



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT

Note to Presenters: The information in this chapter can be presented separately or can be integrated into all segments where appropriate.

Key Messages

High Self Esteem

- Self-esteem can be defined as a combination of feeling loved and capable.
- Teens who feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures.
- Teens who feel good about themselves tend to smile more readily and enjoy life.
- Teens who feel good about themselves are realistic and generally optimistic.

Low Self Esteem

- For teens who have low self-esteem, challenges can become sources of major anxiety and frustration.
- Teens who think poorly about themselves have a hard time finding solutions to problems.
- Teens who think poorly about themselves are more inclined to engage in high risk behaviors, such as smoking, drinking alcohol, and using illicit drugs.

Peer Pressure

- A peer is someone in your own age group, such as a classmate at school.
- Pressure is the feeling of being pushed into doing something—good or bad.
- Peer pressure is the feeling of being pushed into doing something by someone your own age.

Why Teens are Vulnerable to Peer Pressure

- To be accepted and liked by people their own age.
- To appear grown up.
- Afraid of being rejected.
- Afraid of losing a friend.
- Afraid of being teased.
- Don't know how to say "no"

How to Avoid Negative Peer Pressure and Just Say NO

- Think about the consequences – is it worth it?
- Explain why you are not interested:
 - > I don't want to.
 - > I don't enjoy it.
 - > It doesn't make me feel good.
 - > It may keep me from doing other things I enjoy.
 - > I'd rather do something else.
- Suggest something else to do
- Walk away

Stress Management

- Most teens experience more stress when they find a situation to be dangerous, difficult, or painful and they do not have the resources to cope.
- Teens can become overloaded with stress, which can lead to anxiety, withdrawal, aggression, physical illness, or poor coping skills such as smoking, drinking alcohol, and using illicit drugs.
- Healthy ways to manage stress include:
 - > Exercise and eat regularly
 - > Listen to music, talk to a friend, draw, write, or spend time with a pet
 - > Build a network of friends who help you cope in a positive way
 - > Avoid caffeine which can cause feelings of anxiety and agitation
 - > Avoid illegal drugs, alcohol and tobacco

Sources of Data for this Chapter

American Academy of Child and Adolescent Psychiatry

aacap.org

March of Dimes Team Youth

marchofdimes.com/youth

The Cool Spot

thecoolspot.gov

References for Teens

Advocates for Youth

advocatesforyouth.org

GirlsHealth.gov

4girls.gov

Healthy Teen Network

healthyteennetwork.org

March of Dimes Team Youth

marchofdimes.com/youth

National Campaign to Prevent Teen Pregnancy

teenpregnancy.org

TeensHealth

kidshealth.org/teen

References for Parents and Professionals

Advocates for Youth	advocatesforyouth.org
American Academy of Child and Adolescent Psychiatry	aacap.org
Annie E. Casey Foundation	aecf.org
Child Trends	www.childtrends.org
Guttmacher Institute	guttmacher.org
Healthy Teen Network	healthyteenetwork.org
March of Dimes (for parents and professionals)	marchofdimes.com
Nacersano (Spanish)	nacersano.org
National Campaign to Prevent Teen Pregnancy	teenpregnancy.org



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT EXCERPTS FROM VIDEO



Natalie: To have someone come up to you and ask for help, and feel that your word is valid, is the most rewarding feeling in the world.

1. What is self esteem?
2. What is a person who has extremely low self esteem like?
3. What are the advantages of having high self esteem?
4. Who is more likely to engage in self-destructive behaviors such as smoking, drinking and doing drugs – a person with low or high self esteem? Why?
5. Natalie feels good about herself when she is able to help others. What are other ways to increase your self esteem?

Sakura: If people like you for who you are they aren't going to be mad at you – or reject you – for making a right and good decision.

1. What is peer pressure?
2. What are some ways to resist negative peer pressure?
3. How would you feel if a friend rejected you for saying "no" to an illegal activity?
4. What are your long term goals? (Where do you expect to be and what do you expect to be doing 5-10 years from now?)
5. What would keep you from achieving your long term goals?

Sarfo: People who are stressed out aren't as likely to get up and go run a mile. They're more likely to sit on their couch and watch TV or something. But if you're stressed and you get up and go out and get some exercise, you might actually feel better; the stressful feeling is more likely to go away.

Ramone: Dance is a great anti-drug for stress.

1. Why do you think that people are not as likely to get up and go run a mile when they are stressed? Do you agree?
2. What else, besides exercise, is a healthy way to reduce stress?
3. What are sources of stress in your life?
4. Ramone suggests dancing as the solution to stress. What do you do when you are feeling stressed out?
5. What can you do to prevent or reduce stress in your life?

SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT

Activity:	What Are They Trying to Tell Us?
Time:	15-20 minutes
Purpose:	To increase awareness about the impact marketing and media play on our perceptions of ourselves and our actions.
Materials:	Teen magazines, or popular fashion and fitness magazines and scissors.
Instructions:	<p>Divide participants into groups of 5. Provide each group with at least 1 magazine and ask them to cut out pictures that answer the following questions:</p> <ol style="list-style-type: none"> 1. What messages are females given about being feminine? 2. What messages are males given about being masculine? 3. What do advertisements want you to think you need? 4. What are advertisements trying to get you to do? 5. Overall, what does your group think about the images you selected – are they positive messages, negative ones, or neutral? <p>Have one person from each group answer one of the questions so that each person reports back.</p>

Activity: Stress Boggle

Time: 10-15 minutes

Purpose: To encourage participants to think of creative ways of reducing stress.

Materials: Paper and a pen or pencil for each group. Flip chart or chalk board.

Instructions: Divide participants into groups of 5. Using a timer, give each group 5 minutes to strategize about creative ways to reduce stress. Inform the groups that they will be awarded one point for each unique idea they come up with to reduce stress and that any idea they suggest that another group has also suggested will not count for any points.

After 5 minutes, ring a bell or signal that time is up so that everyone stops talking and writing down ideas at once. Have each group report, one by one, their ideas for reducing stress reading from their written lists. Whenever an idea is mentioned that another group has written down, both or all groups cross it off their list. The presenter writes down on the flip chart or chalk board all the unique ideas. The group that has the most unique ideas that were not mentioned by any other group is allocated the most points and wins.

Activity: Participant Peer Pressure

Time:	10-20 minutes, depending on number of participants
Purpose:	To have each participant experience making a choice and saying out loud to the group what their choice is or acting out their choice.
Materials:	Paper and a pen or pencil for each group. Flip chart or chalk board.
Instructions:	<p>A set of index cards that each has an instruction to take a specific action – for example:</p> <ul style="list-style-type: none"> • Give something you own or have with you to the person on your side. • Tell the person on your side a secret. • Tell the person on your side a lie. • Stand up and do 10 jumping jacks. • Hug the person in front of you (or behind you). • Shake hands with the person behind you (or in front of you). • Take something from the person on your side, without asking. • Do something that you know will annoy the person beside you. • Glare at the person on your side. • Pay a compliment to the person on your side. • Stand up and sing a song. • Cough loudly for 2 minutes. • Pick your nose. • Pick your ear. • Scratch yourself hard. <p>Instructions: Distribute an index card to each person. Tell each person to read their card and then ask the person sitting next to them (choose which side) to do that activity. Each person must either do the activity or state out loud why they will not. Go around the room until each person has asked the person next to them to do an activity. The last person asks the first person to do the activity that is on the last person's card.</p> <p>Discuss reactions to this activity. Did everyone agree to do the activity they were asked to? Did anyone say no? If some said no, what were their reasons? If some said yes, what were their reasons? How did the participants feel about this exercise?</p>



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PRE-TEST/POST-TEST ANSWERS

Instructions:

Presenter distributes to participants before session begins and then provides correct answers at the end. The test is not collected and not graded – it is a self-assessment for participants.

1. A person who has high self esteem: (check all that apply)

- Feel loved and capable
- Have an easier time handling conflicts
- Are able to resist negative pressures
- Smile more readily and enjoy life
- All of the above
- Not sure

2. A person who has low self esteem: (check all that apply)

- Can get frustrated easily
- Has a hard time finding solutions to problems
- Is more inclined to smoke
- Is more inclined to drink alcohol and use illicit drugs
- All of the above
- Not sure

3. It is possible to resist negative peer pressure.

- True
- False
- Not sure

4. Healthy ways to manage stress include:

- Exercise and eat regularly
- Listen to music, talk to a friend, draw, write, or spend time with a pet
- Build a network of friends who help you cope in a positive way
- Avoid caffeine which can cause feelings of anxiety and agitation
- Avoid illegal drugs, alcohol and tobacco
- All of the above
- Not sure

5. What I hope to learn (pre-test) or what I did learn (post-test) from the session:



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PRE-TEST/POST-TEST ANSWERS

1. All of the above
2. All of the above
3. True
4. All of the above
5. Open response



SELF ESTEEM, PEER PRESSURE, & STRESS MANAGEMENT HANDOUT

Key Messages

Self Esteem

- Self-esteem is a combination of feeling loved and capable. Teens who feel good about themselves seem to have an easier time handling conflicts and resisting negative pressures. They smile more readily and enjoy life. They are realistic and generally optimistic.
- For teens who have low self-esteem, challenges can become sources of major anxiety and frustration. They have a hard time finding solutions to problem and they are more inclined to engage in high risk behaviors, such as smoking, drinking alcohol, and using illicit drugs.

Peer Pressure

- A peer is someone in your own age group, such as a classmate at school. Peer pressure is the feeling of being pushed into doing something by someone your own age.

Stress Management

Healthy ways to manage stress include:

- Exercise and eat regularly
- Listen to music, talk to a friend, draw, write, or spend time with a pet
- Build a network of friends who help you cope in a positive way
- Avoid caffeine which can cause feelings of anxiety and agitation
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Take Away

I will take care of myself. I will:

- Recognize negative peer pressure and learn how to say “no” when asked to do something that is not in my best interests.
- I will strive to do my best as much as possible, giving myself credit for my accomplishments and being careful not to be too hard on myself when I have tried my hardest but have not succeeded.
- I will find ways to reduce stress in my life.
- I will find healthy outlets for the stress in my life that I cannot control.
- I will set goals for the future and strive to achieve them.

Want More Information?

Advocates for Youth

advocatesforyouth.org

Healthy Teen Network

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March of Dimes Team Youth

marchofdimes.com/youth

TeensHealth

kidshealth.org/teen