

## Chapter 10

# Skills for Healthy Relationships

### Lesson 1

Foundations of Healthy Relationships

### Lesson 2

Communicating Effectively

### Lesson 3

Resolving Conflict



## Personal Health Inventory

### What's Your Health Status?

Read each statement below and respond by writing *yes*, *no*, or *sometimes* for each item. Write *yes* only for items that you practice regularly.

- ▶ 1. I treat others with respect.
- ▶ 2. I am a good team player.
- ▶ 3. I am trustworthy.
- ▶ 4. I resolve differences through compromise.
- ▶ 5. I am willing to work at my relationships.
- ▶ 6. I am a good listener.
- ▶ 7. I communicate well with others.
- ▶ 8. I ask questions when I am uncertain about what is being said.
- ▶ 9. I make eye contact when communicating with others.
- ▶ 10. I am aware of my body language and the messages it sends to others.



For instant feedback on your health status, go to Chapter 10 Health Inventory at [health.glencoe.com](http://health.glencoe.com).

### Quick Write

**Using Visuals.** Friendships are an important part of our lives. What kinds of skills do you think help friendships remain healthy and strong?

## Lesson 1

# Foundations of Healthy Relationships

### VOCABULARY

relationship  
friendship  
citizenship  
role  
communication  
cooperation  
compromise

### YOU'LL LEARN TO

- Analyze how relationships with peers, family, and friends affect physical, mental/emotional, and social health.
- Demonstrate strategies for communicating needs, wants, and emotions in healthy ways.
- Identify the qualities and character traits that promote healthy relationships with peers, family, and friends.



List five characteristics you think are needed for healthy relationships.

Rank the characteristics in order of importance, and explain why you ranked each item as you did.



 Shared values and mutual respect are essential in healthy relationships.

As you learned in Chapter 7, human beings are social creatures with a need to belong and be loved. We also need to feel safe, secure, valued, and recognized. These needs are met when we form healthy relationships with others. A **relationship** is a *bond or connection you have with other people*.

## Healthy Relationships

All of your relationships can have effects on your physical, mental/emotional, and social health. Healthy relationships are based on shared values and interests and mutual respect. You are naturally drawn to those who encourage and support your own best qualities. A healthy relationship is one in which both people benefit and feel comfortable.



▶ The roles you play in relationships with family, with friends, and in the community are part of your everyday life. **Name several different relationships and roles that you experience each day.**

## Family Relationships

**Family relationships**, which involve both immediate family (parents or guardians and siblings) and extended family (grandparents, aunts, uncles, and cousins), last your entire life. Healthy family relationships enhance all sides of your health triangle. For example, your parents or guardians provide for your physical health with food, clothing, and shelter. They build your social health by teaching you the values that will guide you throughout your life. The love, care, and encouragement you receive from family members also contribute to your mental/emotional health.

## Friendships

A **friendship** is a significant relationship between two people that is based on caring, trust, and consideration. Your friends can be of any age, and you can choose them for different reasons. For example, a friend may be someone with whom you share confidences, interests, hobbies, or other friends. Good friends share similar values. They can positively influence your self-concept and behavior and help you resist negative influences. Maintaining a good friendship can sometimes be hard work, but it is well worth the effort.

## Community Relationships

**Citizenship** is the way you conduct yourself as a member of the community. Members of a community work together to promote the safety and well-being of the entire community. Citizens may volunteer at hospitals or work to provide food, clothing, or shelter to the homeless. You can demonstrate good citizenship by obeying laws and rules, by being a friendly and helpful neighbor, and by contributing to efforts to improve your school and community.

### hotlink

**family relationships** For more information on family relationships, see Chapter 11, page 272.

### Did You Know?



▶ Your friends can influence your self-concept greatly. When choosing a friend, ask yourself these questions:

- Does this person have the qualities I admire most?
- Is this someone I can trust with my thoughts and confidences?
- How does this person affect my health triangle?
- What interests and values do we have in common?
- What can I offer in this friendship? What can the other person offer?

## HEALTH Online



To learn more about building healthy relationships through communication, click on Web Links at [health.glencoe.com](http://health.glencoe.com).

 This teen has a working relationship with her employer. *What other relationship roles might be part of this teen's life?*



## Roles with Family and Friends

What roles do you play as you interact with others? A **role** is *a part you play in a relationship*. You may be a daughter or son; a sister or brother; a granddaughter or grandson; a member of the school band or volleyball team; a volunteer at a homeless shelter; an employee; a member of a church, synagogue, or mosque; a best friend; and a girlfriend or boyfriend. You probably play many of these roles—all at the same time!

The role you play in a relationship may be obvious. For example, you know that when you baby-sit a neighbor's child, you are an employee. Sometimes your roles are less clear, and they may change gradually or even suddenly. For example, your relationship with a fellow choir member may change if you begin dating. Such role changes can be confusing and can make it difficult to know how to act.

## Building Healthy Relationships

**F**or a relationship to succeed, the people involved need certain skills. Three of these skills are communication, cooperation, and compromise—the Three Cs of healthy relationships.

### Communication

**Communication** refers to *your ways of sending and receiving messages*. These messages may be exchanged in words or through gestures, facial expressions, and behaviors. You communicate to let others know your feelings, thoughts, and expectations. Communication also lets you discover the feelings, needs, wants, and knowledge of others. You will learn more about skills for effective communication in the next lesson.

### Cooperation

Have you ever helped someone move a heavy object, such as a large piece of furniture? Such activities are almost impossible without **cooperation**, *working together for the good of all*. Working together through cooperation helps build strong relationships. For example, Susan helps prepare dinner each evening because her parents don't get home from work until 6 p.m. Because of her help, Susan's family is able to eat together and enjoy one another's company. Her contribution benefits the entire family.

## Compromise

Three friends can't agree on how they'll spend the afternoon: Thomas and Elise want to go biking, but Serena wants to play miniature golf. Have you ever been in a similar situation? If so, you probably used compromise to solve the problem. **Compromise** is *a problem-solving method that involves each participant's giving up something to reach a solution that satisfies everyone*. It can be used to create a win-win situation for everyone involved.

The “give and take” of effective compromise strengthens relationships. By your willingness to give up something in order to reach a solution, you show the other person that you value the relationship. Remember, however, that compromise involves seeking a solution that is acceptable to *all* persons involved. Therefore, it should not lead to a decision that goes against your values or beliefs. In such situations, it's important that you use refusal skills to stand your ground. Learning when—and when *not*—to compromise is a vital relationship skill.

## Characteristics of Healthy Relationships

By practicing the Three Cs, you make positive contributions to healthy relationships. In addition, all good relationships—whether with family members, friends, or other members of your community—have certain recognizable characteristics. Some of these characteristics are described below.

- ▶ **Mutual Respect and Consideration.** In healthy relationships, people show mutual respect even when they disagree. This involves accepting one another's tastes and opinions and being tolerant of different viewpoints. Furthermore, each person shows consideration by being thoughtful about the rights and feelings of others.
- ▶ **Honesty.** Because of their mutual respect and consideration, participants in a healthy relationship have the confidence to be open and honest about their actions, thoughts, and feelings. Dishonesty can seriously weaken or even destroy a relationship.
- ▶ **Dependability.** Participants in a healthy relationship are dependable. They are trustworthy and reliable. Each is there for the others when they are needed.
- ▶ **Commitment.** Healthy relationships require commitment. The participants are willing to work together and make sacrifices that benefit everyone involved. They are loyal to each other, and they are committed to strengthening the relationship.



### Isn't compromise really a matter of one person giving in or losing?

If two people can't agree on a compromise between two choices, they should look for a third choice that both can agree on. If there really are only two choices, the compromise might be for one person to “win” this time with the understanding that the next time it will be the other person's turn to “win.” If only one person is always giving up something, there is no compromise.



**character** For more information about character, see Chapter 2, page 37.

## Character and Healthy Relationships

Your **character**—the way you think, feel, and act—has the greatest influence on your relationships with others. Think about the people with whom you enjoy spending time. These people probably have values similar to yours. Your values are the beliefs and ideals that guide the way you live.

You can build a foundation for healthy relationships by demonstrating the six main traits of good character. These traits are described in **Figure 10.1**. Think about ways you can demonstrate each character trait.

**FIGURE 10.1**

### DEMONSTRATING CHARACTER IN RELATIONSHIPS

|  |   |
|--|---|
| <p><b>Trustworthiness</b></p> <p>You show trustworthiness when you are honest, reliable, and loyal. Trustworthy people don't cheat, steal, or deceive; they have the courage to do what's right.</p> <ul style="list-style-type: none"> <li>• <i>Example:</i> Hector finds a wallet containing \$300. He uses the name on the driver's license and the phone book to call the owner so that he can return the wallet.</li> </ul>   | <p><b>Fairness</b></p> <p>You show fairness when you play by the rules, take turns, and share. You also don't blame or take advantage of others. A fair person listens to others and is open-minded.</p> <ul style="list-style-type: none"> <li>• <i>Example:</i> Maria shows fairness by telling the referee that the volleyball was on the line and the opposing team won the point.</li> </ul>   |
| <p><b>Respect</b></p> <p>You show respect by using good manners, being considerate of others, and being tolerant of differences. You are also respectful when you deal with anger and disagreements in a peaceful way and treat other people and property with care.</p> <ul style="list-style-type: none"> <li>• <i>Example:</i> Sid knows that his dad brought a lot of work home from the office. Sid turns down the volume of his music so he won't disturb his father.</li> </ul> | <p><b>Caring</b></p> <p>You show that you are caring when you are kind and compassionate. Caring means putting in time and energy to help others.</p> <ul style="list-style-type: none"> <li>• <i>Example:</i> Juanita is entering a store. She holds the door open for a man whose arms are filled with packages.</li> </ul>   |
| <p><b>Responsibility</b></p> <p>You show that you are responsible when you do what is expected of you and are accountable for your choices. Being responsible also means that you use self-control, think before you act, and always try your best.</p> <ul style="list-style-type: none"> <li>• <i>Example:</i> Sarah's drama rehearsal runs late. She calls her parents to let them know she is going to be late.</li> </ul>   | <p><b>Citizenship</b></p> <p>You show good citizenship by cooperating and doing your share to improve your school and community. You obey laws and rules and respect authority. Staying informed about issues that affect you and your neighbors, voting when you are of age, and doing your part to protect the environment are other ways to demonstrate good citizenship.</p> <ul style="list-style-type: none"> <li>• <i>Example:</i> Brad sees that someone has left an empty juice bottle on a table in the school cafeteria. He picks up the bottle and puts it in a recycling bin.</li> </ul> |

# Real-Life Application

## The Importance of Good Character to Friendships

Discuss how the e-mail below demonstrates good character traits.

Dear Lola,  
I'm sorry I didn't invite you to go with me to the grand opening of the new music store. I didn't think you were interested, so I was surprised when I found out that you were angry about not being invited. I'm not making excuses—I should have thought of you before we left. I don't blame you for feeling hurt and angry.  
I care about our friendship and I hope you'll forgive me. I'll try to be more considerate next time.  
Your friend (I hope),  
Mieko

**Trustworthiness:** apologizing, being honest, not making excuses.

**Fairness:** not blaming Lola.

**Caring:** saying that she is grateful for the friendship.

**Responsibility:** realizing that she should have thought before she acted.

### ACTIVITY

Write a reply to the e-mail above. Show at least four traits of good character. Next, write a paragraph explaining how the character traits demonstrated in your message can strengthen the friendship.

## Lesson 1 Review

### Reviewing Facts and Vocabulary

1. Define *relationship*, and evaluate the positive effects of family relationships on your emotional health.
2. What are the Three Cs of healthy relationships?
3. List the six traits of good character.

### Thinking Critically

4. **Evaluating.** Identify specific examples of how the roles you play with family and friends differ from those you play in other social groups.
5. **Applying.** Give an example of how you demonstrate consideration, respect, commitment, honesty, and dependability in your relationships with family members.

### Applying Health Skills

**Advocacy.** Design a flip book for children about the six traits of good character. The book should demonstrate the importance of good character and persuade children to develop these traits.



**WORD PROCESSING** Make use of clip art, graphics, and fonts in your word-processing software. See [health.glencoe.com](http://health.glencoe.com) for tips on using your word-processing program.

# Communicating Effectively

### VOCABULARY

**“I” message**  
**active listening**  
**body language**  
**prejudice**  
**tolerance**  
**constructive criticism**

### YOU’LL LEARN TO

- Classify forms of communication as passive, aggressive, or assertive.
- Demonstrate communication skills needed to build and maintain healthy relationships with family, friends, peers, and others.
- Apply communication skills that demonstrate consideration and respect for oneself, one’s family, and others.



On a sheet of paper, make a list of eight different ways in which people communicate with one another. Place a check mark beside each communication method you have used in the past two days.



**▲ Writing a note or letter can be an effective way to communicate your feelings. In what other ways do you communicate with your family, friends, and peers?**

**H**ow often have you given or received a shrug, a raised eyebrow, or a grin in reply to a comment or question? Although you may not have thought about it at the time, these responses are all forms of communication. Most of the time, you probably talk to let others know about your feelings, wants, and needs. Sometimes you may convey your feelings by writing notes or letters.

People also show their feelings through gestures, facial expressions, and behaviors. There are many ways to exchange ideas with others. All of the ways in which you send and receive messages are forms of communication.

## Effective Communication

**C**ommunication is critical to healthy relationships. When you communicate effectively, the messages you send to others are clear. Being an effective communicator also means that you correctly interpret the messages you receive and respond appropriately.

Three basic skills are needed for effective communication: speaking, listening, and body language. Learning to use these skills well takes practice, but the effort is worthwhile because effective communication helps you form and maintain healthy relationships with others. It is a skill from which you will benefit for your entire life.

## Communication Styles

Do you have any friends who always just “go along” with what others decide to do, never saying what they would prefer? Perhaps you know someone who is “pushy,” always insisting on getting his or her own way. These examples reflect two of the three styles of communication.

- ▶ **Passive.** Passive communication involves the inability or unwillingness to express thoughts and feelings. Passive communicators do not stand up for themselves or defend their attitudes or beliefs. They will often do something they’d prefer not to do rather than say how they really feel.
- ▶ **Aggressive.** Aggressive communicators often try to get their way through bullying and intimidation. They do not consider the rights of others. In disagreements, they attack the other person, not the problem.
- ▶ **Assertive.** Assertive communication involves expressing thoughts and feelings clearly and directly but without hurting others. Assertive communicators stand up for themselves. They defend their attitudes and beliefs, but they also respect the rights of others. In disagreements, they attack the problem, not the other person.

Assertive communication, which involves effective speaking and listening skills as well as appropriate body language, is an important asset in all healthy relationships.

## Speaking Skills

Having good communication skills means that you do not assume that others can read your mind or know your needs and expectations. When you interact with others, you are responsible for making your thoughts and feelings known. For example, you need to say when your feelings have been hurt or when you’ve been disappointed. You demonstrate good speaking skills when you clearly say what you mean. This is the first step in healthy communication.

Changes in the tone, pitch, or loudness of your voice can affect communication. Kind words spoken in a sarcastic tone, for example, may not be interpreted as kind. Speaking loudly may make you seem bossy or arrogant. Saying “no” too softly can make you sound insincere or uncertain. These examples show that *how* you say something is as important as *what* you say.



▼ **Good communication skills can strengthen a friendship. List some strategies for effectively communicating your thoughts to a listener.**

FIGURE 10.2

## STATING YOUR FEELINGS EFFECTIVELY

Compare the messages and the probable results of these scenes.



### Aggressive Messages (What *not* to say)

“You idiot! You took my favorite jacket and got paint all over it! You ruined it, and you’ll have to pay for it.”

“Why are you always late? It’s really annoying.”

“Why do you always have to get what you want? You never do what I suggest.”



### Assertive “I” Messages (What to say)

“I’m upset that my favorite jacket was borrowed without my knowledge.”

“I worry about you when you don’t show up.”

“I’ll agree to have Mexican food today if I can pick the restaurant the next time we go out.”

### Did You Know?



About 45 percent of the average person’s communication time is spent listening, and 30 percent is spent speaking.

Reading, on average, occupies about 16 percent of a person’s communication time, and writing accounts for only 9 percent of this time.

When you want to deliver messages that have strong emotional content, consider using “I” messages. An **“I” message** is a statement in which a person describes how he or she feels by using the pronoun “I.” As shown in **Figure 10.2**, using “I” messages can help you communicate your feelings positively, without blame or name-calling. Blaming and name-calling always put people on the defensive because they feel that they are being attacked.

### Listening Skills

Speaking is an important communication skill, but listening is equally important. You can make use of **active listening**, *paying close attention to what someone is saying and communicating*, to improve your communication skills. Active listening involves giving your full attention to whatever the speaker is saying without interrupting or making judgments. **Figure 10.3** illustrates some ways of becoming a more active listener.

## TECHNIQUES FOR ACTIVE LISTENING

Being a good listener is important to healthy relationships. When you listen to others, you show them that you care about what they have to say and how they feel. Active listeners use several techniques to show others that they are listening. These techniques include:

- ▶ **Reflective listening.** In reflective listening, you rephrase or summarize what the other person has said. This allows you to be sure you have understood what was intended.
- ▶ **Clarifying.** Clarifying involves asking the speaker what he or she thinks or how he or she feels about the situation being discussed. It also involves asking questions to help you understand more fully what is being said.
- ▶ **Encouraging.** You encourage the speaker when you signal that you are interested and involved. You can show your interest by nodding your head or saying “I see,” “Uh-huh,” or “I understand.”
- ▶ **Empathizing.** When you have **empathy**, you are able to imagine and understand how someone else feels. Empathizing is feeling what the other person feels as you listen. For example, if a friend tells you how disappointed he was when he didn’t make the baseball team, you are likely to share his disappointment. Keep in mind that sometimes empathy is not appropriate, such as when what the person is saying goes against your values.

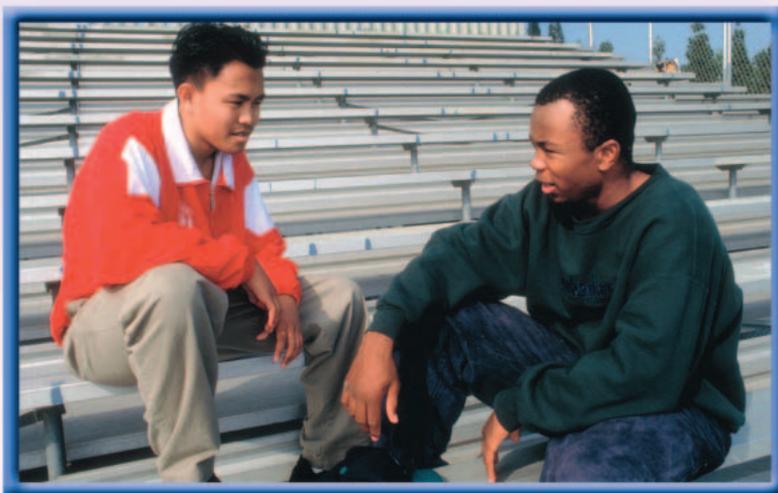
### hotlink

**empathy** For more information on empathy, see Chapter 7, page 186.

FIGURE 10.3

## TIPS FOR ACTIVE LISTENING

Practicing active listening skills can improve your relationships.



- Make direct eye contact.
- Use body language, such as leaning in toward the speaker, which shows you are listening and giving your full attention.
- Use signals, such as nodding, to show that you are involved and interested.
- Don’t interrupt the speaker.
- Put away prejudices, images, or assumptions that you have of the other person so that you can focus on what he or she is saying.

# Hands-On Health

## ACTIVITY

### Demonstrating Empathy

One way to be a good friend is to express empathy. Here are some tips:

- Maintain eye contact as you listen.
- Rephrase or summarize what the person has said.
- Avoid judging or offering advice.
- If a loss has been experienced, avoid trying to minimize the sense of loss by stating that it is not that bad.

In this activity you will role-play situations in which friends express empathy for each other.

#### What You'll Need

- index cards
- pen or pencil

#### What You'll Do

1. In groups of six, brainstorm three situations that could cause teens to

feel sad. Write each one on a separate index card.

2. Your teacher will assign one situation to you and a partner in your group.
3. Practice and then role-play the situation for the class, demonstrating several different ways a friend can show empathy.

#### Apply and Conclude

Demonstrating empathy during happy moments is just as important as being empathetic during sad times. Make a list of situations in which you might share in a friend's joy or excitement. Explain how showing empathy during these situations can strengthen your friendship.

### Nonverbal Communication

Many of the messages you send to others do not involve words. Such messages involve **body language**, *nonverbal communication through gestures, facial expressions, behaviors, and posture*. You use body language when you nod or shake your head to show that you agree or disagree with something that is said. When you hold yourself in a tense posture, you silently communicate that you're feeling nervous or worried.

Nonverbal communication can be subtle, taking place at an unconscious level. For example, if you feel embarrassed or ashamed, you may look at the ground instead of at the person to whom you are speaking. If you are greatly interested in what someone is saying, you may find yourself leaning toward the speaker.

You can help send clearer messages by being aware of your body language. If your words and your body language seem to contradict each other, the person you are speaking to may be confused or unsure of what to believe.

## Eliminating Communication Barriers

Have you ever heard the saying, “A chain is only as strong as its weakest link”? The same is true of communication. If one person in a relationship has good communication skills but the other person does not, the entire communication process suffers. Sometimes a person’s beliefs or attitudes can make communication difficult. Examples of obstacles to clear communication include:

- ▶ **Image and identity issues.** Many teens spend at least part of their teen years searching for an **identity**—a sense of who they are and their place in the world. If someone is unsure of his or her values, the uncertainty can complicate the communication process.

### hotlink

**identity** For more information about the search for identity during the teen years, see Chapter 7, page 178.

## Health Skills Activity

### Communication: Expressing Disapproval of Bullying

Walking in the school hallway, Marya and Ramone witness Matt intentionally bump into a boy walking the other way. The boy drops his books and papers.

“Hey!” Matt says rudely, “Watch where you’re going!”

“Sorry,” the boy apologizes, scrambling to pick up his things.

Matt places his foot on one of the boy’s papers. “Looking for this?”

Ramone starts to laugh, but Marya frowns. “Matt is just having a little fun,” Ramone says.

Marya shakes her head. She wonders how to let Matt know that she disapproves of his bullying.



### What Would You Do?

Marya uses body language to communicate to Ramone that she disapproves of Matt’s bullying behavior. Now it is important to verbally communicate this message to Matt. Use the following communication skills to role-play a dialog between Marya and Matt that clearly communicates that his behavior is not acceptable.

1. Present a clear, organized statement.
2. Use “I” statements.
3. Show appropriate body language.
4. Listen carefully.
5. Be firm and direct, but avoid being rude or insulting.

## CHARACTER CHECK

**Fairness.** Fairness is an important quality in any relationship. Whether you are facing an opponent in a student council election or competing with a friend on the tennis court, fairness is a principle that respects the abilities, needs, and contributions of all parties.

**Describe three ways that you demonstrate fairness in your relationships.**

▼ **Accept constructive feedback positively.** This is one way you can learn from others and improve yourself. *Give an example of how a critical statement can be turned into constructive feedback.*



- ▶ **Unrealistic expectations.** Avoid imposing unrealistic expectations on your listener; this may cause the individual to become frustrated or defensive.
- ▶ **Lack of trust.** Good communication is built on trust between two people. If you don't trust a person—if you believe that you can't count on him or her to tell you the truth or to keep a confidence—communication is very difficult.
- ▶ **Prejudice.** Some individuals have a **prejudice** or *an unfair opinion or judgment of a particular group of people*. Prejudice prevents a person from having an open mind and listening to new information. To avoid developing prejudices, you can demonstrate **tolerance**, or *the ability to accept others' differences and allow them to be who they are without your expressing disapproval*. Being tolerant helps you understand the differences among people and recognize the value of diversity.
- ▶ **Gender stereotyping.** Gender stereotyping is a type of prejudice that involves having an exaggerated or oversimplified belief about people of a certain gender. Assuming that all males like sports and that all females enjoy cooking are examples of gender stereotyping. Such assumptions make it difficult to communicate effectively.

## Constructive Feedback

No one, not even your best friend or your teacher, is perfect. It's only realistic to be disappointed in a relationship occasionally. Imagine that you are meeting a friend to see a movie. Your friend is late, causing you to miss the beginning of the show. How would you react in this situation? Some people might resort to name-calling or placing blame. However, when someone lets you down, you may find that giving the person feedback in a more positive manner helps him or her *and* your relationship. The feedback you provide should take the form of **constructive criticism**, *non-hostile comments that point out problems for the purpose of helping a person improve*.

Constructive criticism is intended to bring about positive changes. Consequently, it should not be given in an aggressive way. Verbally attacking the other person will only make things worse. It is very important to begin your discussion by using an "I" message to explain how you feel. Point out what the person is doing or has done, and suggest a better way to do it. For example, you might deal with your friend's lateness by saying in a neutral voice, "I really don't like missing the opening scene of a movie. Let's get here early next time, okay?"

## Acknowledgements and Compliments

How do you feel when someone thanks you for being a good friend or tells you how much he or she admires your honesty? Hearing such acknowledgements and compliments probably makes you feel good about yourself and your relationship with the person who made the comments. Expressing and receiving respect, admiration, and appreciation with grace and sincerity can help you maintain healthy relationships.

Acknowledgements and compliments take many forms. For example, you might tell a parent how much you enjoyed a meal that he or she prepared. You might also tell a friend that she is a good artist or congratulate the team that defeated yours in a play-off game. Gestures such as these can strengthen relationships and enhance your social health. It shows that you do not take the relationship for granted, and it demonstrates good sportsmanship and good character.

 Acknowledging accomplishments is a way to show others that you care about them. *What are some other benefits of giving acknowledgements and compliments?*



### Lesson 2 Review

#### Reviewing Facts and Vocabulary

1. What are the three basic skills needed for effective communication?
2. List four ways to show that you are actively listening to another person.
3. Define the term *body language*, and give three examples of it.

#### Thinking Critically

4. **Contrasting.** Compare the different ways in which passive and aggressive communication interfere with the effective expression of thoughts and feelings.
5. **Applying.** List three ways to demonstrate consideration and respect for self, family, and others through communication skills.

#### Applying Health Skills

**Refusal Skills.** In a group, develop a skit that includes both dialogue and body language to show how teens can demonstrate refusal strategies in resisting pressure to take part in an unhealthful activity.



**WEB SITES** Use your skit to make a PSA (public service announcement) or video that is part of a Web page you develop on refusal skills. See [health.glencoe.com](http://health.glencoe.com) for help in planning and building your own Web site.



# Resolving Conflict

## VOCABULARY

**conflict**  
**interpersonal**  
**conflicts**  
**conflict resolution**  
**negotiation**  
**mediation**  
**confidentiality**  
**peer mediators**

## YOU'LL LEARN TO

- Analyze the causes of conflict.
- Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations.
- Demonstrate healthful strategies for resolving conflicts, and evaluate the effectiveness of conflict resolution techniques in various situations.



Write three things you could say or do in a tense situation that would encourage better understanding and avoid conflict.

 **Unresolved conflicts can interfere with healthy relationships. *What communication skills can help teens deal with everyday conflicts?***

**T**wo drivers argue over a parking space; fans of opposing soccer teams brawl in the stadium parking lot; a shoving match occurs as students wait in line in the cafeteria. All of these events have something in common—they involve conflict. **Conflict** is *any disagreement, struggle, or fight*. Conflicts are a normal part of life. They often occur when one person's wants, needs, wishes, demands, expectations, or beliefs clash with those of another person.

## Understanding Conflict

**T**he types of conflicts that impact relationships are **interpersonal conflicts**. These are *disagreements between groups of any size, from two people to entire nations*. Interpersonal conflicts can begin over minor problems, such as when siblings argue over what to watch on television. They can also affect large groups of people, such as a dispute over how to spend community funds.



As you learn more about conflict, keep in mind that disagreements are normal in healthy relationships and that not all conflicts are harmful. A beneficial result of some conflicts is that they require people to come together to work out problems. Learning to recognize how conflict builds and knowing how to deal with conflict effectively can have a direct impact on your total health and well-being.

## What Causes Conflicts?

Conflicts can begin in many ways and for many reasons. Some conflicts begin innocently, such as when one person accidentally bumps another's lunch tray. Other conflicts are the result of deliberate acts or remarks that provoke another person—for example, purposely tripping someone or making a derogatory comment. In personal relationships, conflicts can occur when one person wants to control the actions, opinions, or decisions of another person. Such conflicts may be *chronic*, or ongoing. **Figure 10.4** identifies other common causes of conflicts.

Understanding the causes of conflict in relationships may help you keep conflict from developing. If you see that a conflict is building, it is often wise to walk away. Doing so may prevent the conflict from escalating, or growing, into a situation that is unhealthy or unsafe for everyone involved.



### How are internal conflicts different from interpersonal conflicts?

Internal conflicts take place within an individual. For example, if a friend's birthday party and a sibling's championship soccer game occurred on the same day, you might feel conflicted about which event to attend. Using an effective decision-making model and seeking advice from parents or other trusted adults will often help you resolve these struggles in a positive, healthful way.

FIGURE 10.4

## COMMON CAUSES OF CONFLICT

Situations such as these often lead to conflict.

### Power struggles

Now that he is a teen, Terrence thinks that he, rather than his parents, should decide what time he will come home at night.

### Loyalty

Manuel and Fred have always been best friends. When Fred takes Julio's side in an argument with Manuel, Manuel feels betrayed.

### Jealousy/Envy

Keiko feels a little envious when she does not make the softball team but her best friend Meagan does.

### Property disputes

Jan gets angry when Lisa borrows her clothes without asking permission.

### Territory and space

Troy gets annoyed when his brother Sam uses Troy's room to watch television and play video games.

Conflict often occurs over power, property, loyalty, territory, or issues of envy or jealousy. *What are some sources of conflict that you have observed?*





## Using Communication to Resolve Conflict

### To communicate effectively:

- ▶ Talk about what is *really* troubling you.
- ▶ Practice being assertive. Learn to speak up for yourself and tell others how you feel.
- ▶ When you feel hurt or offended, use “I” messages to state your feelings clearly.
- ▶ Avoid keeping your feelings bottled up. Not stating your feelings can worsen the conflict.

## Responding to Conflict

When a conflict arises, you have a choice: face the conflict or ignore it. As you decide which action to take, remember the following:

- ▶ Your primary concern should be your health and safety.
- ▶ Walking away from a potentially dangerous situation is a mature, healthful choice. It does not make you a coward. It is the smart and safe thing to do.

Minor conflicts can often be resolved by a simple compromise. If you and a sibling want to watch different television programs at the same time, for example, you might compromise by watching one program while taping the other. A compromise may be difficult to reach if the differences of opinion are strong or concern serious matters. Sometimes it can be inappropriate to compromise, such as when the compromise would go against your values or lead to harmful consequences. You must evaluate each conflict to decide whether a safe, agreeable solution can be reached or whether you should simply walk away. It is often helpful to seek the advice of a parent, guardian, teacher, or other trusted adult.

## Conflict Resolution

You can learn and practice conflict resolution skills to prepare yourself for unexpected situations. **Conflict resolution** is *the process of solving a disagreement in a manner that satisfies everyone involved*. **Figure 10.5** shows some strategies for resolving conflicts peacefully.

FIGURE 10.5

### STRATEGIES FOR RESOLVING CONFLICTS

1. Take time to calm down and think over the situation.
2. When discussing the conflict, take turns explaining each person’s side of the conflict without interruption. Use “I” messages.
3. Ask for clarification so that each person understands the other’s position.
4. Brainstorm solutions.
5. Agree on a solution that benefits both sides.
6. Follow up to see whether the correct solution was chosen and whether that solution worked for each person.



## Respect for Oneself and Others

To resolve a conflict fairly and effectively, you must show respect for yourself and others. Having respect for yourself means that you recognize that you have a right to your own opinions and values. When you respect yourself, you can stand up for your beliefs. When you respect others, you can listen to them with an open mind, consider their thoughts and feelings, and honor their values.

The views and ideals of others may be different from your own. Even though you may not agree, you can demonstrate respect and tolerance. When you are tolerant of different viewpoints or ideas, fewer conflicts arise. Therefore, tolerance is crucial to preventing conflict and promoting peace.

## Exploring Issues

### What Causes Conflicts to Escalate?

Conflicts can occur at any time or place. The important thing is to keep them from escalating. What are some elements that can worsen a conflict? Here are two points of view.

#### Viewpoint 1: Marsela W., age 15

I think most conflicts escalate because of poor communication. A lot of times, people get angry and say things without considering the consequences. When there's a conflict, people also tend to forget to practice good listening skills. They ignore signs that the conflict is getting worse because they're so busy saying their piece. If people remember to use effective communication skills, they can prevent most minor conflicts from escalating.

#### Viewpoint 2: Annalise D., age 16

I agree that good communication skills are important, but I think the biggest reason that conflicts escalate is because of people's attitudes and emotions. If people don't know how to deal with their feelings, it's not enough to have effective communication skills. Learning to manage emotions like anger is as important as having good speaking and listening skills. In some cases, it's even more important because emotions can prevent people from thinking before they act.

#### ACTIVITY

**Do you think Marsela's and Annalise's viewpoints are valid? What other elements may cause conflicts to escalate? What strategies can people use to prevent conflicts from escalating?**



## Negotiating During Conflict Resolution

Even if people demonstrate respect and tolerance, they may find it difficult to resolve their conflict. It is then necessary to try **negotiation**, *the use of communication and often compromise to settle a disagreement*. The negotiation process involves talking, listening, considering the other person's point of view, compromising if necessary, and devising a plan for working jointly to resolve the conflict.

### PREPARING FOR NEGOTIATION

To prepare yourself for a successful negotiation process, keep the following points in mind:

 **Successful negotiation requires the two parties involved to work together to find a satisfactory solution. How did you use negotiation to resolve a recent conflict?**

- ▶ Make sure the issue is important to you.
- ▶ Check your facts. Make sure the disagreement is not based on incorrect information.
- ▶ Remind yourself that your goal is to find a solution, not to fight or prove who is “in control.”
- ▶ Rehearse what you will say, even if you have to script it out in advance.

### STEPS TO TAKE WHEN NEGOTIATING

You can become a better negotiator through practice. Follow these steps to negotiate effectively.

- ▶ **Select a time and place suited to working out problems.** Arrange to meet when you are calm, not impatient or rushed. Choose a quiet meeting place.
- ▶ **Work together toward a solution.** Do not approach the other person as an enemy. Instead, work together to reach a solution.
- ▶ **Keep an open mind.** Remember that there are two sides to every story. Listen carefully to what the other person has to say.
- ▶ **Be flexible.** Be willing to meet the other person halfway.
- ▶ **Take responsibility for your role in the conflict.** Apologize if you know that you have hurt the other person.
- ▶ **Give the other person an “out.”** If the other person seems embarrassed or uncomfortable, suggest continuing the conversation at a later time.

## The Mediation Process

Even with negotiation, it's not always possible for two parties in conflict to reach an agreement. When this happens, it may be time for **mediation**, a process in which specially trained people help others resolve their conflicts peacefully.

Mediation sessions take place in a neutral location. During the mediation process, the mediator maintains strict **confidentiality**. This involves *respecting the privacy of both parties and keeping details secret*. The process has well-defined ground rules that are set by the mediator and explained to both sides. The mediator begins by asking each person to describe the disagreement. The mediator then summarizes each side, asking for clarification of any points that are inaccurate. Each side is then given the opportunity to talk to the other under the supervision of the mediator. The mediator may then ask the parties to sign an agreement to work out the problem within a certain time frame.

Today, many schools offer peer mediation programs for settling conflicts that take place at school. These programs have **peer mediators**, students trained to help other students find fair resolutions to conflicts and disagreements. You will learn more about peer mediation programs in Chapter 13.

 Peer mediation is often effective in settling disputes and resolving conflicts. **What qualities would an effective peer mediator have?**



### Lesson 3 Review

#### Reviewing Facts and Vocabulary

1. What is an *interpersonal conflict*? What are some causes of interpersonal conflicts?
2. What are the benefits of walking away from a situation when a conflict is building?
3. What are some healthful ways of resolving conflicts?

#### Thinking Critically

4. **Synthesizing.** Conflicts are not always negative. Describe a situation in which a conflict can be positive. Explain why the conflict is positive.
5. **Analyzing.** Describe a conflict you have had with another person. Explain how you resolved the conflict, and evaluate the effectiveness of your conflict resolution techniques.

#### Applying Health Skills

**Conflict Resolution.** Luke wants to go to a basketball game with his friends this Saturday, but his parents want him to attend the family picnic. Write a skit in which Luke and his parents use conflict resolution techniques to solve their problem.



**VIDEO PRODUCTION** Make a video of your skit. For help in planning and producing your video, see [health.glencoe.com](http://health.glencoe.com).

## Internet Etiquette and Relationships

Technology such as e-mail has made it easy to keep in touch with family and friends who are far away. Like strong speaking and listening skills, strategies for effective online communication can strengthen relationships. In this activity, you will develop a list of Internet etiquette strategies that promote healthy, respectful communication.

| Problems with Online Communication | Possible Solutions   |
|------------------------------------|--|
| <b>Privacy issues</b>              | <ul style="list-style-type: none"> <li>• Avoid sending e-mails dealing with private or sensitive issues. They can be forwarded to anyone.</li> </ul>                                 |
| <b>Chain e-mails</b>               | <ul style="list-style-type: none"> <li>• Do not send or forward such e-mails to others.</li> <li>• Politely ask friends and relatives not to send or forward them to you.</li> </ul> |
| <b>Viruses in attachments</b>      | <ul style="list-style-type: none"> <li>• Make sure antivirus software is installed.</li> <li>• Do not open attachments from unknown or unreliable sources.</li> </ul>                |

### ACTIVITY

In a group, brainstorm potential problems with online communication and ways to resolve those problems. Use the chart above as a model, and try to come up with as many issues and solutions as possible. You might consider how traditional communication strategies (such as specific speaking and listening skills) can apply to online activities like e-mail and instant messaging. After completing your chart, use it to develop a list of Internet Etiquette Rules.

Make copies of your list, and share it with family and friends.

### EXPRESS YOUR VIEWS

Write a one-page essay explaining the importance of online etiquette. Discuss how its use impacts relationships with family, friends, and peers. Your essay should promote communication strategies that maintain and strengthen healthy relationships.

## CROSS-CURRICULUM CONNECTIONS



**Write a Story.** Conflict—that tug of war between your wishes and someone else’s—arises even in the healthiest of relationships. Write a narrative about two friends who have a disagreement. Show how the characters use effective communication skills to resolve their conflict. As you write your story, consider the characters’ words, tone, and body language.



**Write an Essay.** In the give and take of negotiating the terrain of any relationship, communication and compromise are key. Negotiation has a long history in the United States, especially the arbitration between labor unions and business management. Research and write an analytical essay on how negotiation became crucial as conflicts between workers and management grew in the early 1900s. In your essay, also consider what you can learn about negotiations that could be useful in your own relationships.



**Calculate Chance.** Joe wants to go to a concert, and Florence wants to go to a movie. They decide to settle the dispute amicably by flipping a coin, with the loser getting to choose the activity the next time. What are the odds that Joe will have to see a movie this time?



**Research and Report.** Physiologists have discovered that the primitive sections of our brains are hard-wired to protect us. The chemical activity produced by perceived threats has been called the “fight-or-flight” response. It raises blood pressure, heart rate, and respiration to increase oxygen supply and produces endorphins to fight pain. Investigate this natural response to danger, and discuss it in light of the modern need for peaceful conflict resolution.



### Professional Mediator

Are you a good listener? Are you the person in your group of friends who most often helps the others reach a compromise? These skills may indicate that you are suited to a career as a professional mediator. Professional mediators often work for corporations, schools, or government agencies. They help others work together to settle disputes peacefully.

To become a professional mediator, you’ll need to attend a four-year college and receive training in mediation. You can find out more about this and other health-related careers by clicking on Career Corner at [health.glencoe.com](http://health.glencoe.com).



# Chapter 10 Review

► **EXPLORING HEALTH TERMS** Answer the following questions on a sheet of paper.

**Lesson 1** Match each definition with the correct term.

|                      |                     |
|----------------------|---------------------|
| <b>cooperation</b>   | <b>citizenship</b>  |
| <b>compromise</b>    | <b>role</b>         |
| <b>friendship</b>    | <b>relationship</b> |
| <b>communication</b> |                     |

1. A significant relationship between two people based on caring, trust, and consideration.
2. A part you play in a relationship.
3. The ways in which you send and receive messages.
4. A process of working together for the good of all.

**Lesson 2** Fill in the blanks with the correct term.

|                         |                               |
|-------------------------|-------------------------------|
| <b>body language</b>    | <b>constructive criticism</b> |
| <b>tolerance</b>        | <b>“I” messages</b>           |
| <b>active listening</b> | <b>prejudice</b>              |

Tara is annoyed because Liz is late. To avoid placing blame, she uses (5) to let Liz know how she feels. Liz shows she is listening to Tara by using appropriate (6), such as nodding her head. Using (7) skills helps Liz understand why Tara is upset, and she apologizes for being late.

**Lesson 3** Replace the underlined words with the correct term.

|                            |                               |
|----------------------------|-------------------------------|
| <b>negotiation</b>         | <b>peer mediators</b>         |
| <b>conflict resolution</b> | <b>interpersonal conflict</b> |
| <b>mediation</b>           | <b>confidentiality</b>        |
| <b>conflict</b>            |                               |

8. Any disagreement or struggle is a negotiation.
9. Mediation and negotiation are two processes used for interpersonal conflict.
10. Mediators must demonstrate conflict, respect for the rights and privacy of others.

► **RECALLING THE FACTS** Use complete sentences to answer the following questions.

**Lesson 1**

1. Name three roles you play in your relationships with others. Explain when you play each role.
2. How can compromise help strengthen a relationship?
3. What are some ways you can demonstrate the character trait of responsibility?

**Lesson 2**

4. How do you know when you are communicating effectively?
5. What is reflective listening?
6. How does prejudice set up a barrier to effective communication?

**Lesson 3**

7. List the strategies for conflict resolution.
8. What two things should you consider when deciding how to respond to conflict?
9. Define negotiation.
10. When might it be necessary to have a mediator help settle a conflict?

## ▶ THINKING CRITICALLY

- 1. Evaluating.** Kate always decides what she and her friend Suki will do when they go out together. What trait or skill is missing in this relationship? How might the situation be changed? (LESSON 1)
- 2. Synthesizing.** Explain how you would use reflective listening, clarifying, and encouraging techniques to demonstrate active listening skills if your friend tells you the following: "I'm sorry I missed the game last night. My mother fell and we had to take her to the hospital for stitches. It was really scary." (LESSON 2)
- 3. Analyzing.** Making compromises is not always a good way of resolving a situation. Describe the types of situations in which you should not be willing to compromise or negotiate. (LESSON 3)

## ▶ HEALTH SKILLS APPLICATION

- 1. Analyzing Influences.** Think about a relationship you have with a family member or a friend. Evaluate and describe the positive and negative effects of this relationship on each side of your health triangle. (LESSON 1)
- 2. Communication Skills.** Imagine that you have a friend who frequently borrows things and returns them in poor condition. Explain how you could use constructive criticism to help the person change this pattern of behavior. (LESSON 2)
- 3. Advocacy.** Write a persuasive letter to the principal of your school to advocate the use of peer mediators. In your letter, explain why peer mediation is important. Describe the steps involved in this process and the types of situations in which it might be used. (LESSON 3)

## BEYOND the Classroom

### Parent Involvement

**Advocacy.** Learn more about community mediation programs. With your parents, find out how your family can become involved in raising awareness about the existence and usefulness of such programs in your community. If mediation programs do not already exist in your community, learn how you can help create one.



### School and Community

**Overcoming Prejudice.** Speak with a law enforcement official in your community who has helped victims of hate crimes—offenses against an individual or group that are a direct or indirect result of prejudice. Ask the official what communication skills a person would need to help victims of hate crimes. Report to your class what you have learned.