

HEALTH UNIT 3 ANSWER SHEET

Name: _____

Period: _____

Please follow the directions on each quiz.

Lesson Quiz 41

1. _____
2. _____
3. _____
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10. _____

Lesson Quiz 42

1. _____
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Lesson Quiz 44

1. _____
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Lesson Quiz 45

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Lesson Quiz 46

1. _____
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9. _____
10. _____

Social Health

Unit 3

Lessons:

13. 13.1 – Responsible Relationships + Video
“Surviving High School” pt 1

14. 13.2 – Peer Pressure and Refusal Skills + Video
“Surviving High School” pt 2

15. 14.2 – Conflict Resolution Skills

16. 14.3 – Avoiding Violence

17. 14.4 – Preventing Abuse

18. Unit 3 Test

13.1 Relationships

Casual Friendships: Socially connected and do not fill some of the deeper needs humans have. May have serious problems going on in life, but may not share with each other.

Close Friendships: Share with and trust one another. Try to work through conflicts. Close friends are more likely to let you know if you did something that was unintentionally hurtful.

Healthy friendships are a basic part of good social health.

Platonic Friendships: Relationship with opposite gender. Affection-Yes
Sexual-No

A good way to ease into **Dating** is to go out with a group of friends of both genders.

Infatuation is exaggerated feelings of passion for a person.

Clique are small circles of friends, usually with similar backgrounds or tastes, they exclude people they view as outsiders.

Prejudice is a negative feeling toward someone or something that is based not on experience but, rather, on stereotypes.

Stereotypes are an exaggerated and oversimplified belief about an entire group of people. Example – People who wear glasses are smart

Relationship Responsibilities

Teens go through a change in their feelings towards the opposite sex. Individuals may choose to go on individual dates, group dates or choose not to date at all.

**LESSON
QUIZ**
41

FOR USE WITH CHAPTER 13, LESSON 1

I. Directions Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

- | | |
|--|---|
| <p>_____ 1. a close relationship that is not sexual</p> <p>_____ 2. exaggerated feelings of passion for a person</p> <p>_____ 3. oversimplified and exaggerated belief about an entire group of people</p> <p>_____ 4. a small group of friends that excludes others</p> <p>_____ 5. negative feeling based on stereotype rather than experience</p> | <p>a. stereotype</p> <p>b. clique</p> <p>c. prejudice</p> <p>d. platonic friendship</p> <p>e. infatuation</p> |
|--|---|

II. Directions In the space provided, write the word(s) from the list that best complete(s) the statement.

- | | |
|---|---|
| <p>6. You might sit next to a(n) _____ every day on the bus without ever telling this person that you're upset because your parents recently got a divorce.</p> <p>7. A good way to ease into _____ is to go out with a group of friends of both genders.</p> <p>8. A(n) _____ is more likely to let you know if you did something that was unintentionally hurtful.</p> <p>9. Healthy _____ are a basic part of good social health.</p> <p>10. An example of a common _____ is that individuals who wear eyeglasses are smart.</p> | <p>friendships</p> <p>close friend</p> <p>stereotype</p> <p>casual friend</p> <p>dating</p> |
|---|---|

SCORE (number correct x 10 points):

13.2

Peer Pressure and Refusal Skills

The control and influence people your age may have over you is called **peer pressure**.

Positive role models influence people to behave in healthful ways.

Negative Peer Influence

Manipulation = Sneaky or dishonest way to control or influence others. Examples include mocking, teasing, bargaining, bribing, guilt trips, making threats, blackmail or flattery.

Three Responses to Negative Peer Pressure

Strategies to help you say “no” effectively when asked to participate in an activity that goes against your values are **Refusal Skills**.

Passive Way = Giving up, giving in, or backing down without standing up for your own rights and needs.

Aggressive Way = Overly forceful, pushy, hostile, or otherwise attacking in approach. Does not show respect for the other individual.

Assertive Way = Standing up for your own rights, in firm but positive ways. Being direct and honest often gains the respect of other teens.

Three steps in using **Assertive Refusal Skills** include:

1. State your position simply but firmly
2. Suggest alternatives to the behavior
3. Back up words with actions

LESSON QUIZ

42

FOR USE WITH CHAPTER 13, LESSON 2

I. Directions

Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

- _____ 1. A sneaky or dishonest way to control others is *manipulation*.
- _____ 2. A(n) *passive* response to negative peer pressure means standing up for your rights in positive ways.
- _____ 3. A *negative* role model influences people to behave in healthful ways.
- _____ 4. A(n) *aggressive* approach to negative peer pressure does not show respect for the other individual.
- _____ 5. Strategies to help you say "no" effectively when asked to participate in an activity that goes against your values are *time management* skills.

II. Directions

In the space provided, write the letter of the choice that best completes the statement or answers the question.

- _____ 6. Using undeserved praise or flattery to influence another person is an example of
- | | |
|---------------------------|-----------------------|
| a. positive peer pressure | c. manipulation |
| b. showing respect | d. assertive behavior |
- _____ 7. Being assertive towards negative peer pressure means
- | | |
|----------------------------|----------------------------|
| a. yelling at the other | c. easily giving in |
| b. being direct and honest | d. teasing in hurtful ways |
- _____ 8. Responding to negative pressure by simply giving in is
- | | |
|--------------------------|---------------------------|
| a. an assertive response | c. an aggressive response |
| b. manipulation | d. a passive response |
- _____ 9. Teens who behave assertively often
- | | |
|------------------------------------|--|
| a. gain the respect of other teens | c. get hurt physically and emotionally |
| b. are viewed as pushy | d. are viewed as pushovers |
- _____ 10. Suggesting a positive alternative to a proposed negative activity is an example of
- | | |
|-----------------------------------|-----------------------|
| a. aggressive refusal | c. a passive approach |
| b. using assertive refusal skills | d. bargaining |

SCORE (number correct x 10 points):

14.2

Conflict Resolution Skills

Conflict resolution is the process of ending a conflict by cooperating and problem solving together.

Three C's

Communicate - Cooperation - Compromise

Three R's

Respect - Rights - Responsibility

1. **Respect** is considering another person's views and feelings.
2. Searching through another person's belongings without permission violates that person's basic **rights**.
3. Examining your own part in a conflict shows **responsibility**, an important requirement in resolving conflict peacefully.

-**Tolerance** includes accepting others' differences and allowing them to be who they are without expressing disapproval.

-**Negotiation** is a process in which compromise is used to reach agreement.

-**Mediation** is a process in which specially trained people help others to resolve their conflicts peacefully.

-**Peer Mediators** are students trained to help other students in conflict find fair ways to settle differences. Schools that have programs that train students in peer mediation have less violence.

-**Confidentiality** = respecting the privacy of the individuals and keeping details secret. Maintaining strict confidentiality is a firm rule of mediation.

**LESSON
QUIZ**
44

 FOR USE WITH CHAPTER 14, LESSON 2

I. Directions

In the space provided, write the word(s) from the list that best complete(s) the statement.

1. When you consider another person's views and feelings, you are showing _____.
2. Examining your own part in a conflict shows _____, an important requirement in resolving conflict peacefully.
3. Maintaining strict _____ is a firm rule of mediation.
4. There is less violence in schools that use _____ programs to train students.
5. Searching through another person's personal belongings without permission violates that person's basic _____.

 confidentiality
 rights
 respect
 peer mediation
 responsibility

II. Directions

Match each definition in the left column with the correct term in the right column. Write the letter of the term in the space provided.

- _____ 6. the process of ending a conflict through cooperation and problem solving
- _____ 7. respecting others' privacy; keeping details secret
- _____ 8. acceptance of others' differences without disapproval
- _____ 9. a process using specially trained people to help others resolve conflicts
- _____ 10. a process that reaches agreement through compromise

 a. mediation
 b. negotiation
 c. conflict resolution
 d. tolerance
 e. confidentiality

SCORE (number correct x 10 points):

14.3 Avoiding Violence

Violence in Society

Homicide - willful killing of another human. Homicide is the second leading cause of death for persons 15 to 24 years of age.

Assailant – person who commits a violent act against another, usually know by victim.

Random Violence – Violence for no reason. Example: In the wrong place, at the wrong time

Aggravated Assault – unlawful attack with an intent to hurt or kill.

Factors Affecting Violence

Availability of weapons – more dangerous & more accessible today. Places teens at greater risk.

Territoriality – sense of power or control. Example: Spray-painting logos

The Media – teens believe what you see. Exposure to violence, may through the media, may desensitize viewers. Carjacking became more common after the media reported more incidents.

Substance Abuse – increased in use = increase in violent acts. Drive-by shootings are crime often associated with substance abuse.

Stopping Violence:

- Avoid guns, alcohol and drugs. Don't join gangs and limit exposure to glamorized violence in media.

- Learn skills of communication, conflict resolution and work at building your self-esteem. People with high self-esteem do not usually need to resort to violence.

**LESSON
QUIZ**
45

 FOR USE WITH CHAPTER 14, LESSON 3

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I. Directions In the space provided, write the word(s) from the list that best complete(s) the statement.

1. Exposure to violence through the _____ may cause viewers to become desensitized.
2. The second leading cause of death for persons 15 to 24 years of age is _____.
3. Drive-by shootings are crimes often associated with _____.
4. Spray-painted logos are often a way that gangs claim their _____.
5. With _____ you might get hurt just because you happened to be in the wrong place at the wrong time.

substance abuse
homicide
random violence
territory
media

II. Directions Read each statement carefully. If the statement is true, place a plus (+) in the space provided. If the statement is false, cross out the italicized word(s) and write the correct word(s) in the space provided.

- _____ 6. People with *low* self-esteem do not usually need to resort to violence.
- _____ 7. Stealing a car by force, or *hitchhiking*, became more common after the media reported more incidents.
- _____ 8. The *availability* of weapons is a factor affecting violence among teens.
- _____ 9. An unlawful attack with the purpose of hurting or killing is called an *aggravated assault*.
- _____ 10. Many times, people who are hurt in acts of violence know their *victims*.

SCORE (number correct x 10 points):

14.4 Preventing Abuse

Abuse is the intentional physical, emotional, sexual, and/or verbal maltreatment or injury of another person. It can occur in many different forms and can happen to anybody. Classes that teach prospective parents about child development and parent-child relationships are a part of long-range prevention of abuse in society. Abusers were often victims of abuse.

Physical Abuse – intentionally inflicting bodily harm or injury on a person. 30% of women in their lifetime have been physically abused. Examples: Hitting, slapping, shaking, and burning

Child Abuse – State law requires doctors to report suspected cases.

Sexual Abuse – forcing a person to engage in sexual activities or sexual advances or contact of any kind made by an adult toward a child or teen. 5% of time males are abused, 75% of the time committed by someone the victim knows. Sexual abuse is known as the “silent violent epidemic.”

Rape, or sexual intercourse by force, is a crime of violence. Victim should report the rape fast and not keep it a secret.

Dating violence – It is important to recognize abusive behavior, to resist inappropriate behavior, and to report incidents. It is estimated that of those who commit date violence, 50% were using alcohol at the time.

Teens often confuse dominant behavior or jealousy with caring and love in a dating relationship.

How to Avoid Abuse

Recognize: Learn to spot abusive behavior.

Resist: Someone uses or tries to use offensive touching, suggestive talk, or other inappropriate behavior, resist any way you can. Be assertive.

Report: Get away and tell someone about the incident as soon as you can.

**LESSON
QUIZ**

46

FOR USE WITH CHAPTER 14, LESSON 4

I. Directions In the space provided, write the letter of the choice that best completes the statement or answers the question.

- _____ 1. Which statement is true of sexual abuse?
- a. Sexual abuse always involves sexual intercourse.
 - b. Boys are never victims of sexual abuse.
 - c. About 75% of sexual assaults are committed by people the victim knows.
 - d. The number of reported cases is far greater than unreported cases.
- _____ 2. It is estimated that of those who commit date violence, 50%
- a. were using alcohol at the time
 - b. had a weapon
 - c. were abused as children
 - d. were influenced by the media
- _____ 3. If a person is raped, which of the following should the person NOT do?
- a. report the rape to authorities
 - b. keep it secret
 - c. go to the hospital for immediate testing
 - d. act quickly
- _____ 4. Classes that teach prospective parents about child development and parent-child relationships are a part of long-range
- a. physical abuse patterns
 - b. conflict resolution
 - c. prevention of abuse in society
 - d. financial planning
- _____ 5. Slapping, shaking, and burning are examples of
- a. physical abuse
 - b. sexual assault
 - c. aggravated assault
 - d. sexual harassment

II. Directions In the space provided, write the word(s) from the list that best complete(s) the statement.

6. The "silent violent epidemic" refers to _____.
7. To decrease your chances of _____, it is important to recognize abusive behavior, to resist inappropriate behavior, and to report incidents.
8. State laws require doctors to report suspected cases of _____.
9. Abusers were often _____ of abuse.
10. Teens often confuse dominant behavior or _____ with caring and love in a dating relationship.

victims
jealousy
sexual abuse
dating violence
child abuse

SCORE (number correct x 10 points):