### Chapter 7 Planning Guide

#### Resources

<table>
<thead>
<tr>
<th>Fast File Resources</th>
<th>Lesson Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity Workbook</td>
<td>Chapter 7 Review</td>
</tr>
<tr>
<td>Vocabulary Practice</td>
<td>Chapter 7 Assessment</td>
</tr>
<tr>
<td>Health Labs</td>
<td>Standardized Test Practice</td>
</tr>
<tr>
<td>Reading Strategies Activity</td>
<td>Lesson 1 Assessment, page 171</td>
</tr>
<tr>
<td>Reteaching Activity</td>
<td>Lesson 1 Quiz Fast File</td>
</tr>
<tr>
<td>Enrichment Activity</td>
<td>ExamView® Assessment Suite CD-ROM</td>
</tr>
<tr>
<td>Health Skills Practice</td>
<td>Lesson 2 Assessment, page 177</td>
</tr>
<tr>
<td>Teaching Transparency 22</td>
<td>Lesson 2 Quiz Fast File</td>
</tr>
<tr>
<td>Teaching Transparency 23</td>
<td>ExamView® Assessment Suite CD-ROM</td>
</tr>
<tr>
<td>Teaching Transparency 24</td>
<td>Lesson 3 Assessment, page 183</td>
</tr>
<tr>
<td>Health Skills Practice</td>
<td>Lesson 3 Quiz Fast File</td>
</tr>
<tr>
<td>Teaching Transparency 25</td>
<td>ExamView® Assessment Suite CD-ROM</td>
</tr>
</tbody>
</table>

#### Technology

**Teaching Tools:**
- TeacherWorks™ Plus DVD
- StudentWorks™ Plus DVD
- ExamView® Assessment Suite CD-ROM
- Fitness DVD
- PowerPoint® DVD
- Health eSpotlight Video Series DVD

**Web-Based Resources:**

Go to glencoe.com for
- Health Podcast Activities
- Audio Chapter Summaries (English/Spanish)
- Interactive Health Tutor
- Health Skills Activities
- Vocabulary PuzzleMaker
- Parent Letters (English/Spanish)
- Lesson Plans
- Health Inventories
- Online Quizzes
- Study-to-Go
- Unit Web Projects
- Student Web Activities
- Fitness Web Activities

**Dinah Zike Foldables® Chapter Activity**

Refer to the Dinah Zike Reading and Study Skills for Glencoe Health. Have students complete the pyramid Foldable to show the relationship between family life and the health pyramid. As students read, have them add details about the influence of family relationships on the appropriate side of the Foldable.

### StudentWorks Plus

**Includes:**
- complete Interactive Student Edition
- full audio of English text and Spanish chapter summaries
- allows students to record assignments and track grades.
- links to online activities and additional student resources
- access to all student worksheets and workbooks

**This is the student’s backpack solution.**

**Key to Symbols**
- **CD-ROM** Print Resources
- **glencoe.com** Review activities to review or reinforce content
- **Teach** Teach activities to teach basic concepts
- **Extend** Extend activities to extend or enrich lesson content
I. Directions

Read the scenario below. Then answer the questions that follow.

Nate is a senior in high school. He is torn between staying with his current school for his senior year and attending a new school for convenience. What should the family do?

Scenario:

Nate’s father’s company recently transferred him to another state. When Nate heard the news, he was surprised and sad. He was not ready to leave his friends and family. His best friend, Diego, has also been transferred to another state. Nate fears that his friendship with Diego will not survive the move. He wonders what he should do next.

What is the family’s situation? List two choices.

What decision is Nate trying to make?

1. Step 1: State the Situation

Nate do?

2. Step 2: Identify the Question

What does it take to build a healthy family? It takes communication, work, and patience.

3. Step 3: Weigh the Possible Outcomes

What are Nate’s choices? List two options.

4. Step 4: Consider Values

What does it mean to be a valued family member? It means being respected and supported.

5. Step 5: Make a Decision and Act on It

What is the best course of action for Nate and his family?

II. Directions

Read the scenario below. Then answer the questions that follow.

What is the family’s situation? List two choices.

Supporting One Another

When an adult marries again after divorce, it is called remarriage. Moving to a new home is an example of a change in family circumstance. The legal right to make decisions affecting children and responsibility for them are important factors to consider when making family decisions. For example, when a parents get married after divorce, the parents may make decisions about the children and responsibilities for them.

What decision is Nate trying to make?

1. Step 1: State the Situation

Nate do?

2. Step 2: Identify the Question

What does it mean to be a valued family member?

3. Step 3: Weigh the Possible Outcomes

What are Nate’s choices? List two options.

4. Step 4: Consider Values

What is the best course of action for Nate and his family?

5. Step 5: Make a Decision and Act on It

What is the best course of action for Nate and his family?
**Real World Connection**

Chapter 7 Print Resource Manager

**Transparencies**

- t. 22, 23, 24

**Reading Essentials**

- p. 75
Family Relationships

Chapter Overview

Chapter 7 focuses on family relationships and ways that family members can cope with changes in family structure and circumstance.

Lesson 1
Family relationships affect the physical, mental/emotional, and social health of individuals.

Lesson 2
Family members can help one another during difficult times.

Lesson 3
Serious problems that occur within families may require outside assistance to resolve.

Activating Prior Knowledge

After students have completed their paragraphs, ask several volunteers to share what they have written with the class. Emphasize that family relationships have a significant influence on all areas of health.

Activating Prior Knowledge

Using Visuals
Look at the photo on this page. Based on what you have learned about relationships, write a paragraph explaining how these family members are strengthening their relationship. Discuss the ways their interactions might contribute to their physical, mental/emotional, and social health.

Universal Access

Differentiated Learning
Glencoe provides teacher support and student materials for all learners in the health classroom.

- Universal Access strategies throughout the Teacher Wraparound Edition and Fast Files help you present materials for gifted students, at-risk students, physically impaired students, and those with behavior disorders or learning disabilities.

- Chapter Summaries in English and Spanish are available online at glencoe.com.

- Fast Files and related worksheets support reluctant readers.
Discuss the **BIG Ideas**

Think about how you would answer these questions:
- How do you and your family depend on each other?
- What helps you and your family through tough times?
- Where would you go for help with a family problem?

Watch the Health eSpotlight Video Series

The Lesson 2 video shows the benefits of family meals. Watch the other videos to learn about topics in this chapter.

Assess Your Health

Visit glencoe.com and use this code to access chapter videos, Health Inventories, and other features.

Chapter Skills

**Reading Skills**
- Reviewing Facts and Vocabulary, pp. 171, 177, 183
- Reading/Writing Practice, p. 189

**Vocabulary**
- New Vocabulary, pp. 166, 172, 178
- Reviewing Facts and Vocabulary, pp. 171, 177, 183

**Family relationships**
- Family relationships affect all three sides of the health triangle.

**Health Skills**
- Health Skills Activity, p. 177
- Applying Health Skills, pp. 171, 177, 183

**Writing Skills**
- Writing Critically, pp. 171, 177, 183
- Reading/Writing Practice, p. 189
Healthy Family Relationships

1 FOCUS

Before You Read
Organize Information
Students should identify at least one way that families affect each side of the health triangle.

Main Idea
The Family Unit
Family members have responsibilities toward one another. Ask Students: What are some responsibilities you have in your family? (Sample answer: I watch my siblings after school, and I start dinner each day.)

New Vocabulary
- siblings
- nuclear family
- blended family
- extended family
- foster care
- affirmation

Review Vocabulary
- role (Ch.6, L.1)

Real Life Issues
Ask students to write their journal entry. Ask Students: Why might Jack feel a mix of emotions at this time? (Sample answer: Jack might feel happiness about being part of a loving adoptive family, but sadness about not knowing his biological family.)

Foster Care
More than half a million children in the United States are in foster care. Some are returned to their birth families after a period of time in foster care. Others are adopted, and some remain in foster care until they “age out.” The Adoption and Safer Families Act, passed in 1997, places time limits on reunification efforts with the birth family. The goal of this legislation is to help children and teens obtain a permanent family placement in a reasonable amount of time. Have students find out more about legislation, such as The Foster Care Independence Act, designed to assist children and teens who are in foster care. Suggest that students use library or Internet resources for their research.
LESSON
Teacher to Teacher
Colette Dux • El Camino Real High School, Woodland Hills, CA

Family Unit Have students get into groups to create a talk show, play, or skit showing how a family interacts as a healthy unit. Let them work in small groups to develop: a family type, a family problem/dilemma, and roles each family member will play. The scene will demonstrate how the family members successfully support each other through the problem. Students should clearly state the problem and include actions that show how each member contributes to the mental/emotional health of the family, i.e., communication, making sacrifices, trusting, finding/seeking counseling, and so on. Allow time for groups to present their scenarios to the class.

CHAPTER 7

TEACH

W Writing Support
Expository Writing Write the following sentence on the board: “Being part of a strong family can be an important protective factor for teens.” Explain that a protective factor is anything that helps an individual avoid risk behavior. Lead a class discussion on why family relationships can help teens avoid risk behaviors. Then have students write expository paragraphs that summarize the importance of family as a protective factor.

R Reading Strategy
Organizing Information Have students create a table to organize the information about different types of families. Model this activity by making a table with two columns and six rows on the board. Fill in the six types of families in the left column. Then add a brief description of one type of family in the right column. Tell students to make a table like yours and complete the descriptions of each type of family.

CA Cultural Awareness
Family Structure Explain that a person’s cultural background may influence his or her family structure. For example, in some cultures, extended and intergenerational families are very common; in other cultures, they are less common. Have students do research using Internet or library resources to learn more about the ways that cultural background influences family structure.

Caption Answer
Figure 7.1 Sample answer: A feeling of love and commitment
Answers to Activity Questions

1. Two parents: 88%; Mother only: 8%; Father only: 1%; Other relatives: 3%; Non-relatives: less than 1%.

2. Two parents: 71%; Mother only: 23%; Father only: 3%; Other relatives: 3%; Non-relatives: 1%.

3. Possible answers may include more divorces and acceptance of alternative living arrangements. Accept all reasonable responses.

Critical Thinking

Applying Information

After students have read the information about family interactions, ask: How do responsibilities within the family prepare teens for adulthood? Have students work as a class to brainstorm a list of common responsibilities teens have. For each identified responsibility, ask students to state how it will help a teen prepare for adulthood. BL OL

Academic Vocabulary

Authority

Have students provide examples of categories of people who are in authority. For example, teacher, police officer. List students’ responses on the board. Then ask students to think of situations, such as babysitting, in which they are in authority.

Why Do I Have to Follow My Family’s Rules?

Teens become increasingly independent as they approach adulthood. Resistance to following their family’s rules can be a part of this growing independence. Have students form small groups. After they have read the information about the roles and responsibilities of teens in the family, have them develop a three-column chart with their group members. The first column is titled “Family Rule,” second and third respectively titled “Positive Consequences of Following Family Rules” and “Negative Consequences of Not Following Family Rules.” Have each group share its results with the class.

Family Interactions

In a family, each member plays certain roles and has certain responsibilities. In general, parents or guardians are in charge of meeting the family’s basic needs, such as food and shelter. Parents also serve as teachers in the family, establishing rules and setting limits to protect their children’s health and safety. They teach their children about the reasons for these rules, and teach the values and skills that will guide them in the future.

Children and teens, meanwhile, also have roles and responsibilities. When they are young, their main job is to respect the authority of parents or guardians. As they get older, they may take on more responsibilities, such as doing chores or caring for younger siblings. By taking on such tasks, teens can help the family run more smoothly and boost their own self-esteem.

Other relatives play a role in the family as well. For example, grandparents may help care for children and teach them about the family’s history. Aunts and uncles may serve as mentors and role models. Cousins who are close in age may be playmates and friends.
Your Family and Your Health

Main Idea Your family members contribute to your health.

Being part of a family helps you meet your most basic needs. Beyond that, being part of a healthy family can strengthen all three aspects of your health.

Promoting Physical Health

The most obvious way your family promotes your physical health is by providing for your basic physical needs. Your parents or guardians make sure that you receive food, clothing, and shelter. They also promote your physical health by

- providing medical care. When you were young, your parents or guardians took you to the doctor when you were sick. They also made sure you got medical and dental checkups and necessary immunizations.
- setting limits on behavior. Do your parents set rules, such as how late you can stay out at night? The purpose of these rules is to promote your safety and health. For instance, setting a curfew can protect you from risky situations and also help make sure you get enough sleep.
- teaching health skills. In addition to setting limits on your behavior, your parents helped teach you the skills you needed to control your own behavior as you got older. They may have taught you basic safety skills, such as wearing a helmet when you ride a bike. They may also have encouraged you to develop healthy habits, like eating nutritious foods and engaging in physical activity.

It feels good to do something nice for someone, and it can be good for your health too. That's why I like to take my little brother and sister to the park to play catch or basketball. I want to be a good role model and teach them just how important exercise is. Besides, the smiles on their faces make it all worthwhile. For more physical activity ideas, visit the Online Fitness Zone at glencoe.com.

Figure 7.2 By encouraging healthful behaviors such as physical activity, parents and other family members can promote physical health. What are other ways your family influences your physical health?

Academic Integration

Math One way that families support physical health is through food. However, the cost of groceries can be a major part of a family’s budget. Ask students to work in small groups to generate a grocery list for a family of four for one week. Remind students to include healthy food choices that would promote physical health. Then ask students to use grocery store ads, Internet resources, or a trip to a grocery store to find prices for the items on their lists. Have students calculate the total cost for the groceries on their lists.

AL Active Learning

Make a Poster Have students make a poster using words, images from magazines, hand-drawn art, or computer-generated art to illustrate ways that families promote health. Encourage students to think beyond the text examples.

Caption Answer

Figure 7.2 Sample answer: My family promotes my physical health by making sure I go to the dentist regularly.
LESSON 1

Caption Answer

**Figure 7.3** Sample answer:
By listening to one another when they have problems, by sharing one another’s excitement when they achieve a goal

**Active Learning**

**Oral Report** Ask students to observe toddlers, preschoolers, or elementary-age children in their own family or in a friend or neighbor’s family. Tell students to pay special attention to skills such as sharing, conflict resolution, and cooperation. After students have observed the social skills of young children, have them prepare an oral report that identifies ways social skills develop as children get older.

**Health Skills Practice**

**Analyzing Influences** As the text points out, families are an important influence on values. Ask students to pair up and to make a list of ways that their family has influenced their values. For example, a student might mention that his parents are polite to others, so he has learned to value good manners. Then ask each student to write a paragraph that summarizes the importance of family in developing values.

**Collaborative Skills** Teamwork, collaboration, and cooperation skills are an aspect of social skills that many teens first learn from their families. These skills are critical to the ability to work productively with others. Have students brainstorm a number of situations in which a family must work together as a team. Ask students to identify skills that are important in these situations, such as showing empathy and listening to diverse ideas. Then ask volunteers to explain how collaboration skills learned at home can be used at school and on the job.

**Promoting Mental and Emotional Health**

As you get older, you may rely less on your family to meet your physical needs. However, it is likely that your family still plays an important role in meeting your mental and emotional needs. For example, your family can provide a safe environment for you to express and deal with your emotions. Family members can also give you love and support, helping to meet your need to feel that you belong. This sense of belonging, in turn, can help boost your self-esteem.

Your family can also help meet your need to feel valued and recognized by providing affirmation. This is positive feedback that helps others feel appreciated and supported. For instance, they can celebrate your achievements with you or show appreciation for the ways you help out at home.

**Promoting Social Health**

Your family also contributes to your social development. In the first few years of your life, family members helped you learn how to communicate and get along with others. As you grew, your family may have helped you learn other important social skills, such as how to cooperate with others and how to resolve conflicts. The social skills you learned from your family will help you make your own way in the world as an independent adult.

**Values** One of the most important ways families promote social health is by instilling values. Parents play a significant role in helping children develop core ethical values, including responsibility, honesty, and respect. Learning these values is a key to developing strong character.
Families can teach values in different ways. One way is by explanation. For instance, if two siblings are fighting over a toy, a parent might sit down with them and explain why it's important to share. Teaching by example can be an even more powerful way to promote good values. Let's say a parent is shopping with a child and receives too much change back for a purchase. By immediately returning the extra money, the parent teaches the child about honesty and fairness. Likewise, parents who demonstrate kindness and respect in their daily behaviors reinforce these same values in their children. By being positive role models, parents and other family members help children develop strong values.

**Cultural Heritage** Families also promote social health by sharing their culture and traditions. For example, families may light candles together at Kwanzaa or enjoy a barbecue and fireworks on the Fourth of July. Sharing their culture enriches the lives of family members and helps them develop a sense of cultural identity. This awareness of being part of a larger culture can create important social bonds that extend beyond the family.

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**Reviewing Facts and Vocabulary**

1. What is a **sibling**?
2. Name three kinds of families.
3. Identify four ways in which families promote the physical health of children and teens.

**Thinking Critically**

4. **Synthesize.** Explain how the role you play within your family has changed over time.
5. **Analyze.** How does providing affirmation within the family promote mental and emotional health?

**Applying Health Skills**

6. **Communication Skills.** Work with a classmate to write and perform a scene that shows family members supporting each other mentally and emotionally. The scene should include “I” messages, active listening, and appropriate body language.

**Writing Critically**

7. **Personal.** Write a personal essay about your family. Describe how you interact, and discuss how family members contribute to each other’s total health.

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**Lesson 1 Assessment Answers**

1. A **sibling** is a brother or sister.
2. **Any three:** nuclear family, single-parent family, blended family, extended family, adoptive family, foster family
3. Meeting basic physical needs including food, clothing, and shelter; providing medical care; setting limits on behaviors; teaching health skills
4. Sample answer: As a teen, I have more responsibilities in my family than I did as a young child.
5. Sample answer: Affirmation meets people’s mental and emotional need to be valued and recognized.
6. Scenes will vary, but should include the listed communication skills.
7. Essays will vary.
Strengthening Family Relationships

Focus

Family members can help one another during difficult times. 

Ask Students: What is a recent time when a member of your family supported you? (Sample answer: When I was cut from the track team, my sister helped me find other activities that interested me.)

Before You Read

Create a T-Chart.

Make a two-column table. Label the columns “Change in Family Structure” and “Change in Circumstances.” As you read, fill in each column with examples of changes that can affect families, and strategies strong families can use to deal with these changes.

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<thead>
<tr>
<th>Change in Structure</th>
<th>Change in Circumstances</th>
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New Vocabulary

- separation
- divorce
- custody

Review Vocabulary

- stress (Ch.2, L1)

Real Life Issues

Dealing with Divorce. Beth has just learned that her parents are getting a divorce. Her father will be moving across town, and she knows she’s going to be asked who she wants to live with. Beth is close to both her parents, and she doesn’t want to have to choose between them. She’d like to tell her parents how she feels, but she doesn’t want to add to their problems.

Writing. Write a dialogue in which Beth discusses her feelings with one or both of her parents. Each character should demonstrate good communication skills.

Characteristics of Strong Families

Main Idea

Strong families support their members in a variety of ways.

Different families interact together in different ways. For example, Joyce’s family tends to be reserved around each other. They express their feelings calmly and rationally. When Joyce goes to her friend Ted’s house, she’s amazed at how openly his family expresses emotions. Ted and his family laugh and cry easily together. They tease each other and get into arguments, but they always make up.

This doesn’t mean Ted’s family is healthier than Joyce’s, or vice versa. They just interact in different ways. The important thing is that both Ted and Joyce feel secure and loved. Both of their families demonstrate traits of strong families:

- Good communication. Healthy families share their thoughts and feelings honestly with each other. They listen to each other and demonstrate empathy.

Real Life Issues

Remind students about communication skills. 

Ask Students: Why should Beth communicate her feelings to her parents rather than keeping them to herself? (Sample answer: Beth will feel better if she shares her feelings with her parents.)

Listening and Empathy

Explain that empathy is “putting yourself in someone else’s shoes.” When a person listens with empathy, they don’t just hear the words the speaker says; they consider the feelings behind the words. Point out that much family conflict and stress could be minimized if family members empathized with one another. Have students make a written plan to practice empathy when interacting with family members. Suggest that they keep a private journal for one week that records times they showed empathy toward family members and how that improved their family relationships.
**Coping with Change**

**Main Idea** Family members can help each other cope with changes in the family's structure or circumstances.

Families can face a variety of problems, both major and minor. Many of these problems have to do with changes in the family's structure or circumstances. A parent losing a job, for example, or a grandparent's serious illness can lead to long-term stress for the whole family. Even positive events, such as a move or the marriage of a relative, can create stress. Because change is a normal part of life, healthy families must be prepared to deal with changes and help each other cope.

**Reading Strategy**

**Bulleted Lists** Point out to students the bulleted list of characteristics of strong families. Explain that a bulleted list is an organized way to present information. In this case, the five characteristics of strong families are printed in boldface, and an explanation of each characteristic follows.
Changes in Family Structure

The structure of a family changes when someone new joins the family or when a family member moves out of the home. Examples of such changes include birth, adoption, separation, divorce, remarriage, and the death of a family member.

**Birth and Adoption** Welcoming a new baby or an adopted child into the family is a joyful event. However, adjusting to the new situation isn’t always easy. Making room for the new child means that everyone else has to make do with less space at home. Also, as parents devote time and energy to the new child, they may have less time for the other children—and for each other. All these changes can create stress for everyone. Family members can help each other through this time by sharing the responsibility for taking care of the new child. They can also make an effort to find time for each other.

**Separation and Divorce** Separation and divorce are difficult, especially since they result in a family member leaving the home environment. Separation is a decision by two married people to live apart from each other. Couples who separate may hope to eventually work out their differences and live together again. Divorce, by contrast, is a legal end to a marriage contract.

When parents divorce, they need to come to an agreement about where the children will live. Custody is the legal right to make decisions affecting children and the responsibility for their care. Custody may be granted to only one parent (sole custody) or divided so that both parents share in the child rearing (joint custody). Adapting to either arrangement can be difficult for the children. They may find it hard to go for long periods without seeing one of their parents. In the case of joint custody, they may find it stressful to move back and forth between two homes.

Parents can help their children get through this difficult period by reminding them that both parents still love them. They can also reassure the children that the divorce was not their fault. Children may find it easier to cope if they discuss their feelings with parents and other trusted adults. In some cases, they may want to consider joining a support group for children of divorce. Being part of such a group may help them realize that they are not alone.

**Remarriage** After a divorce, one or both parents may decide to marry again. A parent may also remarry after the death of a spouse. When a parent remarries, the children must adjust to having, or living with, a stepparent. If the stepparent has children from a previous marriage, all members of the blended family will need time to adjust. Good communication and mutual respect will make this process easier.

**Blended Families** The term blended family can be misleading. It implies that the new family mixes into a homogenous unit, and ignores the fact that children may still have ties to the other parent. Teens, in particular, may have a hard time accepting change and adjusting to a new authority figure. Remind students that difficulty adjusting to any family change is normal. Point out resources available to students who need help, such as the school counselor and community agencies, which are discussed in detail in Lesson 3.
Death of a Family Member  Perhaps the most difficult change a family can go through is the death of a family member. In Chapter 4, you learned about the feelings of grief that can accompany a death or other loss. Family members can help each other through this difficult time by sharing their feelings and memories about the person they’ve lost. It’s also important for family members to respect each other’s feelings and remember that the process of grieving is different for everyone. Joining a support group or seeking help from a counselor may also help those who have lost a loved one recover from their pain.

Changes in Family Circumstances  Changes in a family’s circumstances can also be a source of stress. Family members can help each other deal with these changes by communicating honestly and showing as much support as possible. Here are some examples of changes in family circumstances:

- **Moving to a new home.** When a family moves, especially over a long distance, family members may miss their old friends and familiar surroundings. Teens may be anxious about making new friends and adjusting to a new school. When a move results from the breakup of a marriage, it can add to the stress already caused by the divorce.

- **Changes in the family’s financial situation.** Financial problems can result from the loss of a job, a medical emergency, poor planning, or uncontrolled spending. Not having enough money to pay the bills can be stressful.

Academic Vocabulary  
**circumstance (noun):** an event that influences another event

ELL Support  
**Prefixes** Explain that prefixes are word parts that are found at the beginnings of words.

- **Beginning** Write the word remarriage on the board. Underline the prefix re-. Explain that re- means “again.” Have students use this information to reinforce the definition of the term remarriage.

- **Intermediate** Build on the Beginning activity by asking students to identify other words that contain the prefix re-. Examples include: rearrange, regain, reread, retry, and reunify. Students may use dictionaries.

- **Advanced** Have students write three sentences that use words containing the prefix re-. Have volunteers share their sentences with the class.
Active Learning

Picture Story for Children

Have students work in pairs to develop picture books for young children who are experiencing a change in their family. Have them brainstorm ways to convey ideas for coping to children using words and pictures. Have students share their books with younger students.

Communication Skills: Family Finances

NHES Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objectives

• Demonstrate communication skills to help cope with a change in family circumstance.
• Utilize skills for communicating effectively with family to enhance health.

Teaching Strategies

• Have students review the guidelines for good communication.
• Ask students to discuss ways that Kenny can effectively communicate his feelings to his parents.

Assessment

Using a rubric, student work should provide comprehensive evidence of the following criteria to achieve the highest score:

√ Speaks calmly and clearly
√ Uses “I” messages
√ Shows respect and empathy
√ Listens carefully, and asks appropriate questions

It can also lead to arguments about how the family’s limited funds should be used. Interestingly, a sudden financial gain can also be a source of stress. Unaccustomed wealth can trigger anxiety and confusion as people wonder what to do with the money and whether it’s going to change the way people see them.

• Illness and disability. A serious illness or disability can disrupt a family’s normal routine. One or more family members may need to change their schedules to care for the sick or disabled person. Coping with this situation may be easier if each family member plays a role in caring for the sick or disabled person.

• Alcohol or other drug abuse. Substance abuse is one of the most serious problems a family can face. Family members must seek outside help to deal with the situation. Teens may wish to consult teachers, other trusted adults, or organizations such as Alateen. You will learn more about confronting the problem of substance abuse in Chapters 21 and 22.

Coping with Changes

One of the most important strategies for coping with changes in the family is to talk honestly and openly with each other. Just talking about your feelings can help reduce stress. Letting family members know about your needs and wants can also make it easier for them to help you.

You, in turn, can make an effort to support your family members during a difficult period. For example, you can offer to take on more chores and responsibilities at home. You can also make a point of being there for family members if they want to talk.

If this strategy is not enough, family members may find it helpful to talk with someone outside the family, such as a counselor, teacher, or member of the clergy. They can also try to learn more about the situation they’re dealing with, either by reading books or by talking with people who have been through similar experiences. Finally, families should be willing to seek professional help if they need it. Lesson 3 discusses resources that can help.

Services for Students Dealing with Family Changes

Some of the services offered as a part of a coordinated school health program can assist students who are dealing with changes in their families. Health education, in which students learn about family changes and ways to cope with those changes, is one aspect of coordinated school health that can help these students. Some students may also benefit from counseling and psychological services offered through the school counselors.
By sharing their thoughts and feelings honestly with each other, listening to one another, and demonstrating empathy.

Changes in family structure and in family circumstance.

Birth or adoption of a child; separation, divorce, remarriage; death of a family member.

Sole custody can be difficult because the teen seldom sees one parent. Joint custody involves moving between two homes.

Sample answer: An illness is a negative event that can cause stress within a family. The family can cope with this stress by sharing the work of caring for the ill family member.

Sample answers: Talking with others, getting counseling, getting plenty of physical activity, deep breathing, listening to relaxing music.

Stories will vary.

LESSON 2 ASSESSMENT ANSWERS

1. By sharing their thoughts and feelings honestly with each other, listening to one another, and demonstrating empathy.
2. Changes in family structure and in family circumstance.
3. Birth or adoption of a child; separation, divorce, remarriage; death of a family member.
4. Sole custody can be difficult because the teen seldom sees one parent. Joint custody involves moving between two homes.
5. Sample answer: An illness is a negative event that can cause stress within a family. The family can cope with this stress by sharing the work of caring for the ill family member.
6. Sample answers: Talking with others, getting counseling, getting plenty of physical activity, deep breathing, listening to relaxing music.
7. Stories will vary.
Help for Families

1 FOCUS

GUIDE TO READING

BIG Idea Serious family problems may require outside help. Ask Students: What are some problems that families might not be able to solve on their own? (Sample answers: Abuse, violence, major financial problems)

Before You Read

Word Web Students’ word webs should identify sources of support for families experiencing major problems.

Main Idea

Violence in Families Family violence can cause lasting damage. Ask Students: How do you think family violence could affect the three sides of the victim’s health triangle? (Sample answer: Physical: by causing physical injuries to the victim; Mental/Emotional: by damaging the victim’s self-esteem; Social: by teaching the victim that violence is an acceptable way to express emotions)

New Vocabulary

- abuse
- domestic violence
- spousal abuse
- child abuse
- neglect
- elder abuse
- cycle of violence
- crisis center

Real Life Issues

Have students read the scenario. Ask Students: What are some emotions or feelings that Mark and Sofia may be experiencing? Remind students to include good communication techniques in their dialogues.

Violence in Families

Main Idea Violence in families can cause lasting harm.

All families have problems from time to time, and that’s normal. In most cases, families can work through their problems with the help of good communication and mutual support. However, some problems are too serious for family members to handle on their own. One of the most dangerous problems a family can face is abuse, the physical, mental, emotional, or sexual mistreatment of one person by another. When abuse results in acts of violence involving family members, it is called domestic violence. You will learn more about the different forms of abuse in Chapter 9.

Spousal Abuse

Domestic violence or any other form of abuse directed at a spouse is called spousal abuse. This form of violence can occur in all kinds of families, regardless of income, ethnicity, or education level. Spousal abuse can involve physical or sexual violence as well as emotional abuse. Abusers may threaten or intimidate their victims and try to cut them off from family or friends.

Myths & Reality

Domestic Violence

Myth: Child abuse occurs only among lower-income families.
Fact: Child abuse occurs in families of all economic levels.

Myth: Children who misbehave may be to blame if they are abused.
Fact: Children are never to blame for abuse.

Myth: Abused children always want to leave their homes to escape the abuse.
Fact: Children from abusive families may not realize that abuse is not a part of healthy family interactions.
Spousal abuse is a criminal act that can be prosecuted by law. However, this crime often goes unreported. Victims may blame themselves for their partners’ abusive behavior, thinking that they somehow deserve the mistreatment. They may also be unwilling to tear the family apart by leaving an abusive spouse. Many fear they will be unable to support themselves or their children if they leave. In some cases, the abuser may threaten to hurt or kill the victim or their children if the spouse attempts to leave.

### Child Abuse

Child abuse is domestic abuse directed at a child. It includes any action that harms or threatens a child’s health and development. Like spousal abuse, child abuse can be physical, emotional, or sexual. Child abuse may also involve neglect, the failure to provide for a child’s basic needs. Neglected children may lack adequate food, clothing, shelter, or medical support. Leaving children alone and unsupervised for long periods of time is also a form of neglect.

Parents who abuse their children don’t always want to hurt them. Sometimes they simply don’t know how to take care of children. Many abusive parents were abused themselves as children and don’t know any other way for a family to function. Alcohol and drug abuse also increase the risk of violence in the home. Whatever the reasons behind it, abusing a child is always unacceptable and dangerous.

### Elder Abuse

Elder abuse, the abuse or neglect of older family members, is a growing problem that often goes unnoticed. Elder abuse can occur both within the family and in institutional settings such as nursing homes. Like children, older family members may suffer physical, emotional, and sexual abuse, as well as neglect. Elder abuse can also be financial. For instance, caregivers may take advantage of elders by manipulating or pressuring them into handing over control of their money and other assets.

## Cooperative Learning

### Careers in Social Work

Child abuse and spousal abuse are just two of the many situations that might be handled by a social worker. Explain to students that social work is an excellent career choice for those with a strong desire to help others. Tell students that social workers are employed in many different settings, including hospitals, schools, and family services organizations. Have students work in small groups to research careers in social work. Ask each group to create a poster or prepare an oral report to share its findings with the class.

### Health Skills Practice

**Advocacy** Have students write an article discussing the effects of child and spousal abuse. The article should urge victims of domestic violence to seek help immediately. Remind students that advocacy involves taking a clear, health-enhancing stand, supporting a position with relevant information, being aware of the audience, and encouraging others to make healthful choices with passion and conviction.

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Figure 7.7 Physical abuse, emotional abuse, sexual abuse, neglect

Caption Answer

Figure 7.7 Abuse can harm children emotionally as well as physically. What forms can child abuse take?
Academic Vocabulary

**Domestic** Review the definition of the word domestic: “of or relating to the household or the family.” Have students make a word web with the term domestic violence in the middle. Ask students to add specific types of domestic violence to their word webs.

**Universal Access**

**English Language Learners** Write the phrase *cycle of violence* on the board. Explain that a cycle is a series of events that occur regularly and lead back to a starting point. Have students think of other examples of cycles. (Examples might include the seasons of the year, the rock cycle, the water cycle, the life cycle, and the phases of the moon.) Then ask students to explain why domestic violence often happens in a cycle.

**Reading Strategy**

**Stopping Abuse** Have students make a list of ways domestic violence can be stopped. Be sure students include the three Rs. Ask volunteers to make a list on the board, adding as students share from their own lists.

**Reading Check**

**Define** What is the cycle of violence?

**Answer** The pattern of repeating violent or abusive behaviors from one generation to the next is known as the cycle of violence.

**Effects of Abuse**

Victims of domestic abuse may suffer physical injuries, such as bruises, burns, or broken bones. In the worst cases, physical abuse can lead to permanent injury or death. For many victims, however, the emotional scars left by abuse last even longer than the physical injuries. Victims often experience feelings of shame and worthlessness. Abused children may be anxious or depressed and have difficulty in school. Without treatment, abused children often grow up to become abusers themselves. The pattern of repeating violent or abusive behaviors from one generation to the next is known as the cycle of violence.

Children who live in abusive homes may try to escape by running away. Others are thrown out of their homes by an abusive parent or guardian. Many runaways and “thrownaways” end up living on the street or in the company of predatory adults. They are at risk for drug problems, crime, and continuing physical or sexual abuse.

To avoid these risks, children suffering abuse at home need to seek help from an adult they can trust, such as a relative, teacher, medical professional, or religious adviser. The police can also connect these teens with social services that can help them. Short-term shelters, for instance, can provide a safe place to stay. “Drop-in” services can provide food, clothing, medical attention, and crisis counseling.

**Stopping Domestic Abuse**

Stopping domestic violence depends on the three Rs: recognize, resist, and report. The first step is to recognize the problem. Victims and others need to be aware that child abuse and domestic violence are crimes. Any claim of abuse should be taken seriously, even if it sounds unbelievable.

Victims of domestic abuse can also resist their abusers. If someone tries to harm you, you can try to escape or to prevent the attack. Once you escape, seek help from a trusted adult.

However, resistance may not always be possible. That’s why reporting the abuse is the third step in putting a stop to it. If you or someone you know is being abused, report the problem to someone who can help you. Try talking to a trusted adult, such as a family member or a school nurse. You can also contact an abuse hotline or a crisis center. Finally, you can go directly to the police. The victim may also require counseling and medical care.

Victims of domestic violence need help. Their abusers need help, too. Through counseling and other strategies, they can learn to manage their feelings and break the cycle of violence. You will learn more about sources of help for victims and abusers in Chapter 9.

**Help for Runaways** Have students work in small groups to find out what resources are available in the community specifically for teens who are at risk for running away or teens who are currently runaways. Ask students to gather information about the resources, services, or programs they find, including contact information and types of services provided. If students are unable to find programs in the local community, have them research national organizations that serve runaways and homeless teens. Have each group share what it learns with the class.
Lesson 3  Help for Families  181

**Sources of Support**

Communities offer many forms of support to families in crisis.

There are many community resources to help families deal with a variety of problems, including abuse. What type of help they need depends on the seriousness of the problem. Some problems, such as domestic violence, may require notifying the police. Others, such as substance abuse, may require medical help. Some sources of help for families facing difficulties include:

- Family counseling services.
- Support groups.
- Community services, such as shelters or hotlines.
- Law enforcement officials.
- Hospitals or clinics.
- Faith communities.

**Main Idea**

**Sources of Support** Families in crisis can find help and support in their communities. **Ask Students:** If a family you knew needed help, what community resources would you suggest? (Sample answer: crisis hotline, a counselor, or the police)

**Active Learning**

**Role-Play** Have students work in pairs to practice calling a hotline for help with a serious family situation. Write the following steps for calling a hotline on the board:

1. Before you call, state the problem to yourself.
2. Make a written list of questions.
3. Rehearse what you will say.
4. During the call, use a pencil and paper to record names and numbers of the services that are suggested to you.

**Writing Strategy**

**Letter of Support** Have students write a letter to a fictional friend whose family is experiencing a difficult time. In the letter, students should identify at least one resource that may be helpful to the fictional friend. Explain that their letter should provide support and encouragement in a nonjudgmental way. Remind students of the parts of a friendly letter: the heading, the greeting, the body, the closing, and the signature. Have students proofread and correct their letters before turning them in.

**Activity**

Write your answers to the following questions in your personal health journal.

1. What motivated Ashleigh to “take charge”?
2. List three ways you can help a family member who has a health problem.
3. How do you think maintaining a positive attitude has helped Ashleigh’s health?

**Main Idea**

**Sources of Support**

• Family counseling services.
• Support groups.
• Community services, such as shelters or hotlines.
• Law enforcement officials.
• Hospitals or clinics.
• Faith communities.

**Answers to Activity Questions**

1. Ashleigh’s positive attitude and desire to keep her family together.
2. Sample answer: I could be a supportive listener, I could help out around the house, and I could pick up their groceries.
3. It has kept her from dwelling on the negative aspects of her family’s situation.

**Taking Charge of a Family’s Care**

Ashleigh R., of Ohio, was in the eighth grade when her mother was diagnosed with multiple sclerosis (MS). Ashleigh responded by taking charge of not only her mother’s care, but the care of her younger siblings as well. She also did all the housework and kept up with her studies at school.

Today, Ashleigh’s mom is in remission. As a result of her mother’s courageous battle, Ashleigh wants to become a doctor and find a cure for MS. After finishing high school, Ashleigh plans to attend Ohio State University, and then go on to medical school.

Through it all, Ashleigh has kept a positive attitude. She says, “It’s your own choice to do good—it’s all in your attitude toward life. Don’t just go through life—go for the positive!”
Active Learning

Infomercial Have students examine the information about support groups found in Figure 7.8. Then ask students to form small groups. Each group should select one of the support groups mentioned in the figure or another well-known support group. Have each group write a script for an infomercial about the support group. Ask each group to present its infomercial to the class.

Critical Thinking

Inferring Lead students in inferring a list of factors that might deter families from seeking outside support or help with problems. Students might suggest factors such as embarrassment, cost of professional services, fear of the unknown, denial that a problem exists, or lack of knowledge of available services. Follow up with a discussion of strategies for overcoming these barriers to getting help.

Reading Check

Answer Any three: Crisis centers or crisis hotlines, faith communities, hospitals or clinics, family counseling services, law enforcement officials, support groups, shelters

Counseling

Family counseling is therapy to restore healthy relationships in a family. Families come in as a group to meet with a counselor, discuss their problems, and seek solutions. Counseling can help some families deal with changes such as separation or divorce. It can also help in cases when one member has a problem that affects the entire family. Such problems may include anger, depression, or substance abuse. Sometimes individual counseling is also beneficial.

Support Groups

A support group is several people who are all coping with the same problem. The group meets regularly to discuss their problems and get advice from each other. Support groups can help many people just by reassuring them that they are not alone. Figure 7.8 lists support groups that deal with various personal or family health issues.

Community Services

Families seeking help may also turn to resources in their community. Troubled family members may seek help from a crisis center, a facility that offers advice and support to people dealing with personal emergencies. People might turn to a crisis center to help them get through problems such as substance abuse or domestic violence. Some communities also have crisis hotlines. These are special telephone numbers people can call to receive help 24 hours a day.

Will Everyone Find Out If I Seek Help For a Family Problem? One reason that teens may be hesitant to seek help for family problems is a fear that others will find out. Explain to students that support groups have rules that members must maintain confidentiality—that is, members cannot talk about who is in their group or what is discussed in their group. Confidentiality is also the rule with family counseling. Counselors cannot share information about their clients with others. Students should know, however, that if they reveal that they are the victim of abuse, adults may be bound by law to report the abuse.
Communities also provide a variety of other services to families in need. For instance, public or private agencies may offer classes on parenting and conflict resolution. Social services can help provide food, clothing, shelter, and medical care. Public agencies can also help adults find a job or receive job training.

Finally, community services offer help for victims of domestic abuse. Social agencies can remove children from abusive homes and place them in foster care. Victims can also seek help by contacting an organization that deals with domestic violence. Many communities provide shelters where spouses and children can go to escape an abusive home. They may also help victims obtain counseling and legal services.

Figure 7.9 Sample answer: A family going through a divorce might try to resolve custody issues in counseling.

After You Read
Reviewing Facts and Vocabulary
1. Identify four different forms of child abuse.
2. Describe the physical and emotional effects of abuse.
3. What is family counseling?

Thinking Critically
4. Analyze. Explain how neglect might affect each part of a child’s health triangle.
5. Evaluate. Hector’s dad recently moved out of the house. Hector feels lonely and guilty about his parents’ separation. He believes no one understands how he feels. What source of support do you think would be most helpful for Hector, and why?

Applying Health Skills
6. Accessing Information. Consult phone directories, bulletin boards, and Web sites to find resources in your community that help families in crisis. Based on your findings, create a brochure that describes sources of support and how to contact them.

Writing Critically
7. Expository. Write an article discussing the problem of domestic abuse. Describe the effects of abuse and identify ways victims can seek help.

3 ASSESS/ CLOSE
Assessment Resources
- Fast File Activities
  - Lesson 3 Quiz
  - ExamView Assessment Suite CD-ROM
Visit glencoe.com for:
  - Online Quizzes
  - Online Learning Center
  - Progress Monitoring
  - Reteaching
  - Enrichment

After You Read
After completing the lesson, review and analyze your response to the Real Life Issues question on page 178.

Lesson 3 Assessment Answers
1. Physical abuse, emotional abuse, sexual abuse, and neglect
2. Physical effects can include injuries, permanent injury, and, in extreme cases, death. Emotional effects include shame, worthlessness, anxiety, and depression.
3. Therapy to restore healthy relationships in a family
4. Physical: lack of clothing, food, or shelter; mental/emotional: feelings of shame; social: lack of friends
5. Sample answer: Hector would benefit best from a support group made up of other teens who are experiencing a similar problem. In this setting, he would not feel alone and could get support for his specific problem.
6. Brochures will vary.
7. Articles will vary.
Healthy Families in the Future

NHES Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

NHES Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Teaching Objectives
- Understand how the family affects physical, social, and mental/emotional health.
- Develop and rank a list of preferred family characteristics.

Teaching Strategies
- Give each student one sheet of paper.
- Instruct students to complete steps 1 through 3.
- Give students an opportunity to reflect on their lists and identify lifestyle choices and behaviors they can do now to achieve their healthy family in the future.

Assessment
Using a rubric, student work should provide comprehensive evidence of the following criteria to achieve the highest score.

✓✓ Demonstrate healthful behaviors, habits, and techniques
✓✓ Identify protective behaviors (such as first-aid techniques, safety steps, or strategies) to help you avoid and manage unhealthy or dangerous situations
✓✓ List steps in correct order

Activity Healthy Families in the Future

Congratulations! You are going to create your future healthy family! During this activity, you will identify characteristics that you believe are necessary for a healthy family. Consider the characteristics of a strong family, including traits that promote physical, social, and mental/emotional health.

What You’ll Need
- 1 sheet of paper
- pen or pencil

What You’ll Do

Step 1
Review Chapter 7 and identify ten characteristics that you believe are necessary for a physically, socially, and mentally/emotionally healthy family. Write each characteristic on your sheet of paper.

Step 2
Rank the characteristics from 1 to 10 with number 1 being the most important.

Step 3
Compare and contrast your list to another classmate’s list, giving evidence to support your top five characteristics.

Apply and Conclude
Identify lifestyle choices and behaviors you can do now to help you achieve your healthy family in the future.

Cooperative Learning

Television Script Ask students to describe some families they are familiar with from television. Have them describe the structures and some challenges faced by these families. Then have students form small groups to write a script for a 5- to 10-minute-long television segment about a blended family. After the scripts have been written, have each group present its work to the class, either as a skit or in video format.
**LESSON 1**

**Healthy Family Relationships**

**Key Concepts**
- Your relationships with family members have a strong influence on your total health.
- Family members may be related by birth, marriage, or adoption.
- All members of a family share responsibility for the family’s health.
- Families promote physical health by meeting basic physical needs, providing medical care, setting limits on behavior, and teaching health skills.
- Family members promote mental and emotional health by giving each other love, support, and affirmation.
- Families promote social health by teaching social skills, instilling values, and sharing cultural traditions.

**Vocabulary**
- siblings (p. 167)
- nuclear family (p. 167)
- blended family (p. 167)
- extended family (p. 167)
- foster care (p. 167)
- role (p. 168)
- affirmation (p. 170)

**LESSON 2**

**Strengthening Family Relationships**

**Key Concepts**
- Strong families demonstrate good communication, love and support, respect, commitment, and trust.
- Changes in family structure or circumstances can be a major source of stress within families.
- Family members can help each other cope with change by talking about their feelings and offering help and support.

**Vocabulary**
- stress (p. 173)
- separation (p. 174)
- divorce (p. 174)
- custody (p. 174)

**LESSON 3**

**Help for Families**

**Key Concepts**
- Abuse in families can be physical, emotional, or sexual.
- Victims of abuse include spouses, children, and older relatives.
- Families in crisis can seek support from counselors, support groups, crisis centers, and other community services.

**Vocabulary**
- abuse (p. 178)
- domestic violence (p. 178)
- spousal abuse (p. 178)
- child abuse (p. 179)
- neglect (p. 179)
- elder abuse (p. 179)
- cycle of violence (p. 180)
- crisis center (p. 182)

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**Study Tips**

**Use Graphic Organizers** Point out to students that each lesson opener’s “Before You Read” feature introduces a graphic organizer that can be used to organize the concepts or vocabulary terms in the lesson. Explain that reviewing these graphic organizers is an effective way to study, because it allows the connections between concepts to be visualized. Suggest that students create additional graphic organizers when reading or reviewing the chapter.

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**Assessment Resources**

- **FAST FILE ACTIVITIES**
  - Chapter 7 Test
- **ExamView**
  - Assessment Suite CD-ROM
- Visit glencoe.com for:
  - Audio Chapter Summaries
  - Online Quizzes

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**Interactive Whiteboard**

Visit glencoe.com to access the Interactive Whiteboard Activity for this chapter.
Chapter 7 Assessment Answers

LESSON 1 Vocabulary Review
1. blended family
2. nuclear family
3. Foster care

Understanding Key Concepts
4. c
5. d
6. c

Thinking Critically
7. Sample answer: To provide safe, temporary homes for children who are in unhealthy or abusive home environments.
8. Sample answer: Setting limits can prevent children from engaging in behaviors that could harm their health.
9. Sample answer: Crossing streets safely, brushing teeth regularly.
10. Sample answer: Even children who are too young to understand a verbal explanation about values will pick up the behaviors they see in their daily lives.

LESSON 2 Vocabulary Review
11. separation
12. divorce
13. custody

Understanding Key Concepts
After reading the question or statement, select the correct answer.
4. Relatives such as aunts, uncles, and grandparents are part of a person's
   a. nuclear family.
   b. blended family.
   c. extended family.
   d. foster family.

5. In a family, children are often responsible for
   a. meeting the family's basic needs, such as food and shelter.
   b. setting limits on family members' behaviors.
   c. teaching values and skills.
   d. performing household chores.

6. Parents promote their children's mental and emotional health by
   a. providing for basic needs, such as food, clothing, and shelter.
   b. providing medical care.
   c. providing affirmation.
   d. sharing cultural traditions.

Thinking Critically
After reading the question or statement, write a short answer using complete sentences.
7. Describe. What is one purpose of foster care?
8. Explain. How can setting limits on children's behavior promote physical health?
9. Give Examples. Name two healthful behaviors children may learn from their parents.
10. Evaluate. Why might teaching values by example be more powerful in some cases than teaching by explanation?

LESSON 2 Vocabulary Review
Use the vocabulary terms listed on page 185 to complete the following statements.
11. During a(n) __________, a couple may attempt to work out their problems so that they can live together again.
12. A(n) __________ is a legal end to a marriage contract.
13. After a divorce, sole or joint __________ of the children may be granted to one or both parents.

The video for Lesson 3 highlights a domestic violence shelter that provides a safe environment for abused family members. Have students revisit the videos and worksheets to review ways that families can strengthen their bond and prevent domestic violence.
Understanding Key Concepts
After reading the question or statement, select the correct answer.

14. Helping a younger sibling with a difficult school assignment is an example of
   a. good communication.
   b. support.
   c. respect.
   d. trust.
15. Which of the following is an example of a change in family structure?
   a. The birth of a new baby
   b. The loss of a parent’s job
   c. A family member’s serious illness
   d. Moving to a new home
16. Joint custody is an arrangement in which
   a. the children live with their mother.
   b. the children live with their father.
   c. both parents share responsibility for the children.
   d. the children are placed in foster care.
17. Which of the following is not a helpful way to cope with changes in the family?
   a. Talking openly with other family members
   b. Making more of an effort to help out with chores and other responsibilities
   c. Keeping feelings to yourself to avoid worrying family members
   d. Showing empathy for family members’ feelings

Thinking Critically
After reading the question or statement, write a short answer using complete sentences.

18. Describe. What are five traits of a healthy family?
19. Compare and Contrast. Explain how families in movies and TV shows may differ from real families.

LESSON 3
Vocabulary Review
Choose the correct term in the sentences below.

22. Cycle of violence / Abuse is the physical, mental, emotional, or sexual mistreatment of one person by another.
23. Any act of violence involving family members is known as domestic violence / spousal abuse.
24. Child violence / neglect is the failure to provide for a child’s basic needs.

Understanding Key Concepts
After reading the question or statement, select the correct answer.

25. Yelling at or threatening a child is an example of
   a. physical abuse.
   b. emotional abuse.
   c. sexual abuse.
   d. neglect.
26. Older family members are much more likely than young children to suffer
   a. physical abuse.
   b. sexual abuse.
   c. emotional abuse.
   d. financial abuse.
27. If a friend confides that he is being abused, you should
   a. assume the person is just exaggerating.
   b. confront the abuser face-to-face.
   c. keep quiet for fear of putting the victim at further risk.
   d. seek help from a trusted adult.

Chapter 7 Assessment 187

ExamView Assessment Suite
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To order, go to glencoe.com and search for ISBN 0-07-888173-0.
28. d

Thinking Critically

29. Sample answers: They blame themselves for the abuse; they don’t want to tear the family apart; they have nowhere else to go; they cannot support the children on their own; they fear the abuser will find them and hurt them.

30. They believe abuse is a normal part of family life.

31. Sample answer: Unless James has a safe place to go, such as a friend’s or relative’s home, he puts himself at risk for homelessness, crime, drug problems, and abuse by predatory adults.

32. Counseling involves the help of a trained counselor, while support groups offer help from others facing the same problem.

33. Community services can offer a variety of help, including counseling, support groups, police intervention, shelters, and hotlines. Children may be placed in foster care for protection from domestic abuse.

Have students visit glencoe.com and use this code to access post-tests and games.

GH2011C7S

Coping During Times of Stress

Background
A family is a team. For a family to work as a single unit, everyone needs to communicate clearly and carry out their responsibilities. Successful families care for, support, and help each other.

Task
Create a blog about a fictional family. This family just survived a natural disaster, such as a hurricane or tornado. Some family members live in other areas that were not affected by the disaster. The family members are working together and supporting each other through this difficult time.

Audience
Students in your class

Purpose
Help students learn how family support is especially important in times of stress.

Procedure
1. Organize into small groups. Review the information in Chapter 7 about family relationships.
2. Conduct an online search on families that have survived natural disasters. How does each family member function independently and as part of a group? Obtain examples of how they support each other.
3. Identify four or five key points to make in the blog.
4. Work together to create a blog about a fictional family supporting each other after a natural disaster. Have each member of your group play the role of a family member. Make sure key points are clearly explained and supported.

Step 1 Brainstorm
After conducting online research, students should create a fictional family that has survived a natural disaster. Each student will play a role as part of the family.

Step 2 Write
Through stories on the blog, students should describe how the members of their fictional family support one another.

Step 3 Evaluate
Blogs should describe four or five key points about supporting family members.

Visit glencoe.com for Project-Based Assessment rubrics.
**Standardized Test Practice**

**Math Practice**


<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Marriages</th>
<th>Marriage Rate</th>
<th>Divorce Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>2,279,000</td>
<td>7.8 per 1,000 people</td>
<td>3.6 per 1,000 people</td>
</tr>
<tr>
<td>2005</td>
<td>2,230,000</td>
<td>7.5 per 1,000 people</td>
<td>3.7 per 1,000 people</td>
</tr>
</tbody>
</table>

Divorce rates include only 46 states and D.C. Adapted from “Births, Marriages, Divorces, and Deaths: Provisional Data for 2005, table A,” National Center for Health Statistics, July 2006.

1. By how much did the number of marriages decrease from 2004 to 2005?
   A. 3,000
   B. 30,000
   C. 49,000
   D. 79,000
   Answer: C

2. What proportion could be used to estimate the total U.S. population in 2005?
   A. \( \frac{1,000}{7.5 - x} \cdot 2,230,000 \)
   B. \( \frac{1,000}{7.5 - x} \cdot 2,230,000 - x \)
   C. \( \frac{7.5\cdot1,000}{x} \cdot 2,230,000 \)
   D. \( \frac{7.5\cdot1,000}{x} \cdot 2,230,000 + x \)
   Answer: A

3. According to the marriage statistics, which figure best estimates the total U.S. population in 2005?
   A. 16,725
   B. 223,000,000
   C. 297,300,000
   D. 16,725,000,000
   Answer: B

**Reading/Writing Practice**

Understand and Apply. Read the passage below, and then answer the questions.

There are four people in my family: me, my mom, and my two older sisters. My mom adopted all three of us when I was very young. I don't remember my birth parents, so this is the only family I've ever known.

Like any other family, we get into arguments sometimes. But we also take care of each other. My sisters help me with homework, and my mom is always there for us.

My mom thinks it's important for my sisters and me to be in touch with our Korean heritage. Even though she's not Korean, she learned to make Korean foods for us. Every year we go to the local heritage festival to celebrate our traditions as a family. It makes me feel valued to know that Mom respects our heritage and doesn't want us to change.

1. In the first sentence, the part after the colon should be changed to read:
   A. me and my mom and my two sisters.
   B. my two older sisters and I and my mom.
   C. my mom, my two older sisters, and me.
   D. I, my mom, and my two older sisters.
   Answer: B

2. The author mentions arguments to show that
   A. his family is not healthy.
   B. he gets along with his mother but not with his sisters.
   C. his family is supportive and caring.
   D. his family is much like any other.
   Answer: B

3. Think about a cultural tradition that you and your family share. Write a short essay describing this tradition and how it helps bring you together as a family.

**Standardized Test Practice Answers**

**Math Practice**

1. C
2. D
3. C

**Reading/Writing Practice**

1. C
2. D
3. Essays will vary. Each student’s essay should describe a cultural tradition the student shares with his or her family.

**National Education Standards**

**Math:** Number and Operations, Statistics
**Language Arts:** NCTE 1, NCTE 3, NCTE 4

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**Test-Taking Tip**

Get Enough Rest and Eat Breakfast
Tell students that they will perform better on their tests if they have had enough sleep the night before. Explain that 8 hours of sleep is a healthy goal for the night before a major test. Also remind students that a healthy breakfast before the test will boost their energy level and ability to concentrate on the test questions. Point out that a healthy breakfast does not need to include traditional breakfast foods—a sandwich or slice of pizza can also serve as breakfast.