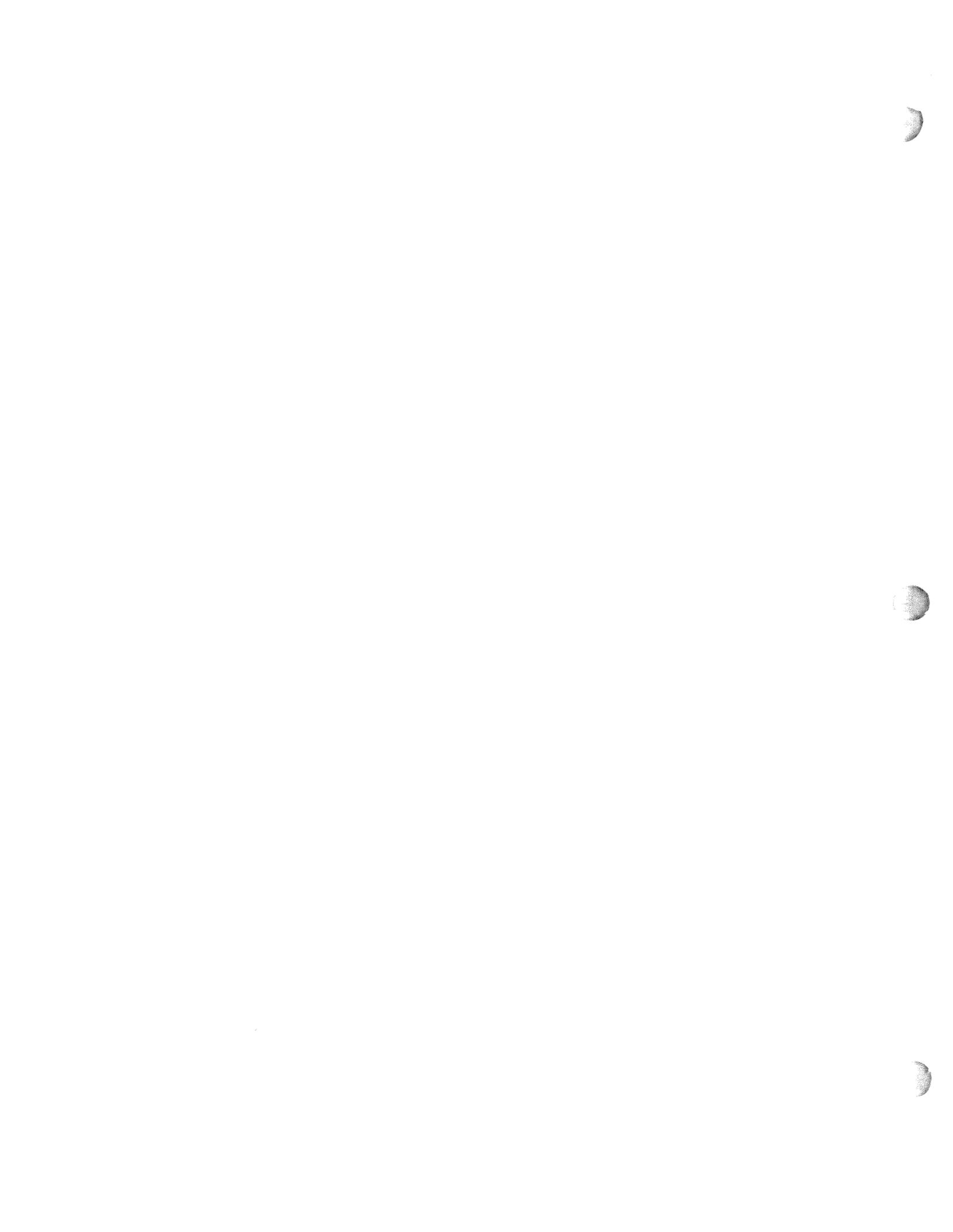


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**Grade 9**  
**Physical Education/  
Health Education (10F)**

Module 4  
Social Management

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## Module 4

# Social Management

### Introduction

Do you find some people hard to get along with? Do you find it difficult to control your anger? Do you know what to do in a conflict situation? This module will teach you some skills and strategies to deal with these situations.

In Module 2 you learned about personal management. You learned about your strengths, weaknesses, and values, and how they contribute to your physical and emotional well-being. In Module 4 you will learn about social management. Social management is building meaningful relationships with the important people in your life. These people may include

- parents or guardians
- brothers and sisters
- close friends
- boyfriends or girlfriends
- wives or husbands
- co-workers
- people in your community



You will work with two learning partners in Lesson 2. A learning partner is optional in Lesson 3.

### Assessment

You will be assessed on your completion of the Module 4 assignments found at the end of this module. The Checklist for Module 4 Assignments appears below. You will mail your completed assignments to your tutor/marker for assessment when you have completed this module. At the end of the course, you will write a final examination.

#### Checklist for Module 4 Assignments

Lesson 1	Assignment 4.1: Developing Meaningful Relationships
Lesson 2	Assignment 4.2: Conflict Resolution
Lesson 3	Assignment 4.3: Anger Management

4

**Notes**

## Lesson 1

# Developing Meaningful Relationships

### Lesson Focus

You will show an understanding of

- the effects of conflict as it relates to developing meaningful relationships

You will be able to

- demonstrate ways to treat others for the development of meaningful relationships
- demonstrate the use of interpersonal skills and behaviours and values when developing close, meaningful relationships

### Introduction

It's important to get along well with those around us. Although it is good to be alone from time to time, we can gain great rewards from having close relationships. Through meaningful relationships we become more sensitive to our own needs and wants, as well as those of others. We acquire faith and trust in others. We learn what we can do for others. We also develop a greater awareness of when we are experiencing love, joy, anger, and so on.

Healthy relationships allow for individuality, bring out the best in people, and invite personal growth. Considering the ideas of others, even if they are different from ours, leads to creative and effective approaches to solving problems and building healthy relationships.

Developing meaningful relationships can also be scary. Getting close to others, sharing our joys, sorrows, needs, wants, affections, and excitements, carries certain risks. Some people fear pain and disappointment, others fear showing who they really are, and still others may feel they will be judged.

Think of some people with whom you have meaningful relationships right now. Did you think about your parents or guardians, best friend, sibling, or neighbour? What behaviours do you think make these relationships meaningful? What makes them different from other relationships that are not special? As you read on, you will learn more about qualities or interpersonal skills that contribute to developing meaningful relationships.

## Interpersonal Skills and Behaviours

Interpersonal skills are defined as behaviours that build positive relationships. These behaviours relate to

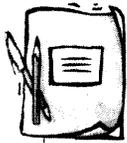
- showing respect and consideration for the rights and feelings of every human being
- communicating verbally and non-verbally in an appropriate manner
- using inclusive and thoughtful language
- showing support, encouragement, affection, understanding, and forgiveness
- listening carefully to others and acknowledging the ideas and opinions of others
- being responsible for making and fulfilling commitments

There are many different influences that affect our behaviour, and behaviour is something that we can change. Even before we are born, our genes influence some of our personality traits. When we are young, our environment and the way our parents or guardians teach us certain manners (e.g., how to be nice, polite, and considerate of others) influence or change our behaviours.

As we grow older, we learn which behaviours are appropriate and which are inappropriate in certain situations. Sometimes, we decide that our behaviour is inappropriate by discovering

- habits that may be socially unacceptable in some situations (e.g., being late)
- actions we think go unnoticed (e.g., not being willing to help)
- other things about us that might affect people in the wrong way (e.g., being sarcastic)

When we discover these types of things, we change them in order to improve our relationships with those around us. It may not always be easy to control or to change our behaviours, but it is possible.



### Learning Activity 4.1: Interpersonal Skills and Behaviours

The checklist in the table below will help you to think about your interpersonal skills and behaviours.

- Use the plus sign (+) or a check mark (✓) to show whether the interpersonal skills and behaviours listed in the table below are important (+) or slightly important (✓) in your relationships with the people listed at the top of each column. For example, if you feel that the ability to accept flaws is important in your relationships with your friends (and in your friends' relationships with you), write a plus sign in that box.

<b>The Importance of Interpersonal Skills and Behaviours</b>					
		<b>+ = Important</b>		<b>✓ = Slightly Important</b>	
<b>Interpersonal Skills/Behaviours</b>	<b>Friends</b>	<b>Parent(s)/Guardian(s)</b>	<b>Brother(s)/Sister(s)</b>	<b>Teachers</b>	<b>Neighbours</b>
Helpfulness					
Honesty					
Understanding					
Ability to accept flaws					
Reliability					
Supportiveness					
Ability to forgive					
Thoughtfulness					
Respectfulness					
Good listening skills					
Kindness					
Patience					
Generosity					
Sensitiveness					
Loyalty					
Sincerity					
Consideration					

(continued)

### *Learning Activity 4.1: Interpersonal Skills and Behaviours*

*(continued)*

2. After completing the table, answer the following questions:

a. What do you have more of, plus signs or check marks?

\_\_\_\_\_

b. What does that tell you about the importance of interpersonal skills and behaviours in your relationships with the people around you?

\_\_\_\_\_

\_\_\_\_\_

### **Interpersonal Skills and Values**

Can you remember your parents or guardians teaching you some of the interpersonal skills discussed in this lesson? How do the universal values (honesty, equity, responsibility, justice, respect, consideration, and commitment), addressed in Module 2, Lesson 1, apply to relationships? Remember that values are the standards or rules that you choose to live by.

All cultures emphasize certain values. Module 2, Lesson 1, identifies the seven teachings of the Aboriginal community: wisdom, love, respect, courage, honesty, humility, and truth. Do you think these teachings relate to interpersonal relationships?



### *Assignment 4.1: Developing Meaningful Relationships*

Now it's time to complete Assignment 4.1, which is found in the Assignments section at the end of this module. This assignment is about using interpersonal skills to build and maintain healthy/meaningful relationships.

### **Summary**

You have had a chance to assess your own interpersonal skills. Over the next few weeks, try out some of the skills to see whether they make a difference in your relationships with others.

## Lesson 2

### Conflict Resolution

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#### Lesson Focus

You will show an understanding of

- the effects of conflicts and the importance of seeing all sides of issues in developing meaningful relationships

You will be able to

- demonstrate the use of conflict-resolution strategies in win/win, win/lose, and lose/lose situations
- apply conflict-resolutions strategies for understanding different perspectives and points of view

#### Introduction

In the previous lesson you learned about building meaningful relationships. To maintain those relationships, you need to know how to deal properly with conflict. Conflicts are disagreements between groups of any size, ranging from two people to entire countries. They can start over something very minor and grow into disputes larger than either side ever intended. Remember, however, that conflicts and disagreements are normal in healthy relationships and that not all conflicts are harmful.

The purpose of this lesson is to examine the effects of conflict and the use of conflict-resolution strategies that contribute to building meaningful relationships.

#### Addressing Conflict

A positive result of conflict is that people have the opportunity to come together and work out problems. Negative results of conflict include hurt feelings, broken trust, anger, frustration, blaming of others, withdrawal, and revenge.

Conflicts are handled in both constructive and destructive ways:

- **Constructive** ways to address conflict include
  - listening to all opinions before making a judgment
  - trying to understand the other person's point of view
  - discussing the issue (talking it out)
  - having a face-to-face conversation with a mediator present (A mediator is a specially trained person who helps others to resolve their conflicts constructively.)
  - seeking understanding
- **Destructive** ways to address conflict include
  - criticizing people for their opinions
  - blaming others
  - saying or doing hurtful things

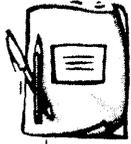
To start this lesson, you will complete a short learning activity that will help you think about how you handle conflict in your life.



### Learning Activity 4.2: How Do I Handle Conflict?

For each statement below, place a check mark (✓) in the box that best describes how you normally react when you are involved in a conflict. As you read the different options, think about how effective they are.

When I'm involved in a conflict with somebody else, I tend to	Most of the Time	Sometimes	Rarely	Never
• ignore it and hope that it will resolve itself without getting involved myself				
• get a third person (like my parents or a teacher) to resolve it without getting involved myself				
• get a third person to resolve it with me				
• try to understand the other person's point of view				
• accept the differences between me and the other person				
• attack the problem instead of the person				
• work out a solution that everybody is happy with				
• give in a little, as long as the other person does, too				
• try my hardest to win, regardless of the other person				



### Learning Activity 4.3: Finding a Constructive Solution

Now that you have thought about how you handle conflict, you will learn about finding constructive solutions to conflicts.



Work with your learning partner to complete the following tasks.

1. Choose one of the following suggested scenarios (A, B, or C):
  - A. Two people are attracted to the same person.
  - B. Two friends are trying out for the same position on a school team.
  - C. Your teammates have voted you to be co-captain. You share the responsibility with someone you do not get along with.

Or, if you wish, develop your own scenario involving potential conflict.

2. Analyze your chosen scenario, suggesting possible effects that the conflict could create.

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3. Identify three **destructive** ways to deal with the conflict.

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4. Identify three **constructive** ways to deal with the conflict, keeping in mind the goal of developing and maintaining meaningful personal and/or team relationships.

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As you continue this lesson, see whether the ways to deal with conflict that you have identified are the same as the ones you are reading about.

### Six Steps in Resolving Conflict

When resolving a conflict, the main focus is on respecting yourself and the other people involved. Listen with an open mind, be tolerant, and honour your values and those of others. The following general steps can be followed to help resolve any type of conflict:

1. Take time to calm down and think over solutions.
2. Take turns when discussing the conflict. Let each person have a chance to speak.
3. Listen very carefully to each other and ask for clarification so that each person understands the other's point of view.
4. Find as many solutions as possible.
5. Come to a mutual agreement on a solution that may benefit both sides.
6. Follow up to see whether the solution worked for each person.

### Three Conflict-Resolution Strategies

Conflict resolution is the process of solving a disagreement or conflict in a manner that generally satisfies everyone involved. Three strategies that are used to resolve conflicts are identified below:

1. **Negotiation and compromise:** The individuals or parties communicate among themselves, which may result in a compromise.
2. **Mediation or arbitration:** A trained third party helps to work out a solution and suggests it to the parties in the conflict.
3. **Adjudication:** Someone (e.g., a school administrator) or something (e.g., a court of law) with authority determines a binding solution on the two parties.

### Strategy 1: Negotiation and Compromise

Minor conflicts can often be resolved by negotiation, which may result in compromise. Negotiation is the most common and often the best way to resolve conflict. It includes only the people involved. The negotiation process involves talking, listening, considering the other person's point of view, compromising if necessary, and creating a plan. When preparing for negotiation, make sure the issue is important to you, check the facts, remind yourself of your goal, and rehearse what you want to say.

Six steps to take when negotiating are listed below:

1. Select a time and place suited to working out problems.
2. Work together toward a solution.
3. Keep an open mind.
4. Be flexible.
5. Take responsibility for your role in the conflict.
6. Give the other person an "out." (If the other person is feeling uncomfortable, suggest meeting at another time or place.)

Negotiation often results in compromise. Compromise involves a little “give and take” from both parties. In some cases, both parties will take turns getting what they want in order to compromise. Both sides are willing to give up a little of what they wanted. So if you want to go to a certain movie, and your friend wants to go to a different one, you can compromise by going to one movie today and the other movie next week. Sometimes it is easy to compromise but sometimes it is not. In some situations compromise may not be an option (depending on values), or it may be inappropriate for someone to compromise too much. For those situations you can try other conflict-resolution strategies.

**Example:** *Two students regularly argue with each other in class, disrupting the other students. On some occasions, they threaten to hit each other.*

*At one point, one of the students tells the other one that they should stop arguing, before they get sent to the principal’s office. They see each other after school. They listen to each other and find out the cause of their conflict. They apologize for their inappropriate behaviour and make a commitment to stop arguing and threatening.*

*The two students are the only ones who have had input into the solution. They are also the only ones responsible for keeping their side of the agreement.*



### Learning Activity 4.4: Compromise

In this learning activity you will practise reaching a compromise. Fill in the blanks below with a word that best describes the halfway point between the two opposites. One example is provided.

<i>Examples:</i>	Black	_____ Grey _____	White
	Heavy	_____	Light
	Excellent	_____	Poor
	Tight	_____	Baggy
	Best	_____	Worst
	Hot	_____	Cold

You may have found that it’s not always easy to find a word to fill in the blank. Compromise is like that. Sometimes you will find an easy compromise, and at other times you will have to be really creative.

**Strategy 2: Mediation or Arbitration**

The mediation or arbitration process includes not only those people involved in the conflict, but a third person who acts as mediator (or arbitrator). A mediator is a specially trained person who helps others to resolve their conflicts constructively. Mediation sessions usually take place at a neutral place (e.g., guidance counsellor's office) and are kept strictly confidential. The process has well-defined ground rules that are set and explained by the mediator. The mediator listens to each side of the conflict and then summarizes to increase clarity. When an agreement is made, both parties might sign it.

***Example:** Two students regularly argue with each other in class, disrupting the rest of the students. On some occasions, they threaten to hit each other.*

*The situation becomes so serious that the guidance counsellor becomes involved. After meeting with the students in his office, the guidance counsellor helps the students find the underlying cause of their conflict.*

*The students identify the underlying cause, apologize for their inappropriate behaviour, and make a commitment to stop arguing and threatening each other. Both students have had input into the solution and are responsible for keeping their side of the agreement.*

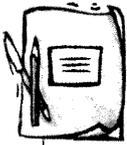
**Strategy 3: Adjudication**

Adjudication is defined as making a formal judgment on a disputed matter. It is a process where a legal entity, like a court of law, pronounces a final and binding judgment. "Binding" means that both parties involved must follow the decision. It includes not only those people involved in the conflict, but also those individuals who are part of the system, like the judge in a court or the principal of a school.

***Example:** Two students regularly argue with each other in class, disrupting the rest of the students. On some occasions, they threaten to hit each other.*

*The situation becomes so serious that the school principal becomes involved. After meeting with the students in her office, the principal moves one student to a different class so that the two students will not be together in the same room.*

*The two students have had no input at all into the decision and the principal's judgment is final and binding.*



### Learning Activity 4.5: Role Play



You will have to work with two learning partners to complete the tasks for this learning activity.

1. Create a scenario of a conflict situation.
2. Work with one of your learning partners (A) to decide whether you should use negotiation/compromise, mediation/arbitration, or adjudication to resolve the conflict. Do not inform the second learning partner (B) of your choice.
3. Role-play the solution with learning partner A.
4. Have learning partner B guess which strategy you used to resolve the conflict.

### Three Results of Conflict Resolution

Conflict-resolution strategies can have three different types of results:

- **Win/win:** Both sides are satisfied with the result. This is obviously the most desirable result, and the one that we should strive for.
- **Win/lose:** One side is satisfied with the result and the other side is not.
- **Lose/lose:** Neither side is satisfied with the result.





### Learning Activity 4.6: Results of Conflict Resolution

Read the following definitions (and examples) of three results of conflict resolution. Then create your own example.

1. **Win/win:** Both sides are satisfied with the result.

*Example:* You and a friend are planning to go to a movie and decide that today you will go to a movie you want to see and the next day you will watch a movie your friend wants to see.

My Example: \_\_\_\_\_

\_\_\_\_\_

2. **Win/lose:** One side is satisfied with the result and the other side is not.

*Example:* You and a friend are planning to go to a movie and the only time you can both go is today, and your friend insists on going to the movie only she or he wants to see.

My Example: \_\_\_\_\_

\_\_\_\_\_

3. **Lose/lose:** Neither side is satisfied with the result.

*Example:* You and a friend are planning to go to a movie and you cannot come to an agreement on the movie you both want to see, so you decide not to go at all.

My Example: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### *Assignment 4.2: Conflict Resolution*

To help you practise your conflict-resolution skills, complete Assignment 4.2. You will find it in the Assignments section at the end of this module.

### **Summary**

As you work through the rest of Module 4, you will continue to learn conflict-resolution skills that will help you build healthy, meaningful relationships. Conflict affects our emotions, making us feel angry, sad, frustrated, and so on. Strong emotions such as anger can interfere with the conflict-resolution process. In the next lesson you will learn about managing anger.

## Lesson 3

### Anger Management

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#### Lesson Focus

You will show an understanding of

- potential triggers that arouse angry feelings
- the differences between angry feelings and angry actions

You will be able to

- recognize physical responses to feelings of anger
- examine how to manage anger in constructive ways
- demonstrate strategies and skills to deal with emotional issues and situations

#### Introduction

In the previous lesson you learned how conflict-resolution skills can help you enjoy better relationships with those around you. In this lesson you will learn another set of skills that will help you do the same thing. You will learn about anger management.

Anger is a powerful emotion that cannot be ignored. Whenever you are angry, your anger is expressed—either consciously or unconsciously. Even if you try to hide your anger, it will somehow come out. But you do have the choice of expressing it in either healthy or unhealthy ways. If you don't know how to express anger in a healthy way, you may end up acting abusively.

Think about the last time you felt angry. How did your body respond? Although everyone responds to anger in different ways, common physical responses to anger include

- tense muscles
- flushed face
- changes in breathing
- increased heart rate
- shaking
- stomach ache
- headache
- dry mouth
- difficulty speaking
- clenched fists
- increased level of adrenaline
- sweating
- difficulty speaking or stuttering
- numbness

It is important that you know how your own body responds to anger. It is also important to know what makes you angry so that you are better able to manage those situations. To help you understand your response to anger, complete the following learning activity.



### Learning Activity 4.7: How Do I Respond to Anger?

Jot down one or two points for each question below.

1. Think about an event that happened in the recent past that made you very angry. If you don't want to use an actual event, make up an event that might have happened.
  - What about this event made you angry? \_\_\_\_\_  
\_\_\_\_\_
  - Who was present? \_\_\_\_\_
2. How did your body react (e.g., tense muscles, blushing)? \_\_\_\_\_
3. How did you react at first? \_\_\_\_\_
  - What did you say? \_\_\_\_\_
  - What did you do? \_\_\_\_\_
  - Were your reactions positive or negative? \_\_\_\_\_
  - Why? \_\_\_\_\_  
\_\_\_\_\_
4. Did you react differently later? \_\_\_\_\_
  - How? \_\_\_\_\_  
\_\_\_\_\_
5. In this situation, was this the best way for you to react? \_\_\_\_\_
  - Why or why not? \_\_\_\_\_  
\_\_\_\_\_
6. How could your reaction have been better? \_\_\_\_\_  
\_\_\_\_\_
7. Is there any way to change the situation now? \_\_\_\_\_
  - What could you do? \_\_\_\_\_  
\_\_\_\_\_

Throughout this lesson you will be looking at how to handle anger and develop a process for responding to situations that may make you or someone else angry.



### Learning Activity 4.8: Things That Trigger My Anger

Rate the level of anger (from “Not Angry” to “Very Angry”) you might feel in response to each situation listed below. Place a check mark (✓) in the applicable column.

Situation	Not Angry ⇒ Very Angry				
	1	2	3	4	5
1. Somebody hits me.					
2. Somebody lies to me.					
3. Somebody disappoints me.					
4. Somebody breaks a promise to me.					
5. Somebody interferes with my plans.					
6. Somebody causes me to be late for something that is really important.					
7. Somebody is mean to someone else or is bullying someone.					
8. Somebody else gets credit for something I did.					
9. Somebody humiliates me.					
10. Somebody insults me.					
11. Somebody humiliates me in front of others.					
12. I do something embarrassing.					
13. I have to do a chore I really don't <b>want</b> to do.					
14. I'm expected to do something I <b>can't</b> do.					
15. I'm stuck with somebody I don't like.					
16. I have to work with people who don't do their part.					
17. I have to follow rules that don't make sense to me.					

Can you think of other things that trigger your anger? If so, jot them down here:

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## How You Respond to Anger

As you think about how you react to different anger triggers, you need to remember that nothing can make you react in a certain way. When something has triggered your anger, you choose how you are going to react. Here are three types of choices that you can remember by the letters I, C, and E:

- I. Ignore:** You can ignore the situation or ignore your feelings. The problem will not get resolved and your anger will be expressed in unhealthy ways.
- C. Communicate:** You can communicate how you feel in a healthy way and try to solve the problem. The problem will be resolved or managed and your anger will be expressed in healthy ways.
- E. Explode:** You can explode by screaming, threatening, or attacking. The problem will get worse and somebody will get hurt.

## Eleven Anger-Management Strategies

People respond to anger in different ways and they manage anger in various ways. Below is a list of anger-management strategies that you may want to try when you are angry. You may also use this list to help you when you are doing Assignment 4.3 at the end of this lesson.

1. **Relax:** Use relaxation strategies, such as deep breathing and visualizing relaxing imagery, to help calm down angry feelings.
2. **Write:** Write down your feelings on a piece of paper or in a journal and reflect on what made you feel angry. If your anger is directed at a person, you could write a letter to that person. Once you have finished writing the letter, you could destroy it, indicating that you want to move on.
3. **Recognize your triggers:** Realize what situations make you angry and minimize the time you spend in those situations.
4. **Clarify your feelings:** Express thoughts and feelings using appropriate words rather than cursing and swearing.
5. **Take time:** Count to 10. If you are still angry, count to 100. This will give you some time to think before acting and possibly doing something destructive.
6. **Solve the problem:** Develop a plan, and check your progress along the way. Try to resolve the situation to the best of your ability, but also try not to punish yourself if a solution doesn't come right away.
7. **Communicate effectively:** Don't say the first thing that comes into your head; slow down and think carefully about what you want to say. At the same time, listen carefully to what the other person is saying and take your time before answering. Stop, look, and listen.

8. **Use humour:** Silly humour can help defuse anger in a number of ways, but be careful. Not everyone responds the same way to humour in tense situations.
9. **Find physical release:** Look for ways to release physical energy in a safe and controlled manner. Go for a run. Walk. Shoot baskets.
10. **Use positive “self” statements:** Tell yourself things like,
  - “This is not worth getting upset about.”
  - “Don’t sweat the small stuff.”
  - “This is going to be OK.”
  - “I can do this.”
11. **Walk away:** Sometimes the best thing to do is to remove yourself physically from the situation that is causing you to be angry. Just changing your location might give you a better outlook on the issue at hand.





### Assignment 4.3: Anger Management

Now it's time to complete Assignment 4.3, which is found in the Assignments section at the end of this module. In this assignment you will consider strategies for dealing with conflict and managing anger in three scenarios.

#### Summary

Throughout this lesson you have examined the meaning of anger, explored physical signs of, and responses to anger, and learned about anger-management strategies. The scenarios helped you to think through the ways you might react to different anger situations, leaving you better prepared for dealing with these emotions should they occur. Practising techniques such as relaxing, clarifying feelings (similar to positive self-talk), and communicating effectively will help you when chaotic, stressful, or angry times come your way.



#### Submit Your Assignments

It is now time to send all the assignments from Modules 3 and 4 to your tutor/marker for assessment. Please organize the materials in the following order:

- Cover Sheet for Modules 3 and 4
- Assignment 3.1\*
- Assignment 3.2
- Assignment 3.3
- Assignment 3.4
- Assignment 3.5\*  
(mail pages 35 to 38 only)
- Assignment 3.6\*
- Assignment 4.1
- Assignment 4.2
- Assignment 4.3

\* **Note:** Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in these assignments.

Place all materials in an envelope. Mail the envelope to:

ISO Tutor/Marker  
555 Main Street  
Winkler MB R6W 1C4

**Module 4 Review Questions**

Use the following questions to help you assess what you learned in Module 4. These questions will help you to prepare for the final examination that you will write at the end of this course.

**Lesson 1**

1. What are the interpersonal skills that are needed to develop close, meaningful relationships?

**Lesson 2**

2. How should you treat others so that you can develop meaningful relationships?
3. Explain the differences between win/win, win/lose, and lose/lose situations.
4. Explain how understanding different perspectives and points of view helps to resolve conflicts.

**Lesson 3**

5. From the 11 anger-management strategies, choose the five that you feel work best for you.