_\_\_\_\_ Lesson Quiz 7-2, FF page 20
- \_\_\_\_\_ Chapter 1 Assessment, SE pages 172–173
- \_\_\_\_\_ ExamView, TECH

#### PRACTICE/APPLY

- \_\_\_\_\_ Building Health Skills, SE pages 168–169, FF page 6
- \_\_\_\_\_ StudentWorks, TECH
- \_\_\_\_\_ Lesson Activity 22, WKBK

#### RETEACHING

- \_\_\_\_\_ Reteaching Activity, FF page 17
- \_\_\_\_\_ Reteaching, TWE page 163
- \_\_\_\_\_ PowerPoint, TECH

#### ENRICHMENT AND EXTENSION

- \_\_\_\_\_ Enrichment Activity, FF page 18
- \_\_\_\_\_ Enrichment, TWE page 163
- \_\_\_\_\_ Vocabulary PuzzleMaker, TECH

#### CLOSE

- \_\_\_\_\_ Activity, TWE page 163

# Lesson Plan

## Chapter 7 • Lesson 3 (SE pages 164–167)

Teacher's Name				Date			
Grade	Class(es)	Date(s)	M	T	W	Th	F
KEY	SE = Student Edition		FF = Fast Files		TCR = Teacher Classroom Resources		
	TWE = Teacher Wraparound Edition		WKBK = Workbook		TECH = Technology Resources		

### National Health Education Standards

This lesson addresses the following National Health Education Standards:  
2.3, 4.3, 4.4, 5.6, 8.1

### LESSON OBJECTIVES

Students will be able to

- \_\_\_\_\_ demonstrate effective skills for resolving conflicts.
- \_\_\_\_\_ recall the steps of the mediation process.
- \_\_\_\_\_ identify traits of a good mediator.

### FOCUS

- \_\_\_\_\_ Activating Prior Knowledge, TWE page 164
- \_\_\_\_\_ Guide to Reading, TWE page 164
- \_\_\_\_\_ Building Vocabulary, TWE page 164
- \_\_\_\_\_ Quick Write, TWE page 164

### TEACH (Reading and Studying the Lesson)

- \_\_\_\_\_ Read and discuss the lesson, SE pages 164–167
- \_\_\_\_\_ Teaching Strategies, TWE pages 165–166
- \_\_\_\_\_ Chapter 7 Study Guide, WKBK
- \_\_\_\_\_ Teaching Transparency 7-3, TCR
- \_\_\_\_\_ Concept Mapping Activity, FF page 21
- \_\_\_\_\_ Reading Tutor, TCR pages 73–75
- \_\_\_\_\_ Universal Access Activities, FF pages 40–43
- \_\_\_\_\_ Guided Reading and Writing Activity, FF page 29
- \_\_\_\_\_ TeacherWorks, TECH

### ASSESS

- \_\_\_\_\_ Lesson 3 Review, SE page 167
- \_\_\_\_\_ Lesson Quiz 7-3, FF page 30

- \_\_\_\_\_ Reading Review, SE, TWE page 171
- \_\_\_\_\_ Chapter 7 Assessment, SE pages 172–173
- \_\_\_\_\_ Performance Assessment Activity, FF page 4
- \_\_\_\_\_ Chapter 7 Health Inventory, WKBK
- \_\_\_\_\_ Chapter 7 Test, FF page 7
- \_\_\_\_\_ Standardized Test Practice, SE page 173
- \_\_\_\_\_ ExamView, TECH

### PRACTICE/APPLY

- \_\_\_\_\_ Building Health Skills, SE pages 168–169, FF page 6
- \_\_\_\_\_ Health Lab Activity, FF page 22
- \_\_\_\_\_ StudentWorks, TECH
- \_\_\_\_\_ Lesson Activity 23, WKBK

### RETEACHING

- \_\_\_\_\_ Reteaching Activity, FF page 27
- \_\_\_\_\_ Reteaching, TWE page 167
- \_\_\_\_\_ Chapter 7 Summary and Activity, FF pages 1–3
- \_\_\_\_\_ PowerPoint, TECH

### ENRICHMENT AND EXTENSION

- \_\_\_\_\_ Enrichment Activity, FF page 28
- \_\_\_\_\_ Enrichment, TWE page 167
- \_\_\_\_\_ Vocabulary PuzzleMaker, TECH

### CLOSE

- \_\_\_\_\_ Activity, TWE page 167

## **Transparency 7-1 Responding to Bullying**

Some teens can be the victim of bullying. This can be very difficult and confusing. It is important for students to know that bullying is not acceptable and that there are plenty of mature non-violent ways to deal with it. This transparency depicts a healthy, mature way that students can respond to bullying.

## **Transparency 7-2 Anger Management**

Nearly everyone gets angry at some point. Teens need to understand that being angry is not a problem. How to deal with the anger in an appropriate way is the challenge. It is important that students acquire skills to keep their anger under control, and to keep a potentially volatile situation at bay. This transparency asks students to think of anger management techniques they can use the next time that they feel angry.

## **Transparency 7-3 The Mediation Process**

One possible tool for conflict resolution is through mediation, or the process in which a third person helps those in conflict find a solution. This is a good option when those in the disagreement cannot come to a resolution themselves. This transparency outlines the six steps in the mediation process. In addition, it asks students to write a skit in which two teens seek help from a peer mediator to resolve a specific conflict.

# Answer Key

## CHAPTER 7 ACTIVITY

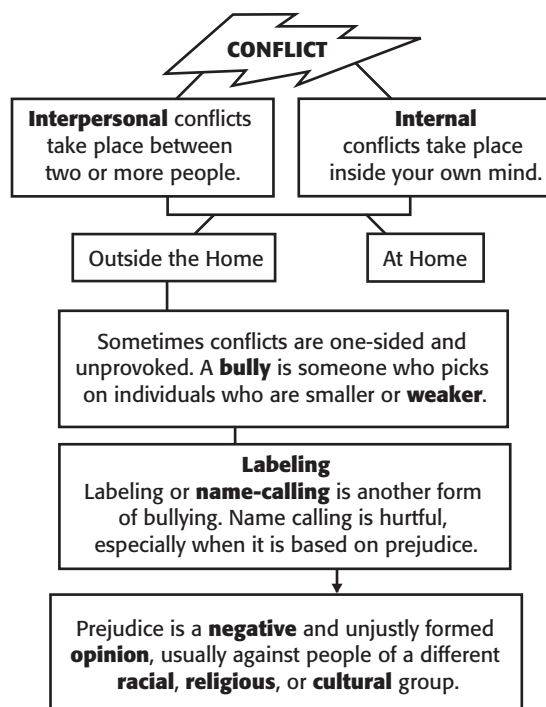
Letters will vary. Students should demonstrate they understand the information about dealing with anger and how emotions fuel conflict. They should also include suggestions for releasing emotions in healthy ways.

## CHAPTER 7 TEST

1. f
2. j
3. c
4. h
5. g
6. b
7. e
8. a
9. i
10. d
11. +
12. take away
13. +
14. more
15. mediation
16. +
17. prejudice
18. +
19. +
20. T.A.L.K.
21. The six ways to prevent a conflict from building include: learning to understand your feelings, keeping your conflicts private, avoiding using alcohol or other drugs, showing respect for yourself and others, learning to accept and appreciate people who are different from you, and trying to put yourself in the other person's situation.
22. T.A.L.K. is a conflict resolution strategy. Each letter in this word represents a step in the strategy that can effectively end conflict. The steps for the T.A.L.K. strategy are as follows: Take a time out. Allow each person to tell his or her side. Let each person ask questions. Keep brainstorming.

## LESSON 1

### Concept Mapping Activity 7-1



### Decision-Making Activity 7-1

Answers will vary. Sample answers provided.

1. Nora needs to demonstrate to her mother that she is responsible and deserves a little more freedom. Nora should try and put herself in her mother's position, as that will help her to understand her mother's feelings. Nora should also remember her mother is responsible for Nora's well being and should respect her authority while also proving she deserves a little more personal choice and responsibility.
2. Juan and Carlos need to find a compromise with each other. Perhaps Carlos can put his things where he wants while in the room, but he must pick up before leaving the room. Carlos needs to remember he is sharing a room with Juan and therefore they need to respect each other's space. They should put themselves in each other's position to better understand how they can resolve the conflict.

## Reteaching Activity 7-1

1. conflict
2. opinion
3. position
4. children
5. environment
6. siblings
7. power
8. bullying
9. bullies
10. labeling
11. race
12. prejudice
13. uncomfortable
14. tear

## Enrichment Activity 7-1

1. h
2. c
3. i
4. e
5. k
6. l
7. a
8. j
9. g
10. d
11. f
12. b

## Guided Reading and Writing Activity 7-1

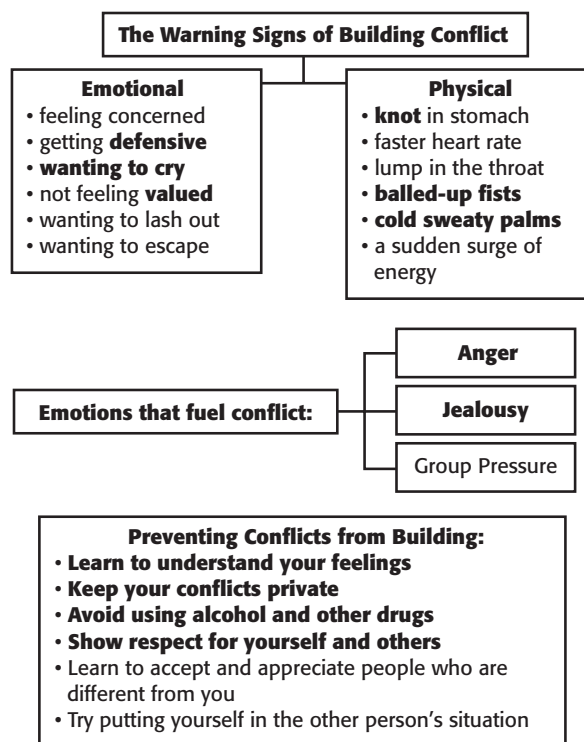
1. Two forms of conflict are interpersonal and internal.
2. Two types of bullying are teasing and labeling.
3. Prejudice is a negative and unjustly formed opinion, usually against people of a different racial, religious, or cultural group.

## Lesson Quiz 7-1

1. conflict
2. interpersonal
3. bully
4. labeling
5. prejudice
6. position
7. +
8. +
9. bullies
10. bullying

## LESSON 2

### Concept Mapping Activity 7-2



## Cross-Curriculum Activity 7-2

Students' reports should include accurate information based on research, such as the following:

1. Unlike governments, nongovernmental organizations such as the Carter Center can often act more quietly and flexibly in their unofficial capacity.
2. The Carter Center mediated the Nairobi Agreement between Sudan and Uganda to reestablish diplomatic relations between them and promote peace in the region. It is also helping to design a long-term plan to bridge the ethnic and political divisions within Ecuador. President and Mrs. Carter and staff members brokered a four-month cease-fire in Bosnia and a pledge from all sides to resume peace Talks in 1994.
3. The "Not Even One" program has developed a model public health approach that communities nationwide can use to prevent gun-related deaths and injuries of youths. It includes advisory committees and teams that gather and evaluate data about gun-related deaths and injuries in their communities, looking for patterns and sharing their findings with community leaders and agencies that might be able to help prevent more such tragedies.
4. Each year more than 100 undergraduate and graduate students work with the Carter Center as interns.
5. Contact the Carter Center's Volunteer Office at (404) 420-5104. The center's Web address is [www.carter.org](http://www.carter.org). (About 130 volunteers donate an average of one day a week to the center.)

## Reteaching Activity 7-2

Answers will vary. Sample responses provided.

1. Avoid alcohol and drugs, show respect for yourself and others, learn to accept and appreciate people whose views are different from yours, put yourself in the other person's situation.
2. Yelling at another person only creates a larger conflict and keeping anger inside only hurts you.

3. Jealousy leads to anger, bitterness, and revenge. Seeking revenge turns a minor conflict into a major one.
4. Step away from the situation. Be quiet and understand what you are feeling. Try writing your thoughts in a journal. Take a walk, exercise, and focus your attention on something else. Talk to a trusted person who is not directly involved in the situation. After you have control of your emotions, let the other person know what is bothering you and how you are feeling, concentrating on the problem and not the person.
5. Alcohol makes the situation worse and sometimes violent. Alcohol affects a person's emotional state, understanding of a problem, and ability to have self-control.
6. Others join in the conflict, a mob mentality develops, and onlookers "egg on" the people in conflict.

## Enrichment Activity 7-2

Answers will vary. Sample answers provided.

Situation #1. Lynne is jealous of Caroline's clothes, boyfriend, and puppy. Revenge will not get Lynne what she wants, but it will cause a major conflict. Lynne needs to express her feelings to a trusted friend. She could write what she feels in a journal.

Situation #2. The conflict is caused by Evan teasing Ian, and making the other boys in the class laugh at Ian. Ian has decided he's had enough of this treatment and is ready to fight. To keep this conflict from escalating, Ian could speak to Evan privately and let him know that he will no longer tolerate it. Ian could also ask friends or family members for guidance in how to handle the situation without fighting.

## Guided Reading and Writing Activity 7-2

1. Escalate means to become more serious. Sometimes conflicts escalate and go beyond an exchange of words.
2. Revenge is punishment, injury, or insult to the person seen as the cause of the strong emotion.



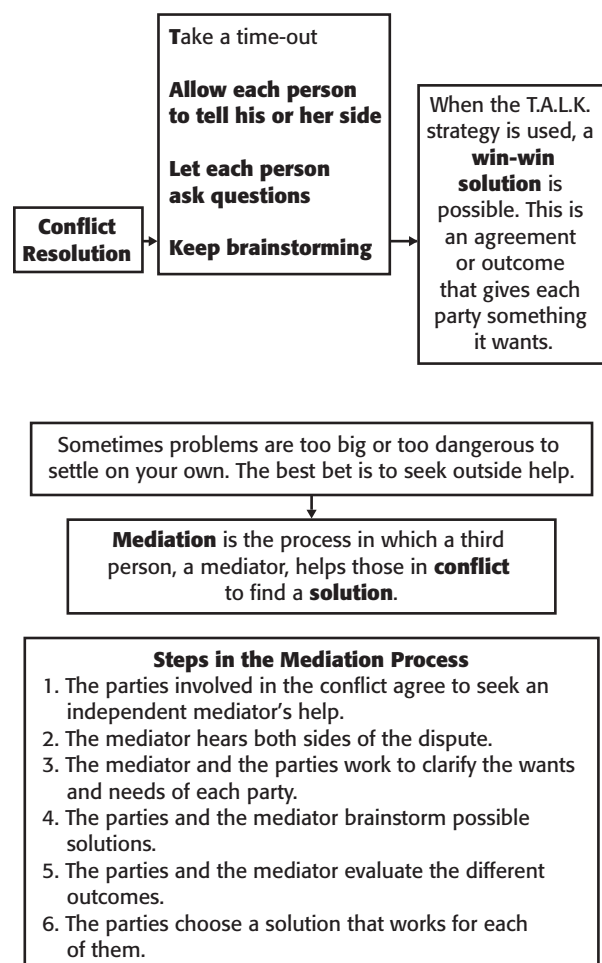
3. Learn to understand your feelings, keep your conflicts private, avoid using alcohol or other drugs, show respect for yourself and for others, learn to accept and appreciate people who are different from you, and try putting yourself in the other person's situation.

## Lesson Quiz 7-2

1. +
2. +
3. natural
4. +
5. bitterness
6. mob mentality
7. escalate
8. revenge
9. step away
10. anger

## LESSON 3

### Concept Mapping Activity 7-3



## Reteaching Activity 7-3

1. 0; Avoiding conflict is likely to make it worse.
2. +
3. 0; Each person should be allowed to tell his side during conflict resolution.
4. 0; Feelings should be expressed respectfully, but without interruption during conflict resolution.
5. +
6. 0; Letting each person ask questions is part of conflict resolution.
7. 0; Mediation is a process that includes a neutral mediator who listens, asks questions, and helps to find solutions.
8. 0; Mediators do not take sides.
9. +
10. 0; Ignoring your feelings of anger or bitterness is unhealthy.
11. +

## Enrichment Activity 7-3

Answers will vary. Sample answers provided.

1. Avoiding conflict is likely to make it worse.
2. Be willing to work toward a positive, healthy solution to a conflict.
3. Constructive approaches to dealing with conflict include T.A.L.K. and mediation.
4. Differences that remain unsettled are destructive.
5. Each person should be allowed to tell his side during conflict resolution.
6. Feelings should be expressed respectfully, but without interruption during conflict resolution.
7. Good communication is the basis of conflict resolution.
8. Help from a mediator is a way to find creative solutions to conflicts.
9. Ignoring your feelings of anger or bitterness is unhealthy.
10. Judging fairness is part of a mediator's job.

11. Keep brainstorming until you find mutually satisfying solutions during conflict resolution.
12. Letting each person ask questions is part of conflict resolution.
13. Mediation is a process that includes a neutral mediator who listens, asks questions, and helps to find solutions.
14. Neutral mediators do not take sides.
15. Often student mediators are able to put problems in words that other students understand.
16. Problem-solving requires getting to the root of a problem.
17. Questions are asked during conflict resolution to make sure everyone understands the other's point of view.
18. Resolution to conflict must involve finding a solution that satisfies everyone.
19. Stay calm and respectful during conflict resolution.
20. Take a time out of at least 30 minutes before trying to discuss a problem.
21. Understanding the feelings of another is important.
22. Voluntary peer mediation programs are in many schools.
23. Win-win solutions give each party something that it wants.
24. Examining solutions takes patience.
25. You should not think of conflicts as win or lose; think of them as a way to find a win-win solution.
26. Compromis(Z)e is an arrangement in which each side gives up something to reach a satisfactory solution.

## **Guided Reading and Writing**

### **Activity 7-3**

1. Conflict resolution is a life skill that involves solving a disagreement in a way that satisfies both sides.
2. The meaning of the letters are: take a time-out, allow each person to tell his or her side, let each person ask questions, and keep brainstorming.

3. A compromise is an arrangement in which each side gives up something to reach a satisfactory solution.

## **Lesson Quiz 7-3**

1. constructive
2. win-win solution
3. compromise
4. mediation
5. brainstorming
6. worse
7. +
8. training
9. +
10. +

## **UNIVERSAL ACCESS ACTIVITIES**

### **Activity 1**

Paragraphs about jealousy will vary.

### **Activity 2**

Comic books will vary.

### **Activity 3**

Answers will vary.

### **Activity 4**

Pamphlets will vary.



## Notes

## Notes

[illegible]

## Notes

## Notes

[illegible]

## Notes