



**This answer key applies to pre/post tests on the content of each *PeaceWorks* curriculum from PK through Senior High.**

**You may freely transfer the content, verbatim, to another layout and design more suitable for your students.**

**PK/K KEY**  
***Peacemaking Skills for Little Kids***  
*(presumably by teacher interview)*

*When using the book with only Pre-K and K, use questions 1-5.*

1. I-Care Cat's first I-Care Rule tells us that we \_\_\_\_\_ to each other.
  2. I-Care Cat wants us to use our hands to \_\_\_\_\_ each other.
  3. I-Care Cat helps us remember to use words like "please," "thank you," and "you're welcome." We call these words I-Care \_\_\_\_\_ .
  4. We learned how important it is to care about each other's \_\_\_\_\_.
  5. When we understand that what we say and do can help or hurt someone else, we've begun to learn that we are \_\_\_\_\_ .
- 

*OPTIONAL*

*If you use the book with grades 1–2, feel free to add or substitute any of these:*

- 2a. When we use our helping hands to work together, that's \_\_\_\_\_ .
- 4a. We learned another word that says how special and unique and wonderful each of us is. We sang it: "I am \_\_\_\_\_ , so are you, so are you, so are you. I am \_\_\_\_\_ , so are you. We all are \_\_\_\_\_ ."
- 4b. We sang, "We're all a \_\_\_\_\_ under one sky, we're a \_\_\_\_\_ under one sky."
- 4c. Even when we feel afraid or sad or angry or upset, we can tell a \_\_\_\_\_ (**friend**; also, teacher or parent).
- 5a. When we feel upset or hurt with someone else in our class , we can go talk it out when we sit at the \_\_\_\_\_ \_\_\_\_\_ .

**Kindergarten KEY**  
***Helping, Not Hurting:***  
***Teaching the I-Care Rules Through Literature***

*(presumably by teacher interview)*

1. I-Care Cat's first I-Care Rule tells us that we \_\_\_\_\_ to each other.
  
2. In the story *The Grouchy Ladybug* the ladybug seemed always ready to use her hands not for helping, but for \_\_\_\_\_ .
  
3. The story *I'm Sorry* shows us two children who learned to use \_\_\_\_\_  
**(I-Care)** language.
  
4. *The Brand New Kid* helped us learn how important it is to care about each other's \_\_\_\_\_ .
  
5. The book *How to Be a Friend* helped us learn that we are responsible for what we \_\_\_\_\_ .

**1st grade KEY**  
***Peacemaking Skills for Little Kids***

*(possibly by teacher interview)*

1. Mark YES or NO to show if each one shows that we are listening to each other.

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>a.</b> Only one person talks at a time.       |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>b.</b> Look down at the floor.                |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>c.</b> Ask questions if you don't understand. |

2. When we use our helping hands to work together, that's \_\_\_\_\_ ..

3. Mark YES or NO to show if each one uses I-Care Language:

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>a.</b> Please let me use the crayons.           |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>b.</b> Thank you for sharing your paper.        |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>c.</b> You can't play because I don't like you. |

4. Is it OK to talk about feelings even if we feel scared, angry, or embarrassed?

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

5. Mark YES or NO to show the things we can do to act responsibly.

- |                              |                             |   |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>a.</b> Blame someone else for being bad      |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>b.</b> Help clean up a mess.                 |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>c.</b> Ask an adult for help with a problem. |

**2nd grade KEY**  
***Peacemaking Skills for Little Kids***

*(possibly by teacher interview)*

1. Mark YES or NO to show the actions that use hands for helping, not hurting.

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>a.</b> Cleaning up something spilled.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>b.</b> Opening the door for someone.    |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>c.</b> Shoving someone you feel mad at. |

2. When we listen to each other, we listen without \_\_\_\_\_ .

3. To take care of our bodies we want to make \_\_\_\_\_ choices.

4. Even though feeling mad is natural, it is not O.K. to \_\_\_\_\_ someone because of it.

5. Mark YES or NO to show if each one uses I-Care Language:

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>a.</b> Please let me read this book now.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>b.</b> Thank you for helping me clean up. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>c.</b> Get out of my way now.             |

6. It is okay to talk about any feelings we have.

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|

7. Mark YES or NO to show what we do or do not do at the Peace Table.

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>a.</b> Each person gets to tell her or his story.       |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>b.</b> We blame the other person for the problem.       |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <b>c.</b> We think of different ways to solve the problem. |

**3rd grade KEY**  
***Peace Scholars: Learning Through Literature***

1-4. Fill in the missing words in the I-Care Rules.

1. We \_\_\_\_\_ to each other.
2. Hands are for \_\_\_\_\_ , not \_\_\_\_\_ .
3. We care about each other's \_\_\_\_\_ .
4. We are \_\_\_\_\_ for what we say and do.
5. To help manage our anger, we can make a \_\_\_\_\_ .
6. In the story *Big Al*, both Big Al and the other fish needed to learn better skills for making \_\_\_\_\_ .
7. When Listening with your Heart, if you don't understand what the person said, you can \_\_\_\_\_ .
8. When we use the I-Care Statement, we first say the person's name, and then we tell the person how we \_\_\_\_\_ .
9. Check the box for anyone who can help change a bullying problem.  
 a. The bully.  
 b. The victim.  
 c. The bystanders.
10. In the story *Everybody Cooks Rice*, all the families were cooking a rice dish from different \_\_\_\_\_ .
11. In *A Bargain for Frances*, Frances and Thelma helped introduce us to the Problem - \_\_\_\_\_ Process.
12. When we have a problem at school we can solve it together at the \_\_\_\_\_ .

**4th grade**  
***Peace Scholars: Learning Through Literature***

1. Which of these can help you build common ground to make conversation?

Check all that apply.

- a. Tell the other person what to do.
- b. Ask questions.
- c. Convince the other person that you are right.
- d. Listen to what the other person says.

2. The piggies in *Piggie Pie* avoided the witch by:

- a. cooperating.
- b. running away.
- c. ignoring her.

3–5. Fill in the missing words in these *Peace Scholar Rules*:

3. We \_\_\_\_\_ for peaceful purposes.

4. We speak with \_\_\_\_\_.

5. We act with \_\_\_\_\_.

6. Check those that may be examples of cruel humor:

- a. calling someone an insulting name.
- b. making someone look silly.
- c. telling a joke about someone.
- d. apologizing for a mistake.

7. True or False: Conflict can have only negative consequences.

- a. False.
- b. True.

8. Mark all the questions you would ask to evaluate solutions as you work through the Problem-Solving Process:

- a. Is it fair?
- b. Will I win?
- c. Does it respect everyone's feelings?
- d. Will it work?

9. Stories like *The True Story of the Three Little Pigs as Told by Alexander T. Wolf*, *The Three Little Wolves*, *The Big Bad Pig*, and *The Fourth Little Pig* help us see a different \_\_\_\_\_ of \_\_\_\_\_.

## 4th grade, page 2

10. What does *empathy* mean?

- a. listing different ideas that may help solve a problem.
- b. getting people to feel sorry for you.
- c. convincing another person to do what you want.
- d. understanding how another person thinks and feels in a certain situation.

11. Check any or all of the correct steps in giving an I-Statement:

- a. Say the person's name.
- b. Say how you feel.
- c. Blame the other person for what she or he did wrong.
- d. Suggest a way to solve the problem.

12. A lesson presented these four steps:

- a. Ask yourself, "What am I feeling?"
- b. Ask yourself, "What do I feel like doing?"
- c. Ask yourself, "What will happen if I do that?"
- d. Ask yourself, "What could I do instead?"

These steps can help you think before you act and resist an \_\_\_\_\_ .

13. When you learn to say "NO" and mean it, when someone else encourages you to do something you dislike or just don't want to do, you've learned to resist:

- a. an impulse.
- b. peer pressure.
- c. negative thoughts.
- d. bullying.

14. Who can change or do something else to help stop bullying?

Check all that apply:

- a. Victims.
- b. Bystanders.
- c. School staff.
- d. Parents.
- e. Bullies.



## 5th grade

### Peace Scholars: Creative Conflict Solving

*(these two test pages are available together on p. xxiii in the Teacher's Guide)*

Read each statement carefully. Circle "T" for True or "F" for False.

- T F 1. Conflicts happen every day.
- T F 2. In most conflicts, one side is right and one side is wrong.
- T F 3. Listening to understand the other person's side is an important step in solving most conflicts.
- T F 4. We can eliminate or prevent all conflicts.
- T F 5. Whether a behavior is appropriate or inappropriate may depend on when and where it happens.
- T F 6. Inappropriate behavior can start a conflict.
- T F 7. People cannot change their behaviors.
- T F 8. People all over the world have the same basic needs.
- T F 9. Unmet needs can lead to conflicts.
- T F 10. People can learn to solve conflicts without violence.
- T F 11. A conflict can have only one winner.
- T F 12. Calling someone a name is a form of bullying.
- T F 13. Frustration always leads to violence.
- T F 14. We can learn to control our anger.
- T F 15. Adults do not have conflicts.
- T F 16. We can use conflicts constructively.
- T F 17. What we say or do can either escalate or de-escalate a conflict.
- T F 18. Even when we feel angry, we can behave respectfully.
- T F 19. Embarrassing or humiliating another person can prevent the conflict from being resolved.
- T F 20. Learning to handle conflict responsibly requires practice and skill.

## 5th grade, page 2

(these two test pages are available together on p. xxiii in the Teacher's Guide)

Match the letter of the correct definition in the blank.

- |       |                 |   |
|-------|-----------------|---|
| _____ | 1. consequences | a. a plan of action to solve a problem  |
| _____ | 2. strategy     | b. a disagreement or struggle over respect, ideas, values, or things  |
| _____ | 3. values       | c. total ways of acting; everything we say and do   |
| _____ | 4. resources    | d. choices we have in dealing with any problem or anger   |
| _____ | 5. alternatives | e. the results of what we do  |
| _____ | 6. frustration  | f. giving up something to help settle a dispute   |
| _____ | 7. scapegoat    | g. everything we can use to help solve a dispute: skills, ideas, intelligence, experience, creativity, etc.                               |
| _____ | 8. behavior     | h. an unpleasant feeling that may result from not getting what we want when we want it, or feeling unable to change a difficult situation |
| _____ | 9. compromise   | i. what we feel strongly about or believe to be important   |
| _____ | 10. conflict    | j. A person or thing unfairly blamed or punished for others' guilt, mistakes, or frustration  |

**6th grade**  
***Creating Peace, Building Community***

1–3. Fill in the missing words in these *Peace Rules*:

1. We speak \_\_\_\_\_ .
2. We listen with an \_\_\_\_\_ \_\_\_\_\_ .
3. We act with \_\_\_\_\_ .
4. Perception means what you \_\_\_\_\_ in a situation.

5. *Paraphrasing* means:

- a. telling the person lots of details about yourself.
- b. asking questions to get more information.
- c. restating in your own words what you think a person means or feels.
- d. coming up with lots of different solutions to a problem.

6. Check any or all of the correct steps in giving an I-Statement:

- a. Say the person's name.
- b. Say how you feel.
- c. Make it clear who's right and who's wrong.
- d. State what you'd like, or what would solve the problem.

7. Check the things that will help you prepare your Anger Management Plan.

- a. Understanding what triggers your anger.
- b. Believing that you are right and the other person is wrong.
- c. Recognizing what you tend to do when you feel angry.
- d. Imagining all the reasons why someone else would try to hurt you.

8. In dealing with conflict, escalation means:

- a. what makes things worse.
- b. what you need to do to avoid being punished.
- c. coming up with excuses.
- d. taking responsibility for your actions.

9. Check the first positive, constructive "Big Belief" we explored:

- a. Win some, lose some.
- b. I'll do whatever it takes to come out on top.
- c. I can win any argument.
- d. I believe that I can.

## 6th grade, page 2

10. Check all examples of positive core values:

- |   |   |
|---|---|
| <input type="checkbox"/> a. integrity   | <input type="checkbox"/> e. insensitivity               |
| <input type="checkbox"/> b. fairness    | <input type="checkbox"/> f. respect                     |
| <input type="checkbox"/> c. bossiness   | <input type="checkbox"/> g. pursuit of excellence       |
| <input type="checkbox"/> d. cooperation | <input type="checkbox"/> h. do whatever it takes to win |

11. The roles you play, your likes and dislikes, your beliefs, and your decisions make up a “recipe” for your:

- a. destiny.
- b. identity.
- c. career.
- d. love life.

12. “Thinking and Choosing” lesson helped us work through any situation by considering what three factors?

- a. thought, action, outcome
- b. parents, teachers, police
- c. ideas, feelings, questions
- d. what starts the conflict, what keeps it going, what ends it

13. Check the factors that help make up one’s culture.

- a. race
- b. social rules and customs
- c. religion
- d. ethnicity
- e. morals and values

13. Check the best definition of *stereotype*:

- a. Social rules and norms that determine how we act in certain situations
- b. Expectations about how life should turn out
- c. Exaggerated or biased beliefs that we assume to be true about a person or a group
- d. View of yourself based on your core values

**7th grade**  
***Creating Peace, Building Community***

1–3. Fill in the missing words in these *Peace Rules*:

1. We \_\_\_\_\_ constructively.
2. We take \_\_\_\_\_ for what we  
\_\_\_\_\_ .
3. We \_\_\_\_\_ each other's feelings.

4. Check all the components of effective listening:

- a. Focus on the speaker.
- b. Think about what you will say in response.
- c. Ask questions to make sure you understand.
- d. Paraphrase your understanding of the speaker's ideas and feelings.

5. An I-Statement, properly given, reflects:

- a. Assertive behavior.
- b. Aggressive behavior.
- c. Non-assertive behavior.

6. Once we've identified a problem, our Decision-Making Matrix first calls for us to list:

- a. Likely outcomes.
- b. Cost.
- c. Parents' instructions.
- d. Possible solutions.

7. Our anger management plan typically includes what two kinds of options?

- a. good and bad.
- b. realistic and unrealistic.
- c. mental and physical.
- d. assertive and non-assertive.

8. The "Bystander Effect" means that:

- a. You can get hurt if you try to stop a fight.
- b. You may not notice violence as much if you're exposed to it too much.
- c. Having enough people around may provoke violence.
- d. Having enough people around may prevent violence.

## 7th grade, page 2

9. Circle "T" for True or "F" for False.

T    F    One needs years of practice to become a peacemaker or a hero.

10. Match each conflict style with the statement that best reflects its usual emphasis.

- |                |   |
|----------------|---|
| ___ a. shark   | 1. compromising: "Meet me half way"                       |
| ___ b. ostrich | 2. accommodating: "Whatever you want to do is OK with me" |
| ___ c. fox     | 3. avoiding: "Nothing I can do"                           |
| ___ d. sheep   | 4. collaborating: "We can make it work"                   |
| ___ e. owl     | 5. competing: "My way or no way"                          |

11. Mark the term that best identifies a solution that lets each disputant come away with something useful and satisfactory:

- a. rare
- b. win/win
- c. imposed
- d. compromise

12. Mark all the outcomes that effective mediators try to achieve:

- a. Each person gets a chance to give her/his side of the story.
- b. Each person gets a suitable punishment.
- c. Each person understands the other person's side better.
- d. Each person contributes to the problem-solving process.
- e. Each person gets exactly what she/he wants.
- f. Each person feels satisfied with the outcome.

13. For making change in the world we emphasize:

- a. better laws for cooperation.
- b. requiring all disputes to go to mediation.
- c. the value of understanding.
- d. the power of one person.

**Grades 4-8**  
***Fighting Fair: Dr. Martin Luther King, Jr. For Kids***

1. Dr. King said, "The strong man is the man who can stand up for his rights and not \_\_\_\_\_"
2. Fighting Fair means we attack the \_\_\_\_\_, not the \_\_\_\_\_.
3. One key peacemaking technique, the I-Statement (also called "I Care Language" in the book) includes four elements. Identify at least three.
  - a.
  - b.
  - c.
4. Throughout his role in America's civil rights movement, Dr. King insisted that we must never fight violence with \_\_\_\_\_.
5. People such as the Selma Marchers, Freedom Bus Riders, children's crusaders, sit-in demonstrators, conscientious objectors, and others showed us that despite our very real fears when facing any conflict, injustice, or even violence against us, we must still take \_\_\_\_\_.
6. After Rosa Parks' refusal to surrender her seat on the bus, civil rights activists in Montgomery, Alabama took nonviolent action by organizing and carrying out a \_\_\_\_\_ of the bus system.
7. In any conflict or relationship, we always have a choice as to whether we want to build \_\_\_\_\_ or \_\_\_\_\_.
8. Anyone who wants to make peace in the world must, like Dr. King, have a \_\_\_\_\_ of what he or she wants the world to become.
9. A nonviolent problem-solving strategy in which two disputants work together to create their own solution, with help from someone else who stays neutral:
  - a. Lawsuit.
  - b. Civil disobedience.
  - c. Apology.
  - d. Mediation.

## 8th grade Conflict Resolution in American History

1. According to the Peace Rules, we cooperate \_\_\_\_\_ and we listen with an \_\_\_\_\_ .
2. Assuming that everyone in a certain group thinks and acts exactly alike shows thinking based on:  
 a. hostility.                       c. respect.  
 b. stereotypes.                       d. discrimination.
3. Studying immigration to America can help us understand that even with a broad range of diversity among our citizens, we can still work together to:  
 a. create laws to keep peace.  
 b. keep neighborhoods separate.  
 c. conquer the west.  
 d. build unity.
4. One lesson gave these examples of cause and effect:

<i>year</i>	<i>British acts</i>	<i>Colonist acts</i>
1764	Sugar Act	Protest
1765	Quartering Act	Organized protest
1773	Tea Act	Boston Tea Party

We used these examples to discuss:

- |  |  |
|--|--|
| <input type="checkbox"/> a. conflict resolution. | <input type="checkbox"/> c. conflict styles.     |
| <input type="checkbox"/> b. conflict mediation.  | <input type="checkbox"/> d. conflict escalation. |
5. Mark the first step in preparing an anger management plan:  
 a. Talk to the other person about your concerns.  
 b. Identify the problem as a behavior.  
 c. Recognize the physical signs that your anger is growing.  
 d. Ask yourself if this problem deserves so much energy.
  6. Someone other than the disputants makes a decision for them in:  
 a. Mediation.  
 b. Arbitration.  
 c. Negotiation.
  7. Which best describes the difference between resolution and reconciliation?  
 a. Resolution is imposed by someone else; reconciliation comes by choice.  
 b. Resolution is a legally binding action; reconciliation is optional.  
 c. Resolution settles the issue; reconciliation helps rebuild the relationship.  
 d. Resolution happens quickly; reconciliation takes a long time.



## 8th grade, page 2

8. Puritan beliefs show how strong social and religious norms depend on one's \_\_\_\_\_ of what matters in society, morals, and life.

9. The complex issues involved in the Civil War demonstrate how disputes may escalate tragically because of:

- a. viewpoints and convictions.
- b. cause and effect.
- c. north and south.
- d. right and wrong.

10. The overall process of effective listening involves the verbal skill of:

- a. arguing one's views.
- b. paraphrasing.
- c. preparing a statement.
- d. maintaining a calm tone.

11. Which statements accurately describe some of the pros and cons of open- and closed-ended questions? Mark all that apply.

- a. Open-ended questions tend to encourage getting more information, but maybe too much, and it may not all be useful.
- b. Closed-ended questions show that you are not concerned with how the other person feels.
- c. Open-ended questions show concern for the other person but they always take much longer to answer.
- d. Closed-ended questions can help bring out some useful facts, but they don't usually help bring up feelings.

12. When opposite sides work to find what they both honestly agree on, we say they seek:

- a. victory.
- b. a negotiated agreement.
- c. reconciliation.
- d. common ground.

13. If we want to achieve something positive and meaningful in life, we have to learn to:

- a. practice giving I-Statements.
- b. get help from elected officials.
- c. learn not to repeat the same mistakes.
- d. act on courage in the face of fear.

14. In the book's final story, Carlos befriends a boy named Mark at a crucial point. This demonstrates:

- a. why we should always be nice to everyone no matter what.
- b. why we need laws against bullying.
- c. the difference one person can make.
- d. the dangers of walking to and from school.

## Senior High *Win/Win*

1. All conflict involves or leads to violence.
  - a. True.
  - b. False.
  
2. Most violence among human beings is a learned behavior and can be unlearned.
  - a. True.
  - b. False.
  
3. Sometimes in order to settle a conflict nonviolently, we may have to “agree to \_\_\_\_\_.”
  
4. Check at least three constructive skills of a “Communication Pro.”
  - a. Choose the right time and place.
  - b. Convince the other person that you are right.
  - c. Be patient.
  - d. Listen—honestly pay attention and try to understand.
  - e. Ask open-ended questions to show that you’re listening, and you care.
  - f. Insist that the other person apologize.
  - g. Don’t use fouls.
  - h. Insist on getting what you deserve.
  
5. The way you walk, what you wear, your gestures, your posture, your facial expressions, and other forms of communication make up what we often call:
  - a. body language.
  - b. conflict style.
  - c. peer pressure.
  - d. nonverbal communication.

## Senior High, page 2

6. Identify three of the eight styles of handling anger discussed in *Win/Win*:

- a. Optimist, Pessimist, Realist.
- b. Statue, Martyr, Hipshooter.
- c. Direct, Indirect, Evasive.
- d. Statue, Blame Game, Sheep.

7. Which statement best represents *Win/Win's* position on the apparent tendency many people have to use violence?

- a. People have always used violence and always will.
- b. Given how unjust and cruel some people can be, sometimes violence provides the only effective and realistic response.
- c. We can learn to choose nonviolent means to respond to injustice and evil.
- d. We must never stand up for ourselves in any way.

8. Which statement best represents *Win/Win's* concerns about violence in media and entertainment?

- a. Violence as entertainment can at least desensitize us to real violence; it can also model destructive behavior.
- b. People who act out violent impulses based on music or videos are not fully responsible for their actions.
- c. We shouldn't tolerate any kind of violence in literature, art, music, etc.
- d. Violence in media makes no difference. Everyone knows it's all fake, just show business, purely for entertainment.

9. Conflicts may arise when misunderstand or disregard cultural differences such as (check all that apply):

- a. How we deal with time.
- b. How close to stand to another person.
- c. Different standards of touch between different sexes or the same sex.
- d. Whether to touch another person at all.
- e. Eye contact.
- f. Nuances of language (volume, rate, pitch, etc.)

10. To face peer pressure effectively, first you have to believe in \_\_\_\_\_ .

### Senior High, page 3

11. Sexual harassment may involve any of these: physical grabbing or groping, sexual drawings or photos, jokes, gestures, remarks about sexual orientation, and the way you look at someone.

- a. True.
- b. False.

12. Sexual harassment applies to (mark all that apply):

- a. Males harassing females.
- b. Females harassing males.
- c. Males harassing males.
- b. Females harassing females.

13. Most domestic violence happens mainly in lower-income homes and neighborhoods.

- a. True.
- b. False.

14. Though domestic violence may often create a self-perpetuating cycle, any one individual can break that cycle.

- a. True.
- b. False.

15. The same basic dynamics of student peer mediation have made a major difference in communities, states, and international conflicts.

- a. True.
- b. False.

16. Using peacemaking skills effectively and consistently may not succeed in solving every problem, but we can still make the world better.

- a. True.
- b. False.