

Chapter 5

Family Relationships

Section 1

Families Today

- **Technology & Health**
How's Your Driving?

Section 2

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- **Communicating** Using
Win-Win Negotiation

Section 3

Keeping the Family Healthy

- **Hands-On Activity**
Group Juggling



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Discovery
EDUCATION

TEENS Talk

CLASSROOM VIDEO #5

Family Matters

Preview Activity

What Causes Tension in a Family?

Complete this activity before you watch the video.

1. Parents and teens may disagree about a number of things. Rank the following areas of possible disagreement from 1 (most likely) to 8 (least likely) to be a source of tension between parents and teens.

<input type="checkbox"/> privacy	<input type="checkbox"/> appearance
<input type="checkbox"/> chores	<input type="checkbox"/> friends
<input type="checkbox"/> grades	<input type="checkbox"/> music
<input type="checkbox"/> money	<input type="checkbox"/> curfew

2. Are there other areas of disagreement that should be added to the list? If so, what are they and where would you rank them?
3. Are you sometimes the cause of tension in your family? If so, how? **WRITING**

Section 1

Families Today

Objectives

- ▶ **Explain** why healthy family relationships are important.
- ▶ **Identify** three main factors that have changed the form of families.
- ▶ **Describe** some family forms that exist today.
- ▶ **Summarize** the division of responsibilities within a family.

Vocabulary

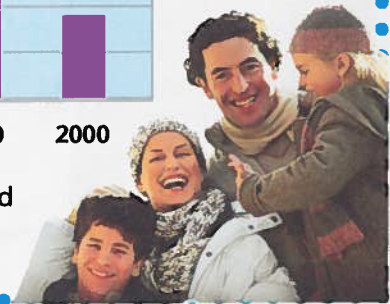
- divorce
- nuclear family
- adoption
- single-parent family
- extended family
- blended family
- foster family
- socialization

Warm-Up

Health Stats How have the number of households with a married couple and their children changed over time?



WRITING What might have caused the trend you identified?



The Family and Social Health

The family is often called the “basic unit of society.” It is the structure within which children are raised, and values and customs are passed from generation to generation. The family is also the basic unit of social health because it is where a person first learns to relate to other people. **If the relationships with family members are healthy, a child learns to love, respect, and get along with others, and to function as part of a group.**

In a family, a child can see that each person depends on the others in the group. One person’s actions can affect everyone else in the family. Ideally, the child learns that lasting relationships must be based on mutual caring, trust, and support. People often use the relationships they observe and participate in at home as a model for other relationships.

Families are part of larger social units that influence what happens within families. For example, a family often shares many of the traditions, values, and views on relationships of its cultural group. The neighborhood a family lives in can affect how much freedom children are given to explore the area beyond their home. Where a parent works can affect how much time the parent has to spend with his or her children.

Connect to YOUR LIFE

Do you agree that the family is the basic unit of society? Why or why not?



FIGURE 1 As families change, both men and women have different options. Some men choose to stay at home to care for their children.

Today, fathers
account for about
2.5% of all
stay-at-home
parents.

The Changing Family

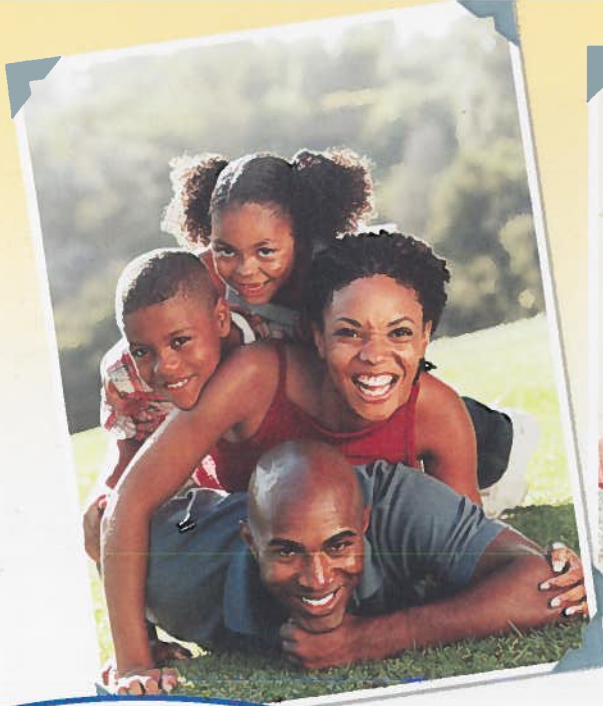
Until the mid-1800s, parents both stayed home, farming or working at trades, and both shared in raising the children. The Industrial Revolution changed things—men went to work in factories and offices while most women stayed home. Today, fewer than 10 percent of families in the United States fit this model. **Three main factors account for changes in the American family: more women in the work force, a high divorce rate, and an increase in the age at which people marry.**

More Women in the Work Force Today, more than half of all mothers with preschool children are in the work force. Women work outside the home for different reasons. Some are single parents, others want to continue a career, or the family needs two incomes to pay the bills. When parents work outside the home, families spend less time together. The parents have to trust other people to care for their children.

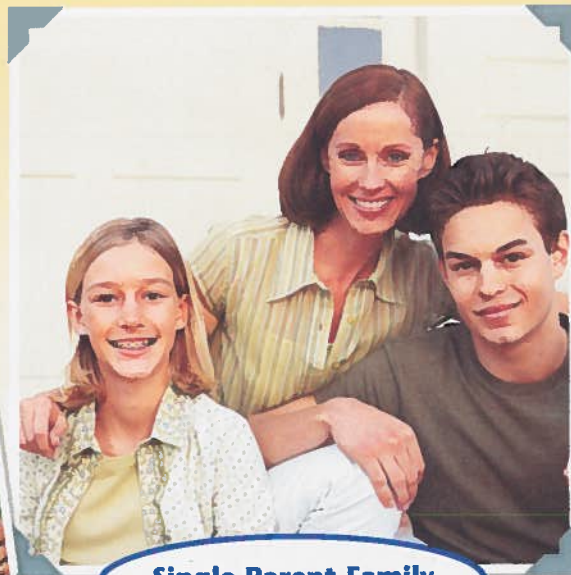
High Divorce Rate Each year, many children experience their parents' divorce. A **divorce** is a legal agreement to end a marriage. In most states, it is easier to get a divorce now than in the past because of "no-fault" divorce. With this type of divorce, neither person is blamed for the divorce. There is some positive news. Since 1990, the divorce rate has gradually decreased.

Divorce affects a family's structure, finances, and health—emotional and physical. Family members have to adjust to new roles, relationships, and living arrangements. If a parent remarries, the adjustments continue.

Postponing Marriage Today many young people delay marriage and parenthood until later in life. As a result, families tend to be smaller. Most women have two children, and a growing number have none. In contrast, in the 1950s women had three or four children, on average.



Nuclear Family



Single-Parent Family

FIGURE 2 Families come in many forms and sizes.

Comparing and Contrasting

How are these four families similar?
How are they different?

Family Forms

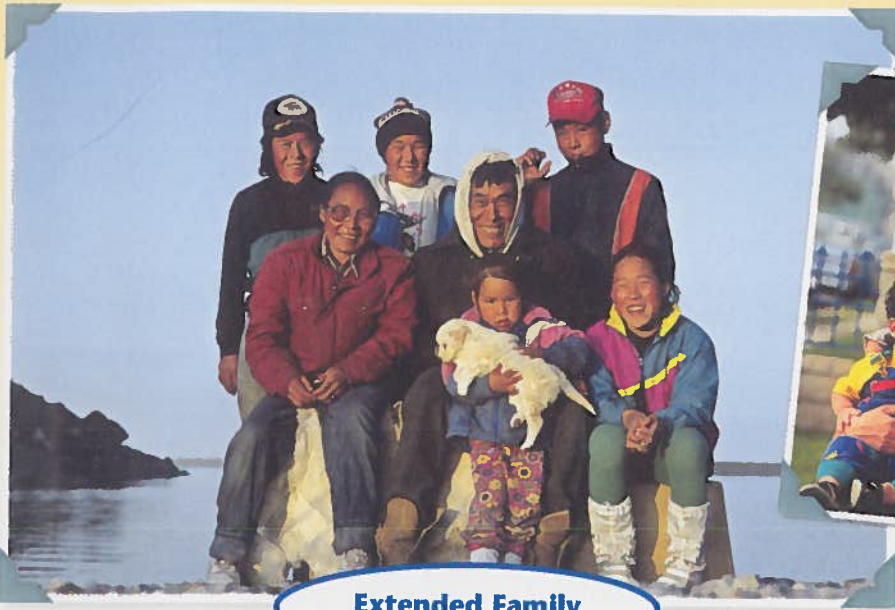
The word that best describes families today is *diversity*. Families reflect the diverse circumstances, needs, values, and cultures of the people in them. **Children can live in nuclear, single-parent, extended, blended, or foster families.** As you read about these family forms, think about the important qualities that all families share.

Nuclear Family A **nuclear family** consists of a couple and their child or children living together in one household. The children may be the parents' biological children, or they may have been adopted. **Adoption** is the legal process by which parents take another person's child into their family to be raised as their own.

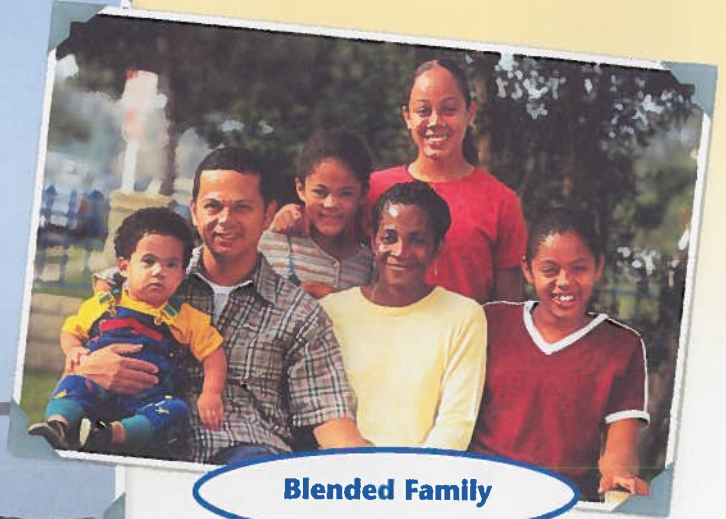
Single-Parent Family About half of all children today will live, at least for a time, in single-parent families. A **single-parent family** is a family in which only one parent lives with the child or children. Some single-parent families are the result of divorce. Other single-parent families form when one parent dies, when parents never marry, or when a single person adopts a child.

Mothers head about 85 percent of single-parent families. However, a growing number of fathers are raising children on their own. Caring for the family alone can be difficult for single parents. They must earn a living, care for children, and perform all the other tasks needed to keep the family functioning. Financial worries are often a major problem in single-parent families.

Extended Family A nuclear or single-parent family may be part of a larger family unit. An **extended family** is a group of close relatives living together or near each other. The extended family often includes grandparents, aunts, uncles, or cousins.



Extended Family



Blended Family

In extended families, family responsibilities are shared among all members. Children might be raised by their grandparents, aunts, and uncles as well as by their parents. Extended families provide a strong system of support for family members. For single parents, especially, this extra support helps strengthen the family.

Blended Family When parents remarry, they form a blended family. A **blended family** consists of a biological parent, a stepparent, and the children of one or both parents. A stepparent is a parent related by marriage. Today, at least five million children under the age of 18 live in blended families.

In blended families, the usual problems of families may become more complex. Children may feel that a stepparent is an intruder and not really part of the family. Children may have trouble getting along with stepbrothers and stepsisters. Successful blended families say that it is important to be flexible. Parents need to spend time with their biological children, their stepchildren, and the entire family group.

Foster Family In a **foster family**, an adult or couple cares for children whose biological parents are unable to care for them. The foster family provides a temporary home for the children. Some children remain in a foster family for an extended time. Sometimes foster parents are able to adopt the children in their care.

Other Families Other groups of people also are considered families. One example is a married couple without any children. Another is a group of unrelated people who choose to live together and support and care for one another.

**Connect to
YOUR LIFE**

Which family forms most closely match your family and those of your friends?

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Web Code: ctd-2051

Typical Household Rules

- No watching television before homework is done.
- Be home by 10 P.M. on weekdays and by midnight on weekends.
- Keep your room clean, take out the trash, and do other chores.
- No friends over when an adult isn't home, without permission.

FIGURE 3 In a family, children are often responsible for assigned chores. One of the responsibilities of adults is to set rules for children. **Evaluating** Do you think the rules in this list are fair? Why or why not?



Responsibilities Within the Family

For a family to function effectively, each member of the family must do his or her part. Each family divides up responsibilities in its own way. **Often there are some responsibilities that clearly belong to the adults, some that clearly belong to the children, and some that can be shared.**

Adults' Responsibilities The heads of families are expected to provide for their children's basic needs. These needs include food, clothing, shelter, education, health care, security, and love. When children's basic needs are met, they feel loved and secure, and they gain self-esteem.

Adult family members are also responsible for teaching children to behave in a way that is acceptable to the family and to society. This process is called **socialization** (soh shuh lih ZAY shun). Through this process, children develop into responsible adults. They learn to respect the rights of others and to give and receive love. They also absorb the values, beliefs, and customs that are important to their families.

Adult family members set rules to protect their children's safety and to maintain order within the family. Figure 3 lists some typical rules that parents may set for teenage children.

Connect to YOUR LIFE

What kinds of tasks are the adults in your family responsible for doing?

Children's Responsibilities As a young child, you may have been responsible for dressing yourself, tidying up your room, and doing your homework. Today, you may have to do household chores or care for younger brothers and sisters. You may even add to the family income with earnings from a part-time job. You are also responsible for following family rules and for showing respect for all family members.

At times, young people may disagree with some of the rules set by their parents. For example, teens may want to stay out later on weeknights or weekends. Disagreements may also arise between brothers and sisters. They may argue about items that must be shared, such as a computer.

When such conflicts arise, family members need to discuss their problems in a calm, respectful manner. If each member recognizes the need for rules and limits that are satisfactory to all, it will be easier to work together to resolve the conflict. The Building Health Skills on pages 124–125 teaches a method for resolving conflicts.

Shared Responsibilities In most families, there never seems to be enough time for chores. Many families divide up the responsibilities. For example, each person may prepare dinner one night a week. Children may take turns doing the laundry or grocery shopping. All family members may help care for elderly or disabled family members.

There are other benefits to sharing household chores. Children can master skills such as cooking that will be vital to them as adults. Children who are trusted with important tasks develop a sense of responsibility and higher self-esteem. Most importantly, family members learn that the family is stronger when they work as a team and depend on each other.

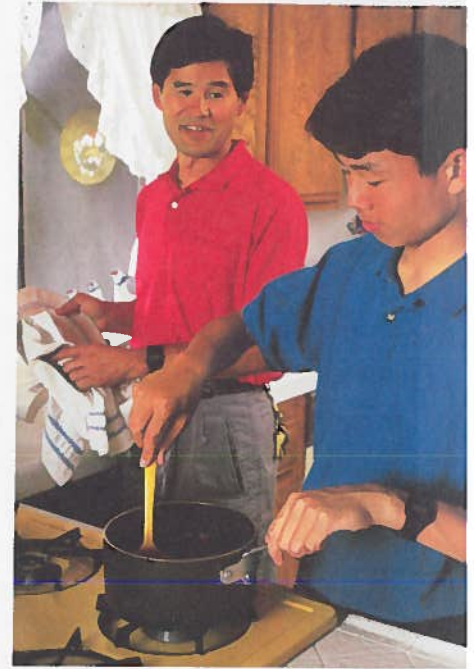


FIGURE 4 When family members share chores they learn to depend on one another and work as a team.

Section 1 Review

Key Ideas and Vocabulary

1. Explain why the family is called the basic unit of social health.
2. What are the three main factors that account for changes in the American family? Give an example of the impact of each factor.
3. What is a **blended family**? What other types of families exist?
4. What is **socialization**? Which family members are responsible for this process?

Critical Thinking

5. **Evaluating** List three tasks that you are responsible for in your family. How do these tasks help prepare you for adulthood?

Health at School

Responsibilities In some ways, a school is like a family. The responsibilities are divided between students and teachers. Make a list of things you think teachers are responsible for at school. Make a second list of things that students are responsible for. Do students and teachers have any shared responsibilities? **WRITING**

6. **Predicting** Sankong lives with his father, who is divorced. The father is about to marry a woman with two teenage sons. They will all live in Sankong's apartment. List the possible advantages and disadvantages of this change for Sankong. How could focusing on the advantages help Sankong cope with the change? **WRITING**

How's Your Driving?

The leading cause of death for teens is car crashes. So when teens begin to drive without adult supervision, parents worry. A new device can reassure parents and help teens improve their driving skills. The device is installed in the car to monitor speed and aggressive behaviors, such as tailgating. Some devices even provide feedback on the use of direction signals and seat belts.

WRITING How could using a monitoring device help a family to build trust? How could it lead to more freedom for a teen driver?

▼ Location of Vehicle

Some devices can record the route taken by a driver and any stops made along the way. Some systems can notify a parent if a driver leaves an agreed-upon area.



Seat Belts ►

When the device detects an unsafe behavior, such as an unbuckled seat belt, it beeps or a light goes on.



▼ Speed Limit

When the driver exceeds a preset speed limit, this behavior is recorded as a violation.

Report Date	08-21
Ending Odometer	7215
Total Miles	23
Overforce Count	20
Overspeed count	5
Highest Overspeed (mph)	80
Unsafe reverses	0
Seatbelt violations	2



▲ The Monitoring Device

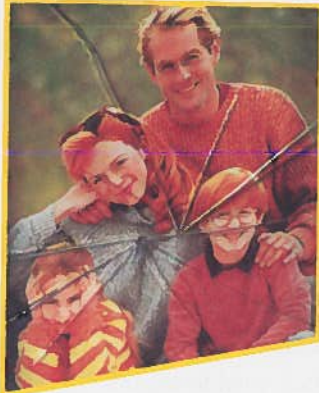
The device is installed below the car's dashboard. It collects data about driving behaviors from the car's computer. Parents can see a report that lists all the violations.



Family Problems

Section 2

Warm-Up



Dear Advice Line,

My parents are getting a divorce. My father complains to me about my mother and my mother does the same about my father. It feels like they want me to pick a side.

WRITING What advice would you give to someone whose parents are getting a divorce?

Objectives

- ▶ **List** some causes of stress in families.
- ▶ **Describe** three types of abuse that can happen in families.
- ▶ **Explain** what problems runaways are likely to have.

Vocabulary

- separation
- domestic abuse
- physical abuse
- sexual abuse
- emotional abuse
- neglect
- runaway

Causes of Family Stress

The families shown in television shows seem to solve their problems quickly and easily. In real families, however, problems are not resolved so easily. **Some sources of family stress are illness, financial problems, divorce, and drug abuse.**

Illness When one family member has a serious illness, it affects everyone in the family. Everyone worries about the outcome of the illness. Will the person recover? Will the family change? The family's focus is on the person who is sick. Other family members may feel ignored, and then they may feel guilty for thinking about themselves.

Financial Problems A serious illness can lead to financial problems in the family. So can a divorce or the loss of a job. Financial problems can have serious emotional effects on all family members. Adults may feel guilty that they are unable to provide for their families. Children may feel angry that they must go without things that friends have. Both adults and children may worry about the future.

Financial problems can be less stressful if family members work together to improve the situation. Teenagers can try to find part-time work to help out. Younger children can find ways to cut back on their spending. Other relatives may offer help as well.

FIGURE 5 When parents divorce, children need to deal with their anger and sadness. Talking with other teens who are in a similar situation may help.



Advice for Dealing With Divorce

What to Do

- ▶ Concentrate on things you enjoy.
- ▶ Read a book or articles about divorce.
- ▶ Talk with relatives about your feelings.
- ▶ Meet with other teens who are dealing with divorce.
- ▶ Talk with a mental health counselor, especially if you are depressed.

What Not to Do

- ▶ Don't feel responsible for the divorce.
- ▶ Don't get drawn into arguments between your parents or act as a messenger.
- ▶ Don't feel forced to choose sides.
- ▶ Don't feel guilty about being angry. You can feel anger and love at the same time.
- ▶ Don't isolate yourself from your friends.

Separation and Divorce It is normal for couples to experience conflict and tension. But sometimes the conflicts are so serious or frequent that a couple may try a separation. A **separation** is an arrangement in which spouses live apart and try to work out their problems. If a couple is not able to work out their differences, a separation may lead to divorce. For many, divorce is a devastating experience. People who divorce sometimes think of themselves as failures, and suffer from grief and loss.

A separation or divorce is often painful for children in the family. They may feel helpless because they are unable to solve their parents' problems. They may feel a range of emotions—resentment, guilt, sadness, anger, or embarrassment. Children may think that the separation or divorce is their fault. They need to be reassured that they are not to blame for their parents' problems. Figure 5 lists things that you should do and things you should avoid doing if your parents are getting a divorce.

Drug Abuse When a family member has a problem with alcohol or another drug, the whole family is affected. Some effects are subtle. Family members may be embarrassed or worried about their loved one. Some effects are serious. Family members may be afraid to go home or to bring friends home for fear that the person who is abusing drugs will be violent.

There are groups that can help families deal with a drug or alcohol problem. Al-Anon, for example, helps people cope with a family member who has an alcohol problem. Alateen provides help for teenagers who have an alcoholic in the family. These groups hold meetings that are open to anyone who wants to share experiences about living with an alcoholic. To find groups in your area that help family members of drug abusers, look under "Drug Abuse" in your telephone book or search online.

Go Online
HEALTH
LINKS

For: Updates on divorce
Visit: www.SciLinks.org/health
Web Code: ctn-2052

**Connect to
YOUR LIFE**

Who can you turn to for help if you are experiencing a family problem?

Family Violence

Violence in families may be the most destructive problem that a society must deal with. Violence can occur in all kinds of families—rich or poor, urban or rural, uneducated or educated. The heart of the problem is one person's desire to have power or control over others. **The violence, or abuse, may be physical, sexual, or emotional.** Any family member can be a victim of abuse—a spouse, a child, or an elderly parent. The abuse of one spouse by the other is sometimes called **domestic abuse**. This discussion of abuse will focus on the abuse of children by adults.

Physical Abuse When an adult punishes a child and leaves a mark that can be seen the next day, this act is considered physical abuse. **Physical abuse** is intentionally causing physical harm to another person. A child who is physically abused may avoid going home. Some victims start to think that they are responsible for the beatings. They think, that if they could figure out the right way to behave, the abuse would stop. But victims are not responsible for the abuse. Only the abuser is responsible.

Children who are physically abused often hide the signs of abuse. They may be ashamed or they may be afraid that, if they tell, their family will be destroyed. They may also be afraid that the abuser might retaliate for revealing the secret.

It is far more damaging, however, for a child to keep silent than to seek help. Web sites and phone books list toll-free numbers for child abuse hotlines. If children cannot find an appropriate group to call, they should talk with a trusted adult. Speaking up is the first step toward putting an end to a dangerous situation.

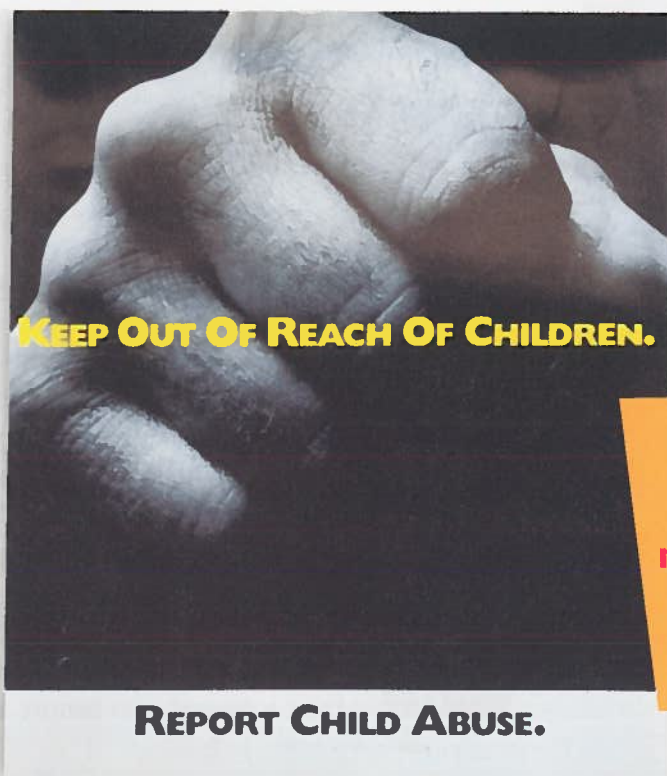


FIGURE 6 Posters like this one are used to advocate against physical abuse of children. **Predicting** What people do you think this poster is aimed at? Explain.

About **1 million cases** of **child abuse or neglect** are confirmed **each year** in the **United States.**

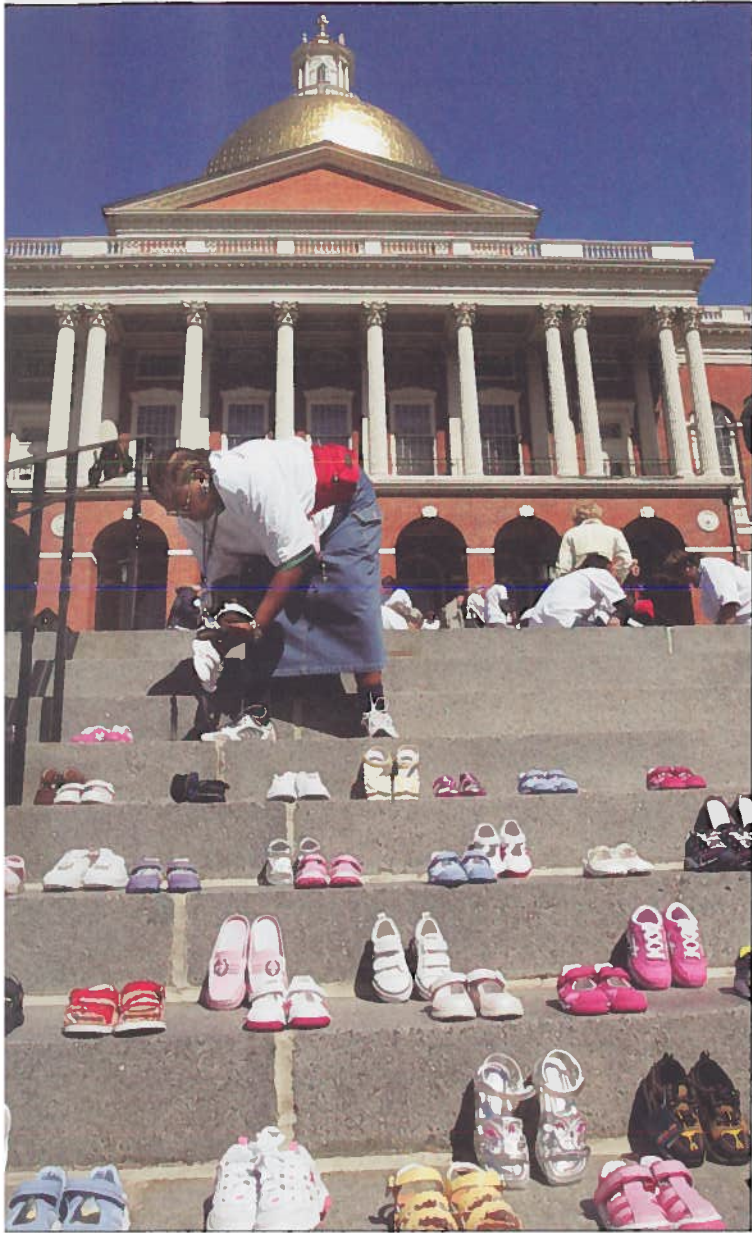


FIGURE 7 A volunteer removes shoes from the steps of the statehouse in Boston, Massachusetts. Hundreds of pairs of shoes were used as symbols of child abuse and neglect cases in the state. The display was organized as part of a news conference to proclaim April as Child Abuse Prevention Month.

Sexual Abuse When an adult uses a child or adolescent for sexual purposes, he or she commits a criminal offense known as **sexual abuse**. Both boys and girls can be victims of sexual abuse. Typically, the adult is someone the child knows well. The adult may be a parent, stepparent, older brother or sister, other relative, or a family friend.

Even a single instance of sexual abuse can have a devastating effect. The child often feels guilty and ashamed. In the victim's mind, he or she assumes all the responsibility or blame for the event. Later in life, it may be difficult for the child to trust others and develop caring relationships.

Victims of sexual abuse should talk with a trusted adult or call the Child Abuse Hotline. Deciding to seek help may be difficult. Victims risk angering, hurting, or betraying the abuser. Sometimes other relatives don't want to believe what is going on and may accuse the victim of lying. The abuser may threaten the child to keep the child from telling. But it is more dangerous to believe the abuser's threats than to report the abuse. Remember, no one has the right to touch you without your consent.

Emotional Abuse "You rotten, no-good punk, you never do anything right." "I wish you had never been born." A child who constantly hears negative statements like these is likely to suffer from emotional abuse. **Emotional abuse** is the nonphysical mistreatment of a person. Emotional abuse doesn't leave visible scars. But it does leave victims feeling helpless, inadequate, or worthless. Children who are emotionally abused need help just as much as children who are physically or sexually abused.

Neglect When adults fail to provide for the basic needs of children, it is called **neglect**. These needs include food, security, socialization, and love. When parents fail to give their children love and emotional support, the children can feel that they do not belong. Victims of emotional neglect often have trouble developing a healthy personality. The state may remove children from a home if they suffer from neglect.

**Connect to
YOUR LIFE**

What would you do if you knew that a friend was being abused?

Runaways

A **runaway** is a child who leaves home without permission and stays away for at least one night, or two nights for teens 15 or older. Some leave home because of violence in their families. Others run away because of emotional problems or school failure. Some are angry about family rules that they think are too strict.

Some runaways go to safe locations such as the home of a relative or friend. But many runaways end up with no place to live and no means of support. **They may become ill or turn to crime. They become easy targets for people who are involved with prostitution, pornography, and drugs.**

Many communities have shelters for homeless youth. Some hotlines for runaways, such as the National Runaway Switchboard, arrange for free bus rides home. They supply more than a free ticket. They arrange a call with the family and negotiate a course of action before the runaway returns home. They help the family find resources in the community to help rebuild the family relationships.

If you are thinking of running away, you owe it to yourself to call your local runaway hotline. Call directory assistance, look in the self-help pages at the front of your telephone book, or search online. The counselors can advise you about where to get help for family or other problems.



FIGURE 8 Running away might seem to be a solution to problems. In reality, most runaways encounter serious problems while on their own.

Section 2 Review

Key Ideas and Vocabulary

1. List four general types of problems that can cause stress in families.
2. How is a **separation** different from a divorce?
3. Briefly describe physical abuse, sexual abuse, and emotional abuse.
4. What is **neglect**?
5. What kinds of problems might running away from home lead to?

Critical Thinking

6. **Relating Cause and Effect** Explain why a serious illness affects all members of a family.

Health and Community

Managing Money Some financial problems in families are caused by major life crises such as a serious illness or job loss. But sometimes, people just don't know how to manage money wisely. Ask someone at a local bank or credit union about programs in your community that help teens to learn about managing money. Write a paragraph summarizing what you learn. **WRITING**

7. **Predicting** How might meeting with other teens whose parents are getting divorced help a teen cope with a family breakup?
8. **Relating Cause and Effect** More children run away in summer than in winter. What factors could help explain this difference?

Using Win-Win Negotiation

"Dad, there's no good reason why I shouldn't be able to stay out late on weekends. I'm tired of being treated like a baby!"



"You're only fifteen, Rosa. You can't just come and go as you please. Midnight is late enough."

Rosa and her father have been having this "discussion" for weeks. They just go around and around, getting more and more annoyed and stubborn. Often at the heart of a disagreement is a breakdown in communication.

When communication is poor, conflict can tear a relationship apart. But with good communication, conflict can lead to a solution and to greater understanding and growth as well.

The key to resolving conflicts is to find common goals that both people share. By using "win-win" negotiation, you can turn a no-win situation into one where everyone comes out a winner.

1 Describe the problem.

When you have a conflict, take the time to really understand the problem. Write out answers to the following questions.

- ▶ What do you think the problem is?
- ▶ How does it make you feel?
- ▶ What don't you like about the situation?
- ▶ What do you want out of the situation?

Dad makes me come in so early. It makes me angry that he doesn't trust me, but I hate fighting with him. I'd like to have more freedom and to get along with him.

Rosa's not old enough to stay out late. I worry about her safety. I don't want to fight with her, but I don't want her to get hurt.

2 See the other point of view.

Now describe the problem as you think the other person sees it. What do you think are the other person's thoughts, feelings, and goals?

Dad thinks he's protecting me. He worries when I'm out late, but he wants to get along with me and keep me out of trouble.

Rosa thinks I don't trust her. She's angry because she can't spend enough time with her friends. She wants me to trust her.

3 Involve the other person.

Explain the "win-win" process and ask the other person to try Steps 1 and 2. If the person isn't willing to try the process, ask another adult to play the role of the other person. Even if you don't have a partner, go through the steps yourself. Your willingness to see the other person's point of view may help the situation.

4 Share and discuss.

Discuss the situation with the other person.

- ▶ Listen closely and don't interrupt while the other person is talking.
- ▶ Say something that shows that you understand the other person's point of view. Understanding isn't the same as agreeing.
- ▶ Talk about and acknowledge each other's feelings. Unexpressed feelings often get in the way of resolving conflicts.
- ▶ Attack the problem, not the person. Seek solutions, and do not blame.
- ▶ Look for shared goals. Avoid taking specific positions at first.
- ▶ Focus on what you want to happen in the future. Look forward, not back.

Dad, I understand that you worry when. . . .

Rosa, I realize that time with your friends is important. . . .

5 Invent solutions.

Make a list of solutions that meet at least some of the needs that both of you have expressed. Invent solutions first; judge them later.

Dad, what if I call you if I'm out after 11 and have late hours twice a month?

Why don't you invite your friends over to our house sometimes, Rosa?

6 Agree on a solution.

Select the solution that best meets the most important goals that you both expressed. The two of you must agree on the solution.

So, Dad, I'll call you at 11 to let you know where I am and when I will be home.

OK, Rosa. That way I won't have to worry as much about where you are and whether you're all right.



Practice the Skill

1. Omar and Ty are having a disagreement. In writing, describe their problem and use win-win negotiation to find a solution.
Omar: "How could you go to a baseball game tonight, Ty? You promised to help me study for tomorrow's math test!"
Ty: "How could you expect me to turn down free tickets to the most important game of the season?"
2. List five conflicts people your age may have with friends, family members, or teachers.
3. Think of a conflict you are now (or recently have been) involved in. Ask the other person to work through the win-win method with you. Then evaluate how successful the process was in resolving the conflict.

Section 3

Objectives

- ▶ **List** some characteristics of healthy families.
- ▶ **Describe** four skills families need to stay healthy.
- ▶ **Identify** places where families can go for help with their problems.

Vocabulary

- empathy
- sibling
- support group

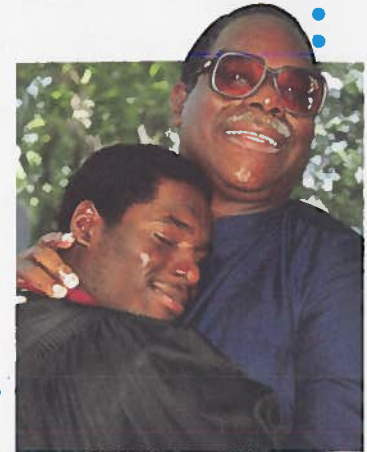
Keeping the Family Healthy

Warm-Up

Quick Quiz Which of the following statements accurately describe your family relationships?

- 1 I enjoy spending time with my family.
- 2 We find it easy to say “I love you.”
- 3 When I have a problem, I can confide in a parent or guardian.
- 4 My parents support my goals.

WRITING Using these statements as a starting point, describe the qualities of a healthy family.



Healthy Families

Most people in the United States are satisfied with the way their families function—even teenagers. **Healthy families share certain characteristics: caring, commitment, respect, appreciation, empathy, communication, and cooperation.**

- ▶ **Caring and Commitment** People in healthy families really care about each other. They are committed to staying together through good times and bad times. When one family member makes a mistake, the others offer their support, even if they are angry or disappointed.
- ▶ **Respect and Appreciation** Family members make each other feel important. They show that they appreciate what other family members do by thanking them and praising them.
- ▶ **Empathy** The ability to understand another person’s thoughts or feelings is called **empathy** (EM puh thee). Empathy allows family members to look at situations from the other person’s viewpoint.
- ▶ **Communication** Family members can tell each other what they honestly think and feel. They listen with respect to what others have to say.
- ▶ **Cooperation** Responsibilities are divided fairly among family members. Each person does what he or she has promised to do.



Reducing Sibling Rivalry

- Don't compare yourself to a sibling.
- Focus on your own achievements.
- Try to spend time alone with a parent.
- Try to resolve conflicts fairly.

Useful Skills for Families

Even healthy families have problems from time to time. For a family to remain healthy, family members must develop skills to work through their problems. **Healthy families know how to resolve conflicts, express emotions, make decisions, and manage their time.**

Resolving Conflicts Have you ever argued with your parent over household chores? What do you do if your parent dislikes your friends? Does your sister complain about the time you spend on the computer?

These conflict situations often involve a struggle for power. Teens want control over their lives, while parents want family life to function in ways they believe are best. **Siblings**, or brothers and sisters, compete for their parent's attention, for possessions, and for recognition.

When trying to resolve conflicts, family members need to talk openly, honestly, and lovingly. The goal is to learn from one another. Good communication skills are key to conflict resolution. Saying what you mean, listening to others, and voicing disagreement respectfully are important.

Expressing Emotions When you are trying to resolve a conflict, it is important to express your emotions in constructive ways. Suppose you attack the other person in an angry outburst such as "All you ever do is criticize me!" The other person is likely to attack you in return or to stop talking to you. Either way, the outburst will make the problem worse. It is better to focus on your own feelings by saying things like "I get upset when people criticize me." Then listen to the other person's concerns.

Being able to say "I'm sorry," "I love you," and "Thank you" also helps. If family members feel loved and appreciated, they are often more willing to help solve problems. The problem-solving process should not be seen as an opportunity to judge or place blame. If the process is a loving one, it can be easier and quicker to reach a solution.

Connect to YOUR LIFE

When you have an argument, how does the other person's actions affect how you respond?

FIGURE 9 Even when siblings are close, they can sometimes have conflicts. There are steps you can take to reduce sibling rivalry. **Evaluating** Which of the steps listed do you think is most important and why?

Go Online
HEALTH
LINKS

For: Updates on conflict resolution

Visit: www.SciLinks.org/health
Web Code: ctn-2053

Making Decisions Suppose that a friend asks you to go to the movies on Saturday night. However, you promised your mother weeks ago that you would baby-sit your younger brother. What would you do? You could keep your promise to your mother and tell your friend that you are busy. But what if you haven't seen this friend in a long time?

Families often use decision-making skills to resolve conflicts. These skills involve choosing between two or more alternatives. If you and your mother discuss the problem, you may be able to think of alternatives and reach a solution that works for both of you. Perhaps you can find another baby sitter, or maybe you can take your brother to the movies with you. By using decision-making skills, you can avoid an argument. Plus you can show your mother that you are a mature and responsible person.

Making decisions as a family can be difficult. Each person has different needs or opinions. Some may find it difficult to communicate their opinions in a respectful way. A family member may disrupt the process or people outside of the family may try to influence the decision. In these cases, families may seek outside help to solve their problems.

Managing Time Between work, school, and chores, most families don't have much time to spend together. So the time that families do spend together is valuable. Figure 10 lists a few simple ways that families can spend their time together wisely and improve their relationships.

Healthy families tend to have strong ties with other relatives. These relatives often join the family for holidays and other important events. These events provide a sense of belonging and security. If problems arise, members of the extended family can offer their advice and support.

**Connect to
YOUR LIFE**

When you spend time with your family, what kinds of things do you do?

FIGURE 10 The time this family spends together can help to strengthen the ties between family members.

Making the Most of Family Time

- Develop family traditions. Celebrate occasions in special ways.
- Make mealtimes special. Try to eat together and share the day's events.
- Hold family meetings. Discuss important issues or problems; make plans to do things together.
- Show that you care. Do an unassigned chore; give a sincere compliment.



Hands-On Activity

Group Juggling

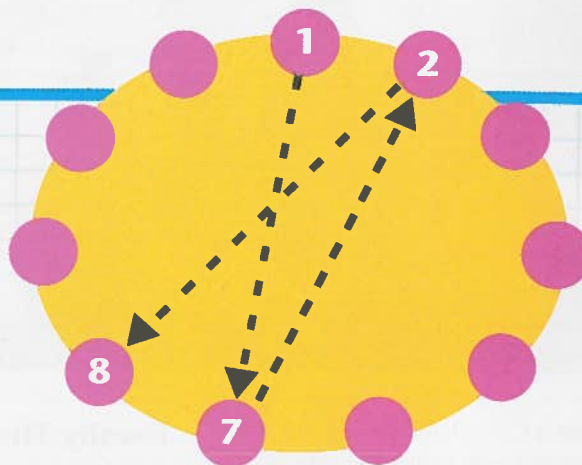
In this activity you will work with others to accomplish a difficult task.

Materials (per group)

3 lightweight balls, volleyball size

Try This

- 1 Form a large circle with 10 other people.
- 2 Starting with one person and going clockwise, count off from 1 to 11. Then decide how you will pass the ball around the circle. It is best to pass the ball across the circle to the opposite side (for example, from 1 to 7, 7 to 2, 2 to 8, and so on).
- 3 Person 1 throws the ball across the circle to the next person according to the decided order. That person throws the ball to the next person, and so on across the circle.
- 4 Continue passing the ball until it has gone around the circle five times. If the ball drops, just pick it up and continue passing it around.
- 5 Repeat Steps 3 and 4, but with two balls instead of one. Start one ball with person 1 and the other with person 3.



- 6 When you have mastered "juggling" the two balls, add a third ball, starting it with person 5.

Think and Discuss

- 1 How were cooperation and teamwork important in this activity? How are those same skills important for living in a family?
- 2 How is group juggling easier than juggling alone? How is it more difficult? Relate this to living in a family.
- 3 Suppose that, while juggling three balls, the group suddenly decided to reverse the direction of one ball. What do you think would happen? How is this similar to what happens when unexpected problems arise in families?

Getting Help for the Family

Even when a family is healthy, there may be times when the family is faced with a problem that seems overwhelming. The problem may be too difficult for the family to solve by itself. In this situation, asking for help is a sign of strength rather than a sign of weakness.

Where can families go for help in solving problems? Many families depend on relatives or trusted friends for help and support. Relatives and friends may offer useful advice because they know the family well. But they will not be qualified to deal with every problem. Some families may turn to members of the clergy or mental health professionals for advice.

When faced with a problem that needs immediate attention, a family may use a crisis hotline or contact a crisis center. People who work in crisis centers can serve as sympathetic listeners. They also can refer people to other sources of help. **Some sources of help for families are family agencies, family therapists, and support groups.**



FIGURE 11 Sometimes volunteer groups join with family agencies to help people with their problems. These young women are helping to build a home for a family.

Family Agencies Public and private agencies offer help to families in most communities. Some agencies offer counseling for families. Others may offer parenting classes. Mental-health agencies help meet the needs of people with mental disorders. Child-welfare agencies offer services for the protection of children. These services include arranging for foster care or dealing with child abuse. Other agencies help families with financial aid, food, housing, employment, healthcare, and other basic needs.

Family Therapy Some family agencies provide therapy for families with problems. If not, they can refer families to a therapist. Therapists work with family members to find better ways to solve problems. In most cases, family therapists encourage all family members to take part in the process. This helps the family learn how to resolve conflicts and improve family relationships.

Support Groups A **support group** is a network of people who help each other cope with a particular problem. Group members learn from one another rather than from a group leader. They share information about the problem and discuss their experiences. This process helps members of the group learn to deal effectively with their problems.

One well-known support group is Alcoholics Anonymous (AA). There are AA meetings in communities across the country for those who abuse alcohol. Some support groups help people cope with serious illness or death. Other groups deal with relationship problems in families related to divorce, family violence, gambling, or teens who commit crimes.

Section 3 Review

Key Ideas and Vocabulary

1. What characteristics do healthy families share?
2. What is **empathy**? How can empathy contribute to healthy family relationships?
3. Identify four skills that families need to stay healthy.
4. Define the term **siblings**. How can siblings cause conflicts in families?
5. What type of help is available for families from outside the family?

Critical Thinking

6. **Evaluating** Is this statement a constructive way to express your emotions? "You never listen when I talk." Why or why not?

Health at Home

Family Rules Ask other family members to work with you to develop rules for family discussions. The goal is to develop a set of rules that make it easier to resolve conflicts and communicate effectively. Also discuss some polite ways to deal with someone who breaks the rules. **WRITING**

7. **Predicting** If you were the parent of a teenager, how would you handle conflicts about curfews?
8. **Applying Concepts** Your sister borrowed your bike without asking again. Now you have no way to get to your friend's house to work on a project. How could you handle this situation in a positive manner? **WRITING**

Family Matters What did you learn from the video about how to cope with changes within a family?

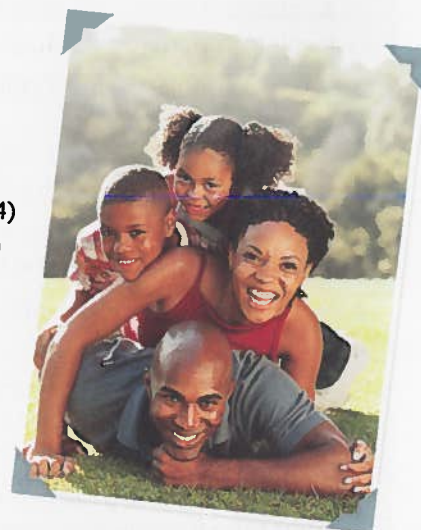
Section 1 Families Today

Key Ideas

- ✓ If the relationships with family members are healthy, a child learns to love, respect, and get along with others, and to function as part of a group.
- ✓ Three main factors account for changes in the American family: more women in the work force, a high divorce rate, and an increase in the age at which people marry.
- ✓ Children can live in nuclear, single-parent, extended, blended, or foster families.
- ✓ In families some responsibilities clearly belong to the adults, some clearly belong to the children, and some can be shared.

Vocabulary

- divorce (113)
- nuclear family (114)
- adoption (114)
- single-parent family (114)
- extended family (114)
- blended family (115)
- foster family (115)
- socialization (116)



Section 2 Family Problems

Key Ideas

- ✓ Some sources of family stress are illness, financial problems, divorce, and drug abuse.
- ✓ The violence, or abuse, that occurs in families may be physical, sexual, or emotional.
- ✓ Runaways may become ill or turn to crime. They become easy targets for people who are involved with prostitution, pornography, and drugs.

Vocabulary

- separation (120)
- domestic abuse (121)
- physical abuse (121)
- sexual abuse (122)
- emotional abuse (122)
- neglect (122)
- runaway (123)



Section 3 Keeping the Family Healthy

Key Ideas

- ✓ Healthy families share certain characteristics: caring, commitment, respect, admiration, empathy, communication, and cooperation.
- ✓ Healthy families know how to resolve conflicts, express emotions, make decisions, and manage their time.
- ✓ Family agencies, family therapists, and support groups offer help to families.

Vocabulary

- empathy (126)
- siblings (127)
- support group (130)

Reviewing Key Ideas

Section 1

- A group of close relatives living together or near each other is called a(an)
 - nuclear family.
 - extended family.
 - blended family.
 - foster family.
- When a couple adopts a child, the unit that results is a(an)
 - nuclear family.
 - blended family.
 - foster family.
 - extended family.
- Explain why it is important that children observe healthy relationships in the family.
- What are some benefits of living in an extended family?
- Critical Thinking** How are the adoption of a child and the addition of a child to a foster family similar? How are they different?
- Critical Thinking** Which kinds of adjustments might the formation of a blended family require? Explain your answer.

Section 2

- Domestic abuse is the abuse of
 - a child by an adult.
 - one spouse by the other.
 - an elderly parent by a child.
 - one family member by another.
- The nonphysical mistreatment of a person is
 - physical abuse.
 - sexual abuse.
 - emotional abuse.
 - neglect.
- Why is it as important to address emotional abuse as it is to deal with physical abuse?
- Explain the possible relationship between family violence and runaways.
- Critical Thinking** Explain how a serious illness, divorce, and drug abuse can all lead to financial problems.
- Critical Thinking** Why do you think that a child who is abused by an adult might feel responsible for the abuse?

Section 3

- The ability to understand another person's thoughts or feelings is called
 - appreciation.
 - empathy.
 - respect.
 - caring.
- A network of people who help each other deal with a particular problem is called a(an)
 - support group.
 - family agency.
 - crisis center.
 - crisis hotline.
- How can good communication skills and expressing emotions in constructive ways help families resolve conflicts?
- Describe four types of services that a family agency might provide.
- Critical Thinking** Describe one advantage that a small family might have over a larger family in keeping the family healthy. Describe one advantage the larger family might have.



Building Health Skills

- Advocacy** Should companies be required to give parents a leave of absence upon the birth of a child? Should this benefit apply to fathers as well as mothers? Explain your answers. **WRITING**
- Setting Goals** Make an action plan to spend more time with a busy parent or other family member. Are there things this person must do that you can do together? Are there things you can do for this person so he or she has more free time? Put your plan into action for a week and monitor your progress. Then adjust your action plan, if necessary. **WRITING**

Health and Community

Help for Families Work with your classmates to produce a booklet listing resources in your community for families. Use Web sites, brochures, or telephone interviews to find out what services each resource provides. Include a summary of these services for each agency. **WRITING**

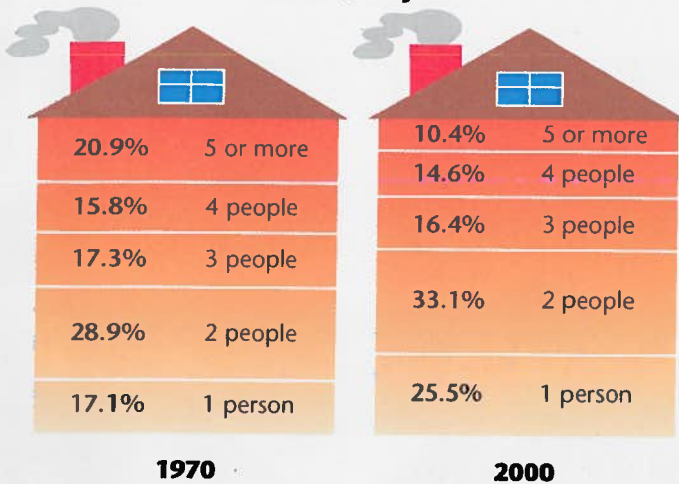


Standardized Test Prep

Math Practice

The graph shows how household size changed in the United States from 1970 to 2000. Use the graph to answer Questions 20–23.

Households by Size



- What percentage of households had 4 or more people in 1970?
A 14.6%
B 15.8%
C 25.0%
D 36.7%
- What was the change in percent for households with one person between 1970 and 2000?
F an increase of 17.1%
G an increase of 25.5%
H an increase of 8.4%
J a decrease of 8.4%
- In which of these households was there the greatest change between 1970 and 2000?
A households with 2 people
B households with 3 people
C household with 4 people
D household with 5 or more people
- Based on the graph, which of the following statements is true?
F The total number of families increased from 1970 to 2000.
G Household size was constant from 1970 to 2000.
H Household size decreased from 1970 to 2000.
J Household size increased from 1970 to 2000.

Reading and Writing Practice

Read these first two stanzas from a poem by Edgar Guest. Then answer Questions 24–26.

Gettin' together to smile an' rejoice,
An' eatin an' laughter with folks of your choice.
An' kissin' the girls an' declaring that they
Are growing more beautiful day after day;
Chattin' an' braggin' a bit with the men,
Buildin' the old family circle again;
Livin' the wholesome an' old-fashioned cheer,
Just for awhile at the end of the year.

Greetings fly fast as we crowd through the door
And under the old roof we gather once more
Just as we did when the youngsters were small;
Mother's a bit grayer, that's all.
Father's a little bit older, but still
Ready to romp an' to laugh with a will.
Here we are back at the table again
Tellin' our stories as women an' men.

- What is the main emotion that the author is expressing in this poem?
A empathy
B guilt
C joy
D jealousy
- Based on the poem, which of the following statements is true about the author?
F He has always lived with his parents.
G He has not seen his parents for a while.
H He has come home to live with his parents.
J He is making a visit to his childhood home.

Constructed Response

- Choose an appropriate title for this poem. Then, in a paragraph, give reasons for your choice.

Test-Taking Tip

Try not to argue with family members the night before an important test. You might not be able to concentrate on the test.