

Illustration by
Billy Nuñez, age 16

EXPECT RESPECT: HEALTHY RELATIONSHIPS

SIGNS OF A HEALTHY RELATIONSHIP

- Respecting each other
- Knowing that you make each other better people
- Sharing common interests, but having outside friends and activities too
- Settling disagreements peacefully and with respect

Relationships are supposed to make both people feel happy. People should feel good about what happens when they are together.

Check (✓) the signs of a healthy relationship that apply to you.

Respect

- You ask each other what you want to do.
- No one tries to control the other person.

Common interests

- You enjoy doing things together, but no one feels forced to do anything.
- If you do have a disagreement—and it's OK to disagree—you both get to say what you want, talk until you're both happy, and then go out and enjoy what you've planned.

Being with each other or being apart

- You enjoy each other's company and feel happy when together.
- You each feel free enough to have your own friends and interests outside the relationship.

If you think your relationship is unhealthy, there are things you can do to make it better.

WAYS TO MAKE YOUR RELATIONSHIP HEALTHY

Respect each other.

Show you really care by sharing your thoughts and feelings. Listen to what your partner has to say.

Ask about the other person's interests.

Talk about sports, music, or movies—whatever helps you get past any awkward feelings and get to know each other better.

Have a life outside the relationship.

People are more attractive to each other if they have other interests. Keep up with your schoolwork, friends, and the activities you enjoy that do not involve your partner.

Resolve disagreements with love and respect.

People don't always have to agree on movies, music, or favorite sports, or even on how often to call or see each other. It is only natural for people to disagree. The important thing is how you reach an agreement. *With a good attitude, you can have a healthy disagreement.*

Can't agree on a movie?

Talk calmly until you both figure out what you are going to do. Two possible solutions are:

- Go to one kind of movie this week and a different kind next week.
- One of you can choose the movie and the other can choose where to eat.

It's also OK to agree to do things separately with your own friends.



SIGNS OF AN UNHEALTHY RELATIONSHIP

Feelings of fear, stress, and sadness are not part of a healthy relationship.

Check (✓) if any of the following signs of an unhealthy relationship apply to you.

Lack of respect

You “go along” with something even if you think it is not right. You feel bad about what happens when you are together.

Being held back

Your partner does not let you succeed in school, or you are made to feel guilty about doing things that interest you.

Controlling behavior

You may hear, “If you love me, I need to know where you are.” Your partner does not care about your friends.

Feeling “crazy in love”

One or both of you calls the other all the time. You feel your partner is possessive and smothering.

Getting blamed for your partner’s problems

You hear, “This is all your fault.”

Feeling jealous most of the time

A little bit of jealousy is normal. A lot of jealousy, or allowing jealousy to control what goes on between the two of you, will hurt the relationship.

Trying to change the other person’s behavior

One of you tells the other, “My way or no way.”

When you can talk about a problem, an unhealthy relationship can become a healthy one. But, if you can’t find ways to enjoy the time that you spend together, it may mean that it is time to end the relationship.

CROSSING THE LINE

There are some things that should never happen in a relationship. Your relationship has serious problems if any of the following things are happening.



Verbal abuse

Screaming, swearing, bullying, or calling each other names is never all right.

Pushing, shoving, hitting, or kicking in anger

Trying to control the other person’s behavior

Forced sex

You always have the right to refuse attention or affection.

Threats

If one of you does not get your way, a threat is made to hurt either the other person or yourself.

Breaking or hitting objects during an argument

If your relationship is crossing the line, the behavior needs to stop right away or the relationship needs to end. If you are having trouble ending a relationship, seek the help of an adult who cares about your well-being.

Talk with an adult you trust about how to end an abusive relationship safely. Use what you have learned to help make your next relationship better.

In a healthy relationship, after you settle a disagreement, you both feel respected.

NO EXCUSE FOR ABUSE

Nothing you say or do is a reason to be abused.

When things have calmed down, try saying:

- “I hated it when you swore at me. Don’t do that again.”
- “Don’t treat me that way. I have done nothing to deserve being _____.”
- “If you are upset, tell me. I can try to help, but yelling, screaming, and swearing at me does not help.”
- “If you treat me like that again, it’s over.”

OBEDIENCE IS NOT RESPECT

Nothing anyone says or does is a reason for you to be abusive.

You deserve to be liked and respected. Using force, power, or control only gets “your way.” This is not how to get respect.

If you push your partner around, you may get your way, but you lose your partner’s respect, support, and love.

If you are crossing the line, STOP.

If you can’t stop, get help.

- A teacher, coach, or counselor at school can help you learn how to treat your partner with respect.

- A spiritual leader or an adult at an after-school activity or club can help you learn how to control emotions, like anger or jealousy, and avoid abusive behavior.

By changing your behavior, you can get the true respect, support, and love that you deserve.

If there is no change in your partner’s behavior, talk with friends or a trusted adult and figure out how to end the relationship safely.

Connected Kids are Safe, Strong, and Secure

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

The American Academy of Pediatrics is an organization of 66,000 primary care pediatricians, pediatric medical subspecialists, and pediatric surgical specialists dedicated to the health, safety, and well-being of infants, children, adolescents, and young adults.

This project was supported by Grant No. 2001-JN-FX-0011 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

HE50399

Graphic design and illustrations by Artists For Humanity, a non profit arts and entrepreneurship program for Boston teens.

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

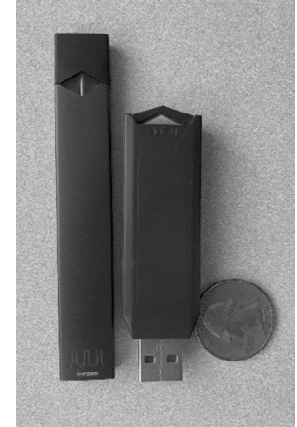
JUULing: What Pediatricians and Families Need to Know

What is a JUUL?

JUUL (pronounced “jewel”) is a brand of e-cigarette made by JUUL Labs Inc.

JUUL has grown quickly in popularity since introduction to the market in 2015, fueled by a serious following among youth and young adults.

JUUL’s popularity among youth raises significant concerns for pediatric health.



JUUL Characteristics:

JUUL is a sleek, small e-cigarette that resembles a flash drive. Unlike other types of e-cigarettes, JUUL does not look like a traditional cigarette and thus may not be immediately identifiable as a vaping device. Due to their size, JUUL devices are discrete and can be easily concealed in a fist or a pocket.

JUUL operates by heating a “pod” of e-liquid containing nicotine, flavorings and other substances. When heated, the e-liquid creates an aerosol which is inhaled by the user.

JUUL has spawned its own terminology: use of these devices is called “juuling.”

Public Health Concerns:

JUUL comes in youth-friendly flavors, including mango, mint and fruit-medley. For decades, the tobacco industry has used flavors to attract youth to their products.¹ Youth cite flavors as a common reason for e-cigarette use.²

JUUL is highly addictive. The concentration of nicotine in JUUL is more than double the concentration found in other e-cigarettes. This high concentration is a serious concern for youth, who are already uniquely susceptible to nicotine addiction. The addictive potential is so high that the US Surgeon General has declared that youth use of nicotine in any form is unsafe.³

JUUL users have a significant risk of becoming cigarette smokers. Youth who use e-cigarettes are more likely to progress to smoking traditional cigarettes.^{3,4}

JUULing is increasingly common in high school and college campuses. Educators report that youth are using JUUL in classrooms, hallways and restrooms, and are sharing devices with their peers. This social use encourages non-users to try JUUL, and enables students who are too young to purchase these products, or who could not otherwise afford them, to access them through peers.

References:

1. U.S. Department of Health and Human Services. *Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General.* Atlanta (GA): U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2012.
2. Tsai J, Walton K, Coleman BN, et al. *Reasons for Electronic Cigarette Use Among Middle and High School Students—National Youth Tobacco Survey, United States, 2016.* *MMWR* 2018;67:196-200.
3. U.S. Department of Health and Human Services. *E-Cigarette Use Among Youth and Young Adults. A Report of the Surgeon General.* Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2016.
4. National Academies of Sciences, Engineering and Medicine. 2018. *Public Health Consequences of E-Cigarettes.* Washington, DC: The National Academies Press.



GIRLS AGES 14-18

The following are guidelines for a 14 to 18 year old girl. For more specific nutrition information, talk with your physician, registered dietitian or nutritionist. A child's calorie needs vary depending on their activity level and their appetite.



DAIRY

Amount per day:
3 SERVINGS

1 serving looks like:

1 cup low fat
or fat-free milk

¾ cup low fat or
non-dairy yogurt

1 cup calcium
fortified non-dairy
beverage

1½ oz natural
cheese or non-
dairy cheese



GRAINS

Amount per day:
7 SERVINGS

1 serving looks like:

¾ cup dry
unsweetened
cereal (with 3
grams or more of
fiber per serving)

½ cup cooked
cereal

1 slice whole
grain bread

½ of an English
muffin or "mini"
bagel

⅓ – ½ cup rice,
pasta, noodles,
potato

4 – 6 whole
grain crackers



PROTEIN/ MEAT

(equivalent to 6 ounces)

1 serving looks like:

1 oz meat,
poultry, fish,
meat alternative
or 2 oz tofu

¼ cup cottage
cheese

1 egg

1-2 Tbs peanut
butter

¼ cooked beans

¼ cup nuts or
1½ Tbs seeds



FRUIT

Amount per day:
4 SERVINGS

1 serving looks like:

1 small piece
fresh fruit

¼ cup dried fruit

½ cup canned
fruit packed in
water or juice,
or 1 fruit cup

½ cup of
100% juice

1 cup of berries



VEGETABLES

Amount per day:
6 SERVINGS

1 serving looks like:

½ cup cooked
or chopped raw
vegetables

1 cup raw, leafy
vegetables



FATS

Amount per day:
6 SERVINGS

1 serving looks like:

1 tsp oil, margarine
or butter
(trans fat free)

2 tsp salad dressing

⅛ avocado

SAMPLE MEAL PLANS

GIRLS AGES 14-18

These meal plans are designed as a guide for you in planning well-balanced meals. Well-balanced, nutritious meals include complex carbohydrates, lean protein, fruits, vegetables & healthy fats. Children this age should have two to three snacks between meals. See snack sheet for suggestions.

BREAKFAST	LUNCH	DINNER
1 whole grain English muffin (hockey puck size) 1 Tbs peanut butter 1 cup melon 1 cup milk	1 cup chili with lean meat and beans ¼ cup shredded cheese 1 small piece of fresh fruit 6 whole grain crackers Water	3 oz grilled fish or veggie burger 1 cup roasted red potatoes 1 cup steamed green beans 1 tsp margarine ½ cup chocolate pudding Water
1 cup dry cereal ½ medium banana 1 cup milk	Chicken wrap; spread a whole wheat tortilla with 2 Tbs salsa and 2 slices avocado then add 1/4 cup shredded cheese and 1 cup shredded chicken breast then roll 1 cup raw vegetables with ranch dressing Water	2 chicken drumsticks Baked sweet potato fries 1 corn on the cob with 1 tsp margarine 1 cup milk 1 cup raspberries
1 cup oatmeal 2 sliced apricots 1 Tbs sliced almonds 1 cup milk	1 cup reduced sodium tomato soup Turkey sandwich; 2 slices whole grain bread, 2 oz turkey, lettuce and tomato 1 small pear Water	1½ cups macaroni and cheese made with fat free milk and 1 Tbs butter or margarine 6 grilled asparagus spears 1 cup strawberries Water
2 pancakes (size of a CD) 2 turkey sausage links 1 cup blueberries 1 cup milk	Mini-pizza; 1 whole wheat English muffin, 4 Tbs pizza sauce, 6 slices turkey pepperoni, 1/4 cup shredded cheese 1 orange 1 cup sliced red & yellow peppers, veggie dip Water	Chicken fajita: grilled peppers and onions, 3 oz chicken, 1 Tbs sour cream, 2 Tbs salsa, ¼ cup shredded cheese and 1 whole wheat tortilla 2 kiwi fruits ½ cup vanilla ice cream Water
1 slice whole wheat toast 1 Tbs peanut butter 4 oz plain yogurt 1 cup berries	Stuff ½ whole wheat pita bread with ½ cup tuna salad made with mayonnaise, lettuce, and tomato 1 cup sliced English cucumbers 1 small apple, sliced Water	2 slices of a small cheese and vegetable pizza 2 cups salad greens with 2 Tbs salad dressing ¼ cup dried cherries Water



GIRLS AGES 14-18

The following are guidelines for a 14 to 18 year old girl. For more specific nutrition information, talk with your physician, registered dietitian or nutritionist. A child's calorie needs vary depending on their activity level and their appetite.



DAIRY

Amount per day:
3 SERVINGS

1 serving looks like:

1 cup low fat
or fat-free milk

¾ cup low fat or
non-dairy yogurt

1 cup calcium
fortified non-dairy
beverage

1½ oz natural
cheese or non-
dairy cheese



GRAINS

Amount per day:
7 SERVINGS

1 serving looks like:

¾ cup dry
unsweetened
cereal (with 3
grams or more of
fiber per serving)

½ cup cooked
cereal

1 slice whole
grain bread

½ of an English
muffin or "mini"
bagel

⅓ – ½ cup rice,
pasta, noodles,
potato

4 – 6 whole
grain crackers



PROTEIN/ MEAT

(equivalent to 6 ounces)

1 serving looks like:

1 oz meat,
poultry, fish,
meat alternative
or 2 oz tofu

¼ cup cottage
cheese

1 egg

1-2 Tbs peanut
butter

¼ cooked beans

¼ cup nuts or
1½ Tbs seeds



FRUIT

Amount per day:
4 SERVINGS

1 serving looks like:

1 small piece
fresh fruit

¼ cup dried fruit

½ cup canned
fruit packed in
water or juice,
or 1 fruit cup

½ cup of
100% juice

1 cup of berries



VEGETABLES

Amount per day:
6 SERVINGS

1 serving looks like:

½ cup cooked
or chopped raw
vegetables

1 cup raw, leafy
vegetables



FATS

Amount per day:
6 SERVINGS

1 serving looks like:

1 tsp oil, margarine
or butter
(trans fat free)

2 tsp salad dressing

⅛ avocado

SAMPLE VEGETARIAN MEAL PLANS

GIRLS AGES 14-18

These meal plans are designed as a guide for you in planning well-balanced meals. Well-balanced, nutritious meals include complex carbohydrates, lean protein, fruits, vegetables & healthy fats. Children this age should have two to three snacks between meals. See snack sheet for suggestions.

BREAKFAST	LUNCH	DINNER
1 whole grain English muffin (hockey puck size) 1 Tbs peanut butter 1 cup melon 1 cup milk	1 cup black bean and mushroom chili ¼ cup shredded cheese 1 small piece of fresh fruit 6 whole grain crackers Water	1 veggie burger Baked sweet potato fries 1 cup steamed green beans 1 tsp margarine ½ cup chocolate pudding Water
1 cup dry cereal ½ medium banana 1 Tbs walnuts 1 cup milk	Veggie wrap; spread a whole wheat tortilla with 2 Tbs salsa and 2 slices avocado then change to: add ¼ cup cheese and 1 cup seasoned vegetarian crumbles then roll 1 cup raw vegetables with ranch dressing Water	2 Marsala tofu cutlets 1 corn on the cob with 1 tsp margarine 1 cup steamed broccoli 1 cup milk ½ cup lemon sorbet
1 cup oatmeal sprinkled with 1 Tbs sliced almonds ¾ cup plain yogurt with 1 cup berries	Spinach and red pepper calzone 1 nectarine 4 Hershey kisses Water	1½ cups vegetarian macaroni and cheese 6 grilled asparagus spears 1 cup strawberries Water
2 pancakes (size of a CD) 2 vegetarian sausage links 1 cup blueberries 1 cup milk	Mini-pizza; 1 whole wheat English muffin, 4 Tbs pizza sauce, 6 slices veggie pepperoni, ¼ cup shredded cheese 1 orange 1 cup sliced red & yellow peppers, veggie dip Water	Grilled portabella fajita; grilled peppers and onions, 1 grilled portabella mushroom, 2 slices avocado, 1 Tbs sour cream, 2 tsp salsa, ¼ cup shredded cheese, 1 whole wheat tortilla 2 kiwi fruits ½ cup vanilla ice cream Water
1 egg or tofu scrambled with diced vegetables stuffed into ½ of a whole wheat pita bread 1 cup milk	Southwest salad; combine ½ cup drained, canned black beans with ½ cup drained, canned corn, 3 Tbs salsa and ¼ cup shredded cheese, lettuce and diced tomatoes 1 oz whole grain baked tortilla chips 2 small chocolate chip cookies Water	1½ cups spaghetti with sauce 4 small veggie meatballs 1 cup steamed broccoli and carrots Yogurt parfait (1 cup yogurt and 1 cup berries) Water

Physical Activity: Overcoming Obstacles

There are many benefits of regular physical activity; however, people often have many excuses for not being more physically active. The following is information from the American Academy of Pediatrics encouraging families to consider all the benefits of being physically active and how to overcome some obstacles. Each family member can take a step toward becoming more physically active by filling out the physical activity plan on page 2.

Benefits of being physically active

Being physically active is one way you can

- Have fun—this is important!
- Spend time with friends.
- Improve your body image.
- Maintain a healthy weight.
- Increase energy levels.
- Improve your self-image.
- Feel stronger.
- Increase your endurance for sport or hobbies.
- Get muscles or definition.
- Decrease stress.

Overcoming common obstacles

The following are suggestions on how to overcome 4 common barriers to physical activity.

1. “I don’t have time.”

What you can try

- Build activity into your day: walk or ride your bike for transportation.
- Get off the bus a stop early and walk the rest of the way.
- Take the stairs whenever possible.
- Plan fun, “active” activities with friends and family.
- Sign up for physical education at your school.
- Walk around the mall twice before you start shopping.

2. “I don’t like sports” or “I’m not good at any sports.”

What you can try

- Consider active hobbies, like gardening. You don’t have to play a sport to be active.
- Choose an activity that you enjoy. Dancing, bicycling, and swimming are fun choices. And walking counts too.
- Consider volunteer work, like helping at a youth center or serving meals at a shelter.
- Find a friend, sibling, or other family member to be an “activity buddy” and schedule a fun activity 2 to 3 times a week.

3. “My neighborhood isn’t safe.”

What you can try

- Use a workout video or DVD in your home.
- Dance in your home to your favorite music.
- Find a YMCA, Boys and Girls Club, or community recreation center in your neighborhood.
- Sign up for school activities such as physical education or after-school programs.

4. “I’m overweight or out of shape.”

What you can try

- Start slow with 10 to 15 minutes of activity; walking is a great start.
- Build short activity breaks into your day; take the stairs!
- Count up your daily sit-down activities (computer, video games, TV time) and decrease them by 30 minutes.
- Join an after-school program or community program that involves activity or learning a new skill—get a friend to go with you.

Physical Activity Plan

Each member can use the following questions to help create a personal physical activity plan. Parents can help their children fill out the questions. Parents also should remember that they can be powerful role models and can shape their children's perception of physical activity and exercise.

1. What are the main benefits I want from being physically active?

2. What are the reasons or barriers that keep me from being active?

3. If necessary, what will be my solutions to these barriers?

4. What activity or activities am I going to do?

5. Where am I going to do this activity?

6. When am I going to be active (include time of day and on which days of the week)?

7. How long or how many minutes will I be active each day?

8. Who will be my activity buddy?

NOTES

The information contained in this publication should not be used as a substitute for the medical care and advice of your health care professional. There may be variations in treatment that your health care professional may recommend based on individual facts and circumstances.

Copyright © 2011 American Academy of Pediatrics

All rights reserved.

American Academy
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™