



# Conflict Resolution

Peer Mediat



## Chapter Preview

<b>Lesson 1</b> The Nature of Conflict ..... 154	<b>Building Health Skills</b> ..... 168
<b>Lesson 2</b> Preventing Conflicts ..... 159	<b>TIME health news</b> ..... 170
<b>Lesson 3</b> Resolving Conflicts ..... 164	<b>Chapter Reading Review</b> ..... 171
	<b>Chapter Assessment</b> ..... 172

### ▲ Working with the Photo

Conflict resolution involves peacefully finding a solution to a problem. **How are the teens in this picture resolving their conflict peacefully?**

# Start-Up Activities

## Before You Read

Do you know how to deal with conflicts positively and effectively? Take the short health inventory on this page. Keep a record of your answers.

## HEALTH INVENTORY

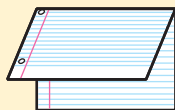
- When I am involved in a conflict, I try to listen to what the other person has to say.  
(a) always      (b) sometimes      (c) never
- I walk away from conflicts that are not worth my time and energy.  
(a) always      (b) sometimes      (c) never
- I seek help when I cannot resolve a conflict on my own.  
(a) always      (b) sometimes      (c) never

## FOLDABLES® Study Organizer

### As You Read

Make this Foldable® to help you organize what you learn in Lesson 1 about the nature of conflict. Begin with a plain sheet of  $8\frac{1}{2}'' \times 11''$  paper or notebook paper.

- 1** Fold the sheet of paper from top to bottom, leaving a 2'' tab at the bottom.



- 3** Unfold the paper once. Cut along the center fold line of the top layer only. This makes two tabs.



- 2** Fold in half from side to side.



- 4** Label the tabs as shown.



Under the appropriate tab, record information on some common causes of conflict at home and outside the home.

Go Online

Visit [glencoe.com](http://glencoe.com) and use the eFlashcards to preview Chapter 7 vocabulary terms.

# Lesson 1

## The Nature of Conflict

### Guide to Reading

#### ● Building Vocabulary

Choose the term from the list below that is central to the lesson's main idea. Explain the relationship this term has with each of the other terms.

- conflict (p. 154)
- bully (p. 157)
- labeling (p. 158)
- prejudice (p. 158)

#### ● Focusing on the Main Ideas

In this lesson, you will learn to

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

#### ● Reading Strategy

**Comparing and Contrasting** As you read the lesson, list similarities and differences between conflicts at home and those outside the home.

**FOLDABLES** Study Organizer Use the Foldable® on p. 153 as you read this lesson.

### Quick Write

List any disagreements you've had in the last month, what they were about, and with whom you disagreed.

- ▼ Conflicts can start for a variety of reasons. **What kinds of conflicts can occur at school?**

### What Is Conflict?

It began as an innocent episode. Tyler was waiting patiently in the cafeteria line when someone accidentally bumped into him from behind. He fell against Frank, a classmate standing in line in front of him. "What's your problem?" Frank asked, shoving Tyler back. Tyler got angry and shoved Frank back. A campus supervisor spotted the boys and took them both to the vice-principal's office. Tyler felt that he had been wrongly accused, but he was as much to blame as Frank was for contributing to the conflict. A **conflict**

*is a disagreement between people with opposing viewpoints, ideas, or goals.*

Conflicts can be caused by a difference of opinion over just about anything. They can occur over relationships, space, or property. They can also be about power, rewards, or privileges.

### Reading Check

**Define** What is conflict?





## Kinds of Conflict

Conflicts can take many different forms depending on what and who is involved. Some conflicts involve only a simple exchange of words. These conflicts are fairly minor. Others, such as gang confrontations, can be ongoing and severe. When conflicts involve weapons that can lead to injury or death, they are extremely serious.

Many conflicts are interpersonal—between two or more people. Others are internal—they take place inside your own mind. Imagine being asked to judge a talent contest in which your best friend is a contestant. You might be torn between loyalty to a friend and responsibility for choosing the best act.

People have different needs and wants, and conflicts are often unavoidable. Maybe you want to watch a certain TV show, but your sister wants to watch a different one. Maybe two girls have a crush on the same boy. Conflicts are not necessarily negative. They are a part of everyday life. In fact, they can be a good force in people’s lives. Resolving conflicts can help people settle their differences, get along peacefully, and move on to positive action.

### Reading Check

**List** What are two types of conflict?



## Conflicts at Home

The more time you spend with people, the more chances there are for disagreements to arise. If you spend a large part of your day with family, conflicts with family members may be common. It is important to maintain a positive relationship with your family members because these relationships can affect your overall health.

Conflicts with parents or guardians usually occur over limits, responsibilities, or expectations. You may feel that a rule set by a parent is unfair. Maybe, in your opinion, you should be able to stay up—or out—later. Perhaps you feel that you have been asked to do more chores than other family members. As a maturing teen, you may feel that you have proven yourself ready for more independence. Your parent or guardian, however, may feel differently. When conflicts like these come up, try to remember



Go Online

### Topic: Handling Conflict at Home

Visit [glencoe.com](http://glencoe.com) for Student Web Activities to learn about the different kinds of conflict and what you can do to resolve conflict when it happens at home.

**Activity:** Using the information provided at the link above, create a “Conflict Tip Sheet” that will remind you of things you can do to resolve conflicts that occur at home.

- ▼ Conflicts with parents or guardians can be over restrictions, responsibilities, or expectations. **What do you need to remember when you have a conflict with an adult in charge at your home?**



# Health Skills Activity

## Decision Making

### You Be the Judge

Mike and his friends were having a party and needed a CD player. Mike borrowed his brother's without asking. As Mike was riding his bike over to his friend's house, he dropped the CD player on the road, breaking it. When Mike told his brother what happened, his brother was angry. "How could you take my things without asking? I thought I could trust you," his brother said and then walked away.

Mike did not know what to do next. How could he mend his relationship with his brother? Critique how Mike's behavior affected his communication with his brother.



### What Would You Do?

Apply the six steps of decision making to Mike's problem. With a partner, role-play a scene in which Mike thinks through his decision, and then acts on it. How would his brother respond to his action?

1. State the situation.
2. List the options.
3. Weigh the possible outcomes.
4. Consider your values.
5. Make a decision and act.
6. Evaluate your decision.

that parents set limits to ensure their children's well-being. As parents, they are responsible for keeping you safe and healthy. You, in turn, have a responsibility to respect their authority and to try to keep a positive relationship with them.

Conflicts between siblings—sisters or brothers—often involve property or space. Older siblings may be upset by younger siblings who get in their way or who use their possessions without asking first. This often happens when siblings share a room. Also, conflict between siblings often involves competition. One sibling may feel that another is getting more attention from parents or guardians. A younger sibling may resent an older sibling because he or she has more privileges. Although conflicts are a normal part of family life, it is important to behave positively toward family members in order to build strong family relationships.



### Reading Check

**Identify** What are conflicts between siblings often about?

## Conflicts Outside the Home

At this point in your life, you spend much of your day in school. As a result, many of the conflicts you have outside the home relate to school, friends, and peers.

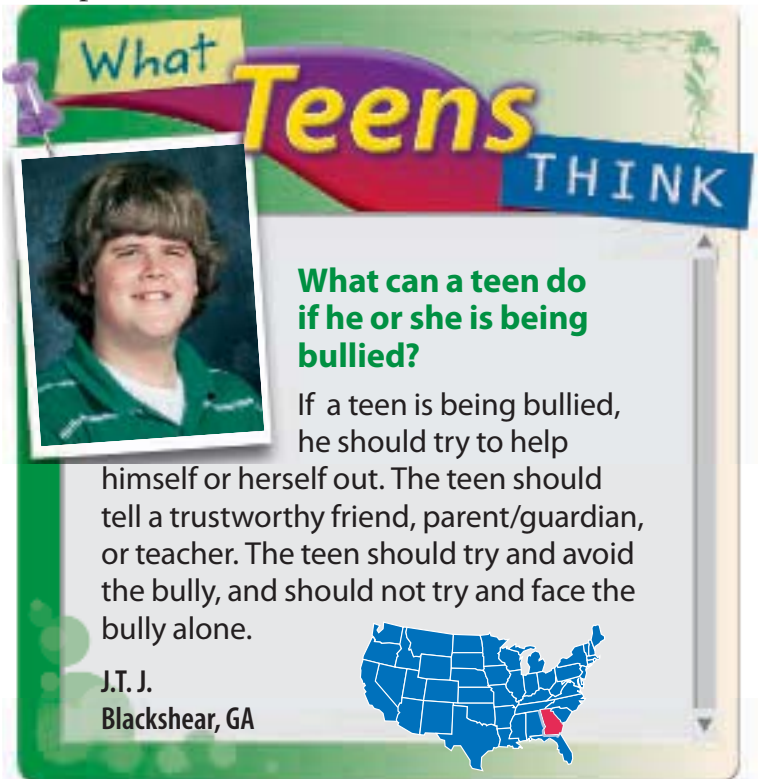
Conflicts at school may be with teachers or other authority figures. More often, however, they happen between peers or friends. These conflicts can involve an incident, like the one Tyler experienced in the lesson-opening paragraph. Other times differences in personality, beliefs, or opinions are involved.

Sometimes conflicts are one-sided and unprovoked. One person may not take the time to understand another. Sometimes a person seeks power and attention by putting others down. This type of conflict is a form of bullying. The person who is the target of these behaviors usually feels upset and possibly helpless.

### Bullying

A **bully** is someone who picks on individuals who are smaller or weaker. Bullies can be males or females of any age. Bullies may limit their behavior to teasing and name-calling, or they may become physical. Some bullies try to show how tough they are by taking away the property of others. The best way to deal with bullies is to walk away and share the matter with a trusted adult. Bullies expect victims to react with fear or anger. When you walk away, you take away the bully's power. Bullying can be serious. If you know someone who is a bully or if you are targeted by a bully in your school, talk with a person in authority. Bullying should not be allowed under any circumstances. You can use the resources available to you to improve the safety of your environment inside and outside the home.

Teasing is a form of bullying. The person doing the teasing may think it is harmless. However, teasing can be harmful. When Joel started wearing braces on his teeth, an older student, Max, started teasing him. Max and his friends found the teasing hilarious. Joel found it irritating. At first he tried ignoring it and avoiding Max whenever he could. When that did not work, Joel made his own joke about his braces. That did the trick. If Joel was in on the joke, there was nothing for Max to make fun of. Joel was glad the teasing was over, but if his approach had

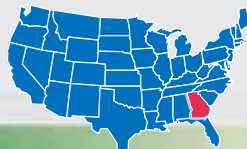


**What Teens THINK**

**What can a teen do if he or she is being bullied?**

If a teen is being bullied, he should try to help himself or herself out. The teen should tell a trustworthy friend, parent/guardian, or teacher. The teen should try and avoid the bully, and should not try and face the bully alone.

J.T. J.  
Blackshear, GA





not worked, he still had the option of confronting Max. He could have explained to Max how the teasing made him feel so that Max would hopefully understand and decide to stop.

**Labeling**, or *name-calling*, is another form of bullying. Name-calling is hurtful, especially when it is based on **prejudice**—*a negative and unjustly formed opinion, usually against people of a different racial, religious, or cultural group*. A student who is a target of this kind of labeling should attempt to resolve the matter by talking with a school counselor, parent, or other trusted adult. This is a very serious problem that needs action right away.

Being teased, labeled, or bullied can be an emotionally painful experience. It is difficult not to feel hurt by what others say. Remember that words should be used to build others up, not to tear them down.

**Go Online**  
Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 1.



**Recall** What should a person do if he or she is being bullied?



## Lesson 1 Review



Review this lesson for new terms, major headings, and Reading Checks.

### What I Learned

- Vocabulary** What is *prejudice*? Use the term in a sentence.
- Give Examples** Give an example of an interpersonal conflict and an internal conflict.
- Recall** What kinds of conflicts often occur in the home?
- Explain** What are some factors that contribute to bullying? Who can victims of bullying turn to for help?

### Thinking Critically

- Analyze** Alisa and her mother had an argument over the amount of time Alisa spends watching TV. Alisa is feeling angry with her mother. What do you

think Alisa could do to maintain a positive relationship with her mother?

- Apply** Ever since Dave got his hair cut in a new style, he has been feeling self-conscious about it. To make matters worse, Ted makes fun of Dave every time he sees him. What type of hurtful behavior is Ted using to target Dave? What should Dave do?

### Applying Health Skills

- Analyzing Influences** Sometimes negative song lyrics or other media messages encourage negative behaviors. Evaluate song lyrics that promote positive behavior. Write a review of these lyrics to share with classmates.

# Lesson 2

## Preventing Conflicts

### Guide to Reading

#### Building Vocabulary

As you read this lesson, write the three new highlighted terms in your notebook. Next to each, write its definition.

- escalate (p. 159)
- revenge (p. 161)
- mob mentality (p. 162)

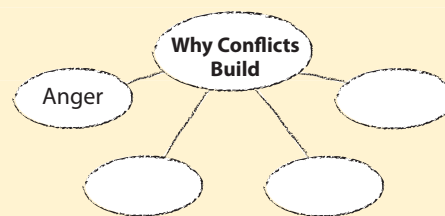
#### Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** factors that build conflicts.
- **prevent** conflicts from becoming serious.
- **develop** stress-management techniques to release anger.

#### Reading Strategy

**Classifying** Using the diagram to the right as a guide, create a concept map that shows why conflicts build.



#### Quick Write

Write a paragraph describing what you typically do when you get angry.

### Why Conflicts Build

Many conflicts do not go beyond an exchange of words. Others **escalate**, or *become more serious*. Fortunately, this can be avoided. You can take steps to prevent conflicts from becoming violent. One step is recognizing signs that a conflict is building. Some well-known signs appear in **Figure 7.1**. Another step toward prevention is identifying the emotions and other factors that fuel conflict. These include anger, jealousy, group pressure, and the use of alcohol and other drugs.

#### The Warning Signs of Building Conflict

<i>Physical Signs</i>	<i>Emotional Signs</i>
• A knot in the stomach	• Feeling concerned
• Faster heart rate	• Getting defensive
• A lump in the throat	• Wanting to cry
• Balled-up fists	• Not feeling valued
• Cold or sweaty palms	• Wanting to lash out
• A sudden surge of energy	• Wanting to escape

◀ **FIGURE 7.1**

Some warning signs that a conflict is building are physical. Others are emotional. **Can you think of other signs of building conflict?**





## DEVELOPING Good Character

### Citizenship

When a fight is developing, you can show good citizenship by encouraging those involved to find a positive way to resolve the conflict. However, if the fight turns violent, do not get involved. Instead, get help from a trusted adult right away.

**Who would be an appropriate person at your school to report a fight to?**



## Anger

Nearly everyone gets angry at some point. Imagine that you and a friend have plans to meet outside a movie theater. Your friend arrives after the film has started, and does not give a reason for why he is late. Or imagine that you arrive at school after being out sick for several days. You discover that your sister failed to tell you about an important test even though you asked her to keep you informed about what you were missing. Anger would be a natural response to these situations. When you get angry, it is important to express your anger in a healthy way. In fact, keeping anger inside can harm you emotionally and physically.

Dealing with anger in an appropriate way can be challenging. Yelling at another person never accomplishes anything positive. This will only hurt or annoy the other person, creating a larger conflict. The best strategy when emotions are running high is to step away from the situation. Be quiet for a few moments and allow yourself to cool down. Share your feelings with a friend or trusted adult who is not directly involved in the situation. Focus your attention on something other than your anger and its source. When you are ready to speak calmly, let the other person know what is bothering you. Be sure to concentrate on the problem, not the person.



### Reading Check

**Recall** What should you do when you are angry?

## Jealousy

“Why does *she* always get special treatment? It’s not fair! I can’t believe you got picked and I didn’t!”

Have you ever heard statements like these? They are expressions of jealousy, a gateway to other emotions. It leads to feelings of anger and resentment. Jealousy has been known to ruin friendships, especially when the jealous person feels wronged. It is normal to feel jealous sometimes, especially when someone does better than you or gets more attention than you.

◀ Talking about feelings of jealousy with a trusted adult is a better idea than seeking revenge.

**What are some situations that might cause a teen to feel jealous of someone else?**





# Health Skills Activity

## Stress Management

### Letting Off Steam

It is not always easy to know how or when to deal with anger. Sometimes you may think it is best to say nothing only to later realize that you are still angry. When you allow anger to build, the emotion becomes like water heating up in a kettle. At such times, you need to let off steam. Here are some suggestions that can help you release built-up anger or frustration:

- Close your eyes and focus on relaxing and breathing.
- Find a way to turn your negative energy into positive energy. Write in your journal or work on a hobby. Look for an opportunity to laugh.
- Do some physical activity. Go for a run, bike ride, or walk.
- Talk to a friend, parent, or trusted adult.



### With a Group

Make a list of some of the different techniques each member in your group has used to redirect negative energy. Share your list with other groups in the class.

Just be sure to deal with these feelings in a healthy way. Talk to a friend or trusted adult. You can also write down your feelings in a private journal.

When you are jealous of someone, seeking revenge is not a healthy way to deal with your feelings. **Revenge** is *punishment, injury, or insult to the person seen as the cause of the strong emotion*. Revenge is often seen as “payback” or an opportunity to “even the score.” Seeking revenge, however, never helps a jealous person get what he or she really wants. It also has a way of turning a minor conflict into a major one. Maybe the person you sought revenge on now wants to seek revenge on you. You could end up hurting someone or getting hurt yourself. Instead, manage your feelings of jealousy by talking about them with someone you trust or writing them down in a private journal.



## Group Pressure

Sometimes when people have a disagreement in public, a crowd forms. Usually this begins with one or two curious people who stop to watch. Eventually, others join in as a result of **mob mentality**. This is *acting or behaving in a certain and often negative manner because others are doing it*. The onlookers may “egg on” the people involved in the conflict.

When this type of situation arises, the people in the middle of the conflict can get swept up in the mob mentality themselves. This can cause them to put aside their own thoughts of right and wrong and give in to the crowd. These situations usually have bad outcomes. If you find yourself in such a crowd, you should go get help from an adult right away.



### Reading Check

**Explain** How can pressure from a group of peers cause a conflict to escalate?



## Alcohol and Other Drugs

Alcohol and conflicts do not mix well. Typically, alcohol only makes matters worse—in some instances, causing the situation to become violent.

Using alcohol affects a person’s emotional state and understanding of a problem. The same is true of many other drugs. Teens who use alcohol or other drugs may lose self-control. They may lash out at others in violent ways. In fact, violent crimes committed under the influence of alcohol are a leading cause of teen deaths. The use of alcohol and other drugs can make it difficult to resolve conflicts in a peaceful way. To protect themselves from violence and other harmful effects, teens should avoid using alcohol and other drugs.

committed under the influence of alcohol are a leading cause of teen deaths. The use of alcohol and other drugs can make it difficult to resolve conflicts in a peaceful way. To protect themselves from violence and other harmful effects, teens should avoid using alcohol and other drugs.

## Preventing Conflicts from Building

Conflicts are a normal part of life. You can usually prevent a conflict from building by dealing with the problem in appropriate ways. The following strategies can help:

- **Learn to understand your feelings.** It is especially important to recognize why you are angry. It is also helpful to understand that some emotions are impulsive, lasting for only a moment. Other emotions are more steady.

- ▼ Reaching an agreement that puts an end to a conflict is gratifying. **What are some other ways to prevent conflicts from building?**



- **Keep your conflicts private.** Find a quiet, out-of-the-way spot to share your differences with another person. Trying to resolve a conflict in public may draw a crowd. This invites mob mentality, which can lessen the chances of resolving the conflict peacefully.
- **Avoid using alcohol or other drugs.** Using alcohol and drugs can affect a person's emotions, judgment, and decision-making ability, making it difficult to resolve conflicts peacefully.
- **Show respect for yourself and for others.** This will help you build healthy relationships, which in turn will help you resolve conflicts when they arise.
- **Learn to accept others.** Accepting people who have different views and customs than you can enrich your life.
- **Try putting yourself in the other person's situation.** If you understand the other person's point of view, you may be more sympathetic, understanding, and willing to resolve the conflict in a positive way.



### Reading Check

**Explain** Why is it important to keep conflicts private?

**Go Online**  
 Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 2.

## Lesson 2 Review



**Review this lesson for new terms, major headings, and Reading Checks.**

### What I Learned

1. **Vocabulary** What is *mob mentality*?
2. **Recall** Name two factors that fuel conflicts.
3. **List** Name two ways to prevent conflicts from building.

### Thinking Critically

4. **Evaluate** Andy and his best friend, Jake, tried out for the concert band. Jake made it, but Andy did not. Now Andy cannot bring himself to congratulate Jake, but he is not sure why. Tell what Andy may be feeling and what he can do about it.

5. **Synthesize** Jill and Connie were discussing a problem. Connie began to raise her voice out of anger. What strategies should Jill take to resolve the conflict in a positive way? Why are these strategies important?

### Applying Health Skills

6. **Practicing Healthful Behaviors** On a sheet of paper, describe your strengths and weaknesses when preventing conflicts from growing. List ways to change your weaknesses to strengths that will help you improve your ability to deal with conflict.



For more Lesson Review Activities, go to [glencoe.com](http://glencoe.com).

## Lesson 3

## Resolving Conflicts

## Guide to Reading

● **Building Vocabulary**

Write what you think each term means. As you come across the word in the lesson, make changes as needed.

- conflict resolution (p. 164)
- win-win solution (p. 165)
- mediation (p. 165)
- compromise (p. 166)

● **Focusing on the Main Ideas**

In this lesson, you will learn to

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

● **Reading Strategy**

**Sequencing** Explain the order in which the steps in the T.A.L.K. strategy should be carried out.

Q **Quick Write**

Write two ways of communicating that could lead to conflict. Next to each, write how the same idea could be expressed in a more positive way.

## Finding Constructive Solutions

Sometimes it is easy to find a solution to a conflict. When this task is more difficult, however, you might be tempted to ignore the conflict or set it aside. Yet, conflicts or other differences that remain unsettled or unresolved can damage relationships. Avoiding a conflict is also likely to make it worse. Fortunately, there is a constructive approach to dealing with any conflict—an approach in which the parties involved work together toward a positive, healthy outcome. This approach uses the skill of **conflict resolution**, which involves *solving a disagreement in a way that satisfies both sides*.



- ◀ There are constructive ways of dealing with conflict. **Can you name the steps in the T.A.L.K. strategy?**

## Conflict Resolution

The skill of conflict resolution starts with the word *TALK*. Each letter represents one step in the T.A.L.K. strategy. This strategy can effectively end conflicts and improve and maintain your personal and family health. The meaning of the letters is as follows:

- **Take a time-out.** Wait at least 30 minutes before you discuss the situation with the other person. This will give both of you a chance to calm down and think more clearly.
- **Allow each person to tell his or her side.** Each person should have the chance to explain his or her feelings without interruption.
- **Let each person ask questions.** Each person should have the chance to question the other. Stay calm and respectful.
- **Keep brainstorming.** Be open to trying different solutions that will satisfy both of you. Do not let your emotions prevent you from trying different solutions.

Conflict-resolution skills tie in with other health skills—especially communication skills.

### Conflict Resolution: Win-Win Outcomes

People have a natural tendency to think of conflicts in terms of winners and losers. This is not always accurate, however. If one person gets his or her way when a conflict is settled, does that mean that the other person automatically ends up losing? Not necessarily. When the T.A.L.K. strategy is used, a **win-win solution** is possible. This is *an agreement or outcome that gives each party something it wants*. Win-win solutions are more desirable than win-lose solutions. That is because both parties come away with something.



Reading Check

**Define** What is a *win-win solution*?

## A Need for Mediation

In some instances, you and another person might reach a win-win solution on your own. This will give both of you the satisfaction of knowing that you worked together to achieve a constructive solution.

Suppose that you and the other person are unable to come to an agreement. When this happens, your best bet is to seek outside help. One form of help is **mediation**. This is *a process in which a third person, a mediator, helps those in conflict find a solution*. A mediator can be an adult or a student. With the help of a mediator, most people discover creative ways to solve problems. **Figure 7.2** on the next page details the steps in the mediation process.



Careers  
for the

21<sup>st</sup>  
Century

### Professional Mediator



When two people have a problem that needs to be resolved, they can see a professional mediator. The mediator helps people make compromises and solves their problems in a legal way. Professional mediators are in demand because they provide a quicker and more cost-effective solution to hiring lawyers and having court trials. If you want to be a professional mediator, you should practice your communication and conflict-resolution skills.

**What kind of training does a professional mediator need? Go to Career Corner at [glencoe.com](http://glencoe.com) to find out.**



## FIGURE 7.2

A key element to successful mediation is cooperation. Each party must be willing to work with the other and the mediator. **How does a mediator help people in conflict find a solution?**

### 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 mediator brainstorm possible solutions.
5. The parties and mediator evaluate each possible outcome.
6. The parties choose a solution that works for each of them.

### Academic Vocabulary

**neutral** (NOO truhl)  
(adjective) not supporting a side in an argument.  
*When two of your friends are fighting, it is best for you to remain neutral.*

## The Mediation Process

The mediation process begins in a private location. The only people present are the mediator and the two parties with the problem. Each party presents his or her side. The mediator, who is **neutral**, listens carefully. The mediator may ask questions to make sure each side understands the other's point of view. Finally, the mediator will steer both sides toward a **compromise**. This is *an arrangement in which each side gives up something to reach a satisfactory solution*.

Effective mediators must be good communicators. They must have good listening skills, enabling them to hear each side of an argument. They must also be fair and neutral judges. Finally, good mediators need to be effective problem solvers. They need to be able to get to the root of the conflict.



## Peer Mediation

Do you think you have what it takes to be a good mediator? If you do, you may want to find out if your school has a peer-mediation program. Many schools today do. Teens are often good mediators because they can put problems into words that other students understand. **Figure 7.3** shows some other traits of an effective peer mediator. Which of these traits do you have?

Students who want to be peer mediators need to go through a training program. This is done on the students' own time and is voluntary. Ask your teacher or school counselor if your school has a peer-mediation program.

**Go Online**

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 3.



**Identify** What are two skills shared by effective mediators?



▼ FIGURE 7.3

## TRAITS OF AN EFFECTIVE PEER MEDIATOR

One trait of an effective peer mediator is good listening skills. **Why do you think it is important for a peer mediator to have many of these traits?**

**P**roblem Solver

**E**asy to Talk to

**E**nthusiastic

**R**esponsible

**M**ature

**E**ffective Listener

**D**ecisive

**I**nterested

**A**lert

**T**rustworthy

**O**pen-minded

**R**eliable



## Lesson 3 Review

### After You Read

*Review this lesson for new terms, major headings, and Reading Checks.*

#### What I Learned

1. **Vocabulary** What is *compromise*? How is it used in conflict resolution?
2. **Recall** What are the four steps in the T.A.L.K. strategy?
3. **Identify** Name a skill or value that an effective mediator has.

#### Thinking Critically

4. **Apply** Think about an actual conflict you experienced. Then explain how the skill of conflict resolution helped or could have helped you reach a solution.

5. **Evaluate** Can learning peer-mediation skills be useful to teens even if they are not interested in becoming peer mediators? Why or why not?

#### Applying Health Skills

6. **Communication Skills** Imagine a situation in which younger students are involved in a conflict. With several classmates, role-play how peer mediators might interact with the students involved.



# Building Health Skills

Accessing Information  
Practicing Healthful Behaviors  
Stress Management  
Analyzing Influences  
Communication Skills  
Refusal Skills

## Conflict Resolution

Decision Making  
Goal Setting  
Advocacy

## What Is Conflict Resolution?

Conflict resolution involves finding a positive solution to a disagreement or preventing it from becoming a larger conflict. The T.A.L.K. strategy can help you resolve conflicts in a positive way.

- T** Take a time-out, at least 30 minutes.
- A** Allow each person to tell his or her side uninterrupted.
- L** Let each person ask questions.
- K** Keep brainstorming to find a good solution.

## TALKing Out a Problem

Follow the Model, Practice, and Apply steps to help you master this important health skill.

### 1 Model

*Read how Mary and Ally use the T.A.L.K. strategy to work on a project together.*

Mary and Ally were having trouble working together on a class project.

**Mary:** Let's take a break for a minute and then try to work out a plan.

**T—Take a time-out.**

**Ally:** I feel I don't have any control over how the parts of the project are divided.

**A—Allow each person to tell his or her side uninterrupted.**

**Mary:** I'm sorry. How do you think we should divide the project?

**L—Let each person ask questions.**

**Ally:** How about if you do the library research and I do research on the Internet at home?

**K—Keep brainstorming to find a good solution.**

**Mary:** That sounds good! Then we can both write parts of the paper and combine our work into a finished project.



## 2 Practice

*Sophie uses the T.A.L.K. strategy at home when she has a disagreement with her brother. Read the passage and practice conflict resolution by completing the activity below.*

Sophie used the T.A.L.K. strategy at home. Sophie and her brother are having a disagreement over whose turn it is to wash after-dinner dishes. Sophie had taken her brother's turn the week before so that he could make soccer practice. Now it is her brother's turn to do the dishes, but he claims not to recall this agreement.

Write a conversation between Sophie and her brother in which they use the T.A.L.K. strategy. Label each step with a T., A., L., or K. Write an end to the conversation where Sophie and her brother find an agreeable solution.



## 3 Apply

*Apply what you have learned about conflict resolution by completing the activity below.*

Imagine that you are dealing with one of the conflicts listed below. Show how you would resolve this conflict with a healthy win-win solution. Share your strategy with classmates and explain why win-win solutions are the most desirable way to resolve conflicts.

- You and a friend each want to see a different movie. Neither one of you is willing to compromise.
- Your friend is having a sleepover the same night that your cousins are coming into town. You want to go to the sleepover, but your parents want you to stay home and spend time with your cousins.

### Self-Check

- Did I use each step in the T.A.L.K. strategy?
- Did I show a win-win solution?
- Did I explain why win-win solutions are desirable?

**Bad behavior is increasing at sporting events—and both fans and players are crying “foul.”**

# UNNECESSARY ROUGHNESS

**N**ine fans were injured in a fight between National Basketball Association (NBA) players and fans in Auburn Hills, Michigan. In Philadelphia, crowds frustrated by the team’s awful playing booed Santa Claus during a half-time show. Behavior at some Philadelphia Eagles’ football games got so bad that officials set up a court in the stadium—with a jail—to handle the worst offenders.

## WHO’S TO BLAME?

How did fan behavior become so horrible? University of Pennsylvania professor Ken Shropshire thinks the change in the way fans relate to their teams is fueled by everything from close-up TV coverage to video games. “With the realistic, violent sports video games and the pervasiveness of sports on television, fans feel they’re actually part of things now,” he says.

“All the major sports convey that fans are right in the middle. So they feel they should be part of the game.”

Games aren’t mere athletic contests. They are in-your-face productions. Laser-light-show introductions and

scoreboard messages calling for more noise contribute to an atmosphere of confrontation.

“There is no question that the anger in the voice of a small percentage of fans has escalated,” says Tom Gamboa, first-base coach for the Kansas City Royals. “I have no idea when this started, but there are some people now, when they pay for a sports event, instead of watching it, they feel like they’re entitled to take part in it.”

## REMEMBER: IT’S JUST A GAME

The bad behavior isn’t limited to pro sports, either. Many colleges take pride in their lack of hospitality for visiting teams. Players shooting free throws at basketball games used to be given respectful silence. Now fans attempt to distract them by jeering and waving towels.

At Duke University, a group called the Cameron Crazies specializes in personal

taunts that often cross the line. They once dangled chicken nuggets near an overweight visiting player. Many argue that the Crazies are just having fun.

That visiting player might have a different opinion.



© Grant Halverson/AP



Visit [glencoe.com](http://glencoe.com) to download quizzes and eFlashcards for Chapter 7.

**FOLDABLES® Study Organizer**

**Foldables® and Other Study Aids** Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–3. Find a partner and quiz each other using these study aids.

**Lesson 1 The Nature of Conflict**

**Main Idea** A conflict can be caused by just about anything.

- Conflicts can be minor or major, interpersonal or internal.
- Conflicts with parents or guardians can be over limits, responsibilities, or expectations. Conflicts between siblings can involve property or space, or can take the form of competition or rivalry.
- You can use the six steps of the decision-making process to resolve a conflict.
- Conflicts at school can be over an incident or differences in personality, beliefs, or opinions.
- The best way to deal with bullies is to walk away from them and share the matter with a trusted adult.

**Lesson 2 Preventing Conflicts**

**Main Idea** You can prevent a conflict from building by recognizing both the physical and emotional warning signs.

- The physical signs of conflict include: feeling like there is a knot in your stomach, faster heart rate, a lump in your throat, balled-up fists, cold or sweaty palms, and a sudden surge of energy.

- The emotional signs of conflict include: feeling concerned, getting defensive, wanting to cry, not feeling valued, wanting to lash out, and wanting to escape.
- Factors that cause conflicts to build include anger, jealousy, group pressure, and the use of alcohol and other drugs.
- Ways to prevent conflicts from building include learning to understand your feelings; keeping your conflicts private; avoiding alcohol or other drugs; showing respect for yourself and for others; accepting people who are different from you; and trying to put yourself in another person's situation.

**Lesson 3 Resolving Conflicts**

**Main Idea** Conflicts that remain unsettled or unresolved can damage relationships.

- Conflict resolution involves solving a disagreement in a way that satisfies both sides.
- Effective skills for resolving conflicts include the T.A.L.K. strategy. The letters stand for Time-out, Allow each person to tell his or her side, Let each person ask questions, and Keep brainstorming.
- Compromise is important in conflict resolution because it helps achieve a win-win solution.
- Traits of a good mediator include conflict-resolution skills, good communication skills, fairness, and an ability to help solve problems.
- A win-win solution is a solution to a conflict that satisfies both sides. This is the most desirable solution to a conflict.

## After You Read

**HEALTH INVENTORY**

Now that you have read the chapter, look back at your answers to the Health Inventory on the chapter opener. Is there anything that you should do differently?

## Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–6. After each number, write the term from the list that best completes each sentence.

- bully
- conflict
- conflict resolution
- escalate
- labeling
- mob mentality
- prejudice
- revenge

### Lesson 1 The Nature of Conflict

1. A(n) \_\_\_\_\_ is a disagreement between people with opposing viewpoints, ideas, or goals.
2. \_\_\_\_\_ is a negative and unjustly formed opinion, usually against people of a different racial, religious, or cultural group.
3. A(n) \_\_\_\_\_ is someone who picks on individuals who are smaller or weaker.

### Lesson 2 Preventing Conflicts

4. A conflict that becomes more serious is said to \_\_\_\_\_.

5. \_\_\_\_\_ is punishment, injury, or insult to the person seen as the cause of the strong emotion.
6. People who act or behave in a certain and often negative manner because others are doing it have a(n) \_\_\_\_\_.

### Lesson 3 Resolving Conflicts

On a sheet of paper, write the numbers 7–10. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

7. The T in the T.A.L.K. strategy stands for Tell the other person to cooperate.
8. When a conflict is resolved to the satisfaction of both parties, a win-lose solution has been achieved.
9. Mediation can help two people unable to reach a compromise on their own.
10. An arrangement in which each side gives up something to reach a satisfactory solution is known as a resolution.

## Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

11. **Synthesize** Zoey recently moved from a different part of the country. She speaks with an accent that is different than that of the students in her new school. Kathy, a girl in class, imitates Zoey's accent, teasing her whenever she speaks. Kathy's teasing really bothers Zoey. What should she do?



## Applying Technology

### Cleaning Up Conflict Q & A

You and a partner will use PowerPoint® to create a question-and-answer game that covers the various elements of conflict resolution discussed in this chapter.

- Create a list of 20 questions and answers from the chapter content.
- Open a new PowerPoint® project. You will need 42 slides. Each question gets a slide. Each answer gets a slide. The first slide is for the title of your game. The last slide will contain any concluding remarks you want to make about conflict resolution.
- Enter all of your written content into the slides. Edit for clarity. Save your game.
- Exchange your game with another group.

- 12. Evaluate** Which step in the peer mediation process do you think would be the most challenging? Explain your answer.

### Write About It

- 13. Narrative Writing** Think about a difficult decision you have had to make that involved an internal conflict. Explain how you resolved this conflict.
- 14. Expository Writing** Write a story about an imaginary conflict between two people. Tell how conflict-resolution skills were used to bring about a win-win solution.

## Standardized Test Practice

### Reading

The following are observations made by famous people about conflict. Read the quotes, and then answer the questions.

- A.** Conflict is inevitable, but combat is optional.  
—Max Lucado
- B.** Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude.  
—William James
- C.** A good manager doesn't try to eliminate conflict; he tries to keep it from wasting the energies of his people.  
—Robert Townsend
- D.** You can't shake hands with a clenched fist.  
—Indira Gandhi
- E.** Don't be afraid of conflict. Remember, a kite rises against, not with, the wind.  
—Hamilton Mabie

### TEST-TAKING TIP

When reading, make sure you understand all words and phrases. If you are not sure of a meaning, look the word up in a good dictionary.

- 1.** The two quotes that suggest conflict is a fact of life are
- A.** A and B.
  - B.** B and C.
  - C.** A and C.
  - D.** D and E.
- 2.** Which two quotes carry the message that "violence never solves a problem"?
- A.** The quotes by Max Lucado and Robert Townsend
  - B.** The quotes by William James and Hamilton Mabie
  - C.** The quotes by Robert Townsend and Indira Gandhi
  - D.** The quotes by Max Lucado and Indira Gandhi