



[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.

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Family, friends, teachers, and classmates play major roles in kids' and teens' lives. Knowing how to be friendly and fair and resolve conflicts are important skills students will use throughout their lives. These activities will help your students understand the importance of building and nurturing healthy relationships.

## Related KidsHealth Links

### Articles for Kids:

#### **Kids Talk About: Friends (Video)**

[KidsHealth.org/en/kids/talkingabout-friends.html](http://KidsHealth.org/en/kids/talkingabout-friends.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)

#### **Saying You're Sorry**

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

#### **Taking Charge of Anger**

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

### Articles for Teens:

#### **Teens Talk About Family (Video)**

[TeensHealth.org/en/teens/teens-talk-family-vd.html](http://TeensHealth.org/en/teens/teens-talk-family-vd.html)

#### **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)

#### **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)

## 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 articles on getting along, I’ll assign each of you a classmate to pair up with and interview. You will write down the similarities and differences you find. You will also write down 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 twice - with different classmates.] Then we’ll discuss as a class how appreciating our differences and similarities and being empathetic can help us get along.







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.



