

Study Guide A

Directions: Answer each question with the information you learned in Chapter 8. Write your answers in complete sentences on the lines provided.

1. What is peer pressure?

2. What is an example of positive peer pressure?

3. How is positive peer pressure beneficial to a person?

4. What is a role model?

5. What is an example of negative peer pressure?

6. What are two ways manipulators try to get you to do what they want?

7. Why do bullies pick on others?

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Chapter 8 You and Your Peers *Continued*

8. What are three ways a person can deal with a bully?

9. What is a gang? How is it different from other teen groups?

10. Identify two alternatives to joining a gang.

11. What is a passive response to peer pressure? How is a person who uses this response viewed?

12. What is an aggressive response to peer pressure? How is a person who uses this response treated?

13. What is an assertive response to peer pressure? How is a person who uses this response viewed?

14. Why are refusal skills useful?

15. Identify three refusal skills for taking a stand against negative peer pressure.

Study Guide B

Directions: Answer each question with the information you learned in Chapter 8. Write your answers in complete sentences on the lines provided.

1. What is an acquaintance?

2. What are four qualities of a good friend?

3. In what ways can a person build a lifelong friendship?

4. List three pointers a person should consider to make new friends.

5. What is a clique? How does a clique select its members?

6. Why is it valuable to be friends with someone who is younger?

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Chapter 8 You and Your Peers *Continued*

7. Why is it sometimes harder for teens to be friends with adults?

8. What is a teen's responsibility when going to public places with friends? Give an example.

9. What is a skill a teen can use if friends are using negative pressure?

10. What are two examples of responsibilities teens have to friends?

11. What is a teen's responsibility to parents?

12. What is infatuation?

13. What are three reasons a friendship may end?

14. What is one way to end a friendship?

15. Identify three ideas that a person can use to deal with the difficult feelings of rejection.

Stand Up for Yourself!

Directions: Standing up for yourself can be difficult if you are not prepared. Read the scenario below. Use the steps below to help you develop a plan for standing up for yourself. Avoid using negative peer pressure in your responses.

Scenario: Assume your friend often asks for a ride home from school. He never offers to pay for gas and the trip is a little bit out of your way so that the cost for driving the extra distance does add up. You are going to insist that your friend help you pay for some of the gas before you give him another ride home.

1. The problem: _____

2. Your goal: _____

3. Predict what will happen: _____

4. Write what you plan to say to your friend: _____

5. Specify the strategies you will use to be effective (body language, verbal cues, etc): _____

6. Determine the possible compromises you will accept: _____

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Responding to Manipulation

Directions: People sometimes pressure others through manipulation. Read each scenario below and consider a positive way in which the person can avoid being manipulated. Write an effective response to each scenario on the lines provided. As you form your response, remember to use refusal skills.

Scenario 1: Kayla is being pressured to skip class to go shopping with friends. She knows that being in school is important and that there are consequences both at school and home for skipping classes. However, there is a big sale going on at the mall during school hours, and the boy she has a crush on is going with the group. How can Kayla respond to this pressure?

Your response: _____

Scenario 2: Drake is being pressured to share answers on a class assignment so that a friend can copy the answers. He knows that the risk is great to share answers because the school has a no-tolerance plagiarism policy. Also, Drake's baseball coach told the team that he will bench anyone who receives a disciplinary note from the principal. However, the friend is also a baseball player, and if he does not have a passing grade in class, he will not be able to play in the big game on Saturday. How can Drake respond to this pressure?

Your response: _____

Scenario 3: Jenna is being pressured to sneak into an "R" rated movie with friends, even though she is not 17 years old. This is a movie that everyone says is terrific, and Jenna knows the teens who work at the theater. She knows they would let her into the show. If Jenna does not go with her friends, she will be stuck at home on Friday night. However, Jenna's parents have asked her to not go to any "R" rated movies until she is 17, and they told her that they trust her behavior. How can Jenna respond to this pressure?

Your response: _____

Identify the Qualities of a True Friend

Part I. Directions: Are you a good friend? Use the chart below to evaluate your friendship qualities by checking the boxes that apply to you.

Friendship Quality	Always	Often	Sometimes	Never
Caring —I value and respect my friends' feelings.				
Dependability —I am on time when I get together with friends.				
Dependability —I am available when my friends need to talk or receive support.				
Loyalty —I stand by my friends, even when they are going through difficult times, such as with the loss of a grandparent.				
Respect —I respect my friends' values and interests, even when they are different than mine.				
Respect —I never manipulate my friends to go against their wishes, beliefs, or values.				
Empathy —I value trying to see things from my friends' points of view.				
Forgiveness —I understand my friends can make mistakes, and I am willing to forgive them.				
Forgiveness —I apologize to my friends when I make a mistake.				

Part II. Directions: Review your responses in the chart above. Describe your strengths as a friend and the areas in which you would like to improve. If necessary, use an additional sheet of paper for your answer and attach it to this activity sheet.

Ending Friendships and Handling Rejection

Directions: It is often hard to end a friendship and sometimes you may experience feelings of rejection. There are steps that you can take to help make these endings easier. Read the situations that follow and write your answers to the questions on the lines provided.

1. Eric and James are friends and both like to ride dirt trails with their mountain bikes and want to compete in an upcoming race. Recently, James decided to pursue his musical interests by joining a band. The band meets every day after school when James and Eric usually go riding. James knows that he does not have enough time to devote to riding his bike and playing in the band. Eric asked James to give up the band and spend more time riding, but James did not like feeling pressured.

A. How can James let Eric know that their friendship may need to change or end?

B. Describe a positive way Eric may deal with feelings of rejection.

2. Skylor and Kelly have been close friends for six years. Kelly's family moved closer to her grandma two states away. Skylor has been writing to Kelly, but Kelly is not answering or returning her calls. Kelly is busy developing new friendships in her new town. Skylor was used to having her friend to turn to whenever she had a problem.

A. How can Skylor deal with the rejection she is feeling with the end of this friendship?

B. What steps can Skylor take to develop new friendships?

Responsible Friendship

Directions: In any friendship, you must be responsible so that everyone's rights are protected. Look at each situation below. Write the letter of the choice you would most likely make in the space provided. Then briefly describe why you would handle the situation in this way.

Situation A: When you go out with a group, do you:

1. Go to the restaurant to hang out, buy nothing, and use napkins for playing a game?
2. Buy snacks, sit for about an hour, and clean up any mess you have made?
3. Complain about the food, speak in loud tones that disturb other customers, and leave a mess at the table where you were sitting?

Best Choice: _____ Why? _____

Situation B: Your group decides to do an activity in which you do not want to participate. Do you:

1. Go along anyway and halfheartedly participate, knowing you could get in trouble with your parents?
2. Leave but complain bitterly as you go, and then choose not to speak to your friends for about a week after the incident?
3. Leave without blaming or playing a guilt trip on your friends, and the next day treat your friends as if nothing has happened?

Best Choice: _____ Why? _____

Situation C: Your friends decide to go to the mall on Friday night. It is your turn to provide the transportation. Do you:

1. Forget to make arrangements with your parents until 15 minutes before it is time to leave, knowing your parents will not appreciate the short notice?
2. Ask your dad several days in advance if he can give you and your friends a ride to and from the mall, and then you tell your friends what time you will pick them up?
3. Make everyone walk in the cold because you did not want to bother your parents on a Friday night?

Best Choice: _____ Why? _____

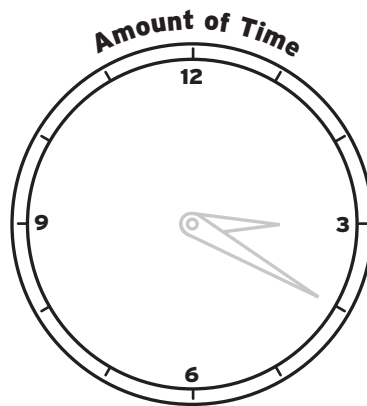
Responsible Relationships and Keeping Friends

Directions: Maintaining responsible relationships requires effort and spending time with friends. In the space provided, brainstorm ideas for fun, safe activities you and your friends could enjoy. Keep in mind your personal responsibilities and responsibilities to your family. As you plan the activity, consider your friends' interests, financial status, and amount of time you would spend together in a typical gathering.

Activities:

Directions: Choose one of the activities from your list and give details regarding the amount of time the activity would take, the supplies needed, the cost, and who is invited to participate in the activity.

Activity



Guest List

Supplies Needed

Costs