

## Chapter 12

# Peer Relationships

### Lesson 1

Safe and Healthy Friendships

### Lesson 2

Peer Pressure and Refusal Skills

### Lesson 3

Dating and Setting Limits

### Lesson 4

Abstinence: A Responsible Decision



## Derek's Story

Derek is 15. His father, who is in the military, is often transferred from one location to another. This means that Derek's family has to move every few years. The family has just moved from Alaska to Texas. For the third time, Derek is in a new school and surrounded by people he doesn't know.

"Everybody knows everyone else, except me. The people at school are polite to me, but it's difficult becoming good friends with them. They already have people to hang out with, and they don't need me. It's really tough for a new person."

Things seemed easier for Derek the last time he changed schools. "I was just a kid then. It's different now." For the first time in his life, Derek feels shy about approaching new people and making new friends.

"After spending about a month sitting by myself in the cafeteria, I decided I had to do something, so I joined the Community Service Club. I found out that a few people in the club play tennis. So do I."

**Write a sentence or two describing what else Derek could do to make friends in his new school. In what ways could you help someone who is new to your school or community?**

### Quick Write

**Using Visuals.** Write five sentences, each one beginning with the words: *A true friend is someone who . . .* Discuss your descriptions with your classmates.

### HEALTH Online

For instant feedback on your health status, go to Chapter 12 Health Inventory at [health.glencoe.com](http://health.glencoe.com).

## Lesson 1

# Safe and Healthy Friendships

### VOCABULARY

peers  
friendship  
platonic friendship  
clique  
stereotype

### YOU'LL LEARN TO

- Evaluate the positive and negative effects of peers and friends on physical, mental/emotional, and social health.
- Evaluate the dynamics of peer groups.
- Demonstrate strategies for communicating needs, wants, and emotions.
- Develop management strategies to improve or maintain your health and that of peers.



In what ways do friends contribute to your life? List as many examples as you can.



**A** You may know many classmates and peers, but only a few may be your good friends. *What qualities set a friend apart from other peers?*

During your teen years, you begin a search for a personal identity. This identity will be shaped, at least in part, by your **peers**—*people of similar age who share similar interests*. Your relationships with friends and peers not only contribute to your identity but can also affect your health and well-being.

## Types of Peer Relationships

As you get older, the dynamics of your social groups change. For example, instead of attending a small local school, you may now go to a large school attended by students from many neighborhoods. Perhaps you have a part-time job or a volunteer position in which you and your peers have a work-based relationship. Such situations can benefit your social health by giving you opportunities to meet people of all ages, races, religions, and backgrounds. Interacting with diverse peers can enrich your life and contribute to personal growth. Some of the friendships you form in high school may last throughout your life.



## Friendships

A **friendship** is a significant relationship between two people. Healthy friendships are based on caring, respect, trust, and consideration. Friends are people with whom you share hobbies, interests, and other friends. They may also become people with whom you are comfortable sharing your needs, wants, emotions, and confidences. Healthy friendships can give you a sense of belonging and help you define and reinforce your values.

Your friends probably include both males and females. A **platonic friendship** is a friendship with a member of the opposite gender in which there is affection but the two people are not considered a couple. Such relationships can help you understand and become comfortable with individuals of the opposite gender. In addition, such friends can be a valuable source of advice concerning dating issues. Platonic friendships help you realize that all people, regardless of gender, have similar feelings, needs, and concerns.

Friendships vary in importance and commitment. If you have a best friend, you already know that not all friendships are the same. In fact, there are several kinds of friendships.

### CASUAL FRIENDSHIPS

A casual friendship is a relationship between peers who share something in common. You may form a casual friendship with a classmate, a teammate, or someone who attends your place of worship. You may sit with casual friends in the cafeteria or at school events. Casual friends are usually people with whom you share some interests but are not necessarily people with whom you form deep emotional bonds.

### CLOSE FRIENDSHIPS

Some casual friendships may develop into close friendships. Close friends have strong emotional ties and feel comfortable sharing their thoughts, experiences, and feelings. They trust and support each other, acting with kindness, courtesy, and loyalty. When problems arise in the relationship, close friends will try to work them out together.

▼ These teens have a casual friendship based on a common interest. *What interests do you share with the peers you think of as casual friends?*



True friendships have several common attributes:

- ▶ Similar values, interests, beliefs, and attitudes on basic issues
- ▶ Open and honest communication
- ▶ Sharing of joys, disappointments, dreams, and concerns
- ▶ Mutual respect, caring, and support
- ▶ Concern about each other's safety and well-being

### Cliques

Does your school have cliques? A **clique** is a *small circle of friends, usually with similar backgrounds or tastes, who exclude people viewed as outsiders*. Clique members may share the same attitudes, wear similar clothing, meet regularly in an area identified as their “turf,” or engage in other behaviors that identify them as a clique.

## Health Skills Activity

### Conflict Resolution: When Best Friends Disagree

“Guess what?” Marissa asked excitedly when she saw her best friend, Julia. “Nicole and Dave asked us to join their group!”

“But I like the friends we have right now,” Julia frowned. “Why do you want to be part of their group?”

“Because they’re the most popular people in school!” Marissa answered. “It’ll be great!”

“I’ve heard that they make fun of people who are different from them,” Julia said.

“I’m sure that’s just a rumor,” Marissa insisted. “Come on, you never want to do anything fun.”

Julia doesn’t want to lose Marissa as a best friend, but she also doesn’t feel comfortable joining Nicole and David’s group. She wonders how to respond.



### What Would You Do?

Write an ending to the scenario in which Julia and Marissa resolve their conflict in a healthful way. Use the following tips as a guideline.

1. Take turns explaining each side of the conflict without interruption.
2. Use “I” messages.
3. Listen carefully, and ask appropriate questions.
4. Brainstorm solutions.
5. Agree on a solution that benefits both sides.

Cliques can have both positive and negative influences on peers. Being part of a clique, for example, may provide members with a sense of belonging. However, cliques are a negative influence if members are discouraged from thinking for themselves or acting as individuals.

Clique membership is often limited—not everyone who wants to belong is welcome. Often, the beliefs and actions clique members use to exclude others are prejudicial and based on stereotypes. **Prejudice** is making assumptions or judgments about an individual without really knowing him or her. A **stereotype** is *an exaggerated and oversimplified belief about an entire group of people, such as an ethnic or religious group or a gender.*

## hotlink

**prejudice** For more information about prejudice, see Chapter 13, page 342.


## Forming Healthy Friendships

**R**elationships with friends may become more complex as you begin sharing thoughts and feelings that are more serious in nature than those you experienced in childhood. Working to build and maintain healthy friendships is an important social skill to develop during the teen years.

### Choosing Friends

Throughout your life you have many opportunities to choose friends. Positive people with healthy attitudes can support you emotionally, reinforce your values, and motivate you. For example, if your friends think education is important, you're likely to take education seriously and do well in school. Often, friends encourage each other to make healthy, responsible decisions. They might inspire each other to engage in more physical activity or participate in community service. They can also serve as mutual protective factors, helping each other avoid unsafe or unhealthy situations. For example, a friend may encourage you to walk away from a fight.

Some friends, however, may try to influence you to participate in risky activities or behaviors that go against your values and the values of your family. In such cases, it's probably best to end the relationship. Healthy relationships are based on mutual respect and caring. If a friendship isn't contributing to your life in a positive way, it's time to reevaluate that relationship.

 **Group outings with friends can provide you with a sense of belonging.**  
*Evaluate other positive effects of friends on mental/emotional health.*



**M**utual respect helps friends feel comfortable sharing their needs, wants, and emotions.



## Building and Strengthening Friendships

Positive friendships are built on common values and interests. Having common values means friends won't pressure each other to engage in unhealthy risk behaviors. Having common interests gives friends something to talk about and do together. There are many ways to strengthen a healthy friendship.

- ▶ **Be loyal.** Friends can trust and depend on each other. They don't purposely do anything to hurt each other, and they always speak respectfully of each other.
- ▶ **Encourage each other.** A good friend is supportive and makes you feel good about yourself. Friends acknowledge each other's accomplishments and help each other through difficult times.
- ▶ **Respect each other.** Common courtesy helps keep friendships strong. Avoid taking friends for granted. Being on time and keeping your promises will let your friends know that you care about and respect them.

## Lesson 1 Review

### Reviewing Facts and Vocabulary

1. What are *peers*?
2. Define *friendship*. Identify four character traits on which friendships are based.
3. List two ways to strengthen a friendship.

### Thinking Critically

4. **Evaluating.** Interactions with friends and peers can have both positive and negative effects on all sides of your health triangle. Evaluate and provide examples of the positive and negative effects of peers and friends on physical, mental/emotional, and social health.
5. **Comparing and Contrasting.** Evaluate the dynamics of social groups consisting of casual friends, close friends, and platonic friends. What qualities do these groups share? How do they differ?

### Applying Health Skills

**Communication Skills.** With a classmate, role-play two scenarios. In the first, demonstrate skills that close friends would use to communicate needs, wants, and emotions. In the second, show how peers might express disagreement about an issue while still showing respect for themselves and each other.



**PRESENTATION SOFTWARE** Use presentation software to develop a slide show that demonstrates strategies for communicating needs, wants, and emotions to peers. Find help in using presentation software at [health.glencoe.com](http://health.glencoe.com).



# Peer Pressure and Refusal Skills

### VOCABULARY

**peer pressure**  
**harassment**  
**manipulation**  
**assertive**  
**refusal skills**  
**passive**  
**aggressive**

### YOU'LL LEARN TO

- Demonstrate refusal strategies and apply skills for making responsible decisions under pressure.
- Classify forms of communication as passive, aggressive, or assertive.
- Analyze the relationship between the use of refusal skills and the avoidance of unsafe situations.



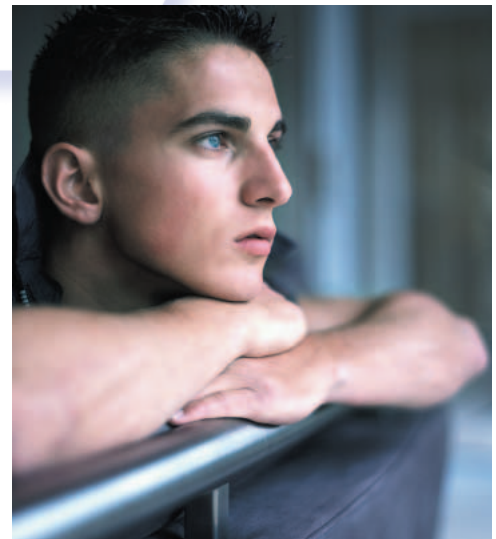
Make a two-column chart. In the left column, list examples of positive peer pressure. In the right column, list examples of negative peer pressure.

Imagine that you are out with friends and someone suggests going to a party a few miles away. Most of your friends agree, but you aren't sure because you don't know the person who's throwing the party. Your friends spend the next few minutes trying to persuade you to join them. What will you do?

## Peer Pressure


Perhaps you have been in a situation similar to the one above. Your peers can sometimes influence how you think, feel, and act. *The influence that people your age may have on you* is called **peer pressure**.

Peer pressure can have a positive or negative influence on your actions and behaviors. Because it can occur in many types of relationships, it is useful to learn to evaluate forms of peer pressure and develop healthful strategies for responding to it.



Peer pressure may make some decisions more difficult. *What strategies can help you make healthful, responsible decisions when faced with peer pressure?*



 Positive peer pressure can motivate you to try new activities that can benefit all sides of your health triangle. *What are some examples of positive peer pressure that you have experienced?*



## Positive Peer Pressure

Peers can influence you in many positive ways. For example, they might encourage you to participate in a cleanup campaign to clear away trash from a roadside. Agreeing to work with your peers in this campaign benefits your social health because you have the opportunity to interact with others in positive ways. It also benefits the community by providing a cleaner environment. Volunteering to serve food at a homeless shelter or working at a Special Olympics event because a friend does so are other examples of positive peer pressure.

Positive peer pressure may also involve *not* participating in risky behaviors or activities. For instance, having friends who do not use tobacco, alcohol, or other drugs may positively influence you to avoid these harmful substances.

You can also use positive peer pressure to influence others in healthful ways. You can be a **role model** by inspiring peers to take part in a positive act or a worthwhile cause.

## Negative Peer Pressure

Peers sometimes pressure others to take part in behaviors or accept beliefs that have negative consequences. The members of a clique, for example, may be disrespectful toward people they do not consider acceptable to their group. Such behavior may involve **harassment**, or *persistently annoying others*. Harassment may include name-calling, teasing, or bullying. Negative peer pressure may also lead some teens to engage in behaviors that go against their values. For instance, a peer might pressure a classmate to help him or her cheat on a test.

Manipulation is another way of exerting negative peer pressure on others. **Manipulation** is *an indirect, dishonest way to control or influence others*. Some examples of the ways people manipulate one another are listed in **Figure 12.1**. It's important to discourage this kind of hurtful behavior and encourage the victim to report the problem to a trusted adult.

### hotlink

**role model** For more information about role models, see Chapter 2, page 40.

**FIGURE 12.1**

## COMMON METHODS OF MANIPULATION

- Mocking or teasing another person in mean or hurtful ways
- Using “guilt trips” to get desired results
- Bargaining—offering to make a deal to get what one wants
- Using flattery or praise to influence another person
- Bribing—promising money or favors if the person will do what is asked
- Making threats—promising violence or some other negative consequence if the person does not do what is asked
- Using blackmail—threatening to reveal some embarrassing or damaging information if the person does not do what is asked

## Resisting Negative Peer Pressure

**P**eer pressure doesn't stop at the end of the teen years. Throughout your life, you may experience many instances in which peers, including friends and coworkers, make requests or demands of you. In some cases, your responses to these requests or demands will directly affect your health. For example, refusing to use tobacco, alcohol, or other drugs is a decision that will promote your overall health. At times there may be instances in which your response to peer pressure could seriously impact your life. For example, agreeing to get into a car with friends who have been drinking can place your life in danger.

One way to resist negative peer pressure is to avoid it. Develop friendships with people who share your values and interests. Friends who have respect for your health and well-being will be less likely to pressure you into doing something that goes against your values. You will find that it's much easier to resist negative peer pressure from someone else when you have friends who stand by you and support your decision.

Sometimes, however, the pressure to participate in unsafe or potentially harmful activities can be intense. When pressured by a friend, many teens worry about hurting the person's feelings or jeopardizing the relationship. Refusing to go along with a group may make some people concerned about appearing “uncool.” Even though these situations may be difficult, it is important to remain firm and stay true to yourself. Remember, you have the responsibility to make decisions that have the best possible effect on your well-being. When making decisions that involve potentially risky consequences, your health and safety come first. Respect yourself, stand by your values, and be assertive in your refusal.



Review the vocabulary for this lesson. Play the Chapter 12 concentration game at [health.glencoe.com](http://health.glencoe.com).



## Health Minute

### Resisting Peer Pressure

#### To resist negative peer pressure:

- ▶ Stand your ground by stating your values and beliefs.
- ▶ Consider the consequences of unsafe behavior.
- ▶ Decide whether the source of pressure is from yourself or from others.
- ▶ Be assertive, and use refusal skills to say no to risky activities.
- ▶ Leave the scene if necessary.

## Assertive Refusal

Being **assertive** means *standing up for your rights in a firm but positive way*. When you are assertive, you state your position and stand your ground while acknowledging the rights of the other individuals. This is the most effective approach when facing negative peer influences. Assertive teens are often role models for others because most people respect individuals who stay true to themselves.

### REFUSAL SKILLS

An important aspect of being assertive is the ability to use appropriate refusal skills. **Refusal skills** are *techniques and strategies that help you say no effectively when faced with something that you don't want to do or that goes against your values*. Effective refusal skills involve a three-step process. Learning and practicing these steps will help prepare you for dealing with high-pressure situations.

- ▶ **Step 1: State Your Position.** The first step in resisting negative peer pressure is to say no. You need to state your position simply and firmly. Make sure your “no” sounds as though you really mean it. Combining your words with non-verbal messages, such as those shown in **Figure 12.2**, will make your statement more effective. Having said no, give an honest reason for your response. Your reason may be as simple as, “It goes against my values.” Offering a legitimate reason will help strengthen your refusal.

FIGURE 12.2

## BODY LANGUAGE AND ASSERTIVE REFUSAL

Reinforce the meaning of your words with appropriate body language.

Shaking your head is one way to communicate no.



Raising your hand in a “Stop” or “No way” signal tells others that you are not interested.



If the other person continues to pressure you, walk away from the situation.



# Hands-On Health ACTIVITY

## Assert Yourself

Learning to be assertive can help you maintain your commitment to a healthful lifestyle. By practicing assertiveness, you will find it easier to live by your values. In this activity, you will role-play assertive communication skills.

### What You'll Need

- large index cards
- pen or pencil and paper

### What You'll Do

1. With a partner, think of a realistic scenario in which you are being pressured by one or more peers to do something against your values.
2. Write your scenario on an index card, and swap cards with another pair of partners.
3. Role-play the scenario you've received, using the checklist shown here to make sure you have included the elements of assertive communication.

### Apply and Conclude

Write a short reflective paper describing how being assertive can help protect your physical, mental/emotional, and social health.


### Checklist: Assertive Communication Skills

- "I" messages
- Respectful but firm tone of voice
- Alternatives to the action
- Clear, simple statements
- Appropriate body language

► **Step 2: Suggest Alternatives.** When a peer asks you to take part in an activity with which you are uncomfortable, try suggesting another activity. For example, if a friend wants to go to a party where there is no adult supervision, you might say, "No, let's go to the movies instead." By offering an alternative, you create an opportunity for your friend to be with you in a way that makes you comfortable. Keep in mind that your suggestion is most effective if it takes you away from the dangerous or unpleasant situation.

► **Step 3: Stand Your Ground.** Even after you've refused, peers may continue trying to persuade you to join in. Make it clear that you mean what you've said. Use strong body language and maintain eye contact. If this doesn't work, remove yourself from the situation. Simply say, "I'm going home."

When faced with negative peer pressure, it's critical to stay true to yourself and do what's best for your health and well-being. Knowing that you made the decision to protect your safety and uphold your values will make you feel good about resisting the pressure.

-  Practicing refusal skills will help you deal with negative peer pressure. Give examples of passive, aggressive, and assertive ways to respond to peer pressure. Which method is most effective? Why?



## Passive and Aggressive Responses

Being assertive may take some practice. To some people, a passive response to negative peer pressure seems more natural and therefore easier. People who are **passive** have a *tendency to give up, give in, or back down without standing up for their own rights and needs*. Teens who respond passively to peer pressure may believe they are making friends by going along. However, being passive may cause others to view them as pushovers who aren't worthy of respect.

Some people may feel more comfortable with an aggressive response. **Aggressive** people are *overly forceful, pushy, hostile, or otherwise attacking in their approach*. An aggressive way of resisting peer pressure may involve yelling, shouting, shoving, or insulting others or the use of other kinds of verbal or physical force. Aggressive people may get their way, but most people react to aggressive behavior by avoiding the individual or by fighting back. Either reaction can result in emotional or physical harm to both parties.

Learning and practicing assertive responses is the most effective way to deal with peer pressure. Being assertive will help you resist negative peer pressure today, and it will also serve as a useful skill throughout your life.

## Lesson 2 Review

### Reviewing Facts and Vocabulary

1. What is *peer pressure*?
2. Identify two examples of manipulation.
3. How might a friend help you resist negative peer pressure?

### Thinking Critically

4. **Analyzing.** Suppose a group of friends constantly teases a student in your school. How can you show disapproval of this inconsiderate and disrespectful behavior?
5. **Comparing and Contrasting.** Explain the differences between passive, aggressive, and assertive forms of communication.

### Applying Health Skills

**Refusal Skills.** With a classmate, develop a scenario in which peers use pressure to try to get you to use tobacco or alcohol. Demonstrate strategies for resisting the negative peer pressure.



**SPREADSHEETS** Use spreadsheet software to develop a table that provides examples of how refusal skills might make use of passive, aggressive, and assertive forms of communication. Find help in using spreadsheet software at [health.glencoe.com](http://health.glencoe.com).

# Dating and Setting Limits

## VOCABULARY

**infatuation**  
**affection**  
**curfew**


## YOU'LL LEARN TO

- Analyze behavior that will enhance dignity, respect, and responsibility in a dating relationship.
- Examine strategies for maintaining safe and healthy dating relationships.



Give examples of health-related goals and limits you have set for yourself. How do the goals and limits benefit each side of your health triangle?

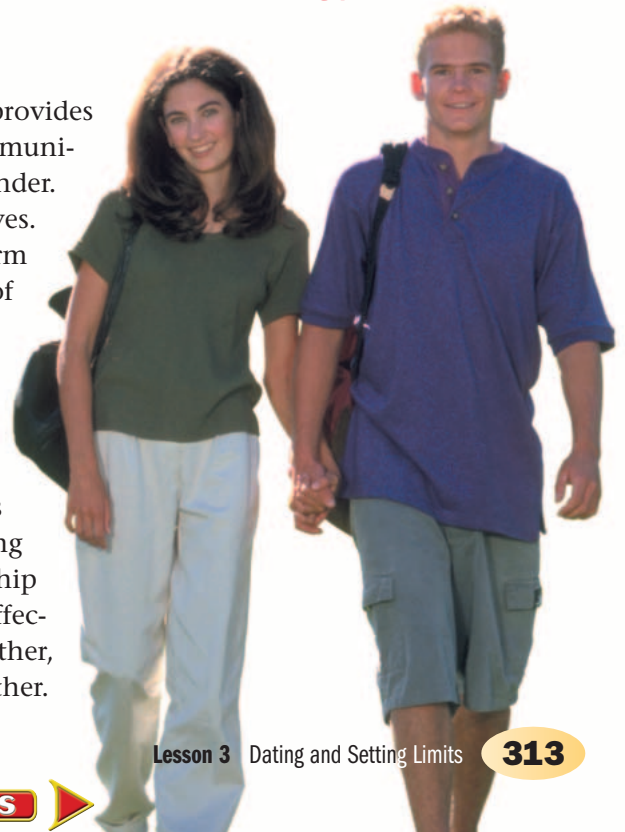
During adolescence it's natural to experience a change in attitude toward the opposite gender. Teens may find themselves feeling attracted to people they'd only thought of as classmates or friends before. These feelings of attraction may cause you to begin—or at least to begin thinking about—dating.

 Dating teens can express their affection in healthy, respectful ways. *List three positive ways for teens to show affection for a dating partner.*

## Dating

Dating can be an enjoyable learning experience. It provides opportunities to develop social skills, such as communicating and interacting with a person of the opposite gender. Dating also allows people to learn more about themselves. Through dating, some people discover new interests, reaffirm their values, and even start thinking about the type of person with whom they might like to build a future.

Sometimes when a teen is attracted to someone, an **infatuation**, or *exaggerated feelings of passion for another person*, develops. Although such feelings are natural, it is important not to mistake them for genuine affection. **Affection**, a *feeling of fondness for someone*, comes when you know another person well. Friendship and caring are essential for building an affectionate, close relationship with a dating partner. Teens who are dating can express affection by communicating with and listening to each other, holding hands, hugging, and spending quality time together.



## Deciding to Date

Not everyone dates. Some teens choose not to date because they're shy around persons of the opposite gender. Others may choose not to date because they have other interests or time commitments. Still others may not date because of family traditions or values. Everyone is unique. There's no reason to let anyone pressure you into dating if you're not ready for it.

As a way of easing into dating, many teens go out with groups of friends of both genders. Being part of a group allows teens to develop and practice their social skills without having the pressure of focusing on only one person. Going out in a group takes some of the attention away from the individual, helping him or her relax and feel less self-conscious. Group dates or double dates can also relieve the pressure of being alone with someone new.

## Exploring Issues

### What Are the Benefits of Group Dating and Individual Dating?

There are benefits to both group dating and individual dating. What are your thoughts on these dating situations? Here are two viewpoints.

#### Viewpoint 1: Daphne L., age 15

I think group dating is the best choice for teens who are just beginning to date. Dating for the first time can be nerve-racking. It helps when you have the support of other friends. Going out on group dates makes the situation more comfortable and helps teens get used to dating. It's also a lot of fun.

#### Viewpoint 2: Ted R., age 16

Yeah, group dates can be fun, but it's hard to get to know a person better when you are surrounded by other friends. Going out in a group may make it seem less like a date. To really get comfortable with dating relationships, people need to go on individual dates. It's important to learn to communicate on a one-on-one basis with your date.

#### ACTIVITY

**What do you think about group dating and individual dating? What other issues should teens consider before they start dating? Summarize your views in a one-page essay.**

## What to Do on a Date

What you decide to do on a date depends on the person you are with and your common interests. If you don't know the person well, a movie might be a good choice. Going out to dinner or to a school dance are also good options. You might also try attending a sports event such as a baseball or basketball game. When you get to know each other and have a better idea of your interests, you will probably find activities that both you and your date enjoy.

### SPORTS OR ATHLETIC ACTIVITIES

If you and your date like sports, you might want to consider a date that includes athletic activities. In-line or ice skating, tennis, miniature golf, cycling, hiking, bowling, skiing, and horseback riding are all fun activities you can try on a date. Athletic activities such as these promote health and provide a way for dates to share and develop common interests. They also allow dates to get to know each other better in a friendly, relaxed atmosphere.


### COMMUNITY ACTIVITIES

Consider going to the zoo or a local museum. If you and your date enjoy music or theater, you can attend concerts or plays being held in your community. You may also sign up for a painting, dancing, or photography class together at a local community center. Find out whether your community has any tourist attractions that you have overlooked. Learn what's available by asking friends and family, reading the local newspaper, and looking through the telephone book. Then, choose an event or activity that interests both you and your date, and go explore together. For example, you might attend a community festival or a stargazing party hosted by a local astronomy club.

### CHARITABLE ACTIVITIES

Volunteering together can help build strong friendships and dating relationships. You can help build a house for Habitat for Humanity, participate in a charity walk-a-thon, volunteer to maintain a local park or beach, or attend a fund-raising event. Such activities allow you and your date to contribute to the community in positive ways. Volunteering is also a great option for group dates!



-  Many teens enjoy athletic activities during dates. *Why are athletic activities a good option for dating?*



### What can I do to make a good impression on a first date?

- **Relax and be yourself.** You want your date to like you for who you are, not who you're pretending to be.
- **Be honest.** There are no "rules" about who calls whom or about telling someone how you feel.
- **Plan your date.** Come up with something you'll both enjoy doing.
- **Be courteous.** Be on time, and treat your date with kindness and respect.

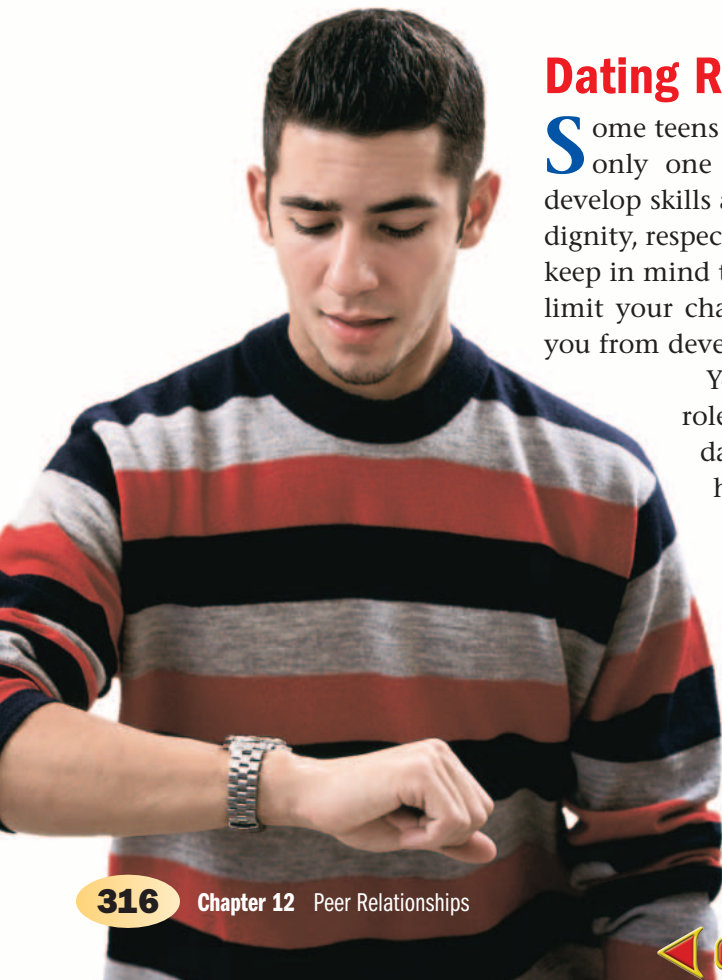




## CHARACTER CHECK

**Trustworthiness.** When parents permit their teens to date, they show that they trust their children to make responsible decisions. A teen who has the self-control and self-discipline to resist peer pressure and avoid high-risk behaviors demonstrates trustworthiness. **What are some other ways you can demonstrate trustworthiness?**

**▼** A curfew is a limit that many parents set for their teens. **What are some other examples of limits that help keep you safe?**



## Avoiding Risk Situations

Some dating situations may increase the chance of being pressured to participate in sexual activity or some other high-risk behaviors. Before you go on a date, know where you're going and what you will be doing. Find out who else will be there, and discuss with your parents what time they expect you home. If you're going to a party, for example, know where the party is being held and whether there will be adult supervision. Regardless of where you go on a date, make sure you have money with you in case something goes wrong and you need to call home for a ride.

Below are more tips for avoiding high-risk dating situations:

- ▶ **Avoid places where alcohol and other drugs are present.** The use of alcohol or other drugs interferes with judgment. People under the influence of these substances are more likely to engage in unsafe or high-risk behaviors. Prevent such situations by not using alcohol or other drugs and avoiding those who are using these substances.
- ▶ **Avoid being alone with a date at home or in an isolated place.** You may find it more difficult to maintain self-control when you are home alone or in an isolated place with a date. Being isolated from others also increases your risk of being forced into a sexual act against your will.

## Dating Relationships

**S**ome teens choose to have an ongoing dating relationship with only one person. This type of relationship may help you develop skills and behaviors that will someday prepare you for the dignity, respect, and responsibility required in a marriage. However, keep in mind that dating only one person during adolescence may limit your chances for socializing with others. This may prevent you from developing other positive relationships.

Your teen years are a time for trying many different roles and relationships. Although beginning and ending dating relationships can be difficult, such experiences help you mature emotionally. Staying in a relationship because you don't know how to leave it gracefully or clinging to a person who wishes to end the relationship are common dating problems. Honesty and open communication will help resolve such difficulties.

## Setting Limits

Your parents or guardians may set limits regarding your dating relationships. Such limits are intended to protect your health and safety. For example, your parent or guardian might insist on a **curfew**, a set time at which you must be home at night. A curfew is a limit that many parents establish for their teens. Limits should be established ahead of time and agreed upon by both teens and their families before the date.

As you mature, you'll need to know how to set your own limits. Remember, your parents or guardians can guide and support you through this process. For example, it's a good idea to set a limit on the age of the person you date. You also need to set limits with your date regarding places you'll go, how you'll get there, and what you will do. Setting such limits and making them clear before a date helps you avoid potentially risky situations.

When you communicate your limit on sexual activity, you need to be clear and firm about your decision to practice abstinence. You can make this task easier by developing and rehearsing avoidance techniques and refusal skills—including specific actions and phrases—that you can use. You will learn more about these skills in the next lesson.



### Healthful Dating Expectations

#### When in a dating relationship, remember:

- ▶ You deserve to be treated with consideration and respect.
- ▶ Your partner should recognize and respect your values.
- ▶ If pressured by your date, you can say no to drugs or other high-risk activities without apologizing or offering an explanation.
- ▶ No one has the right to force or pressure you into doing anything that goes against your values or your family's values.



## Lesson 3 Review

### Reviewing Facts and Vocabulary

1. What is *affection*? How can teens show affection in a dating relationship without participating in sexual activity?
2. What are some ways to avoid high-risk dating situations?
3. Why is it important to set limits in a dating relationship?

### Thinking Critically

4. **Synthesizing.** List the personal benefits that establishing a curfew can have for your health.
5. **Analyzing.** Explain the role that substance abuse plays in increasing the risk of unsafe behaviors such as sexual activity.

### Applying Health Skills

**Analyzing Influences.** Watch several television programs that portray characters involved in dating relationships. Observe the interaction among the characters, and identify what message the program communicates to teens about peer pressure and sexual activity. Summarize your observations in a written report.



**WORD PROCESSING** Word processing can give your report a more polished look. Visit [health.glencoe.com](http://health.glencoe.com) for tips on using your word-processing program.



# Abstinence: A Responsible Decision

### VOCABULARY

**abstinence**  
**sexually transmitted diseases (STDs)**  
**priorities**  
**self-control**


### YOU'LL LEARN TO

- Analyze the importance of abstinence from sexual activity as the preferred choice of behavior for teens.
- Discuss the legal implications regarding sexual activity as it relates to minors.
- Discuss abstinence as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted diseases.



On a sheet of paper, list several consequences of being sexually active. Explain how each consequence could affect the health of the individual and the health of his or her family members.



 These teens have chosen to make abstinence from sexual activity a priority in their relationship. *Why is abstinence the best choice for teens?*

Many of the sexual feelings teens experience are brought on by the body's release of chemicals. You don't have control over the feelings caused by your hormones, but you do have complete control over how you respond to them.

## Abstinence Until Marriage

Each year, more and more teens make the safe and responsible choice of abstinence from sexual activity until marriage. **Abstinence** is a deliberate decision to avoid high-risk behaviors, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs. Many teens choose to practice abstinence because it is the only 100 percent sure way to eliminate health risks associated with sexual activity. These risks include unplanned pregnancy and **sexually transmitted diseases (STDs)**—infections spread from person to person through sexual contact.

## Committing to Abstinence

The teen years are a time for physical, mental/emotional, and social growth. Part of this growth process involves setting goals for the future and establishing priorities. **Priorities** are *those goals, tasks, and activities that you judge to be more important than others*. A priority for many teens, for example, is to get good grades and succeed in school. Think about your plans for the future. How might an unplanned pregnancy or a **sexually transmitted disease** (STD) affect your plans? Making abstinence from sexual activity a priority can eliminate these risks and help you achieve your goals.

Practicing abstinence requires planning and self-control. **Self-control** is *a person's ability to use responsibility to override emotions*. Use the following tips as a guide to commit to abstinence.

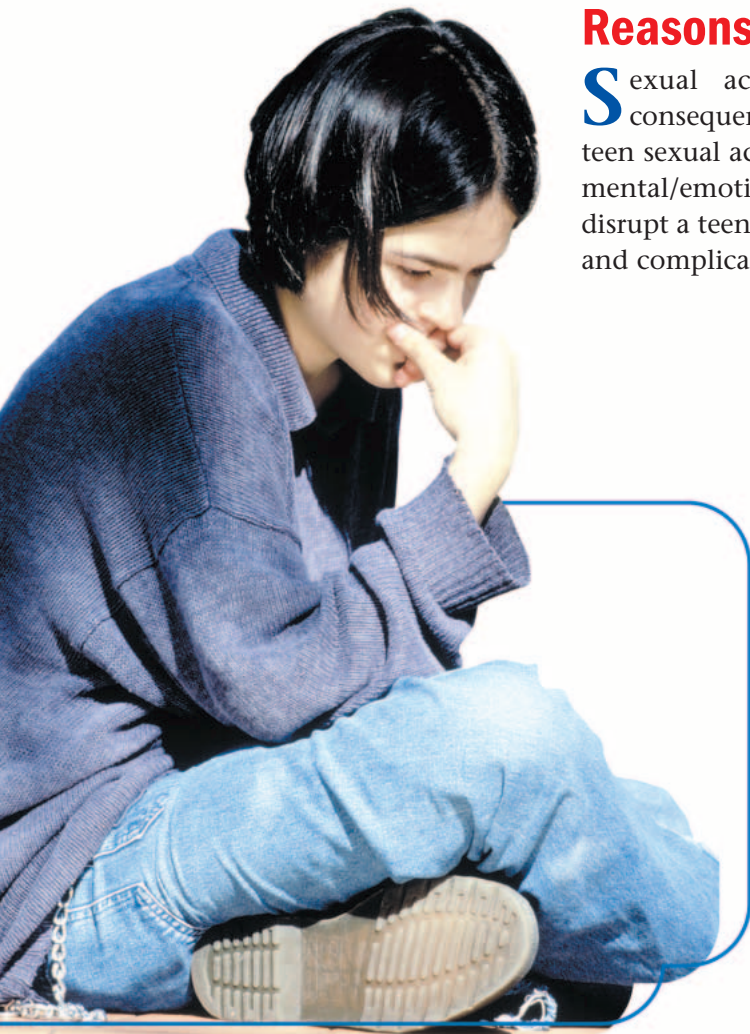
- ▶ **Establish your priorities.** Think about your goals, and set priorities that will help you reach them. Consider your values and those of your family, such as respect, honesty, integrity, and morality.
- ▶ **Set personal limits on how you express affection.** Base your limits on your priorities. Set your limits before you are in a situation where sexual feelings begin to build.
- ▶ **Share your thoughts with your partner.** One sign of a mature, responsible relationship is being able to communicate with your partner openly and honestly. Discuss your priorities, and clearly define your limits.
- ▶ **Talk with a trusted adult.** Parents and other trusted adults are often able to suggest safe and healthful ways for you to manage your feelings.
- ▶ **Avoid high-pressure situations.** When possible, go out on dates in a group. Stay away from unsupervised parties and dark rooms. Avoid parking in secluded spots.
- ▶ **Do not use alcohol or other drugs.** Using alcohol or other drugs interferes with the ability to think clearly. It is also wise to avoid people who are using these substances.

## hotlink

**sexually transmitted disease** For more information about specific sexually transmitted diseases, see Chapter 25, page 646.

- ▶ **Choosing a safe, supervised area for a date helps you uphold your values.**  
*What other strategies can help you maintain your commitment to abstinence?*





## Reasons to Practice Abstinence


Sexual activity has many short-term and long-term consequences. In addition to having legal consequences, teen sexual activity can seriously harm an individual's physical, mental/emotional, and social health. These negative effects can disrupt a teen's life, interfere with his or her goals for the future, and complicate his or her relationships with others.

### Legal Implications

It is illegal for an adult to have sexual contact with anyone under the age of consent, which varies from state to state. In many states, it is illegal for unmarried minors to engage in sexual activity. For example, if the age of consent in a state is 18, two seventeen-year-old teens who engage in sexual activity would be breaking the law. People who are arrested for and convicted of breaking sexual laws can go to jail. Depending on the situation, they may be identified as sex offenders—a label that will follow them for the rest of their lives. This label can harm their careers and future relationships.

### Effects on Physical Health

Teen sexual activity can affect the physical health of both females and males in significant ways.

 Careful consideration of the negative consequences associated with sexual activity will reinforce the decision to practice abstinence until marriage. *What are your reasons for practicing abstinence?*

### UNPLANNED PREGNANCY

For many teens, unplanned pregnancy is the consequence of sexual activity. Teen pregnancy risks the health of both the teen mother and her child. Often, the body of a teen is not sufficiently mature to sustain a healthy pregnancy. This can lead to complications that threaten the lives of mother and baby.

### SEXUALLY TRANSMITTED DISEASES (STDs)

Teens from 15 to 19 years of age are at the greatest risk of contracting STDs. Each year, about 3 million teens in the United States contract some form of STD. If diagnosed early, many STDs can be treated and cured. However, some of these diseases have no cure and can have lifelong consequences. For example, chlamydia can cause sterility if left untreated, making it impossible for a person ever to have a child. Other STDs, such as **acquired immune deficiency syndrome (AIDS)**, can be fatal.

### hotlink

#### acquired immune deficiency syndrome (AIDS)

For more information on the problems associated with the AIDS epidemic, see Chapter 25, page 658.

# Real-Life Application

## Abstinence Pledges: A Growing Trend

Teens who take a pledge to delay sexual activity until marriage are far less likely than their peers to become pregnant or to contract a sexually transmitted disease. How can teens strengthen their commitment to abstinence?

### Abstinence Pledge

A Commitment to Myself and Others

On this day, I make a commitment to myself, my family, my friends, and to those I date, to abstain from sexual activity until marriage.

My reasons include: upholding family values, wanting to attend college, safeguarding my self-worth and self-concept, wanting to have healthy children when I marry.

People who will support me in my pledge include:

★ my parents/guardian      ★ my family doctor  
★ my best friend              ★ my school counselor

I hereby sign this pledge as an indication of my personal commitment to remain abstinent until marriage.

My signature: \_\_\_\_\_

How can teens' goals be compromised by sexual activity? What are the most important reasons for you to practice abstinence?

Which people in your life can help support your decision to practice abstinence?

### ACTIVITY


**Work with a small group. Use your answers to the questions to create a poster advocating that high school teens practice abstinence. Communicate the importance and benefits of practicing abstinence. Make your poster persuasive and attention-getting, and include a memorable phrase or slogan.**

## Effects on Emotional Health

Establishing and following a strong value system leads teens to healthy feelings of self-respect. Engaging in sexual activity outside of marriage goes against the values and religious beliefs of many people. Often, the fear of being caught leads teens who engage in such activity to begin lying to parents or others about their whereabouts. This dishonesty can cause emotional distress by bringing on feelings of guilt and regret that are harmful to a teen's self-concept.

For teens facing unplanned pregnancy, the demands of being a parent can cause great emotional strain. Pregnancy followed by the birth and care of an infant is extremely demanding. Parenthood is a serious, full-time, lifelong responsibility that teens are not ready for.



 **Teens who choose sexual abstinence safeguard their reputations. *What are some other benefits of abstinence?***

## Effects on Social Health

Sexually active teens risk their reputations. Being labeled by peers as “easy” can make it difficult for a teen to build new and healthy relationships. For example, to eliminate the risk of being pressured into sexual activity, some teens refuse to date those who are sexually active. Also, partners may view each other differently when a relationship involves sexual activity. In some cases, the pressure and expectations caused by sexual activity may lead to the breakup of a relationship.

Engaging in sexual activity can also harm a teen’s relationship with family members. When teens decide to become sexually active, they go against their family’s values. They go beyond the limits that their parents or guardians set to protect them. In failing to demonstrate responsible and healthful dating behavior, these teens break their parents’ trust. Parents who discover that their teen is sexually active often feel disappointed and betrayed. Such feelings can cause tension among family members.

When faced with an unplanned pregnancy, many teen parents drop out of school to support their child. By law, the teen father is required to support his child financially until the child reaches the age of 18. Frequently, teen parents sacrifice plans for college and job training. They may also give up their social lives to meet the needs of the child. Unmarried teens are not prepared to assume the responsibilities of parenthood. Committing to abstinence is the safe and healthy choice for teens.

## Using Avoidance Techniques and Refusal Skills

**T**o reduce the risk of being pressured into sexual activity, learn avoidance techniques—actions or phrases you can use to avoid risky situations. For example, if your date wants to go to a party that will not be supervised by adults, you might suggest going to a restaurant instead. If a boyfriend or girlfriend wants to come over when your parents or guardians aren’t at home, you might suggest going skating or biking instead.

**FIGURE 12.3**

## SAYING NO TO SEXUAL ACTIVITY

If someone uses pressure lines to persuade you to break your commitment to abstinence, use refusal statements to communicate your stance firmly.

### Pressure Line

- If you love me, you will.
- Everyone's doing it.
- Don't be such a baby.
- My feelings won't change. I'll still respect you.

### Refusal Statement

- If you care about me, you won't pressure me.
- No, everyone's not. I'm sticking to my values.
- It's the mature, responsible decision to wait.
- Maybe, but I won't respect myself.

Share your commitment to abstinence with your girlfriend or boyfriend, stating your position simply but firmly. After you have discussed your decision to practice abstinence, you will find it easier to exercise self-control. If a situation seems to be getting out of control, insist on stopping. Then, back away and explain why you want to stop. If your girlfriend or boyfriend tries to pressure you, become more assertive. You might use refusal statements similar to those in **Figure 12.3**. Make sure your body language supports your verbal message. Don't be afraid of hurting the other person's feelings. It's possible to say no and still remain friends.



## Lesson 4 Review

### Reviewing Facts and Vocabulary

1. What is *abstinence*?
2. Discuss the legal implications regarding sexual activity as it relates to minors.
3. What are effective ways to avoid being pressured into sexual activity?

### Thinking Critically

4. **Evaluating.** Write a paragraph describing the short-term and long-term benefits of abstinence for the emotional and social health of both the individual and the family.
5. **Analyzing.** How can practicing abstinence benefit a teen's self-image? Explain your answer.

### Applying Health Skills

**Refusal Skills.** With a classmate, role-play situations in which teens use refusal skills to avoid participating in sexual activity. Have classmates analyze the effectiveness of these refusal skills.



**WEB SITES** Create a Web page that advocates for teen abstinence. See [health.glencoe.com](http://health.glencoe.com) for help on planning and building your own Web page.





## Screenplays for Healthy Peer Relationships

Drawing from the chapter content, write a screenplay for a new teen television show that presents healthful messages about peer relationships. Use the following example as a guide for formatting your screenplay.

### ACT I

#### SCENE 1

INT. (INTERIOR) SCHOOL CAFETERIA, NOON  
TWO BEST FRIENDS, JUDY AND GREG, WALK INTO THE BUSY  
CAFETERIA AND SIT DOWN AT THEIR FAVORITE TABLE.

#### JUDY

I think Sara is upset about something. She's been  
keeping to herself all day. I wonder what's wrong.

#### GREG

I don't know. Do you think she and her boyfriend had  
an argument about something?

#### SCENE 2

INT. SCHOOL HALLWAY, 3:30 PM  
SARA IS AT HER LOCKER, LOOKING SAD AND DISTRACTED.

### ACTIVITY

Choose one of the following scenarios, and write a screenplay with three scenes. Apply what you have learned in this chapter about healthy peer relationships.

**Scenario 1:** Three teen boys who have been friends for years are having a conversation about girls. Two of them are taunting the third for choosing abstinence.

**Scenario 2:** Four teen girls who are close friends are at a school dance.

Two of them are making fun of a classmate whom they consider overweight.

### EXPRESS YOUR VIEWS

Review the healthful ways you resolved the situation in your screenplay. Using what you have learned from this chapter, write a friendship or behavior pledge that incorporates the elements of healthy friendships and positive peer pressure.

## CROSS-CURRICULUM CONNECTIONS



**Write a Journal Entry.** Nurturing healthy friendships means taking responsibility for your actions and understanding the roles others play in your life. Brainstorm a list of important decisions you have made that were influenced by peer pressure. Write a journal entry about the decision on your list that stands out as the most significant. Describe the incident. Reflect on why it was a positive or negative experience.



**Explore Dating Customs.** Dating customs for teens vary from culture to culture. As a class, brainstorm a list of cultures whose dating customs you would be interested in studying. Your teacher will organize the class in teams and assign you a culture to research. Each team should report back to the class. Then, have a class discussion comparing and contrasting the different customs.



**Practice Problem Solving.** Bob had three friends with whom he socialized almost exclusively. When he got a job, he struck up friendships with four people at work and got invited to a party. One of his new friends brought three people that Bob liked immediately. His other three coworkers brought one friend each, but Bob didn't have anything in common with two of them. How many friends does Bob have now?



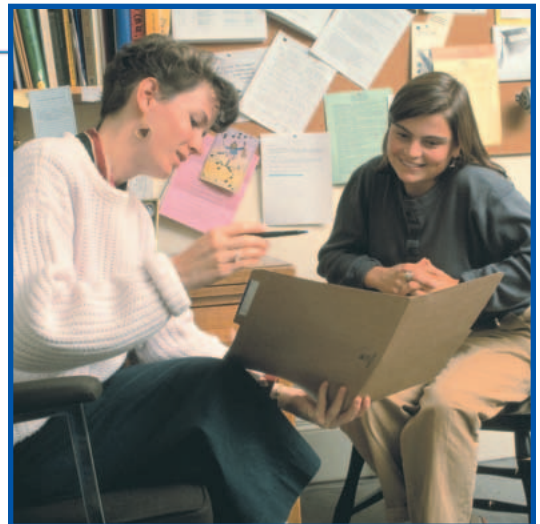
**Research a Topic.** Chemicals called *pheromones* contribute to the physical attraction to others that many people begin to experience during the teen years. Many animal species secrete pheromones as a means of communication. Because of the complexity of mammalian behavior, studies on pheromones have focused largely on insects. Research the ways social insects use pheromones to communicate and send messages. Summarize your findings in a one-page report.

## CAREER Corner

### School Social Worker

School social workers deal with a wide range of social, emotional, cultural, and economic concerns among students. They help students overcome problems that may be interfering with their education. School social workers also help improve students' decision-making skills, motivation, attendance, and self-concept.

To become a school social worker, you need a bachelor's or a master's degree in social work and a license or certificate from your state. Learn more about this and other health careers by clicking on Career Corner at [health.glencoe.com](http://health.glencoe.com).



# Chapter 12 Review

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

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

**clique**                                      **friendship**  
**peers**                                      **platonic friendship**  
**stereotype**

1. A relationship with a member of the opposite gender in which there is affection but the people are not considered a couple.
2. A small circle of friends that excludes people viewed as outsiders.
3. An exaggerated or oversimplified belief about an entire group of people.

### Lesson 2 *Replace the underlined words with the correct term.*

**aggressive**                                **assertive**  
**harassment**                              **manipulation**  
**passive**                                    **peer pressure**  
**refusal skills**

4. Harassment is an indirect and dishonest way to control someone.
5. An important aspect of being assertive is to use effective manipulation.
6. Being overly pushy and hostile is being assertive.

### Lesson 3 *Fill in the blanks with the correct term.*

**affection**                                **curfew**  
**infatuation**

Shane's parents worry about his (7), or exaggerated feelings of passion, with his girlfriend. To help Shane avoid situations that could involve him in high-risk behaviors, his parents set guidelines for him, including an early (8), or time by which he must be at home.

### Lesson 4 *Match each definition with the correct term.*

**abstinence**                                **self-control**  
**sexually transmitted disease**      **priorities**

9. A risk associated with not choosing abstinence.
10. Goals, tasks, and activities you judge as more important than others.
11. A person's ability to use responsibility to override emotions.

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

### Lesson 1

1. What is the relationship between peers and casual friendships?
2. What are the benefits of a platonic friendship?
3. Identify five attributes of a true friendship.

### Lesson 2

4. What is positive peer pressure?
5. How can body language be used to communicate refusal?
6. Describe an aggressive response to peer pressure.

### Lesson 3

7. What are some benefits of dating?
8. Why do some teens choose not to date?
9. What are some advantages of group dating over individual dating?

### Lesson 4

10. Identify three risks associated with sexual activity during the teen years.
11. Analyze the importance of abstinence from sexual activity as the preferred choice of behavior for teens.
12. Describe a problem that can result from an unplanned teen pregnancy.

► **THINKING CRITICALLY**

- 1. Evaluating.** Describe both the advantages and disadvantages of being a member of a social group such as a clique. (LESSON 1)
- 2. Analyzing.** Suggest ways you can stand up to peers to show disapproval of inconsiderate and disrespectful behavior such as harassment of others. (LESSON 2)
- 3. Applying.** Marriage is a long-term commitment. Getting married means that a person is deciding to spend the rest of his or her life with another person. How can the behaviors you practice in a dating relationship help prepare you for the responsibility of marriage? (LESSON 3)
- 4. Summarizing.** Unplanned pregnancy among teens affects the teens involved, their families, and society as a whole. Write a paragraph explaining the negative consequences teen pregnancy holds for individuals, families, and society. (LESSON 4)

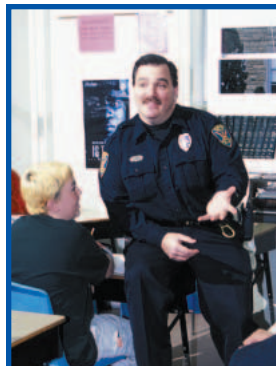
► **HEALTH SKILLS APPLICATION**

- 1. Practicing Healthful Behavior.** Develop a plan for demonstrating to your friends each of the traits that characterize a healthy friendship. Over the span of a week, keep a log to describe how you demonstrated each trait. (LESSON 1)
- 2. Analyzing Influences.** Locate a magazine or newspaper article about a teen who has set a positive example in the community. Write a brief summary of the article, and identify how the actions of that teen might be a positive influence on other teens. (LESSON 2)
- 3. Communication Skills.** Write a skit that depicts a responsible, healthful dating relationship between two teens. The teens should demonstrate effective communication skills to show their respect for each other and their commitment to practicing abstinence. (LESSON 3)
- 4. Advocacy.** Write a letter to the editor of your school newspaper in which you discuss abstinence from sexual activity as the only method that is 100 percent effective in preventing pregnancy, STDs, and the sexual transmission of HIV/AIDS. (LESSON 4)

 **BEYOND**  
the Classroom

**Parent Involvement**

**Practicing Healthful Behaviors.** Many communities have programs that provide drug-free places where teens can socialize under adult supervision. Such programs help teens avoid pressure to participate in high-risk behaviors. With your parents, learn about the programs for teens in your area. If such programs do not exist in your community, find out how one might be created.



**School and Community**

**Stopping Harassment.** Speak with a law enforcement official in your community to learn the legal definition of harassment and what penalties exist for teens found guilty of harassment. Share your findings with the class. Discuss actions that students, faculty, and community members can take to help stop harassment.