



[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

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

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

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

National Health Education  
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These activities will help your students understand the importance of building and nurturing healthy relationships with family, friends, teachers, and classmates.

## Related KidsHealth Links

### Articles for Kids:

#### Getting Along With Teachers

[KidsHealth.org/en/kids/getting-along-teachers.html](http://KidsHealth.org/en/kids/getting-along-teachers.html)

#### Getting Along With Parents

[KidsHealth.org/en/kids/parents.html](http://KidsHealth.org/en/kids/parents.html)

#### Getting Along With Brothers and Sisters

[KidsHealth.org/en/kids/sibling-rivalry.html](http://KidsHealth.org/en/kids/sibling-rivalry.html)

### Articles for Teens:

#### Talking With Your Parents – or Other Adults

[TeensHealth.org/en/teens/talk-to-parents.html](http://TeensHealth.org/en/teens/talk-to-parents.html)

#### Why Do I Fight With My Parents So Much?

[TeensHealth.org/en/teens/fight.html](http://TeensHealth.org/en/teens/fight.html)

#### What It Means to Be a Friend

[TeensHealth.org/en/teens/friend-comments.html](http://TeensHealth.org/en/teens/friend-comments.html)

#### Getting Along With Your Teachers

[TeensHealth.org/en/teens/teacher-relationships.html](http://TeensHealth.org/en/teens/teacher-relationships.html)

#### Connecting With Your Coach

[TeensHealth.org/en/teens/coach-relationships.html](http://TeensHealth.org/en/teens/coach-relationships.html)

#### Understanding Other People

[TeensHealth.org/en/teens/understanding-others.html](http://TeensHealth.org/en/teens/understanding-others.html)

#### 5 Ways to (Respectfully) Disagree

[TeensHealth.org/en/teens/tips-disagree.html](http://TeensHealth.org/en/teens/tips-disagree.html)

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

[TeensHealth.org/en/teens/apologize.html](http://TeensHealth.org/en/teens/apologize.html)

#### Apologizing

[TeensHealth.org/en/teens/apologies.html](http://TeensHealth.org/en/teens/apologies.html)

#### Emotional Intelligence

[TeensHealth.org/en/teens/eq.html](http://TeensHealth.org/en/teens/eq.html)

## Discussion Questions

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

1. When people get along well with each other, it shows. How do they talk to each other? How do they treat each other?
2. Did you ever notice how some relationships are low-maintenance, while others take more effort? If you've ever had to work hard to get along with someone, describe what that was like. Was it worth it?
3. When it comes to healthy relationships, communication is the name of the game. List some rules for communicating effectively with friends and family.
4. Arguments are bound to happen, but they don't necessarily have to end with a "winner" and a "loser." Explain why this is true.



## Activities for Students

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

### Circles of Friends

#### Objectives:

Students will:

- Identify and develop tolerance and appreciation for similarities and differences among classmates

#### Materials:

- Computer with Internet access
- “Circles of Friends” handout, pens or pencils

#### Class Time:

- 1 hour

#### Activity:

People can seem very different in terms of appearance and social status. But most students have similar feelings about the way they want to be treated. Understanding other people’s feelings and appreciating personal differences can help build healthy relationships. After reading the KidsHealth.org articles on getting along, I’ll assign each of you a classmate to pair up with and fill out the Venn diagram on the “Circles of Friends” handout. As a pair, write five ways each of you differ from the other, as well as at least five ways you’re similar. [Note to instructor: Try to pair students who are not close friends. Also, consider having students complete this activity two or more times - with different classmates.] Then we’ll discuss as a class how appreciating our differences and similarities and being empathetic can help us get along.



## Activities for Students

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

### Communication: A Two-Way Street

#### Objectives:

Students will:

- Explore which communication strategies are most effective during conflict
- Generate creative resolutions for conflicts

#### Materials:

- Computer with Internet access and word-processing program

#### Class Time:

- 45 minutes

#### Activity:

You've just been hired to be the advice columnist for the school newspaper. The column's focus is "getting along with others." First, come up with a name for your column. Then read the KidsHealth articles for ideas and information about dealing with conflicts and getting along. Your assignment is to give advice to the students who wrote these letters to the newspaper:

*My parents and I yell at each other a lot lately. They still treat me like a little kid. I want to stay up later and go places with my friends. Every time I try to do something on my own, there's a blowout and I end up storming off to my room! Help!*

- MyParentsAreCrazy

*My BFF is hanging out a lot with people I don't get along with and it feels like we barely see each other anymore. What should I do?*

- Almost ExBFF

Write a response to the students that includes:

- a clear description of the conflict
- a discussion of what each side might be thinking and feeling
- tips that will help both sides talk and listen effectively to each other
- at least three suggestions for working out the problem together

#### Extensions:

Role-play conversation between these students and the parents and best friend. Remember to use good communication skills.

Write an essay about both a good relationship you have with someone you care about and a more difficult relationship with someone you care about. Are there things in the good relationship you could transfer to the more difficult relationship to make improvements?



## Understanding Perspective

### Objectives:

Students will:

- Learn the importance of considering another person's perspective

### Materials:

- Pen and paper

### Class Time:

- 45 minutes

### Activity:

Part of growing up means being able to consider things from another person's point of view, even if you don't necessarily agree with it. When you at least try to see where the other person is coming from, it's easier to stay calm and work toward a solution.

Take Ashlyn. She was at her wit's end with her younger sister, Tori. Tori had been trailing her around like a shadow for months – always barging into her room, “borrowing” her things, and trying to hang out with her friends. After months of fighting, Ashlyn finally tried something different: She talked to Tori instead of yelling at her. That's when she learned that Tori was feeling left out at school and that's why she was trying hard to be like Ashlyn and her friends. She hadn't meant to be annoying. She was just lonely.

Write a brief essay or skit that depicts:

- What the situation looks like from Ashlyn's point of view
- What the situation looks like from Tori's point of view
- The role of communicating and listening
- 3 things each girl can do so that they'll get along better in the future

### Extension:

Write an essay about a situation from your on life where you avoided or resolved a conflict by considering another person's perspective.

## Reproducible Materials

### Handout: Circles of Friends

[KidsHealth.org/classroom/6to8/personal/growing/getting\\_along\\_handout1.pdf](http://KidsHealth.org/classroom/6to8/personal/growing/getting_along_handout1.pdf)

### Quiz: Getting Along

[KidsHealth.org/classroom/6to8/personal/growing/getting\\_along\\_quiz.pdf](http://KidsHealth.org/classroom/6to8/personal/growing/getting_along_quiz.pdf)

### Answer Key: Getting Along

[KidsHealth.org/classroom/6to8/personal/growing/getting\\_along\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/6to8/personal/growing/getting_along_quiz_answers.pdf)



Names:

Date:

## Circles of Friends

Instructions: Work together as a pair to list five ways each of you differ from the other, and at least five ways you are similar. You may find you have more in common than you think! To get you started, here are some areas for comparison: physical characteristics, family, likes/dislikes (music, books, activities, foods, school subjects, TV shows, video games, etc.), skills/talents, hobbies.

A Venn diagram consisting of two overlapping circles. The left circle is labeled "Differences", the right circle is labeled "Differences", and the overlapping area in the center is labeled "Similarities". Each of the three sections contains five horizontal lines for writing.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Quiz

Instructions: Answer each question.

1. List three things you can do to get along better with friends or family:  
\_\_\_\_\_
2. True or false: Getting along with teachers can help you do better in school.
3. When you've hurt someone's feelings, what's the best thing you can do?  
\_\_\_\_\_
4. A good first step to getting over a problem with a friend would be to:
  - a) yell about how you feel
  - b) say it was your fault, even if it wasn't
  - c) get other friends to take your side
  - d) communicate calmly with each other
5. No matter how angry or upset you are, it's never OK to use \_\_\_\_\_ when trying to solve an argument.
6. True or false: When you're in an argument, you should try to stay focused on your own point of view.
7. Sibling rivalry (fighting between brothers and sisters):
  - a) is common
  - b) is normal
  - c) can occur at any age
  - d) all of the above
8. True or false: Adults never have to apologize.
9. During an argument, it's just as important to \_\_\_\_\_ as it is to speak.
10. If you want to have an important conversation with someone, it's best to do it:
  - a) while he or she is working on something important
  - b) during an argument
  - c) when the person is calm and can give you his or her full attention
  - d) when the person seems really stressed out



## Quiz Answer Key

- List three things you can do to get along better with friends or family:  
Any three of the following: Be friendly, be kind, be fair, control your temper, apologize, talk out problems.
- True or false: Getting along with teachers can help you do better in school.
- When you've hurt someone's feelings, what's the best thing you can do?  
Say you're sorry, or apologize.
- A good first step to getting over a problem with a friend would be to:
  - yell about how you feel
  - say it was your fault, even if it wasn't
  - get other friends to take your side
  - communicate calmly with each other
- No matter how angry or upset you are, it's never OK to use physical violence when trying to solve an argument.
- True or false: When you're in an argument, you should try to stay focused on your own point of view.
- Sibling rivalry (fighting between brothers and sisters):
  - is common
  - is normal
  - can occur at any age
  - all of the above
- True or false: Adults never have to apologize.
- During an argument, it's just as important to listen as it is to speak.
- If you want to have an important conversation with someone, it's best to do it:
  - while he or she is working on something important
  - during an argument
  - when the person is calm and can give you his or her full attention
  - when the person seems really stressed out