



# Relationships: The Teen Years



## Chapter Preview

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### ▲ Working with the Photo

Friendships take on a greater importance during the teen years.

**What qualities do you look for when you make new friends?**

# Start-Up Activities

## Before You Read

Do you know what makes a good friend? Do you know the rules of effective communication? Take the short quiz on this page. Keep a record of your answers.

## HEALTH QUIZ Answer *true* or *false* for each of the following statements.

1. Good friends show support for each other when needed.
2. Active listening can get in the way of good communication.
3. Refusal skills should be used whenever you feel peer pressure, even if it is positive pressure.
4. Abstinence from risky behaviors is an important factor in maintaining good health.

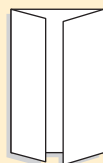
ANSWERS: 1. True; 2. False; 3. False; 4. True

## FOLDABLES® Study Organizer

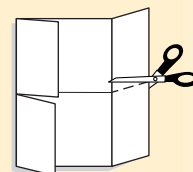
### As You Read

Make this Foldable® to help you organize the information about friendships in Lesson 1. Begin with a plain sheet of 11" × 17" paper.

- 1** Fold the short sides of a sheet of paper inward so that they meet in the middle.



- 3** Open and cut along the inside fold lines to form four tabs.



- 2** Fold the top to the bottom.



- 4** Label the tabs as shown.



Write down the qualities of a good friend on the back of the Foldable®. Then describe the Who, What, When, and Why of a close friend under the appropriate tab.

Go Online

Visit [glencoe.com](http://glencoe.com) and play the Chapter 5 crossword puzzle game.

# Lesson 1

## Friendships During Adolescence

### Guide to Reading

#### ● Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- relationships (p. 102)
- sympathetic (p. 103)
- clique (p. 105)
- peer pressure (p. 105)

#### ● Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** changes that occur in friendships during adolescence.
- **identify** the qualities of a good friend.
- **develop** communication skills to make new friends.

#### ● Reading Strategy

**Classifying** Using the diagram as a guide, create a concept map that shows the qualities of a good friend.



**FOLDABLES** Study Organizer Use the Foldable® on p. 101 as you read this lesson.

### Quick Write

Write a short paragraph that describes how your friendships have changed over the years.



### Friendships

If you ask a group of people what they like most about their closest friend, you will probably get many different answers. One person might respond, “She makes me laugh.” Another might say, “We have a great time together.”

Unlike other types of relationships, friendships are relationships people choose to have. **Relationships** are *connections you have with other people and groups in your life*. Friendships form as a result of common interests and shared values. They are an important part of good social health.

### Reading Check

**Define** What are relationships?

- ◀ We tend to make friends with people who share similar interests. **What are some things you and your friends enjoy doing together?**



## Changes in Friendships During Adolescence

Your teen years are a bridge between childhood and adulthood. During these years, friendships take on a greater importance than they once did. They grow and mature, just as you do. You still share good times and have fun with your friends, but you also begin seeking deeper qualities in the people you choose as friends. Such qualities may include loyalty and trust. Your group of friends may also begin to include more members of the opposite gender.

During this **transitional** period, some teens outgrow the friendships they formed when they were younger. New interests in and out of school may cause old friends to drift apart. Differences in growth and emotional maturity also lead some friends in separate directions.

Sometimes, however, a friend may not be ready for a friendship to end. Although it can be painful, saying good-bye to old friends is a normal part of growing up. The healthiest thing you can do when a friend moves on is to do the same. Eventually, you will find another person or people who share your interests, values, and goals.

## Qualities of a Good Friend

What makes a friend a *good* friend? Several qualities define strong friendships. One of these is trustworthiness. Trustworthy friends are honest and reliable. You can share private thoughts and feelings with them because they respect you. They also keep their promises to you. You can trust that they mean what they say.

Good friends are **sympathetic** (simp-uh-THET-ik), meaning they are *aware of how you may be feeling at a given moment*. Any friend will be willing to share your happy times. Only a good friend will stand by you during the bad or rough ones. During such times, it is encouraging to have a friend who understands how you feel.

Good friends care about and respect each other. Caring friends value each other's feelings as much as they do their own. They respect each other's decisions, differences, and opinions.

One of the most important qualities of a real friend is forgiveness. True friends understand that neither person in a relationship is perfect. They are willing to forgive mistakes and say "I'm sorry" for their own.

- ▶ Good friends are loyal. They stay with you through thick and thin. **What are some other qualities of a good friend?**

## Academic Vocabulary

**transitional** (tran ZISH uh nul) (*adjective*)  
changing. *Pedro's first year of high school was a transitional year because he started a new school and had to make new friends.*





DEVELOPING

## Good Character

### Friendships and Character

You may have noticed that many qualities of good friends happen to be traits of good character. That is no accident. Friendships provide an opportunity to develop and practice good character traits.

**Name some character traits that you and your closest friends share.**

## Making Friends

Life would be much simpler if there were a recipe for making friends. It might begin, “Combine loyalty and caring. Stir in respect.” Of course, no such recipe exists. There are, however, suggestions that you can follow to make new friends.

One of the most important things to remember is to be yourself. Do not pretend to be someone you are not. If you do, you will eventually get tired of having to hide your true self. Besides, good friendships are rooted in honesty, and people tend to appreciate others who are genuine and sincere.

One thing you can do to make new friends is make an effort to meet new people. The people around you play an important part in your personal health and well-being. The positive influence of good friendships can impact your physical, mental/emotional, and social health. Think about joining a club or other group, either at school or in your community. What are your interests, talents, and hobbies? There are bound to be others with whom you share common interests.

Another way to make new friends is to join a worthwhile effort or cause. You could volunteer for a community project, such as a park cleanup, or become a tutor at your local elementary school. You could find out if a classmate needs a study partner. Another benefit of participating in these kinds of activities is the sense of accomplishment you will experience. You will feel better about yourself because you will be making a positive contribution to your community.



Reading Check

**Give Examples** What are some things you could do to meet new people?

► Volunteering for a community project or other activity is an opportunity to make a difference. **What character trait does this show?**





# Health Skills Activity

## Communication Skills

### “Breaking the Ice”

Outgoing people often have an easier time making friends than those who are shy. For some people, meeting and getting to know others can be difficult. If this sounds like you, here are some strategies to try:

- Friendships start with a simple conversation. This can be as simple as asking a classmate a question. You can always talk about school. Gradually try to talk about other topics, such as movies or sports. Ask about your classmate’s interests.
- Are there others in your class who tend to keep quiet and seem a bit shy? They may also find it hard to meet people. Make an effort to start a conversation with one of them.

### On Your Own

Try using one of the above strategies to meet a new person.

## Cliques

People tend to feel comfortable around others like themselves. This sometimes leads to the formation of cliques during adolescence. A **clique** is a group of friends who hang out together and act in similar ways. Cliques can be a close-knit group of people with a strong common interest or bond. Cliques can satisfy a teen’s need to belong and feel accepted. They can also be harmful, especially when members feel negative peer pressure from other members.

**Peer pressure** is the influence to go along with the beliefs and actions of other people your age. Peer pressure is negative when it involves behavior that can damage your health, hurt others, or get someone into trouble. It is positive, however, when peers encourage and support healthy behaviors.

Some cliques are exclusive groups that limit membership to a chosen few. Cliques like this are sometimes hurtful to outsiders. Members may go out of their way to make nonmembers feel bad by teasing or laughing at them. A more positive approach would be to show respect and kindness to others, even those with whom you have nothing in common.



### Reading Check

**Explain** In what ways can cliques benefit teens?



## Dating

During your teen years, you may begin feeling attracted to others. These feelings may take the form of strong emotions. Yesterday, the girl who lives across the street was “just another kid on the block.” Today, you find it hard to stop staring at her when she is around. Yesterday, your older brother’s best friend was a pest or a bore. Today, you find yourself worrying about your appearance when you know he is coming to your house. These new feelings cause some teens to begin—or at least begin thinking about—dating. Dating is a way to get to know other people better.

There is no specific time when you are supposed to start dating. Some people feel ready to date in their teens, while others do not feel ready until much later.

## Spending Time with a Group

An alternative to individual dating is to spend time in a group setting. A mixed group of teens might get together to watch a movie or play a game. Other fun group activities include dancing, skating, and playing volleyball. An added health benefit of these activities is that they keep you physically active.

There are other advantages to going out with a group as well. One advantage is that it takes the pressure off you to keep the conversation flowing. When there are several teens present, as opposed to only two, you do not have to talk as much. Another benefit is that a group can share the cost of an activity, making the group activity less expensive for each individual.

▲ Cliques can help satisfy the emotional need to belong. **What are some ways that cliques can be harmful?**

### Reading Check

**Explain** Why is spending time in a group setting a good alternative to individual dating?

## Individual Dating

At some point, you might feel ready to go out on a date with just one other person. Perhaps your parents will let you know that they feel you are ready for individual dating. Dating is a big step

**Go Online**

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 1.

that should be taken for the right reasons. Some reasons might include having an interest in what another person has to say, and wanting to know that person better. Reacting to peer pressure is not a good reason to begin dating someone.

Think of dating as a special form of friendship. It should involve two people who enjoy each other's company, and who share common interests and values. Like any other friendship, a dating relationship should be based on caring and respect.



▲ Doing group activities is an alternative to individual dating. **Why do you think these teens enjoy each other's company?**

## Lesson 1 Review

### After You Read

Review this lesson for new terms, major headings, and Reading Checks.

#### What I Learned

1. **Vocabulary** Define *peer pressure*. Use it in an original sentence.
2. **Identify** Name two qualities of a good friend.
3. **Recall** Why do some teens form cliques?

#### Thinking Critically

4. **Evaluate** Milo and Jake have been friends since kindergarten. Recently, they have begun to drift apart. Jake feels rejected and is wondering if Milo is mad at him for some reason. What advice would you give Jake?

5. **Apply** Janine, who is new at school, has become part of a clique. Today at lunch, members of the group talked about skipping school to go to the beach. What do you think Janine should do? How could Janine influence her friends to make healthful choices?

#### Applying Health Skills

6. **Communication Skills** With a group, develop a "Friends' Bill of Rights." This document should spell out the things that friends have a right to expect of each other. The bill should contain examples.





## Lesson 2

# Practicing Communication Skills

### Guide to Reading

#### ● Building Vocabulary

Make a word diagram that shows the relationship among the terms below. Decide which term is the most general and the one all the others relate to.

- communication (p. 108)
- body language (p. 108)
- mixed message (p. 109)
- “I” message (p. 110)
- active listening (p. 110)

#### ● Focusing on the Main Ideas

In this lesson, you will learn to

- **describe** types of nonverbal communication.
- **explain** how to be a more effective speaker.
- **identify** ways of being a good listener.
- **communicate** effectively with the use of “I” messages.

#### ● Reading Strategy

**Finding the Main Idea** For each major heading in this lesson, write one sentence that states the main idea.

### Quick Write

Make a list of different ways people communicate, such as speaking, writing letters, instant messaging, and so on. Identify similarities and differences among these methods.



## What Is Communication?

An essential skill in building healthy relationships is communication. **Communication** is *the exchange of thoughts, feelings, and beliefs between two or more people*. Good communication is not only about getting a message across successfully. It is also about being able to listen to messages you hear. This means paying attention to and hearing what the other person is saying.

In this lesson, you will take a look at the factors that make up good communication skills. You will learn ways to keep the lines of communication open.

## Nonverbal Communication

You have probably noticed that when two people carry on a conversation, they often move their hands around as they talk. Also, the looks on their faces may reveal clues about what they are saying. Gestures and facial expressions are features of *nonverbal communication*—communication without words.

There are two main types of nonverbal communication. One is **body language**, *the use of visual cues to communicate information or feelings*. In addition to gestures and facial expressions, body language includes posture.



The second type of nonverbal communication is *intonation*, or tone of voice. When you speak, the sound of your voice alone can send a message. You may sound angry or unhappy without even realizing it. How you say something can be just as important as what you say.

### Mixed Messages

Body language and intonation often occur naturally without any effort. Some people, for example, use hand gestures when speaking. Sometimes, however, verbal and nonverbal messages can send two different messages. For that reason, you should try to become aware of the nonverbal messages you send. Otherwise, you run the risk of sending mixed messages. A **mixed message** occurs *when your words say one thing but your body language and/or intonation say another*. Saying you are sorry while grinning is an example of a mixed message. It tells the person you are apologizing but that you do not really mean it. Can you think of other examples of mixed messages?



▲ Notice that you do not have to hear these teens' words to get a sense of what they are saying or feeling. **What body language tells you that the teen on the right is listening to what the other teen is saying?**



Reading Check

**Define** What is *intonation*?



## Effective Verbal Communication

Communication is a two-way street. In order for it to be effective, two different sets of skills need to be present. The first set is speaking skills. These skills determine how a message is delivered. The second is listening skills, which determine how a message is received. Listening skills are the part of the communication process that is most often overlooked.

### Speaking Skills

One rule of effective speaking is to make your message as clear as possible. Consider this message: "You can't do anything right!" These words were spoken by a teen named Josh to his younger brother, Chris. The two had planned to work together on a project. Chris, however, decided to get a head start before Josh got home from school. When Josh came home, he saw that Chris had glued a few parts together incorrectly.

Josh is clearly angry, but his message is not an example of effective speaking. It does nothing more than place blame. Most importantly, it leaves little room for a positive response. Chris will probably feel hurt and may answer back in anger.



Go Online

**Topic: Body Language Basics**

Visit [glencoe.com](http://glencoe.com) for Student Web Activities to learn about how people use body language to communicate.

**Activity:** Using the information provided at the link above, create a body language game that teaches players how to communicate with their partners using only nonverbal clues.



Compare that message with this one: “I’m mad because I wanted to work on the project together. I wanted you to wait for me.” This is an example of an **“I” message**. This is *a statement that presents a situation from the speaker’s personal viewpoint*. “I” messages do not accuse or scold the way “you” messages do. “I” messages tell how the speaker feels. This makes them very powerful communication tools.

“I” messages are a key speaking skill. Here are some other skills for good communication:

- **Stay calm.** Remember, the louder you speak, the less likely you are to be heard. Few arguments are ever settled by screaming or slamming a door.
- **Stick to the point.** Think your ideas through before you begin to speak. Be specific.
- **Choose the right time and place.** Find a time when the other person is not in a hurry or busy with something else. Find a quiet place where there is little chance of interruption.
- **Be aware of your body language and intonation.** Do not send mixed messages. Be sure to maintain eye contact with the other person. Eye contact is a way of showing that you are sincere.

### Reading Check

**Identify** What are two advantages of “I” messages over “you” messages?



## Listening Skills


Have you ever spoken to someone whose attention was on something else—the TV, maybe? It can be a frustrating experience. Good listening skills are just as important to interpersonal communication as speaking skills. A speaker’s message has meaning only if the listener receives it.

A good listener is an active listener. **Active listening** is *hearing, thinking about, and responding to the other person’s message*. The following suggestions can help you become a more active listener.

- ◀ An important factor of active listening is appropriate body language. **What are some other skills of active listening?**



- **Pay careful attention to all that the speaker has to say.** Do not begin forming your answer while the other person is still speaking. If the two of you are working through a problem, keep an open mind. There are at least two sides to every disagreement. You may end up seeing things in a different way. Also, if you carefully listen to people, others will appreciate it. They will be more likely to carefully listen to you when you speak.
- **Use body language that shows you are listening.** Make eye contact with the speaker. Nod your head from time to time to show that you are paying attention. Back up your body language with comments such as “Really?” or “What happened next?” You can also use body language to show emotion.
- **Think for a moment before speaking.** Take time to collect your thoughts. Decide exactly how you want to respond. Once you do respond, “mirror” the speaker’s thoughts and feelings. Repeat what the person said as a way of confirming what you heard.
- **Ask questions.** After the person has finished talking, ask questions or add your own comments or opinions. If you do not understand something, say so.



Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 2.



## Lesson 2 Review

### After You Read

Review this lesson for new terms, major headings, and Reading Checks.

#### What I Learned

1. **Vocabulary** What is a *mixed message*?
2. **List** What are the two main types of non-verbal communication?
3. **Identify** Besides active listening, what are some tips for effective listening?

#### Thinking Critically

4. **Synthesize** Respond to the statement “Actions speak louder than words.” Explain the relevance of this expression to the skill of communication.

5. **Apply** Kelly is really upset. A jacket she loaned to a friend came back with a tear in it. How can Kelly express her feelings using an “I” message?

#### Applying Health Skills

6. **Communication Skills** With a group, develop a booklet on the importance of good communication skills. The booklet should describe and demonstrate techniques such as using “I” messages and active listening.





# Lesson 3

## Peer Pressure and Refusal Skills

### Guide to Reading

#### ● Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- refusal skills (p. 115)
- aggressive (p. 116)
- passive (p. 116)
- assertive (p. 116)

#### ● Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** the differences between positive and negative peer pressure.
- **identify** risks of negative peer pressure.
- **develop** refusal skills to resist negative peer pressure.

#### ● Reading Strategy

**Comparing and Contrasting** Create a graphic that shows the difference between positive and negative peer pressure. Be sure to include examples of each.

### Quick Write

Describe a time when you were inspired to do something good because of positive peer pressure.



### Peer Pressure

Lately, Stephanie has been spending lunchtime with a new group of girls. She shares some common interests with them, but she does not like the way they gossip and treat some of the girls outside their group. “What is she wearing? That’s horrible!” Stacy said, pointing to a girl across from them.

As the girls laughed and pointed, Stephanie stood there feeling bad, wishing they would stop talking about the other girl. “Doesn’t she look ridiculous?” Stacy said to Stephanie. Stephanie was not sure what to say. She felt pressured to join in, but she did not want to. “No. She doesn’t look ridiculous. She just dresses a little different than us,” Stephanie said.



▶ Peer pressure can influence your decisions positively or negatively.  
**What is peer pressure?**

## Peer Pressure and Decisions

Peer pressure can be a powerful force during the teen years. Teens look to members of their peer group for acceptance. Pressure to fit in can have an impact, good or bad, on a person's decisions. Peer pressure can influence healthful choices.

Some peer pressure is direct—it takes the form of words or actions directed toward you. Indirect peer pressure is more subtle than direct peer pressure. For example, you may notice many people at school wearing a specific shoe style. Maybe you want to go out and buy those shoes, too, because you think you will fit in with everyone else if you wear them.

### Reading Check

**Explain** What is the difference between direct and indirect peer pressure?

### Positive Peer Pressure

In addition to being direct or indirect, peer pressure may also be positive or negative. Positive peer pressure can inspire you to be the best person you can be. When Sally saw a news story about victims of a deadly flood, she decided to take action. The next day, she started collecting money in her neighborhood. Her goal was to send the money to a national organization in charge of the relief effort.

Sally asked her friends and other teens she knew to help raise money, too. Her efforts became a source of direct peer pressure on these teens. Within several days, the teens had raised hundreds of dollars.

Positive peer pressure can benefit your own life, too. You can be positively influenced to do something that improves your own well-being and health. Positive peer pressure can influence you to do better in school or to participate in after-school activities.

**What Teens THINK**

**In your opinion, what form of peer pressure is most common among teens?**

The most common peer pressure for teens is the pressure to do drugs and alcohol. Teens are always being pressured to do this by friends and boyfriends. They are told that by doing this they will become more popular.

Victoria J.  
Portland, TN

▼ Positive peer pressure can encourage healthy habits. **What is an example of positive peer pressure that you have experienced?**





## Negative Peer Pressure

Negative peer pressure is pressure to do something that could hurt you or others, or get you into trouble. It often goes against your own wants, needs, or values. For example, the pressure that Stephanie felt to laugh at another girl was negative peer pressure. If Stephanie had gone along with her friends, she would have felt bad about what she had done.

Some teens endanger their health when they let themselves be influenced by negative peer pressure. For example, they might use alcohol, tobacco, or other drugs. Giving into these pressures can negatively affect your performance at school, your health, and your future. That is a good reason to choose friends who share your values, and who won't try to pressure you into doing something you do not want to do.

Negative peer pressure takes many forms. Teens who put negative pressure on you may try to **manipulate** your emotions or find your weaknesses. The pressure may come as a dare or threat. It may come in the form of a bribe, teasing, or name-calling. Recognizing negative peer pressure in all its forms is important. This is a first step toward standing your ground and protecting your beliefs. **Figure 5.1** lists questions you can ask yourself to help you decide if peer pressure is negative.

### Academic Vocabulary

**manipulate** (muh NIP yuh leyt) (verb) to change or control for one's own purpose. *It is wrong to use negative peer pressure to manipulate a friend.*



### Reading Check

**List** Name some forms that negative peer pressure can take.

**FIGURE 5.1**

## RECOGNIZING NEGATIVE PEER PRESSURE

When you feel you are being pressured, analyze the possible outcomes and health consequences. **What are two questions to ask yourself when you are feeling peer pressure?**

Possible Outcomes	Health Consequences
<ul style="list-style-type: none"> <li>• Is this activity dangerous?</li> <li>• Does it break the law?</li> <li>• Can it lead to punishment, such as suspension from school, or arrest?</li> <li>• Will it lead to disapproval or disappointment from parents or guardians?</li> <li>• Will property be destroyed or damaged?</li> </ul>	<ul style="list-style-type: none"> <li>• How will this activity affect my physical health?</li> <li>• Am I being asked to do something that could bring me physical harm?</li> <li>• Is the activity something that can lead to an addiction?</li> <li>• What effect will it have on my emotional health?</li> <li>• Will I feel guilty if I do this activity?</li> <li>• Will I disappoint myself?</li> <li>• Is it something I simply do not feel ready for?</li> <li>• How will this decision affect the health of others?</li> <li>• Could someone else be hurt?</li> </ul>



## Refusal Skills

Negative peer pressure can be very strong. When anyone challenges your beliefs or values, you need to be strong, too. While negative pressure is often easy to recognize, it can be difficult to resist. One way to resist negative pressure is by using refusal skills.

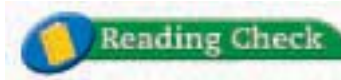
**Refusal skills** are *communication strategies that help you say no effectively*. They help you avoid doing things you do not want to do without feeling uncomfortable about your decision. By using refusal skills, you stand up for your values, which builds self-respect. You also show others that you have strength and character. These qualities will win their respect as well.



### A Strategy for Refusing

Like other skills, refusal skills take practice. Many teens find the S.T.O.P. strategy to be an effective way to say no to risky behaviors like using drugs or alcohol or engaging in sexual activity. The letters in S.T.O.P. represent the four steps in the strategy. You can use one or all of the following steps:

- **Say no in a firm voice.** State your feelings firmly but politely. Just say, “No, I don’t want to.” Make your “no” sound like you really mean it. Use body language to support your words. Make eye contact with the person.
- **Tell why not.** If the other person keeps up the pressure, explain why you feel the way you do. You do not need to use phony excuses or make up reasons. Simply say, “No thanks, I care about my health.” Do not apologize. You have done nothing wrong.
- **Offer other ideas.** If the person pressuring you to do something is a friend, you can choose to suggest alternatives. Recommend an activity that is safe and fun.
- **Promptly leave.** If all else fails, just walk away. Make your actions match your words. If you are someplace where you need a ride, phone a parent to come and pick you up.



Reading Check

**Identify** Tell what the letters in the S.T.O.P. strategy stand for.



### Styles of Communication

When you use refusal skills, your goal is to say no. You are not trying to start an argument. However, the other person does need to hear you and understand your position. How your words are received is largely a matter of your communication *style*. There are three basic styles of communication: aggressive, passive, and assertive.



Careers for the 21<sup>st</sup> Century

### School Counselor



A school counselor is an important member of your education team. They help students in many areas of their academic, personal, and social lives. They may help you prepare for college or settle an argument between you and a peer. School counselors are important resources for students and help shape their future. If you are interested in becoming a school counselor, you should practice your communication skills.

**What other skills does a school counselor need? Go to Career Corner at [glencoe.com](http://glencoe.com) to find out.**





► Your communication style can affect how well you communicate. **What style of communication do you think the teen on the left is using?**



**Aggressive** communication means *speaking in a way that is overly forceful, pushy, hostile, or otherwise attacking in approach*. The speaker may talk in a loud voice, leaning in toward the other person. This approach is not an effective way to communicate and get a message across. People are not likely to listen to what you are saying if they feel like you are being pushy. Aggressive communication can stir up anger in the listener, and can even lead to violence.

The **passive** style of communication includes *a tendency to give up, give in, or back down without standing up for your rights and needs*. A passive communicator might speak in a very quiet voice and avoid looking directly at the listener. This style of communication suggests that the person might be uncertain and easy to persuade. Speaking in a firm voice and making eye contact are important strategies for refusal.

One effective style of communication is an assertive style. Being **assertive** means *behaving with confidence and clearly stating your intentions*. Speak in a firm but positive voice. Your body language and attitude should back up your words. Hold your head high and make eye contact. When you are assertive you stand up for your own rights while respecting the rights of others.

**Go Online**

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 3.



**Reading Check**

**Recall** What is an assertive communication style?



# Health Skills Activity

## Refusal Skills

### Responding to “Lines”

Teens who use negative peer pressure can often be persuasive. They may flatter you or even beg you to do something. They may also use common phrases, or “lines,” such as, “Everyone’s doing it.” It is a good idea to have a response planned for common lines. Here are some possibilities:

#### “LINE”

- Everyone’s doing it.
- A real friend would do it.
- Are you afraid?

#### POSSIBLE RESPONSES

- You’re wrong. I’m not doing it.
- A real friend wouldn’t ask.
- No, just smart.

### With a Group

Practice these lines. Add some responses of your own. Which responses do you think are most effective, and why?

## Lesson 3 Review



### After You Read

**Review this lesson for new terms, major headings, and Reading Checks.**

#### What I Learned

1. **Vocabulary** What are *refusal skills*?
2. **Give Examples** Give one example of positive peer pressure and one of negative peer pressure.
3. **Identify** Name the three communication styles. Tell which one is the most effective in helping you say no to negative peer pressure.

#### Thinking Critically

4. **Analyze** Ralph has told Peter twice that he does not want to sneak into the movies. He has even offered to pay for

Peter’s ticket to the show. Peter insists on sneaking in. What should Ralph do next?

5. **Apply** Zoey is pressuring Alicia to let her copy Alicia’s homework assignment. Alicia knows this is wrong. How can she express her feelings to Zoey in an assertive way?

#### Applying Health Skills

6. **Communication Skills** Act out body language that reflects one of the three communication styles. Challenge classmates to guess which style you are demonstrating.

## Lesson 4

## Limits and Abstinence

## Guide to Reading

**Building Vocabulary**

As you read this lesson, write each new highlighted term and its definition in your notebook.

- limits (p. 118)
- consequences (p. 119)
- abstinence (p. 119)
- affection (p. 120)

**Focusing on the Main Ideas**

In this lesson, you will learn to

- **explain** why it is important to set limits.
- **identify** reasons why teens should choose abstinence.
- **demonstrate** care and respect for someone in a healthy way.

**Reading Strategy**

**Predicting** Look over the lesson, including the headings and pictures. Then write a sentence predicting what information you think the lesson will provide.

**Quick Write**

Identify some limits that are set by the law. Write a sentence explaining why these limits are set.

**Limits: Invisible Boundaries**

Can you imagine playing a sport or game that had no rules? The activity would seem pointless, and would likely be dangerous. Rules bring a sense of order and purpose to games. They serve a similar purpose in daily life, where they sometimes take the form of limits. **Limits** are *invisible boundaries that protect you*. The laws used by a society are an example of limits.

As a teen, you probably have limits set by your parents or guardians. Your limits may include what TV shows you can watch, what Web sites you can visit, and how late you can stay up at night. Like laws, these limits are meant to keep you safe and protect your health. Internet browsing rules, for example, may keep you away from dangerous chat rooms or inappropriate Web sites. Also, having a fixed bedtime ensures that you will get the sleep you need as a growing teen. These are some of the ways to promote good health and prevent illness.

◀ A stop sign is a limit set by law. **What is the purpose of this limit? What are the possible consequences facing people who choose not to obey this limit?**





## Recognizing Your Own Limits

As you grow older, you will probably spend more and more time outside your home. You will become more independent. Sometimes adults will not be present to enforce limits. Knowing your own limits will become increasingly important for you because where you go and who you spend time with can directly affect your personal safety. You will need to be able to evaluate situations and avoid people who might be bad influences. Growing up means having the freedom to express yourself. But, it is important to recognize your limits and recognize the risks of expressing your independence.

Consider the decision made by a teen named Steve. On Sunday night, Steve spent the night at his friend, Tom's house. Though Tom's parents thought they were sleeping, Tom and Steve stayed up all night watching television, playing video games, and eating pizza. Monday morning, both boys could hardly find the energy to get out of bed for school. Throughout their classes they could hardly keep their eyes open, let alone take a test. These were the negative consequences of their actions. **Consequences** are *outcomes or effects that may occur as a result of a decision or an action*.

One way to establish limits in your own life is to write down goals you wish to achieve. Once you understand what you would like to achieve, you will have a better idea of boundaries you need to set that will help you reach your goal. Chapter 2 describes the goal-setting process in detail.



### Reading Check

**Give Examples** What are two typical limits for teens?

▼ Choosing abstinence allows you to focus on positive activities that will maintain your health. **What are some positive activities you can do with your friends?**

## Choosing Abstinence

One of the most important limits you can set for yourself during adolescence is choosing abstinence. **Abstinence** is *the conscious, active choice not to participate in high-risk behaviors*. When you begin dating, choosing abstinence from sexual activity is the responsible choice. It is a choice more and more teens are making. The Centers for Disease Control and Prevention does a yearly report on high-risk behaviors among teens. One recent report shows that over the past ten years, the percentage of teens choosing abstinence has steadily increased.





## Connect To... Math



### The Cost of Raising a Family

Raising a child is a huge responsibility, both emotionally and financially. To get a sense of this responsibility, find out about the costs of diapers and baby food. These are just two of the many expenses related to parenting.

**Multiply the price of these items to determine their cost in weeks, months, and years. Share your findings with classmates.**

## Reasons for Choosing Abstinence

Many teens feel pressure to engage in sexual activity. You are probably bombarded with images on television and in the movies. Maybe you feel pressure from your friends. Know that practicing sexual abstinence until marriage shows respect for yourself. It also shows respect for the physical and emotional well-being of others.

The choice to be sexually abstinent until marriage has other benefits as well. You promote good health and avoid the risks that many sexually active people face. One of these is the risk of being infected with a sexually transmitted disease (STD). STDs can damage the reproductive system, preventing a person from ever having children. Some STDs remain in the body for life—even after they are discovered. Still others—especially HIV/AIDS—can lead to death.

Another risk of sexual activity is unplanned pregnancy, which can change the entire course of a person's life. It can be particularly difficult for teens, who typically do not have the emotional or financial resources to be parents. Over the next few years you will begin to realize what you want out of life. Parenthood at this time will complicate an already complex time in your life. When people wait until adulthood to become parents, they are better able to achieve long-term goals, such as attending college.



### Reading Check

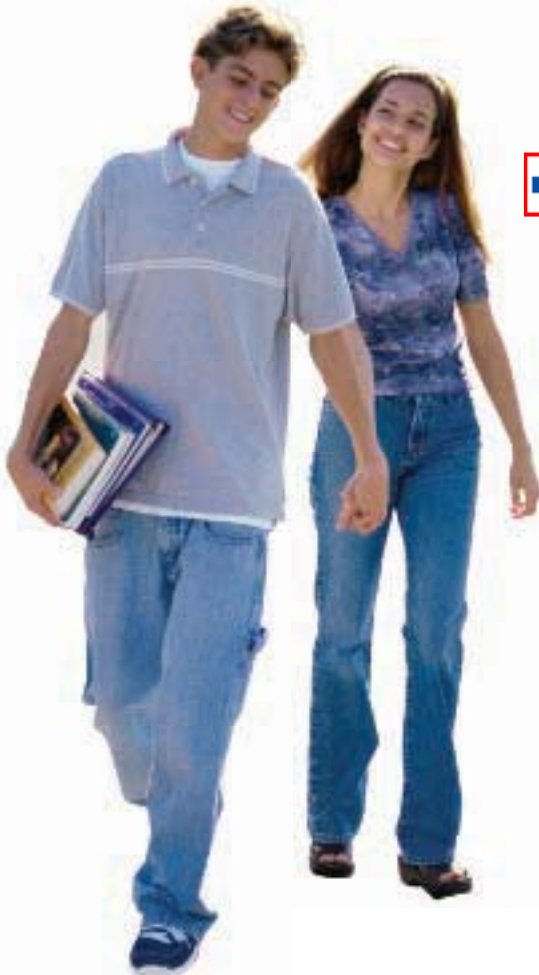
**List** Give reasons why abstinence is an important choice for teens.



## Healthy Ways of Displaying Affection

Finding someone special—someone to care about deeply—is a goal most people share. It is one of the great gifts and joys of life. Showing **affection**, or *feelings of love for another person*, can take many different forms. One of these is sexual intimacy. This expression of caring is best postponed until adulthood and marriage. Becoming sexually active during the teen years, as you have read, carries risks. It also involves an emotional commitment that most teens are not prepared to make.

- ◀ Showing affection lets someone know that you care. **Why do you think it is important to show someone that you care?**



There are plenty of healthy ways for teens to show their affection. One way is to do something thoughtful for the other person. For example, you might give him or her a card or a small gift. Show the other person that you are a good friend. Make it clear you are willing to listen to his or her thoughts and ideas. Actions such as these deepen the bonds of affection. They also display good character, a sure sign that you are maturing. Holding hands and hugging are physical ways to show affection.

## Dealing with Sexual Feelings

Sexual feelings are normal and healthy. You cannot prevent them, but you do have control over how you deal with them. There are ways of managing these feelings during the teen years. Think about talking through your feelings with a trusted adult. A parent, coach, counselor, or teacher will be able to offer useful suggestions. They will be able to answer questions you might have about sexual feelings.



Reading Check

**Define** What is *affection*?

Go Online

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 4.

## Lesson 4 Review



After You Read

**Review this lesson for new terms, major headings, and Reading Checks.**

### What I Learned

1. **Vocabulary** What are *limits*?
2. **Recall** What are some negative consequences of sexual activity during adolescence?
3. **List** Name two healthy ways for teens to show affection.

### Thinking Critically

4. **Apply** Connie is at a party. One of the teens suggests turning out the lights and playing a kissing game. What action can Connie take that shows she understands the importance of limits?

5. **Analyze** Gayle and Eddie have been dating for a while. Eddie recently suggested that he and Gayle explore their affection physically. What would you advise Gayle to tell him?

### Applying Health Skills

6. **Goal Setting** Make a contract with yourself in which you set the goal of choosing abstinence. The contract should establish limits that you set for yourself. Sign your contract and keep it in a safe place.



For more Lesson Review Activities, go to [glencoe.com](http://glencoe.com).

# Building Health Skills

Accessing Information  
Practicing Healthful Behaviors  
Stress Management  
Analyzing Influences  
Communication Skills  
Refusal Skills  
Conflict Resolution  
Decision Making

## Goal Setting

Advocacy

## What Is Goal Setting?

Goal setting is a five-step plan for improving and maintaining your personal health. Some goals are easy to reach while others may be more challenging.

### The 5 Steps of the Goal-Setting Plan

**Step 1:** Choose a realistic goal and write it down.

**Step 2:** List the steps that you need to take to reach the goal.

**Step 3:** Find others, like family, friends, and teachers, who can help and support you.

**Step 4:** Set checkpoints along the way to evaluate your progress.

**Step 5:** Reward yourself once you have reached your goal.

## Setting Limits

Follow the Model, Practice, and Apply steps to help you master this important health skill.

### 1 Model

*Read how Ron uses goal-setting skills to prepare for negative peer pressure.*

Ron's family just moved to a new city. He uses the following steps to help him achieve his goal of avoiding negative peer pressure at his new school.

- 1. Identify a specific goal.** "I want to avoid negative peer pressure."
- 2. List the steps you will take.** I will not go anywhere where tobacco, alcohol, or other drugs are present."
- 3. Get help and support from others.**  
"My neighbor John, a student at the same school, feels the same way I do. He can introduce me to his friends."
- 4. Evaluate your progress.** "I will talk to John about any negative pressure I experience."
- 5. Reward yourself.** "I will feel good about myself because I am sticking to my goal."

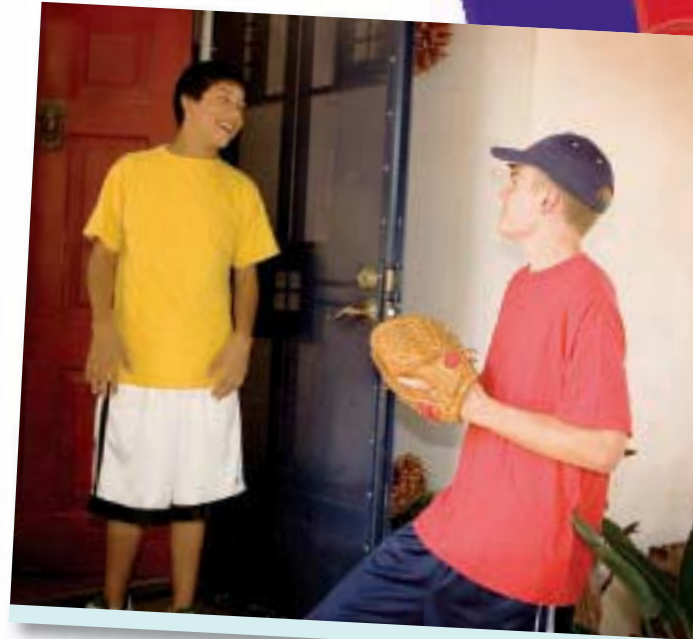


## 2 Practice

*Use goal setting to help Pavel resist negative peer pressure.*

Shortly after Pavel started school, he became friends with Reggie. The two began spending a lot of time together. When the first big social studies test of the semester came up, the boys studied together. As they were studying, Reggie commented that Pavel looked tense. He then said, "I have something you can smoke that can help you calm down." What response could Pavel give that would help him stick to his goal? Use the following questions to help you decide.

1. Where could Pavel get help and support from others?
2. In your opinion, which goal-setting step is most important? Tell why.



## 3 Apply

*Use what you have learned about goal setting to complete the activity below.*

Think about your long-term goals and choose one. Develop a plan for achieving this goal. At each step, identify actions you could take to resist negative peer pressure. Explain how yielding to negative peer pressure might interfere with achieving your goal.

### Self-Check

- Did I identify a long-term goal I hope to achieve?
- Does my plan show ways of resisting negative peer pressure at each step?
- Did I explain how negative peer pressure might interfere with my goal?



# How to Deal with **TRICKY SITUATIONS**

## What do you do when friends get pushy or just plain mean?

**F**riends can make life a blast—but they can also present a problem or two. Here's some *friendly* advice on what to do when things get tricky.

### THE SITUATION

You have been snubbed by the popular crowd!

### THE FIX

First, feel empowered—you can handle this. Now, try talking one-on-one with individual kids in the group—away from the others. It can be easier to connect with one person rather than many. This will help you determine if the crowd is really for you anyway.

### THE SITUATION

Your friends are pushing you to drink or smoke.

### THE FIX

Be prepared with smart reasons to just say no. For example, find out how many people die from lung cancer each year and drop that data on the friends urging you to smoke.

### THE SITUATION

Your best friend has a new friend, and now they're totally ignoring you.

### THE FIX

Have a heart-to-heart with your friend and explain how this hurts your feelings. He or she might start to include you. But sometimes friends drift apart. If you're still feeling left out, it might be time to start forming new friendships.



### THE SITUATION

You're clueless about making new friends.

### THE FIX

Rehearse icebreakers on safe topics like the big game or cafeteria food. Once someone responds, chat him or her up, but resist the urge to spill your whole life story right away.

### SIX SIGNS THAT SOMEONE MIGHT MAKE A GOOD FRIEND

He or she is...

1. reading your favorite book.
2. making comments that are very similar to what you'd say.
3. called a "good guy" or "very nice" by his or her friends.
4. speaking passionately in class about an issue you care about, too.
5. playing on the same team or is in the same club as you.
6. giving you a friendly wave or smile.





Visit [glencoe.com](http://glencoe.com) to download quizzes and eFlashcards for Chapter 5.

**FOLDABLES® Study Organizer**

**Foldables® and Other Study Aids** Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–4. Find a partner and quiz each other using these study aids.

**Lesson 1 Friendships During Adolescence**

**Main Idea** During adolescence, friendships take on a greater importance than ever before.

- Friendships are relationships that you choose to have.
- Good friends are trustworthy, sympathetic, caring, and respectful.
- It is easy to make new friends when you remember to be yourself, make an effort to meet new people, and volunteer or do community service.

**Lesson 2 Practicing Communication Skills**

**Main Idea** Good communication is about getting your message across successfully and listening to other people's messages.

- Nonverbal messages are important to communication because they give a more reliable reading of a person's feelings than words.
- You can be a more effective speaker by using "I" messages, staying calm, sticking to the point, choosing the right time and place, and being aware of your body language and intonation.

**Lesson 3 Peer Pressure and Refusal Skills**

**Main Idea** Practicing refusal skills will help you deal with peer pressure.

- Positive peer pressure and negative peer pressure both influence your behavior.
- Negative peer pressure is pressure to do something that goes against your needs, wants, and values.
- An effective strategy for refusing is the S.T.O.P. formula.

**Lesson 4 Limits and Abstinence**

**Main Idea** One of the most important limits you can set for yourself during your teen years is choosing abstinence.

- Setting limits is important because it keeps you safe and protects your health.
- Engaging in sexual activity is best postponed until adulthood and marriage.
- Teens who choose abstinence avoid serious health consequences, such as an unplanned pregnancy and infection with an STD.

## After You Read

## HEALTH QUIZ

Now that you have read the chapter, look back at your answers to the Health Quiz on the chapter opener. Would you change any of them? What would your answers be now?

## Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–6. After each number, write the term from the list that best completes each sentence.

- active listening
- body language
- clique
- “I” message
- mixed message
- peer pressure
- relationships
- sympathetic

### Lesson 1 Friendships During Adolescence

1. Connections you have with other people and groups in your life are known as \_\_\_\_\_.
2. Good friends are \_\_\_\_\_, meaning they understand how you may be feeling at a given moment.
3. A(n) \_\_\_\_\_ is a group of friends who hang out together and act in similar ways.

### Lesson 2 Practicing Communication Skills

4. A(n) \_\_\_\_\_ occurs when your words say one thing but your body language and/or intonation say another.

5. A statement that presents a situation from the speaker’s personal viewpoint is known as a(n) \_\_\_\_\_.
6. \_\_\_\_\_ is hearing, thinking about, and responding to the other person’s message.



On a sheet of paper, write the numbers 7–12. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

### Lesson 3 Peer Pressure and Refusal Skills

7. Peer pressure may be direct or indirect, positive or negative.
8. One way to resist negative peer pressure is by using refusal skills.
9. When you use a passive style of communication, you show confidence and clearly state your intentions.

### Lesson 4 Limits and Abstinence

10. Like laws or rules, consequences are meant to keep you safe and protect your health.
11. When you choose to be sexually abstinent, you avoid the risk of STDs.
12. Showing sympathy toward another person is showing feelings of love for that person.



## Applying Technology

### Teen Relationships

Using a video camera and iMovie®, your group will create and film a short video about healthy friendships.

- Write a five-minute script about one of the following topics: qualities of good friends; cliques; verbal and nonverbal communication; making friends; or peer pressure.
- Videotape your movie and import it into iMovie®.
- Using the editing tab, add titles over a colored screen that summarize your messages about friendships.
- Edit for time and clarity.
- Save your project.

## Thinking Critically

Using complete sentences, answer the following question on a sheet of paper.

- 13. Analyze** Della was invited to a get-together at the home of a friend's friend. Della found out the girl's parents would not be home and that there would be drinking and smoking. What would be an assertive way for Della to let her friend know she is no longer interested in going?

## Write About It

- 14. Persuasive Writing** Take a stand on whether or not you think cliques are a positive or negative influence. Write a paragraph supporting your position.

## Standardized Test Practice

### Math

Teens who are sexually active run the risk of getting STDs. The most serious of those is HIV/AIDS. Below are some HIV/AIDS statistics. Use the information to answer the questions that follow.

- By 2004, an estimated 40,059 young people, between the ages of 13 and 24, in the United States were found to have AIDS.
  - These individuals accounted for 4 percent of all people found to have AIDS in this country.
  - Of these young people, an estimated 10,041 died.
  - This number accounted for 2 percent of all deaths from AIDS in the United States.
1. Based on the statistics shown, which of the following CANNOT be inferred?
    - A. Of all the young people found to have AIDS, 28,449 did not die.
    - B. Some young people with AIDS became infected by sharing needles.
    - C. 96 percent of the people found to have AIDS by 2004 were not young people.
    - D. AIDS is a deadly disease.
  2. Based on the statistics, the total estimated deaths of young people with AIDS was
    - A. under 20,000.
    - B. between 21,000 and 100,000.
    - C. between 100,000 and 300,000.
    - D. over half a million.

### TEST-TAKING TIP

Make sure you understand the relationships between number statements.