

Chapter 6

Building Healthy Peer Relationships

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Skills for Healthy Relationships

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Friendships

- **Media Wise** Gender Roles and Movies

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- **Advocacy** Supporting a Friend

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Responsible Relationships

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Choosing Abstinence



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CLASSROOM VIDEO #6

Choosing Abstinence

Preview Activity

What Do Your Choices Say About You?

Complete this activity before you watch the video.

1. Think about this quote.
It is our choices that show what we truly are, far more than our abilities.
2. Then write a short paragraph describing what the quote means to you. **WRITING**
3. Pair up with another student to share and discuss your paragraphs.

Section 1

Objectives

- ▶ **Describe** four skills that contribute to effective communication.
- ▶ **Explain** how cooperation and compromise help build healthy relationships.

Vocabulary

- communication
- “I” message
- active listening
- passive
- aggressive
- assertive
- body language
- eye contact
- cooperation
- compromise

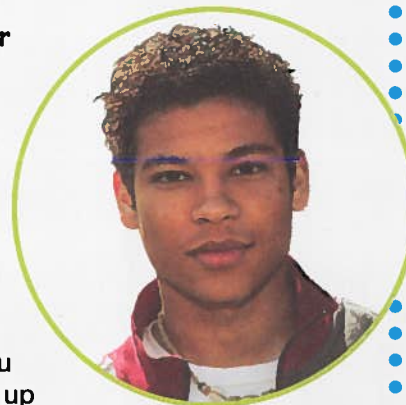
Skills for Healthy Relationships

Warm-Up

Dear Advice Line,

A friend of mine makes plans for the two of us without checking with me first. He assumes that I will want to do whatever he wants, and I don't speak up to avoid problems. How can I get my friend to see that my opinion matters?

WRITING What advice would you give this person? How can he stand up for himself?



Effective Communication

When you laugh at a joke, hug a parent, or ask a friend for advice, you are communicating. **Communication** is the process of sharing information, thoughts, or feelings. Learning to communicate effectively takes practice, like learning to ride a bicycle. The more you practice, the less you have to think about what you are doing. With practice, you can master the skills of effective communication. **These skills include using “I” messages, active listening, assertiveness, and using appropriate body language.**

“I” Messages To express your feelings accurately, it helps to use “I” messages. An **“I” message** is a statement that expresses your feelings, but does not blame or judge the other person.

Suppose you are upset with a friend who forgot to call you. When you speak to your friend the next day, you shout, “Can’t you remember anything?” This approach could put your friend on the defensive and cause a serious disagreement. Instead of yelling at your friend, it would be better to focus on how the situation made *you* feel. By saying something like, “I am upset because we didn’t talk last night,” you open the lines of communication between you and your friend.

Active Listening Many people think of communication as nothing more than talking. But for communication to be effective, it must be a two-way process. There must be a listener as well as a speaker. The listener must do more than simply hear what is said—he or she must be actively involved in the conversation.

Active listening is focusing your full attention on what the other person is saying and letting that person know you understand and care. An active listener responds to what is being said. The listener makes the speaker feel comfortable about opening up and expressing personal feelings. To become an active listener, try the following.

- ▶ Show your interest by looking at the person, nodding your head, and showing concern on your face.
- ▶ Encourage the speaker to begin speaking by saying “Do you want to talk about ...” or “You seem upset about....”
- ▶ When the speaker pauses, show your interest by offering comments such as “Then what happened?” or “What did you do then?”
- ▶ Avoid passing judgment on what the speaker says.
- ▶ Show you have been listening by summarizing the speaker’s ideas with phrases such as “It sounds like you were angry when...” or “I heard you say....”
- ▶ Help the speaker explore things further with phrases such as “Tell me more about...” or “I guess you felt....”
- ▶ Do not steer the conversation away from the speaker’s problem and onto a problem of your own.

**Connect to
YOUR LIFE**

How would you rate yourself as an active listener?
In what ways could you improve?

FIGURE 1 Using active listening in the classroom can help you to learn. **Evaluating** How do the questions that a teacher asks students contribute to the process of active listening?



Passive, Aggressive, and Assertive Communication

Passive Behaviors	Aggressive Behaviors	Assertive Behaviors
▶ Hoping the other person will guess your feelings	▶ Using “you” messages to blame the other person	▶ Using “I” messages to explain your feelings
▶ Always listening; rarely talking	▶ Interrupting; being sarcastic	▶ Actively listening to the other person
▶ Denying your own feelings; making excuses	▶ Making fun of the other person’s feelings	▶ Trying to understand the other person’s feelings
▶ Criticizing yourself; always apologizing	▶ Criticizing the other person; never giving a compliment	▶ Expressing appreciation; being respectful
▶ Always giving in to the other person	▶ Always wanting your own way	▶ Seeking a compromise that does not go against either person’s values
▶ Mumbling; looking away; fidgeting nervously	▶ Yelling; refusing to talk; finger pointing; glaring; using physical force	▶ Speaking confidently and clearly; making eye contact; showing interest



FIGURE 2 People provide both verbal clues and nonverbal clues when they communicate.

Classifying Suppose a person mumbles and fidgets during a conversation. How would you describe that person’s communication style?

Assertiveness How do you express your opinions and feelings when they differ from those of another person?

- ▶ Are you **passive**, holding back your true feelings and going along with the other person?
- ▶ Are you **aggressive**? Do you communicate opinions and feelings in a way that may seem threatening or disrespectful to other people?
- ▶ Are you assertive? When you are **assertive** (uh SUR tiv), you are able to stand up for yourself while expressing your feelings in a way that does not threaten the other person.

Figure 2 compares passive, aggressive, and assertive behaviors.

Assertiveness involves more than just what you say. How you say something, or the tone of your voice, also communicates your message. To understand how your tone of voice affects a message, try saying “Open your book to page 70” three different ways. First use a loud, demanding voice, then whisper the sentence, and then say it in a direct, assertive tone. The message changes with your tone of voice. The loud, demanding tone carries the implied threat “or else.” The whisper suggests that you aren’t sure the direction will be followed. The assertive tone shows that you expect the direction to be followed, without any implied threat.

People who are assertive tend to have healthier relationships than those who are passive or aggressive. Assertive behavior communicates respect both for yourself and for others. Passive behavior shows lack of respect for yourself. Aggressive behavior shows lack of respect for others.

Body Language You can also communicate information or feelings through body language. **Body language** includes posture, gestures, facial expressions, and body movements. People are often unaware of the silent messages sent by their body language. For example, if you slouch in your chair during class, the teacher may think you are bored or unprepared.

Sometimes a person's body language matches their spoken words, as when a person gestures to emphasize a point. Other times, the messages you send with your body language may contradict what you are saying. People may smile while saying something cruel or show little warmth with their face while saying something nice. In fact, people who lie sometimes give themselves away through their body language.

Like spoken language, body language varies from culture to culture. For example, most Americans expect you to make **eye contact**, or meet their gaze, when you talk with them. They may interpret a failure to make eye contact as shyness, indifference, embarrassment, or even sneakiness. But in Japanese and Native American cultures, making eye contact in some situations is a sign of disrespect.

Connect to YOUR LIFE Which term describes your communication style, passive, aggressive, or assertive? Explain why.

Cooperation

Have you ever worked with classmates to complete a project? If so, then you know the importance of **cooperation**, or working together toward a common goal. To successfully meet the goal, people must work together as a team. Everybody on the team must meet their responsibilities and trust others to meet theirs.

Cooperation is important in all relationships. Suppose your aunt is coming to visit and your family needs to clean the house. If everyone works together to complete this chore, things will get done more easily than if one person has to do it alone. When friends study together, each can help the others master difficult material. **Cooperation builds strong relationships that are based on mutual trust, caring, and responsibility.**

FIGURE 3 These teens were asked to find a way to rise from a seated position while keeping their arms linked. This task demonstrates the need to cooperate to achieve a goal.



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"Let's go to the mall tonight!"

"Let's go to a movie tonight!"



"Let's go to the mall first, then to a movie!"

FIGURE 4 For a compromise to work, both people must be satisfied with the solution

Compromise

Imagine that you and a friend are having a disagreement. You would like to go to the mall tonight, but your friend would rather go to the movies. How would you handle this problem? Because disagreements arise from time to time in all close relationships, it is important to be willing to compromise. **Compromise** (KAHM pruh myz) is the willingness of each person to give up something in order to reach agreement. Compromising is a skill of give-and-take. Both people must be willing to sacrifice something to get something in return. Both people also must feel comfortable with the solution reached.

Possible Solutions You and your friend could compromise in a number of ways. You could agree to go to the mall tonight and to a movie tomorrow. Or you could go to the mall first and then to a movie. Or you could even decide to do a totally different activity. Whatever agreement you arrive at, the ability to compromise will strengthen your relationship. **When you are willing to compromise, you let the other person know how important the relationship is to you.**

When Not to Compromise Of course, there are some situations in which it is important not to compromise. A friend might ask you to do something that is dangerous or that goes against your values. Instead of compromising with your friend, you need to use assertive communication. Let your friend know how you feel, and make it clear that there is no room for compromise on the issue.

Section 1 Review

Key Ideas and Vocabulary

1. What are four important communication skills?
2. Give an example of an "I" message.
3. How does active listening differ from just listening?
4. How can a willingness to cooperate or compromise strengthen a relationship?

Critical Thinking

5. **Evaluating** Can a person's body language affect a listener more than his or her words? Give an example to support your answer.

Health at School

Working in Groups With four of your classmates, write a short skit that illustrates the importance of good communication. After you have completed the skit, discuss how well the members of your group worked together to get the task done. Write a paragraph summarizing your discussion. **WRITING**

6. **Comparing and Contrasting** How does being aggressive differ from being assertive?
7. **Predicting** Which communication skills would be most helpful when you use e-mail or instant messaging? Which would be more difficult to apply? Use examples to support your answer.

Friendships

Section 2

Warm-Up

Quick Quiz Which of these do you value most in a friend?

- 1 Someone who offers to help when you have a problem
- 2 Someone who makes you laugh even when you are sad
- 3 Someone who expresses emotions without hurting others
- 4 Someone who is honest and reliable
- 5 Someone who is a good listener

WRITING Explain why you selected the answer that you did.



Objectives

- ▶ **Explain** the importance of having friends.
- ▶ **Distinguish** different types of friendships.
- ▶ **Describe** some problems that occur in friendships.

Vocabulary

- friendship
- gender roles
- clique
- peer pressure

The Importance of Friendships

Do you have a close friend whom you have known since early childhood? Perhaps, as preschoolers, you spent hours together building whole cities with wooden blocks. Later, you may have discussed sports or favorite television programs. Now, as teenagers, you may talk about problems you face at home and school and give each other advice and encouragement.

The bond that you two have established is one kind of friendship. **Friendship** is a relationship based on mutual trust, acceptance, and common interests or values. **People look to their friends for honest reactions, encouragement during bad times, and understanding when they make mistakes.** Friends offer a sense of belonging. They are a handy reminder that there are other people who understand and care about you.

Most teens think that it is important to be part of one or more groups of friends. Interacting with others helps you to build self-esteem and to learn about yourself. You can experiment with different roles: leader, helper, advice-seeker, or supporter. Also, activities such as roller-skating, washing a car, or studying for a test can be more enjoyable when you do them with friends. Something that may seem silly to do alone, like dressing up in a costume, can be fun to do with friends.

Types of Friendships

Friendships range from the casual acquaintances you greet in the halls at school to the friends who share your most personal thoughts. **Some friendships are casual and some are close. Some are with friends of the opposite sex.** Each type of friend is valuable for different reasons.

Casual Friends Casual friendships often occur because people go to the same school, live in the same neighborhood, or have interests in common. You and a classmate may be assigned to the same project in class. You and a neighbor may go sledding after a snowstorm. While doing volunteer work at the local hospital, you may meet a person who enjoys the same kind of music as you do.

Short-term, casual friendships offer the chance to have fun, to try new things, and to learn to get along with a variety of people. These friendships may remain casual, or they may develop into deeper, long-lasting friendships over time. Figure 5 offers some tips on making new friends.

Close Friends People tend to form close friendships with others who share similar goals, values, or interests. Sometimes people are drawn to people whose personalities complement their own. In other words, a friend may have some positive qualities that you lack, and you may have some positive qualities that your friend lacks.

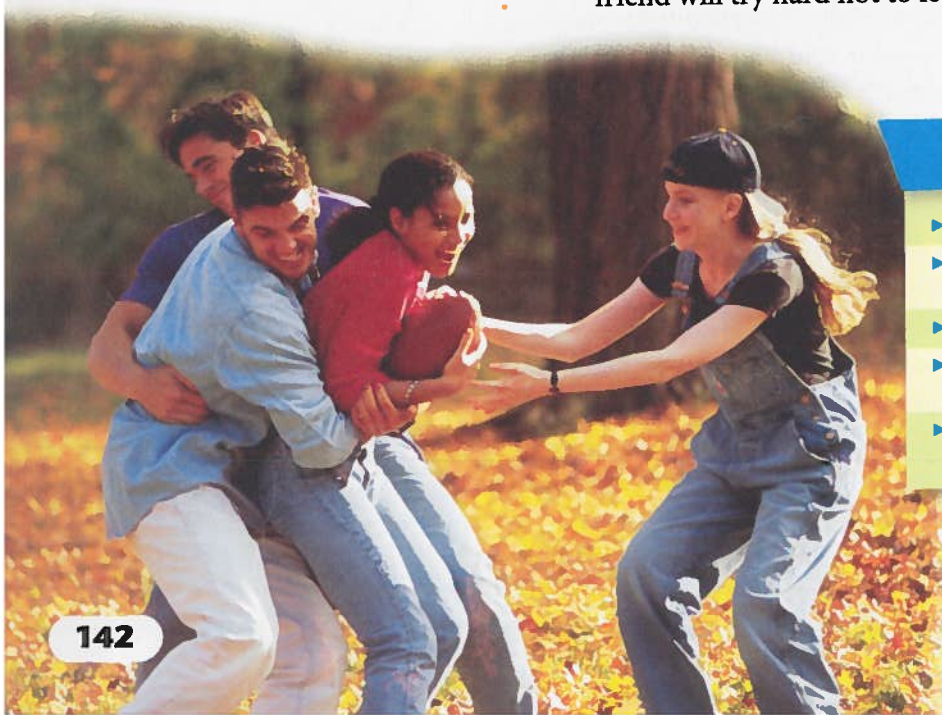
No matter how a friendship forms, most people agree on four qualities that are important in a close friend.

- ▶ **Loyalty** A close friend sticks by you in both good times and bad.
- ▶ **Honesty** You can trust a close friend to be truthful, even when the truth is painful. You know that your friend isn't trying to hurt you.
- ▶ **Empathy** A close friend is caring and sensitive to your feelings. A caring friend might say, "It must really hurt to be cut from the team."
- ▶ **Reliability** A close friend can always be counted on. You know your friend will try hard not to let you down.

FIGURE 5 Close friendships provide some security, while allowing you the chance to act independently.

Tips for Making Friends

- ▶ Be yourself; don't put on an act.
- ▶ Join groups that share your values or offer activities you like.
- ▶ Treat everyone with respect.
- ▶ Take a little time to talk with people you know casually.
- ▶ Ask questions that require more than just a yes or no answer.



MEDIA Wise

Gender Roles and Movies

People learn about gender roles by observing how other people behave. Family members, friends, and other adults may serve as roles models. People also receive messages about gender roles from movies. Use this checklist to evaluate how gender roles are shown in a movie.



Do the females tend to be less assertive than the males?

Yes

No

Are the male roles more action-oriented than the female roles?

Yes

No

Do the females share their feelings more easily than the males?

Yes

No

When there is a problem to solve, is the problem solver usually male?

Yes

No

Do the men tend to work outside the home and the women inside the home?

Yes

No

Two or more "Yes" answers indicate a movie that supports traditional gender roles.

Activity

Use the checklist to evaluate gender roles in two movies. Then write a paragraph about what you observed. How do you think these movies affect people's opinions about gender roles?

WRITING

Friends of the Opposite Sex When you were in elementary school, boys may have formed friendships with other boys with whom they had common interests. Girls may have formed close friendships with other girls. Today, you probably have both male and female friends.

Opposite-sex friendships may develop more easily now than in earlier generations because of changes in gender roles. **Gender roles** are the behaviors and attitudes that are socially accepted as either masculine or feminine. Gender roles vary from culture to culture. In the United States, gender roles are less rigid today than they have been in the past. Many people now choose activities and behave in ways that traditionally were reserved for members of the other gender. Both males and females learn to express various emotions, including tenderness and assertiveness. They let the event or situation dictate which emotion is appropriate.

In choosing friends today, most people look for males and females with interests and goals similar to their own. Friendships between males and females can be satisfying and close, but not involve romance. These friendships help you to feel comfortable with members of the opposite sex and allow you to develop fully as a person. A friendship with the opposite sex may develop into a romantic relationship. Often, it does not.

Connect to YOUR LIFE

Are you comfortable having close friendships with both males and females? Why or why not?

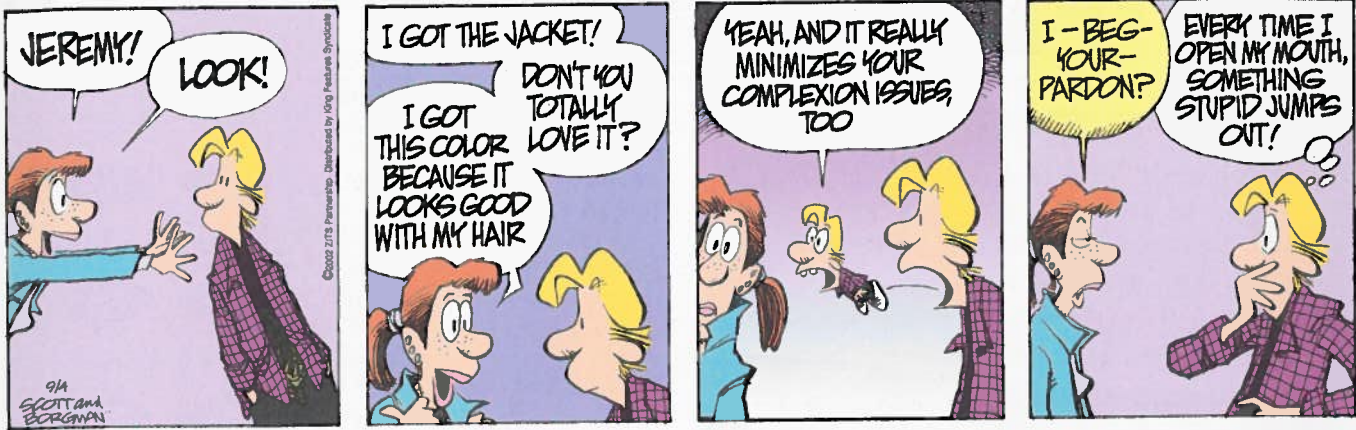


FIGURE 6 A cartoon often uses humor to make a serious point. **Interpreting Illustrations** How would you classify the problem illustrated in this cartoon? Explain.

Problems in Friendships

In all friendships, even strong ones, problems arise from time to time. For the relationship to be a lasting one, it is important that friends face any problems that do arise and work together to resolve them. **Some possible problems in friendships are envy, jealousy, cruelty, and cliques.**

Envy and Jealousy In a friendship, one friend may experience feelings of envy or jealousy. Envy can occur when one person has something that the other person desires. The source of the envy can be appearance, talent, possessions, or popularity. Jealousy can occur when a “best” friend wants to develop more close friendships and the first friend feels left out.

It is normal at times to feel envy or jealousy, but if these feelings linger they can cause problems in a friendship. It isn’t easy to feel happy and proud for a friend when negative feelings get in the way. If you feel envy or jealousy, use your communication skills to discuss the problem. First, use “I” messages to get your feelings out in the open. It is best to do this in person, but if this is too difficult, write to your friend explaining your feelings. Be sure to listen to your friend’s point of view and try to understand his or her feelings. Through active listening, you can gain a better understanding of your friendship and of ways to work things out.

Cruelty Sometimes a friend may act cruelly toward you even though you have done nothing to anger your friend. Your friend’s behavior may have nothing to do with you. Your friend may be facing problems at home, at school, or elsewhere. Unfortunately, people sometimes transfer the pain or anxiety they are feeling onto their close friends.

If a friend is cruel to you, confront your friend to find out what the real problem is. Communicate that you are not willing to be mistreated. Also show your concern and desire to help your friend work things out.

Connect to YOUR LIFE

Have you ever felt envy or jealousy toward a friend? If so, how did you deal with the feeling?

Cliques Do you know a small, closed circle of friends that does not accept people who are different? If so, then you know a **clique** (kleek), a narrow, exclusive group of people with similar backgrounds or interests.

Being a member of a clique can give a person a sense of belonging, but it also can deprive a person of forming friendships with a variety of people. A clique often discourages its members from thinking and acting independently. Clique members may experience **peer pressure**, a need to conform to the expectations of friends. Peer pressure can be a positive force when friends encourage each other to study hard, avoid drugs, or work hard toward a goal. It can be a negative force when friends feel pressured to do things that go against their values.

Peer pressure doesn't magically go away when you become an adult. Peer pressure is an issue that people deal with throughout their lives. However, peer pressure is an important issue during adolescence because this is the stage of life where you are searching for your identity. You are also trying to gain more independence from your family. Health skills that you learn—decision making, refusal skills, setting goals, being assertive—will help you resist negative peer pressure. You will be less likely to encounter negative peer pressure if you choose your friends wisely. Choose people who care about you, share your values, and support your goals.

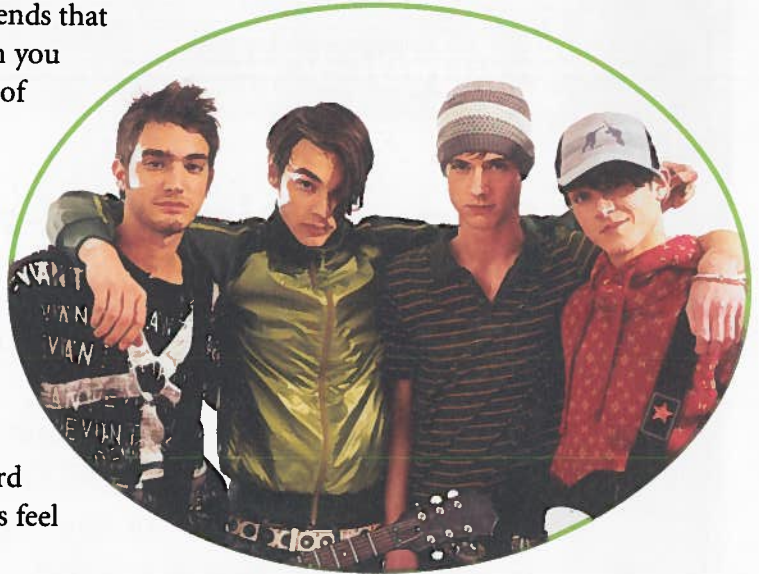


FIGURE 7 Members of a clique may feel pressured to dress and act in certain ways to go along with the group.

Section 2 Review

Key Ideas and Vocabulary

1. What is **friendship**? Why are friendships important?
2. Briefly describe three different types of friendships.
3. What are **gender roles**? How have changes in gender roles affected friendship patterns?
4. What kinds of problems can arise in friendships?
5. Explain how **peer pressure** can be both positive and negative.

Critical Thinking

6. **Comparing and Contrasting** How are casual friendships and close friendships similar? How are they different?

Health at School

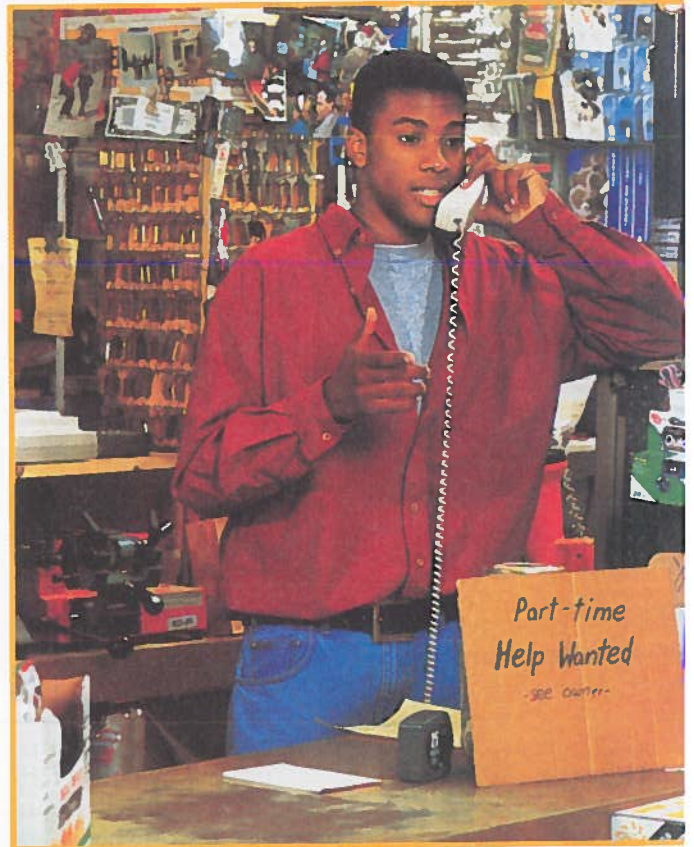
Welcoming New Classmates Work in small groups to figure out ways to make teens who move to your school feel welcome. Make a list of possible things you could do. Then evaluate your list and decide which idea you think would work best. Finally, draft a proposal explaining how your idea would work. **WRITING**

7. **Applying Concepts** You and Cal have been friends for years, but recently he has been avoiding you. You're angry and hurt. What can you do to address the situation?
8. **Evaluating** What do you see as the most important problem that can arise within a friendship? Use an example to support your answer. How would you handle the problem?

Supporting a Friend

Ricardo has a part-time job after school working in a hardware store. He just heard of an opening at work and immediately called his friend Luis to tell him about it. Ricardo told Luis the questions he was asked in his interview so that Luis could be prepared when he met the manager. Ricardo also put in a good word for Luis with his boss. Ricardo knows that Luis really needs a job to help support his family because Luis' father just lost his job.

What are ways you can support a friend? The guidelines that follow offer helpful suggestions.



1 Identify ways you already support your friends.

There are many different kinds of support—a phone call, a visit, a hug, a ride to school, help with a project, advice, a sympathetic ear.

- ▶ Think of the important friends in your life. List the ways you think you support each of them.
- ▶ Ask yourself what else you could do to support them.

2 Offer support that empowers.

Make sure that the kind of support you offer doesn't take power or responsibility away from your friend. You don't want to make your friend feel helpless or incompetent. Support that empowers helps a friend to develop his or her own strengths and self-confidence.

- ▶ Help your friend improve at a skill you may be good at. But also let your friend teach or help you with something in return. Empowering support is a two-way street.
- ▶ Encourage your friend when he or she tries something new. Compliment your friend on doing well.

3 Be an active listener.

- ▶ Show that you understand and care about your friend's problems. Be empathetic, not judgmental.
- ▶ Don't offer advice unless your friend asks for feedback. Then be constructive by helping your friend look beyond his or her current feelings or situation for possible solutions.
- ▶ If your friend is going through a difficult time, be especially sensitive. Make time to talk or do things with your friend. Sometimes just being there is helpful when a friend feels sad or angry.
- ▶ If your friend is doing something you think is dangerous or destructive, express your concern using "I" messages: "I feel ... when you do..." Offer to go with your friend if you think he or she needs professional help.

4 Ask your friends for support.

Friends are not mind readers. If you need or want support, ask for it. Asking for support will make it easier for your friends to ask you for support when they need it.

- ▶ Make a list of the ways you would like to be supported by your friends.
- ▶ Be specific about what kind of support you would like.
- ▶ Show your appreciation when a friend does something nice for you.

5 Encourage friends to ask you for support.

- ▶ Ask your friends if you can help them. Offer suggestions for how you might help.
- ▶ Follow through on what you say you will do.



Practice the Skill

1. For a few days, do what you normally would do, but keep a "support" journal. Record each time you offer support to a friend and each time a friend offers support to you. Write a brief description of the situation, the type of support offered, and the outcome.

Support Journal

Incident 1	Incident 2
Description I noticed that Marcus seemed dejected.	Description Olivia realized that I was having trouble keeping up in Social Studies.
Type of support When we had a moment alone, I told him what I had noticed and asked if he wanted to talk.	Type of support She offered to show me her system for taking notes in class.
Outcome Marcus told me about a problem he was having with his parents and I actively listened.	Outcome We reviewed my notes and Olivia showed me ways to improve them.

2. Review your journal entries. How often did you offer support to a friend? How often did a friend offer support to you? Were there any kinds of support offered that took away power? If so, how could these offers of support have been more empowering?
3. During the next week, look for at least three opportunities to support a friend. Also ask for support from one friend.

Section 3

Objectives

- ▶ **List** some things you can learn about a person by dating.
- ▶ **Describe** the cycle of violence.

Vocabulary

- infatuation
- dating violence
- date rape

Responsible Relationships

Warm-Up

• **Myth** A person who is raped is usually attacked by a stranger.

• **Fact** Most victims of rape know their attackers.

• **WRITING** What precautions could someone take to reduce the risk of being raped by a friend or acquaintance?



Physical Attraction and Dating

The teenage years are a time when most young people begin to experience feelings of physical attraction. Have you ever had a “crush” on a movie star, athlete, teacher, or other person you admire? Most teenagers have. Another name for these feelings of intense attraction to another person is **infatuation**. Although these feelings can sometimes be overwhelming, they are normal and healthy for teenagers. From these feelings, you develop the ability to form close attachments later in your adult life.

When you are attracted to someone, you want to spend time with that person. Some people use the term *dating* to describe the time you spend together. **By dating someone, you can learn about his or her interests, personality, abilities, and values.** You can also learn how the other person views the gender roles that he or she learned as a child. You may even discover what qualities you want in a future marriage partner.

Dating practices vary with individuals, families, and cultures. Some teens don't date at all during high school because they don't want to or because dating is not permitted in their culture. When teens do date, some stick to traditional practices. For example, females may wait for males to ask them out, or expect the males to pay for the date. Today, however, many dating arrangements are more informal than in the past.

Going Out as a Group Dating often grows out of group activities that include both males and females. A group of teens may enjoy bowling on a Saturday afternoon, for example. Or they might go to a school sports event and meet for pizza afterward. There are advantages to doing things as a group. It gives you an opportunity to see how people behave when they are with others. In return, they get to know more about you.

Going Out as Couples During group activities you may discover that you especially enjoy being with a certain friend. The person may be someone who shares your interests or has a similar sense of humor. You also may be physically attracted to this person. It is natural and healthy to feel physical attraction and to want to get to know the person better. This may lead to dating, either on your own or with other couples.

Steady Dating After a few dates, a couple may decide not to date others and to see each other on a regular basis. Steady dating can be a form of security—partners are guaranteed a date whenever the need arises.

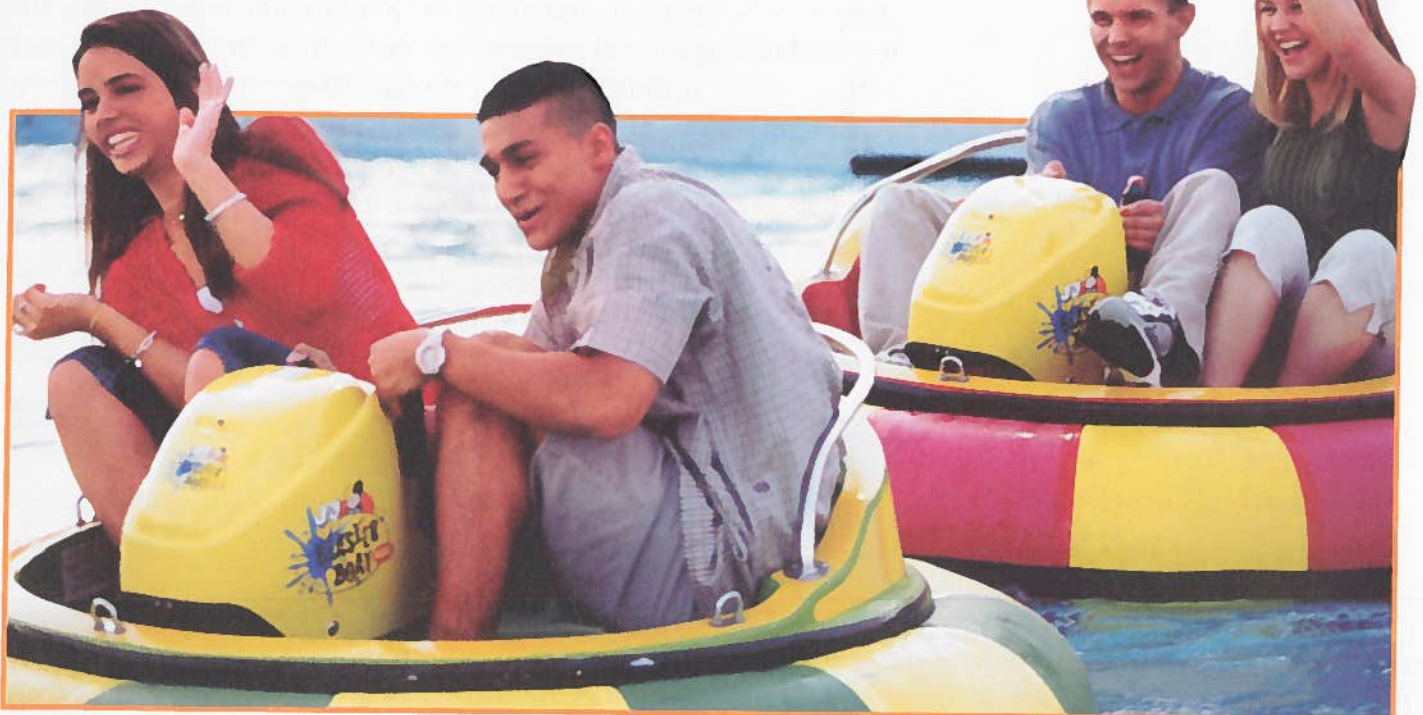
Steady dating has some drawbacks. You limit your chances of meeting other people you might like. You may feel pressured to make decisions about sexual intimacy before you are ready. If conflicts arise, it may be difficult to break off the relationship.

For some couples, steady dating leads to marriage. For couples that marry as teens, there are challenges beyond those faced by most married couples. These challenges include limited job skills, a lack of emotional maturity, loss of freedom, and loss of shared activities with friends.

**Connect to
YOUR LIFE**

Do you think steady dating during high school is a good idea? Why or why not?

FIGURE 8 If you go out as a group or as couples, you get to know many different people. You also get to observe how a person you are attracted to interacts with others.



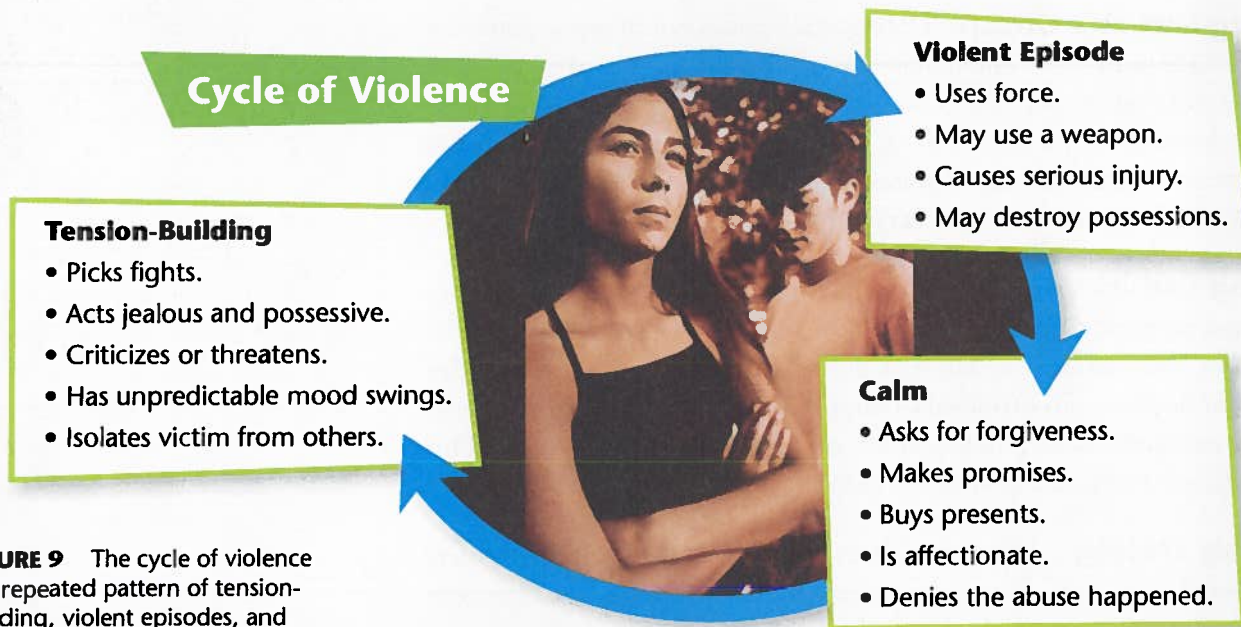


FIGURE 9 The cycle of violence is a repeated pattern of tension-building, violent episodes, and calm. Over time, the cycle may shorten. The tension-building and calm stages may disappear, leaving only a series of violent episodes. **Predicting** What control does the victim have over the cycle of violence?

Violence in Dating Relationships

Unfortunately, some teen relationships turn violent. One partner may slap the other when he or she is angry. Or make fun of the other's looks or abilities. Or constantly check up to find out what the person is doing. These are examples of dating violence. **Dating violence** is a pattern of emotional, physical, or sexual abuse that occurs in a dating relationship. One partner uses the abuse to gain control of the other partner.

The Cycle of Violence Often abuse occurs as part of the three-stage cycle in Figure 9. **The cycle of violence consists of a tension-building stage, a violent episode, and a calm or "honeymoon" stage.** During the tension-building stage, the victim may try to please the abuser or reason with the abuser in order to prevent violence. Sometimes victims describe this stage as "walking on eggshells." The tension is broken by a violent episode. During the calm stage, the abuser may apologize and promise to never abuse the victim again. The abuser may also blame the victim for the abuse. The calm is followed by another tension-building stage.

Warning Signs of Abuse A good way to avoid the cycle of violence is to recognize the warning signs that can lead to abuse.

- ▶ Your date is jealous when you talk to others. Your date makes fun of you in front of others.
- ▶ Your date makes all the decisions and tries to control what you do.
- ▶ Your date has a history of bad relationships.
- ▶ You feel isolated from your friends and family.
- ▶ You feel less self-confident. You worry about doing or saying the right thing. You change how you behave to avoid an argument.

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Visit: www.SciLinks.org/health
Web Code: ctn-2063

Date Rape More than half of young women who are raped know the person who raped them. The person may have been a steady date, a casual date, or an acquaintance. When the rape occurs during a date, the abuse is often referred to as **date rape**.

The rapist may have used a “date rape drug.” These fast-acting drugs are hard to detect in food or a drink because they are colorless, tasteless, and odorless. Later, the victim will feel “hung over” and be unable to recall the rape. Friends will say that the victim acted drunk.

Rape and other forms of abuse are not just a problem for women. Men can be victims too. The emotional effects of rape can be long lasting. Thus, it is important to do what you can to decrease your chances of being attacked. Figure 10 lists some tips to reduce the possibility of date rape.

Ending the Abuse Why would a teen remain in an abusive relationship or hide the abuse from others? Some teens may view a possessive or jealous partner as romantic. Or they may think the behavior is normal because friends are in similar relationships. Females may think that males are supposed to act in a controlling manner or that physical aggression is a sign of masculinity. Males may be ashamed to admit that they are being abused for fear of being seen as weak. Sadly, some teens may think that they deserve to be abused. Others may fear being alone.

The first step to ending an abusive relationship is to admit that the abuse exists. The second step is to realize that you are not to blame for the abuse and that you cannot change how your abuser behaves. Finally, you don’t have to deal with the problem on your own. Seek the support of friends and family. Call an abuse hotline if you want anonymous advice. Talk to a counselor, teacher, doctor, or social worker, but be aware that these adults are legally required to report abuse.

Tips for Dating Safely

- Go out as a group.
- Let someone know where you are going.
- Avoid alcohol or other drugs.
- Have money to get home.
- In an emergency, call 911.

FIGURE 10 These tips can help decrease the chances of date rape.

Section 3 Review

Key Ideas and Vocabulary

1. What does the term **infatuation** mean?
2. List three things people can learn by dating.
3. What is **dating violence**?
4. Describe the cycle of violence that can occur in a relationship.

Critical Thinking

5. **Comparing and Contrasting** What are some differences between infatuation and dating?
6. **Applying Concepts** Jordan has been your steady date for six months. You like Jordan, but want to start seeing others. What would be a caring way to tell Jordan how you feel?

Health and Community

Help Combat Dating Violence Find out about volunteer organizations in your community that deal with dating violence. For example, you could baby-sit for children at a local women’s shelter. Or invite a police officer to talk about dating violence at a school assembly. Then write a paragraph summarizing what you learned. **WRITING**

7. **Evaluating** When Tamara’s friends complain about how Dillon treats Tamara, she usually makes excuses for him. She says that he is under a lot of pressure and that her behavior often angers him. What advice would you give Tamara about her relationship with Dillon? **WRITING**

Section 4

Choosing Abstinence

Objectives

- ▶ **Identify** some risks of sexual intimacy.
- ▶ **Explain** why emotional intimacy is important in close relationships.
- ▶ **List** some skills that can help you choose abstinence.

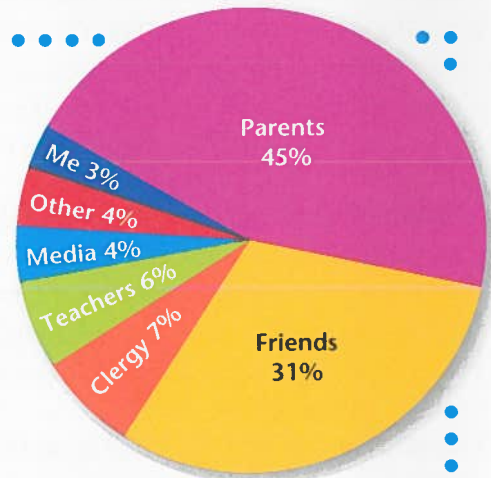
Vocabulary

- emotional intimacy
- abstinence

Warm-Up

Health Stats Who has the most influence on a teen's decisions about sex? The graph shows how some teens responded to this question.

WRITING Which influences do you think would help teens to make healthy decisions about sex?



Risks of Sexual Intimacy

As teenagers become aware of their sexuality, some tough questions arise: How can I show affection without things going too far? Are my partner and I emotionally ready for a sexual relationship? There are no easy answers for such questions. It is important, however, to think about these questions before you have to make decisions that can affect the rest of your life.

As you think about sexual intimacy, there are some important issues for you to consider. **Sexual intimacy is not risk free. The risks include the effect on your emotional health, the effect on your relationship, the risk of pregnancy, and the risk of sexually transmitted infections.**

Effect on Your Emotional Health Decisions about sexual intimacy should be based on the values that you hold. Your family, friends, religion, culture, experiences, and the media help shape your values. Often the messages you receive from different sources will be contradictory. This makes it more difficult to sort out how you truly feel.

A decision to become sexually involved may go against a person's values. If the person makes the decision anyway, the person may feel guilty or ashamed. The person may feel that he or she has let down parents, friends, and others as well as himself or herself. The result of making snap decisions about sex is often a loss of self-respect. Using sex to prove something to oneself and others can also lower self-esteem.

Effect on Your Relationship A decision to become sexually intimate alters the way couples spend their time together. It also changes the way a couple relates to friends. Sexual intimacy can affect each person's expectations. One person may expect to have sex whenever the couple is together, while the other person may not. One person may become more possessive and put more demands on the other's time. One person may decide to end the relationship.

Often couples are not prepared for the complications that sexual intimacy adds to their relationship. Most couples find that these changes to their relationship are permanent. Although they may try, it is almost impossible to go back to the way things were before they had sex.

Risk of Pregnancy A teenage pregnancy can pose serious health problems for the baby and the mother. Babies born to young mothers are often smaller and less healthy than those born to older women. Teenage mothers are more likely to have health problems during pregnancy than women in their twenties. This is because pregnant teens do not always eat well or get adequate medical care during pregnancy, especially in the early months.

Besides health problems, what effect does a baby have on a teenage couple? Parents are legally responsible to care for their children. Teenage parents often report feeling overwhelmed and trapped. Many teenage mothers drop out of school. Some fathers don't help support or care for the child; others drop out of school and work at low-paying jobs.

Young people are aware of the problems teenage parents face, but they often don't think that pregnancy can happen to them. Few teens want to become pregnant. But almost one third of young women become pregnant before age 20. Sexual intimacy is a high-risk behavior for anyone who isn't ready to accept the responsibility of children.

**Connect to
YOUR LIFE**

What effect might a pregnancy have on a teenage couple's relationship?

FIGURE 11 After caring for a baby, a teenage mother may not have enough energy left for school. **Predicting** How could dropping out of school affect the mother? How could it affect the baby?



About **25%** of teen mothers have a **second baby** before age **20**.

Risk of Sexually Transmitted Infections Some infections can be passed, or transmitted, from one person to another during sexual activity. These are called sexually transmitted infections, or STIs. If left untreated, many STIs cause serious health problems. For example, some STIs can cause infertility, or the inability to have children. Others shorten a person's life or require medical treatment throughout a person's life.

Emotional Intimacy

Contrary to what you may think, every teen is not sexually experienced. Millions of young people today choose to postpone sexual activity. On a television show, a young man spoke of his relationship with his girlfriend. "We're not ready for sex, but we share lots of other intimate experiences."

How can two people be intimate without being sexually involved? They can trust each other with personal feelings or dreams that they haven't told anyone else. They can exchange "inside" jokes. They can do kind things for each other and be best friends.

Emotional intimacy refers to the openness, sharing, affection, and trust that can develop in a close relationship. Two things can help a couple develop emotional intimacy. They must be honest with one another. They must be accepting and supportive of each other. **A couple can have a close relationship without being sexually intimate. But it is hard for them to keep a relationship close if there is no emotional intimacy.**

Abstinence Skills

Sergio and Selena met in class and became good friends. Soon, they started to date. As they spent more time together, they began to express their feelings of affection by hugging, kissing, and holding hands. Over time, the pressure to become more physically intimate grew stronger. But Sergio and Selena felt that abstinence was the best choice at this point in their lives.

Abstinence is the act of refraining from, or not having, sex. There are skills you can learn to help you choose abstinence when you are faced with the pressure to become more physically intimate. **These abstinence skills include setting clear limits, communicating your limits, avoiding high-pressure situations, and asserting yourself.**

FIGURE 12 Sharing and affection are two signs of strong emotional bonds. These bonds form when couples are honest and supportive of one another.

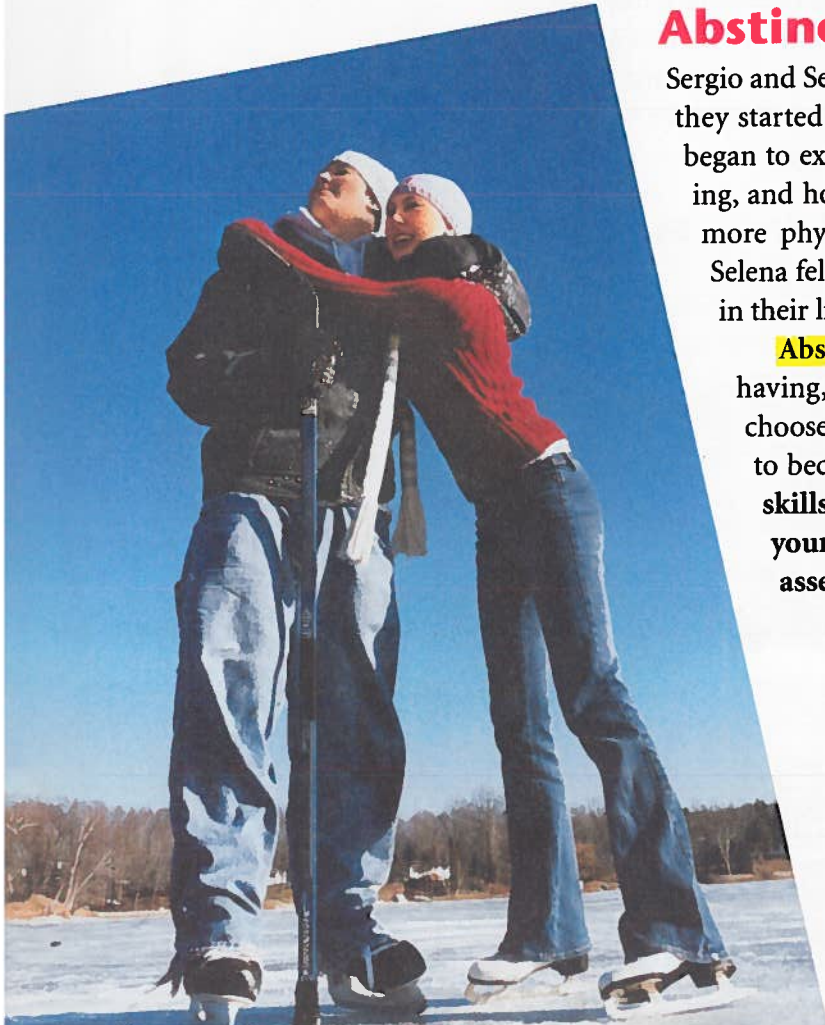




FIGURE 13 It is important to discuss your limits on sexual intimacy as early as possible in a relationship. **Evaluating** Which communication skills are most important when you want to clearly state your limits?

Set Clear Limits It is natural to feel sexual attraction to someone you are dating. It is also natural to be unsure of how to handle these feelings. Most teenagers try to think ahead and set limits for expressing their sexual feelings. If you set limits before a situation arises, it will be easier to stick to the standards you set. Take some time now to set limits that you feel comfortable with. It is important to know your limits before you go out so you can avoid having to make a hasty decision.

To help yourself set limits, be sure to consider the important values that you hold and the possible consequences of your actions. Use the DECIDE process on pages 16–17 to help you make decisions with which you feel comfortable. Do not allow the expectations of friends, the media, and others to influence you to make decisions that may not be right for you.

Communicate Your Limits Once you have decided on your limits, it is important to communicate your feelings to your partner. Of course, it is best to discuss things as early as possible in a relationship. Do not wait until a situation arises in which your partner's expectations may be different from yours. It may be difficult to have an open, constructive discussion if you wait until that point to talk.

Try to talk honestly to your partner about your feelings and values. You may be surprised at how relieved your partner may be to hear how you feel. He or she may have been anxious about your expectations.

If you have been sexually involved, it doesn't mean that you have to continue to be sexually involved. You may decide that a relationship built around emotional intimacy makes more sense and choose abstinence. If your partner tries to make you feel guilty, you may need to rethink your relationship. Do you really want to be with a person who does not respect your feelings or who does not value emotional intimacy?

**Connect to
YOUR LIFE**

Are you comfortable talking with friends about your values? Why or why not?

Go Online
HEALTH
LINKS™

For: Updates on abstinence
Visit: www.SciLinks.org/health
Web Code: ctn-2064



FIGURE 14 One way for couples to avoid high-pressure situations is to go out as a group.

Avoid High-Pressure Situations Sticking to the limits you set can be difficult. You can make it easier for yourself by avoiding certain situations. For example, if you are at an unsupervised party, you might feel pressured to have sex. But if you are in a public place, the temptation to engage in sexual activities is not as great. It is also important to avoid alcohol and other drugs, as they can blur your ability to think clearly.

Spend time with friends that share your values. You might want to include your date in family outings. Not only will you not be tempted to have sex, you will see how your date interacts with different people.

Assert Yourself If you find yourself in a situation where you are not comfortable with the level of physical intimacy, don't feel guilty about saying no. State clearly and directly that you want to stop. You may want to offer a reason, such as "I'm just not ready," so that the other person won't feel hurt or rejected.

At times, however, simply saying no once may not be effective. You may need to be firm and say something like "No! I said I don't want to do that." You may need to repeat yourself a few times before your partner realizes that you are serious. If necessary, get up and walk away.

One person may try to pressure another by saying that, at some levels of intimacy, it is impossible to stop without causing physical harm. This isn't true. The person might also say things like "If you loved me, you would do it," or "Everybody does it." Remember that you will respect yourself more for sticking to your limits than for giving in to pressure.

If your partner does not respect the limits you set, the relationship may not be worth continuing. Try to meet people who understand the importance of dealing responsibly with sexual feelings. Look for people who value emotional intimacy.

Section 4 Review

Key Ideas and Vocabulary

1. What are four possible risks of sexual intimacy?
2. Define **emotional intimacy**.
3. How can emotional intimacy help a relationship to grow?
4. What is **abstinence**? What skills can help you to choose abstinence?

Critical Thinking

5. **Making Judgments** Review the risks of sexual intimacy. Which risk would be most likely to keep you from being sexually intimate? Give a reason for your choice.

Health at Home

Comparing Viewpoints Work with a parent or another trusted adult. Select two letters about teenage sexual choices from an advice column in a newspaper. Separately, the two of you should write responses to the letters. Then compare your responses to each other's and to the actual advice offered in the newspaper. **WRITING**

6. **Applying Concepts** How could a person who doesn't want to be sexually involved respond to each of these "pressure" lines?
 - a. "If you loved me, you would have sex with me."
 - b. "Everyone else is having sex. What's wrong with you?"
 - c. "You know you want to. Everyone wants to."

Choosing Abstinence Describe three things you learned from the video about the benefits of choosing abstinence.

Section 1 Skills for Healthy Relationships

Key Ideas

- ✓ Skills for effective communication include using “I messages,” active listening, assertiveness, and using appropriate body language.
- ✓ Cooperation builds strong relationships that are based on mutual trust, caring, and responsibility.

- ✓ Being willing to compromise tells the other person how important the relationship is to you.

Vocabulary

- communication (136)
- “I” message (136)
- active listening (137)
- passive (138)
- aggressive (138)
- assertive (138)
- body language (139)
- eye contact (139)
- cooperation (139)
- compromise (140)

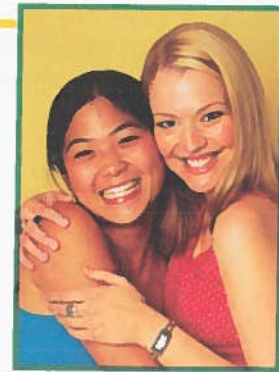
Section 2 Friendships

Key Ideas

- ✓ People look to their friends for honest reactions, encouragement, and understanding.
- ✓ Some friendships are casual and some are close. Some are with friends of the opposite sex.
- ✓ Some possible problems in friendships are envy, jealousy, cruelty, and cliques.

Vocabulary

- friendship (141)
- gender roles (143)
- clique (145)
- peer pressure (145)



Section 3 Dating Relationships

Key Ideas

- ✓ By dating someone, you can learn about his or her personality, interests, abilities, and values.
- ✓ The cycle of violence consists of a tension-building stage, a violent episode, and a calm stage.

Vocabulary

- infatuation (148)
- dating violence (150)
- date rape (151)



Section 4 Choosing Abstinence

Key Ideas

- ✓ The risks of sexual intimacy include the effect on your emotional health and your relationship; and the risk of pregnancy and sexually-transmitted infections.
- ✓ A relationship can be close without being sexually intimate. But it is hard to keep a relationship close without emotional intimacy.

- ✓ Abstinence skills include setting clear limits, communicating your limits, avoiding high-pressure situations, and asserting yourself.

Vocabulary

- emotional intimacy (154)
- abstinence (154)

Reviewing Key Ideas

Section 1

1. A person who communicates feelings in a way that is disrespectful to another person is being
 - a. passive.
 - b. aggressive.
 - c. assertive.
 - d. an active listener.
2. If you use body language to communicate in another culture, what problem might arise?
3. When is it not a good idea to compromise?
4. **Critical Thinking** Person A says, "I'm angry because you are late." Person B says, "Did you think that I was being rude?" Which communication skill does each statement represent? Explain your answer.

Section 2

5. A clique is a small group of people
 - a. who are part of an extended family.
 - b. with similar backgrounds and interests.
 - c. who value each other's differences.
 - d. who are all the same age.
6. What qualities are important in a close friend?
7. Explain how envy or jealousy can cause problems in a friendship.
8. **Critical Thinking** Why do you think some people have trouble making or keeping friends?

Section 3

9. An infatuation is characterized by
 - a. intense physical attraction.
 - b. loyalty and empathy.
 - c. shared interests and values.
 - d. mutual trust and acceptance.
10. What are some benefits of steady dating? What are some drawbacks?
11. List at least four reasons why a teen might remain in an abusive relationship.
12. **Critical Thinking** Often people are first attracted to other people based on looks and personality. What other qualities might attract you to a person as you get to know him or her?

Section 4

13. The act of refraining from sex is called
 - a. sexual intimacy.
 - b. emotional intimacy.
 - c. abstinence.
 - d. sexual involvement.
14. In what ways does having a baby change the lives of teenage parents?
15. Describe two things a couple could do to increase their emotional intimacy.
16. Explain why it is important to think about your limits before you are faced with a decision about sexual intimacy.
17. **Critical Thinking** Jada's communication style is passive. How could this style lead to misunderstandings about sexual intimacy?



Building Health Skills

18. **Communicating** You sit next to a teen you don't know at a club meeting. What would you say about yourself? What would you ask in return?
19. **Making Decisions** Develop a list of rules to follow in a dating relationship. Make sure your rules emphasize respect for yourself and others.
20. **Setting Goals** Choose one of the abstinence skills you studied in Section 4. Make an action plan to apply this skill to situations other than choosing abstinence. For example, you could set clear limits not to be interrupted when you are doing your homework. Monitor your progress and adjust your action plan, if necessary. **WRITING**

Health and Community

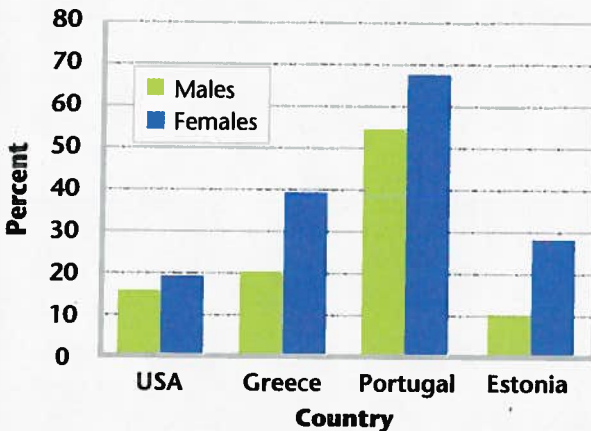
Community Guide for Teens Design a guide for teens who are new to your community. Describe things they can do to meet people. Include all the necessary details such as times, dress codes, and costs for activities. You may want to include a map with locations marked. **WRITING**



Standardized Test Prep

Math Practice

The graph compares yes responses from teens in four countries to the following question: Do you often feel lonely? Use the graph to answer Questions 21–24.



- What percentage of male teens in the United States often feel lonely?
A 10% B 15%
C 20% D 25%
- In which country are 19 percent of female teens often lonely?
F United States G Greece
H Portugal J Estonia
- In which country is the difference between males and females greatest?
A United States B Greece
C Portugal D Estonia
- In which country is the percent of lonely females almost double that of males?
F United States
G Greece
H Portugal
J Estonia

Test-Taking Tip

It may help to work with a friend while studying for a test. You can ask each other questions to see what you remember.

Reading and Writing Practice

Read the passage. Then answer Questions 25–28.

A communication device can give people who cannot speak the ability to communicate. A speech synthesizer in the device produces a voice. Some devices have a typical keyboard. The computer simply speaks the words typed in. Other keyboards have pictures instead of letters. This makes typing easier because each picture stands for an entire word. These systems are for people who have limited use of their hands. Many devices are small enough to be portable so that users are never without their “speech.”

- What is the main idea of this passage?
A Communication devices are designed for people with limited use of their hands.
B Some computer keyboards have pictures.
C Computers can synthesize speech.
D People who cannot speak can use technology to communicate.
- Based on this passage, what does the word portable mean?
F battery-operated
G easily carried or moved
H extremely small
J easy to use
- Which of the following statements is supported by this passage?
A A speech synthesizer is used to speak words that are typed.
B A speech synthesizer is used to translate typed words into pictures.
C A speech synthesizer is used to increase the volume of spoken words.
D A speech synthesizer is used to translate one language into another.

Constructed Response

- A company asks you to design a machine that will improve people’s ability to communicate. What kind of machine would you design? What would its purpose be and what features would it have?