

## How Sleep Affects Relationships

**Directions** Read the summary of sleep research results below. Then, based on the research, answer the questions that follow.

### Scientific Research on Teens and Sleep

#### *Summary of Recent Results*

- Sleep is necessary for survival. Bodies of teens need sleep in order to repair cells, release growth hormones, and strengthen the immune system.
- Teens need about nine hours of sleep each night.
- Most teens get much less sleep than they need, especially on school nights.
- Caffeine and excitement make it harder to fall asleep; bedtime routines make it easier.
- Short-term problems resulting from too little sleep include grumpiness and irritability, difficulty concentrating, and falling asleep in class.
- Long-term problems resulting from too little sleep include illness and depression.
- Students who get enough sleep make better grades.

1. How could teens' poor sleep habits contribute to quarrels with parents? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. How could teens' poor sleep habits affect their relationships with teachers? \_\_\_\_\_  
 \_\_\_\_\_  
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3. Why might teens who lack sleep get into more fights? \_\_\_\_\_  
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4. How could the last hour before bedtime be spent to help a teen get to sleep? \_\_\_\_\_  
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## Partners in Exercise

**Directions** Many people find exercise works best when done with a friend. They have more fun and are less likely to skip it. Partners in exercise sometimes face relationship challenges when they can not work out their differences. Answer the following questions.

- Running Together** Two friends agree to run together in the morning before school. One regularly shows up at the meeting place on time or early. The other is sometimes late, making them both have to rush to get to school after working out. *What can the two friends do to make running together work better for them?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Different Skills** Two friends agree to play tennis together. One prefers to hit the ball back and forth over the net and not keep score. The other is a competitive player and insists on having a chance to win. *What can the two friends do to make playing tennis together work better for them?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Different Interests** A teen buys a jazz exercise video to use at home every day, but often she skips it when not in the mood. To exercise more regularly, she asks a friend to exercise with her. The friend agrees but finds she does not really enjoy the jazz exercise. *What can the two friends do to make doing exercise together work better for them?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Different Ages** A family agrees to go for bike rides together on weekends. The older members of the family ride faster and can go longer distances than the young children. *What can the family members do to make riding together work better for the whole family?* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Partners in Exercises (Continued)**

**Activity 53**

5. **Different Views** Two teens agree to meet regularly at the gym to work out. They hope that will motivate them to go more often. As they get to know each other better, they find they have very different views on many topics. Without meaning to cause offense, each teen sometimes says something that irritates the other. *What can the teens do to make exercising together at the gym work better for them?* \_\_\_\_\_

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6. How can listening skills benefit partners in exercise? \_\_\_\_\_

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7. How can skills in negotiation and compromise benefit partners in exercise? \_\_\_\_\_

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8. Are there some circumstances in which people would be wiser to decide not to be partners in exercise? Explain your answer. \_\_\_\_\_

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9. Imagine that someone invites you to be a partner in exercise. List three guidelines you would use in deciding whether that would be a good idea.

A. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

\_\_\_\_\_

C. \_\_\_\_\_

\_\_\_\_\_

## Member of a Team

**Directions** Members of a sports team need to behave in certain ways in order to be good team members. Read the list of behaviors in the chart below. Place check marks(√) in the appropriate columns to show how important you think each behavior is. Then in the last column, write “1” beside the behavior you consider most important, “2” beside the second most important, and so on until your top ten behaviors are identified. Compare results in class and create a top-ten class list.

	<b>Members of a team should . . .</b>	<b>Not Important</b>	<b>Somewhat Important</b>	<b>Very Important</b>	<b>Numbered Rank</b>
1	follow the rules.				
2	respect teammates.				
3	respect opponents.				
4	try to avoid injuries to themselves and others.				
5	control their tempers.				
6	believe having fun matters more than winning.				
7	share the credit for successes.				
8	avoid blaming others for mistakes.				
9	accept the decisions of coaches and officials.				
10	have a good time.				
11	encourage less experienced players.				
12	congratulate others on good plays.				
13	be upbeat whether they win or lose.				
14	share playing opportunities.				
15	learn from constructive criticism.				
16	play their best even when discouraged.				
17	show up for games and practice.				

## How Drugs and Alcohol Affect Families

**Directions** Read the information below about how substance abuse affects family relationships. Then answer the questions that follow on a separate piece of paper.

### Substance Abuse in the Family

Substance abuse includes all use of illegal drugs. It also includes the inappropriate, excessive, or illegal use of prescription and over-the-counter (nonprescription) drugs and alcohol. If a person who abuses drugs or alcohol finds it very hard to stop, that person is addicted. Someone who is addicted may need treatment in order to stop.

Abuse of alcohol or drugs by one family member affects all the relationships in the family. A person who is under the influence of alcohol or drugs may do the following:

- Fail to carry out normal responsibilities.
- Be unavailable for conversation or companionship.
- Often make and break promises.
- Have sudden, unpredictable changes of mood.
- Fall asleep or withdraw into silence.
- Have frequent or serious accidents, including car crashes.
- Become verbally or physically violent.
- Be unable to keep a job.
- Commit suicide.

These behaviors influence the person's relationships with everyone else in the family. They also influence how other family members' behave with each other.

The chart on the next page describes common responses of teens and other family members when someone in the family abuses drugs or alcohol. These reactions are normal but not healthy. They do not solve the problem, and some may make it worse.

A teen in a family where substances are abused needs the help and friendship of emotionally healthy peers and adults outside the family. In case of family violence, the teen should get help from a trusted adult. Everyone has a right to be safe from violence.

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**How Drugs and Alcohol Affect Families (Continued)**

**Activity 55**

**Analyzing Substance Abuse**

1. Why might a teen who lives with substance abuse in the home refuse to invite friends over to visit? \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_
  
2. Why might substance abuse by a family member lead to other crises in the family, such as divorce? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Why might a teen whose parent abuses drugs or alcohol develop low self-esteem or depression? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Alateen and Al-Anon are groups for family members of alcoholics (people addicted to alcohol). How could meeting other teens in a similar situation help a teen whose parent is an alcoholic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. How could friends best help a teen whose family situation involves drug or alcohol abuse? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Common Responses to Substance Abuse

**Directions** Complete the chart below that lists common ways people respond to substance abuse in the family. In the middle column, write your best guess as to why people might react in that way. In the right column, write how the response might affect family relationships. Discuss how these responses can lead to family arguments.

	<b>Responses to Substance Abuse by Family Members</b>	<b>Why Family Members Might React This Way</b>	<b>How This Might Affect Family Relationships</b>
1	<b>Acting Out</b> Misbehaving or copying the behavior of the substance abuser.		
2	<b>Denial</b> Pretending there is no problem; never mentioning it.		
3	<b>Enabling</b> Supporting the abuser; buying alcohol for a problem drinker.		
4	<b>Guilt or Misplaced Blame</b> Blaming the substance abuse on self or others.		
5	<b>Perfectionism</b> Trying never to make a mistake that might upset anybody.		
6	<b>Quarreling</b> Trying to argue logically with the person abusing substances.		
7	<b>Rage</b> Becoming angry enough to shout and throw things.		
8	<b>Super-responsibility</b> Trying to meet all responsibilities the adult leaves undone.		
9	<b>Withdrawal</b> Disappearing into one's room all the time or even running away.		

## When a Friend Talks Suicide

**Directions** Most people who commit suicide have severe depression and a deep sense of helplessness. Anyone who considers suicide needs help. Even if you promised not to tell, this is one case where you need to break a promise. It is better for the friend to be mad at you than to be dead. Read the information below about suicide and answer the numbered questions on separate paper.

### Causes and Signs

#### Internal Causes of Suicide

- Chemical imbalance
- Inherited tendency to depression
- Other mental illness

#### External Causes of Suicide

- Bullying
- Peer incidents
- Family crises
- Loss of parent
- Abuse in family or relationship
- Health problems
- Unwanted pregnancy
- Fear of punishment
- Social isolation
- Lack or loss of support system

#### Warning Signs of Suicide

- Comments about wanting to die
- Giving away prized possessions
- Big changes in personality or appearance
- Suicide attempts, no matter how ineffective

#### Responding to Warning Signs

- Always take warning signs seriously.
- Never dismiss signs as a cry for attention.
- Do not blame or scold the person.
- Tell the person you care.
- Listen and encourage the person to talk.
- Encourage the person to get help.
- Tell a responsible adult.

### Thinking About Causes and Reactions

1. Teens sometimes form cliques and treat other teens as outsiders or outcasts. Teens who are viewed as “different” in some way may be treated like this. How might this behavior increase the risk of suicide?
2. How can knowing about the causes of suicide affect the way teens relate to classmates?
3. Suppose you told a troubled friend that you care. Why might this have strong impact on the person and the situation?
4. Who are two adults you could tell if you suspected that a friend was considering suicide?