

# Families Today

TEACHER'S WRAPAROUND EDITION

Life  
priorities  
self-esteem  
development

Relationships

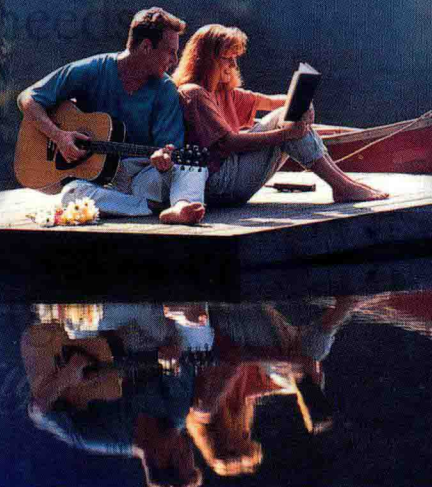
Values

communication  
needs

Culture

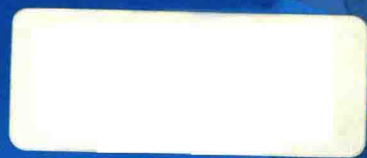
Nature

decisions





# Families Today



## Families Today



Focus on  
family in your  
relationships  
and family  
living courses.



**Glencoe/McGraw-Hill**

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2 3 4 5 6 7 8 9 10 VH 00 99 98 97



**Teacher's Manual**

# **Families Today**

**Second Edition**

**Connie R. Sasse, CFCS**

***GLENCOE***

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McGraw-Hill

New York, New York

Columbus, Ohio

Mission Hills, California

Peoria, Illinois



# The Teaching/ Learning Program

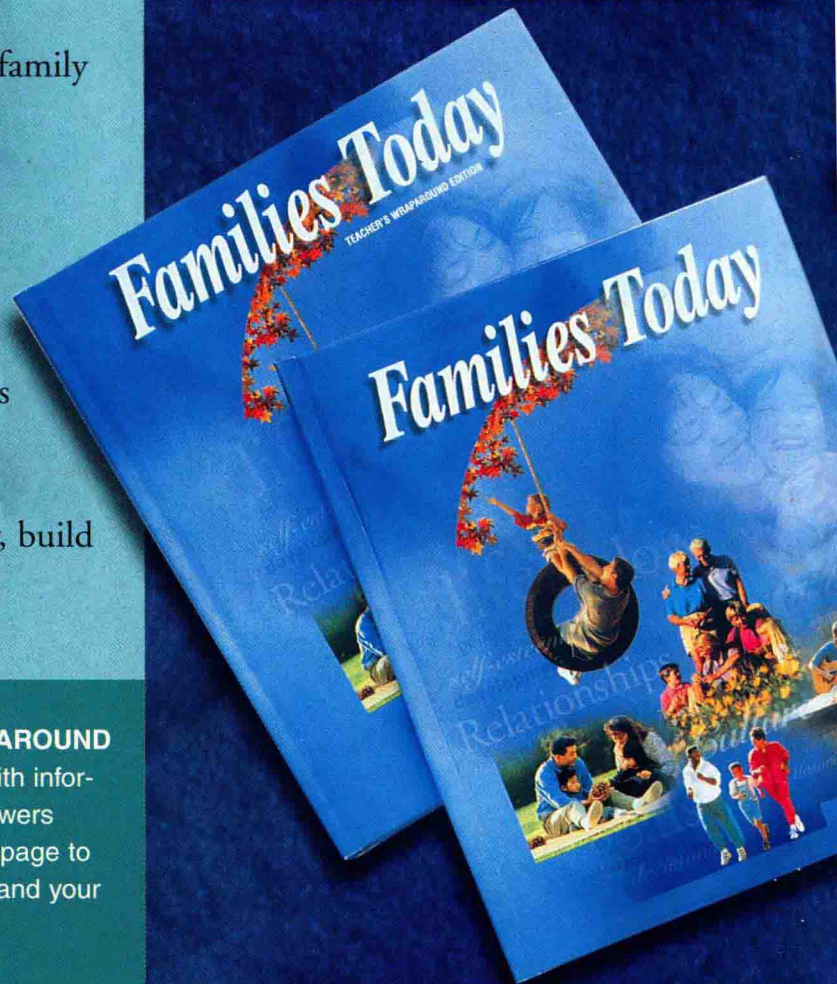
**T**his updated and revised second edition of *Families Today* helps your students build strong relationships within the family and in society. This teaching/learning program is developed from a perspective that is unique in today's textbook market. It provides the approach to teaching relationships and family living that you have been asking for.

Organized and designed to be *student friendly*, this program integrates contemporary family issues and involves students in content and activities that encourage them to accept responsibility, build academic skills, and strengthen values.

The visually inviting **STUDENT TEXT** provides in-depth content, appealing activities, and thought-provoking features; discusses dealing with challenges.

The **TEACHER'S WRAPAROUND EDITION** provides you with information, suggestions, answers printed right on your text page to teach, reinforce, and expand your students' learning.

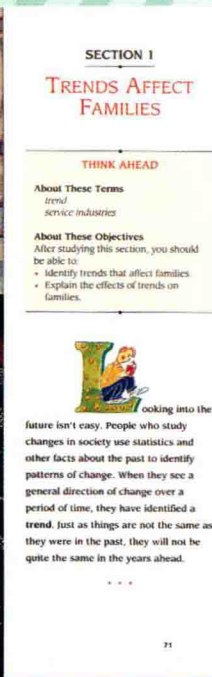
**TEACHER'S CLASSROOM RESOURCES BOX** is a wealth of information to help make teaching your class easier and fun! Conveniently organized in booklets, it includes hundreds of ready-to-use resources.





# Student

A clear and practical approach provides your students with the tools and information they need to handle challenges now and in the future.



**Quotations** and **Aim For . . .** provide opportunities for students to give thoughtful consideration to values and ideas.







**Teaming Up With Technology** boxes give students practice in exploring the impacts of technological advances.

## MANAGING WITH TECHNOLOGY

As you can see, technology has both rewards and hazards. Most people prefer learning to work with technology to facing the hazards. As you and your family learn to make technology work for you, keep the following thoughts in mind:

- Have a sense of humor. Devices fail and things (things happen). Laughing is better than getting upset.
- Make time for activities that don't involve technology. Your family can enjoy simple pleasures in life too.
- Use what you need and want to and don't worry about the rest. You may find some real benefits in a more relaxed approach.
- Stay informed. Technology is moving fast. Knowing something about it can make you feel more comfortable.

Be active on the job. In fact, you can make your more confident and active in your family life. A positive experience with a customer, for example, might encourage you to help a sibling with a problem or to tolerate some awkwardness more cheerfully. You have shown to yourself at work that you are skilled at dealing with people. Now you carry this new self-image into your personal life.

The principle also works in reverse. People who feel positive about family relationships and about their role in managing the home often take a more confident approach toward the challenges of work. Knowing that in one evening, for example, you can prepare a meal for your family, study for an exam, and go to a club meeting gives you confidence in your ability to manage a variety of responsibilities at your place of work.

• Realize the many benefits of technology. Using this part of the magazine is just one example. Remember that technology can improve life and help solve problems. As you think about the benefits you will discover that you and your family have much to gain.

## SECTION 2 REVIEW

1. What is technology? How is it used?
2. Name four products of technology that have improved communication.
3. Identify three ways in which technology has helped save and lengthen lives.
4. Give three examples of how technology helps people feel safe.
5. Describe four drawbacks associated with technology.
6. How can staying informed about technology be helpful?

New to this edition is the **Balancing Work and Family** feature . . . a topic of vital importance in today's everchanging society.

**Multicultural Perspectives: Families Around the World** help students learn to respect cultural diversity.

he will look clumsy. Maybe Mike will never be a gymnast. But he may be very good at track or swimming, if he tries. It could also be that he is simply growing and will become more coordinated as he matures. Negative beliefs can be very damaging to self-esteem.

## Results of Low Self-Esteem

People with low self-esteem often have trouble making friends. Because they don't like much of themselves, they can't imagine that others could like them. What friends they do have, they tend to hang on to. If the friends want to do something wrong, people with low self-esteem tend to go along with them. They are afraid their friends will drop them otherwise.

Research shows that those with very low self-esteem are more likely to have trouble academically and are more apt to drop out of school. They may become depressed and turn to alcohol or other drugs. Delinquency behavior is often related to low self-esteem.

## High Self-Esteem

People with high self-esteem accept themselves and others. They get along well with a variety of people and tend to make friends more easily than those with low self-esteem. They set goals, take risks, and accept challenges. They are available to help others and don't avoid an failure. They accept responsibility for their actions.

## Work and Self-Esteem

Just as the value of work that it gives you opportunities to accomplish something, whether you are decorating a cake, helping a customer, or simply making the workplace a more pleasant, demonstrating your ability increases your feelings of self-worth.

Be active on the job. In fact, you can make your more confident and active in your family life. A positive experience with a customer, for example, might encourage you to help a sibling with a problem or to tolerate some awkwardness more cheerfully. You have shown to yourself at work that you are skilled at dealing with people. Now you carry this new self-image into your personal life.

The principle also works in reverse. People who feel positive about family relationships and about their role in managing the home often take a more confident approach toward the challenges of work. Knowing that in one evening, for example, you can prepare a meal for your family, study for an exam, and go to a club meeting gives you confidence in your ability to manage a variety of responsibilities at your place of work.

## IMPROVING SELF-ESTEEM

You don't have to settle for low self-esteem. You can make improvements. A high level of self-esteem can be achieved by meeting these basic needs: identity, belonging, acceptance, security, purpose, and self-worth. Your identity is who you are. It is partly your self-concept but more than that. It is accepting yourself as a unique individual with both strengths and weaknesses. You allow yourself to have feelings and express them too.

new environment, they may put aside many of the habits, customs, and patterns that they knew before. This is called **assimilation** (uh-SIM-uh-LAY-shun).

## PRESERVING CULTURE

You live in a country that has a culture of its own. You may have grown up hardy about it, but you were learning the ways of a particular culture, but you were

Your country also has many subcultures, which you may or may not be linked to. A **subculture** is a culture shared by a group of people who live within a larger, different culture. For example, a child of Chinese parents, who grows up in the United States, might live as an American but also learn and practice many customs and traditions of the Chinese culture. Because the ethnic identity of people in your country is so varied, there are numerous subcultures. A group of people who



People who are truly popular share certain traits that are admired by all. What are some of these?

everyone admires. Popular people care about others regardless of who they are. They may have a particular set of close friends, but they are liked by many others as well. A desire for popularity causes problems for many teens. Because they want to be liked and have friends, some strive for popularity in the wrong ways. In the struggle to "fit in," they bow to negative peer pressure. Sometimes they do gain a level of popularity within a certain group of people, but they often pay a price. People who give in to peer pressure and give up their values in an attempt to be popular often have regrets. Others see what they are willing to do and have no admiration for their actions. People who place too much emphasis on popularity are usually the ones who make mistakes in trying to achieve it. A better approach is to forget about how high you are on the popularity scale. Realize that other people react to the combination of personal qualities that you have. Try to

## Can Work and Friends Mix?

When Simone got her first job at a fast-food restaurant, she suggested her friends visit her at work. She was sure they would be impressed. It never occurred to her that they would ask her for free food or hang around for hours. When Simone's boss pointed out that her friends were costing the business money, Simone realized the need to separate her work and her personal life.

How can you be both a valued employee and a valued friend? Here are some tips:

- Stop the problem before it starts. When beginning a job, you might say something like, "My boss had to fire someone who always talked to friends instead of working. I said my friends aren't like that."
- Explain the situation. Tell your friends you enjoy seeing them, but while at work your job comes first.
- Make time for your friends. Good friends are understanding, but no one likes to be ignored or forgotten.

Keeping friends while accepting work responsibilities is as important to your success as any skill you learn on the job.

develop positive personality traits and genuinely care about others, thereby increasing your opportunities for friendship. That's where true popularity begins.

## Personality Traits

Most popular people share certain personality traits. These traits are often associated with happiness. Popular people are cheerful. They see the good in life. Because they are content with themselves, they can value others as well. They accept and appreciate other people for what they are. They are friendly and have good things to say about others.

**MULTICULTURAL PERSPECTIVES**

**FAMILIES**

**AROUND THE WORLD**

### Keeping Tradition Alive

For many families around the world, culture is preserved through traditions. In Jewish families, Passover is a traditional celebration of freedom. It recalls the time 3,000 years ago when thousands of Jewish people escaped from Egypt where they were slaves.

Passover lasts for eight days in the spring. During this time, Jewish people do not eat regular baked goods. They eat only unleavened bread called matzo (MAH-tuh), because this is what the Jewish people took with them long ago when they left Egypt.

On the first night of Passover, a special meal, called a seder (say der), is served. The seder lasts several hours as guests talk, sing, ask questions, and have fun. At the

seder, guests eat special foods in remembrance of the flight from Egypt. The seder includes foods of special significance. There are bitter herbs (usually horseradish), representing the bitterness of slavery. A combination of apples, nuts, and cinnamon represents the sweet taste of freedom. Fresh greens, such as celery, symbolize spring and the new life of the Jewish people. The celery is dipped in salt water for the tears the Jewish people shed in slavery. Some families include hard-boiled eggs in the seder meal to represent the Jewish people—their hope for the future.

Each person at the seder has a book, a Haggadah (HAG-gah-dah), on his or her plate. This includes the history of Passover, legends, folk tales, and songs. The family spends many weeks planning what parts of the Haggadah they will use at the seder.

Passover is a family celebration. People always try to be home for it. Passover is a time when older members of the family teach children the customs and the history of their people.



# Special Resources

The **STUDENT WORKBOOK** provides study guides and a multitude of activities to help students master content, extend learning, and build thinking skills. Teacher's Annotated Edition includes the answers.

## COLOR TRANSPARENCY BINDER

More than 50 color transparencies focus on key chapter concepts. In a convenient 3-ring binder, they are useful tools for lesson reviews or discussion starters. Includes teaching suggestions booklet.

## Student Workbook

## Color Transparency Package

## Testmaker — Macintosh

## Families Today

## TESTMAKER

Computer testmaker makes it easy to individualize tests to fit your program from its question/answer databank or add your own questions.

**FAMILIES TODAY**

# Teacher's Wrap

**V**aluable teaching aids are placed where they're most useful...printed right on the teacher's text page. Lesson plans, objectives, motivators, vocabulary, bulletin board ideas, resources, and skill building activities simplify classroom planning. Provides high interest information and helps you add variety to your lessons.

## Completing Chapter 8

### Chapter Review

**Summary.** Have students read the "Chapter Summary."

**Recall.** Have students answer the questions under "Chapter Review."

**Understanding Concepts.** Have students answer the questions under "Critical Thinking."

### Evaluation

**Essay.** Have students write an essay on decision-making skills. Ask them to explain, compare, and contrast good and poor decision making.

**Chapter Test.** Use the reproducible chapter test provided in the Chapter Tests booklet or create your own test using the Testmaker Software.

### AIM FOR LOGIC

Have students read the feature and discuss the questions. Point out that it is often easier to identify illogical thought than logical thought. Have students work in groups. Ask them to think of an example of illogical thought. Then ask them to make the thought logical. (Logical thinkers may prefer to start with logical thought then move to illogical.) Have the groups read their examples to the others. Discuss what students did to make the difference in the logical and illogical thoughts. How can they use these ideas in solving problems?

## Cha

### Chapter Summary

- Making good decisions can help you avoid mistakes in life.
- Some decisions have a greater impact on your life than others do. That's why you need to think about them carefully before you make them.
- Your decisions affect not only you, but others as well. Before acting on a decision, you need to think about how it will affect others.
- Sometimes people approach decision making in ways that are not logical. They may not make decisions that are in their best interest.
- By learning and using the decision-making process, you can have greater confidence when you tackle decisions. Basic steps are involved in the process.
- Only you are responsible for the decisions you make.
- Problems can be solved by using the decision-making process.

### Chapter Review

1. Explain what impact has to do with decision making.
2. What is a moral decision?
3. List four things that influence decisions.
4. What are consequences?
5. Identify descriptive, four images that people sometimes have of themselves.
6. List the six steps in the decision-making process.
7. Should a list of options be considered? Only the best possible choice should be your answer.

### Answers to

1. They may feel that little decisions are unimportant or time wasters.
2. Answers will vary. Point out that risks have to be taken when a quick decision about someone's safety is considered.



## Planning Chapter 18

### Chapter Contents

#### Section 1: The Dating Process

- Dating
- Attraction
- The Dating Pattern
- Social Changes
- Positive Dating Relationships

- Section 2: Dating Concerns
- Asking for a Date
- Overcoming Shyness
- Managing Finances
- Considering Parents
- Dealing with Abuse and Violence
- Ending a Dating Relationship
- A Guideline to Follow

### Introducing Chapter 18

**Imagine That.** Have students read the chapter opener, "Imagine That." Have students vote on which plan they would select if choosing the dream date. Which person would they choose? What values are they using to make such decisions?

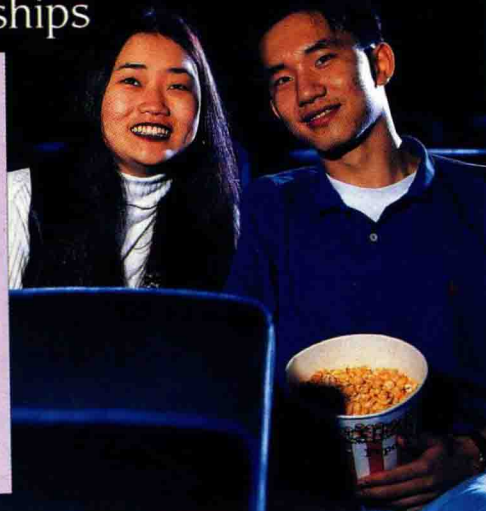
**They Said It.** Many a man has fallen in love with a girl in a light so dim he would not have chosen a suit by it. (Maurice Chevalier) What kind of "light" do students think dating provides to the process of falling in love? Does it provide a "dim light" or a "bright light" on the personalities of the couple? What kind of "light" is needed to choose a partner? Do students think dating provides the best setting to make this choice? Why or why not?

## Dating Relationships

### SECTION 1 THE DATING PROCESS

### SECTION 2 DATING CONCERNS

**IMAGINE THAT ...** you have just been on the television game show, "Dream Date" — and you won! You are about to go on the dream date of a lifetime. You have three people to choose from as a partner for the date. One is especially attractive. Another has a personality that grabs your attention. The third has interests that are similar to yours. Three plans are described for the date, all very different. One has an outdoor theme, with athletic activities planned. The second is quiet and elegant, including good food and entertainment. The basis for the third is sight-seeing. You will go interesting places where there is much to see. The decision is yours. How easy will it be?



## SECTION 1 THE DATING PROCESS

### THINK AHEAD

**About These Terms**  
dating compatible

**About These Objectives**  
After studying this section, you should be able to:

- List the purposes of dating.
- Describe stages in dating.
- Explain how changes in society have affected dating patterns.
- List qualities that help make a dating relationship positive.



**D**ating means different things to different people. Across cultures and generations, dating customs and patterns are not the same. Perhaps the common thread that runs through most dating situations is purpose. Through dating, people learn to relate to those of the opposite gender, sometimes leading to a lifelong relationship with one special person.

333

## Section 1 Lesson Plan Pages 333-338

### Focus

#### Bell Ringers

**Writing Sentences.** Have students write a sentence or two describing what dating means to them.

**List.** Have students list five purposes of dating.

#### Motivators

**Baseball Analogy.** Draw a baseball diamond on the chalkboard. Have students compare going on a date to going up to bat. What happens if the batter prepares for one kind of pitch and the pitcher throws another one? What is the comparable dating situation? What dating comparison can students make to striking out? Getting a walk, single, double, triple, or home run? Is going on a date actually like a sport? Why or why not?

**Picture Discussion.** Collect a large number of pictures of couples participating in various activities. Show the pictures to students and discuss which of these activities might occur on a "date." Do students agree on these choices? Why or why not?

#### Section Opener

**Vocabulary.** Pronounce the vocabulary terms for this section. Explain that the terms will be defined in the section.

**Objectives.** Have students read the section objectives. Ask them to rephrase these as questions.

#### Guided Reading

**Study Guide.** Have students read Section 1 in the text and complete Section 1 of the Chapter 18 Study Guide in the Student Workbook.

### Teacher's Classroom Resources — Chapter 18

Lesson Plans, pp. 46-47  
Student Workbook, pp. 97-102  
Balancing Work and Family, p. 24  
Exploring Relationships, pp. 39-40  
Building Academic Skills, p. 37  
Reteaching Activities, pp. 50-51

Enrichment Activities, p. 23  
Extending the Text, p. 25  
Section Quizzes, pp. 46-47  
Chapter Tests, pp. 39-40  
Testmaker Software  
Color Transparencies, CT-34

### Teacher's Classroom Resources — Section 1

Lesson Plans, p. 46  
Student Workbook, Study Guide, pp. 97-98  
Student Workbook, Dating Attitudes and Ideas, p. 100  
Exploring Relationships, Dating Expectations, pp. 39-40

Section Quizzes, p. 46  
Reteaching Activities, Purposes of Dating, p. 50  
Enrichment Activities, Respect Shows, p. 23  
Testmaker Software

## Chapter 8 Review

### Activities

- Emotions and decision making.** Make a list of emotions that might interfere with decision making. With your class discuss ways to prevent these emotions from being a problem. (Organizing information, problem solving)
- The worst and best decisions.** Complete these sentences in writing: "The worst decision I ever made was ..." and "The best decision I ever made was ..." (Decision making, writing)
- The impact of decisions.** Search in newspapers and magazines for examples of decisions that are made by people in society. Explain the impact of these decisions. (Locating and evaluating information, communicating information)
- Analyzing approaches.** Working with a group of classmates, describe in writing a situation involving a difficult decision that needs to be made. Use any logic, such as a family problem or a problem with a friend. Present the situation to at least six people, asking them what they would do. If possible, record their answers. Then analyze the decision-making approach taken by each, considering their use of options, consequences, reasoning, values, time, and confidence. (Brainstorm, creative thinking, interpreting information)

### STRENGTHENING VALUES

#### Aim for Logic

Logic is sound, orderly thinking. It is the kind of reasoning that allows you to make wise decisions. Talents uses logic when she:

- Considers her goals and talents in planning a career.
- Decides whether an activity that her friends like is right for her.
- Steps in and helps her brother and sister see both sides when they have a disagreement.
- Looks for reasons and facts to support an argument in a class discussion at school.
- Evaluates the accuracy of what others say, especially when they are trying to persuade her to do something.

Some things can get in the way of logical thinking — emotions, for example. Can you explain how? In what ways can logic help individuals and families make decisions?

### Answers to "Chapter Review"

- The level of impact on a decision determines the level of care that is involved in making decisions.
- Deals with matters of right and wrong.
- Any four:** feelings about oneself; resources; pressure; needs and wants; values.
- Results of decisions.
- Procrastination:** putting off. **Denial:** failing to see the need for a decision. **Transference:** allowing others to make decisions. **Impulse decisions:** made quickly and without enough thought.
- Identify the decision; identify the options; study the options; make a decision; act on the decision; evaluate the decision.
- No. Sometimes the best option isn't always apparent right away.
- Any three:** collecting evidence; analyzing information; identifying facts; making predictions.
- Stating your decision to others; following through.
- To learn from your successes and failures.
- Any three:** making mistakes is normal; people don't respect you when you make excuses; lose friends by blaming others; taking care goes along with taking responsibility; you can learn from your mistakes.
- Because some decisions need more careful thought than others.
- Any three:** the situation may not be recognized as a problem; ignoring the problem seems easier; the problem seems overwhelming; options may not be apparent or they seem out of reach.

**Boxed information** helps you teach more about ethics, relationships, wellness, skills, leadership, citizenship, management, and family issues.

**Review Pages** offer suggestions for reviewing chapter content plus answers to the questions.

- When a person's safety is at stake, a quick decision may need to be made.
- One advantage is that you may accomplish more. A disadvantage is that you risk disappointment.

- Answers will vary and may include: alcoholism; drug abuse; child abuse.



# Teacher's Classroom Resources Box

Now at your fingertips . . . a wealth of information conveniently organized in booklets. Hundreds of ready-to-use resources include:

- Student Workbook, TAE
- Lesson Plans
- Exploring Relationships
- Building Academic Skills
- Cooperative Learning
- Extending the Text
- Reteaching Activities
- Enrichment Activities
- Section Quizzes
- Chapter Tests
- Unit Tests
- Balancing Work and Family
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## ORDERING INFORMATION FOR FAMILIES TODAY

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Teacher's Wraparound Edition 0-02-642929-2

### STUDENT WORKBOOK

Student Edition 0-02-642928-4  
Teacher's Annotated Edition\* 0-02-642930-6

### TEACHER'S CLASSROOM RESOURCES BOX 0-02-642927-6

Lesson Plans\* 0-02-642934-9  
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\*These components are included in the Teacher's Classroom Resources Box





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# INTRODUCING *FAMILIES TODAY*

The text you are about to become acquainted with concerns families. It is a book that gives students support and hope at a time when many families are troubled.

## SETTING THE STAGE

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In many ways families are not what they used to be. What was once the mainstay of family life — the nuclear family — is rapidly taking a back seat to other family structures. Defining “family” has become more difficult, as the numbers of single-parent and blended families grow. The transformation of the family is not occurring without problems. Many are linked to adjustment, as people struggle to adapt to changing patterns and changing times. Some problems are serious ones. Alcoholism, abuse, crime, and poverty are just a few examples of the troubles that families face today.

Concern for families is widespread and growing. Issues are being raised and answers sought in educational, media, business, and political arenas. People are recognizing that the family is the foundation of society, and without a strong foundation, society is in trouble. While no single action can be the panacea, efforts on every front can make a difference.

Educators have a first-hand view of what is happening to families. Not a day goes by without people in education having to confront the condition of families on a very personal level. Students are living with the challenges, many in great need of solutions, and bringing their problems into the schools with them. Educators want to help.

One of the outgrowths of educators’ concern for families has been the development of, and expanding interest in, family living courses. What better place to begin the process of strengthening families than with the young people who live in them and who will create new

families in the future? Young people need to learn how to cope. They need to understand and practice skills that will help them with relationships, both inside and outside the family, both now and in the future.

According to tradition, education has centered around certain basic skills. Students learned to read, write, and compute, but did they learn how to get along with each other and become well-adjusted people? Often left to chance and the hope that people would simply learn on their own, acquisition of the latter has not always occurred. A desire to fill this educational gap is growing. Home economics classes now include studies in relationships and family living. These are courses that young people need more than ever. They are courses that should be a part of every student’s education. With them, people can learn to make better lives for themselves and their families. Such courses are part of education’s response to a serious need in society.

## A TEXT FOR TODAY

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The stage has been set for *Families Today*. What could be more timely than a new text on the family? *Families Today* will help you, as an educator, fill a need in society. The courses that you have and that you develop can make a contribution, and *Families Today* is here to join with you in that endeavor.

The *Families Today* text is based on several principles that contribute to the impact of the text. These threads, which run throughout the book, promote the ideas that:

- Because families provide so much for individuals, they are worth studying and preserving.
- Society and the individuals within need strong families.
- Accepting responsibility for self, family, friends, and community is an important part of growth.





- ♦ Through understanding, people build bridges instead of walls.
- ♦ Basic values provide a sturdy foundation for living.
- ♦ Although problems exist and solving them is often difficult, personal and outside resources provide help and hope.

With these underlying principles as a base, *Families Today* aims to help you touch lives. It is the tool you need to make your family living classes complete.

## A TEACHING TOOL

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What can *Families Today* be for you? From first glance to careful reading, you will see that this text and the accompanying components give you the tools you need for teaching. You will have a:

- ♦ **Student Text** with eye-catching design and strong content.
- ♦ **Teacher's Wraparound Edition** with complete lesson plans, teaching suggestions, supplement-

tal information, and more — conveniently "wrapped" around every page of the student text.

- ♦ **Student Workbook** that contains study guides and activities in a softbound book.
- ♦ **Teacher's Classroom Resources** box that includes many booklets with resource materials to make planning and teaching easier.
- ♦ **Test Construction Software** package that gives you the capability to create your own personalized tests.
- ♦ **ABCNews InterActive™ Videodiscs** that offer nonjudgmental explorations of complex and sensitive topics.

These are the visible components of the *Families Today* package, but there is more that may not readily meet the eye. As a teaching tool, *Families Today* is flexible. Chapters are divided into sections, giving you clearcut topics for lesson planning. Although units and chapters are arranged in a logical sequence, you can teach them in any order that suits your course. Ideas for teaching are abundant. Your effectiveness will be strengthened as you turn to the hundreds of ideas for discussion and action in the text, the wrap, and the other supplements.



# A LEARNING TOOL

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What will *Families Today* be for your students? It is a learning tool that draws students in with visual appeal and holds their interest with interesting content. The text:

- ♦ Has full-color design and illustrations that bring the material to life.
- ♦ Combines theory and practicality in order to give students information they can actually use and understand.
- ♦ Contains relevant examples and features that add interest and encourage readers to put their own thinking and reasoning skills into action.
- ♦ Covers topics that students need to know. They will learn about self-esteem, moral and ethical development, other cultures, the impact of technology, stress, volunteerism, citizenship, leadership, values, and responsibility. They will practice communication, conflict resolution, decision making, problem solving, and management. They will learn to

think critically and use reason to find answers. They will take a serious look at such problems as alcoholism, abuse, and dealing with death and divorce. They will read about techniques for getting along with others — family members, people of all ages, people of other cultures, friends, and co-workers. As a glance through the table of contents will show you, this is only the beginning.

## DISCOVERING MORE

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Your introduction to *Families Today* has just begun. On the following pages, you will find more information about each of the program components, as well as suggestions for using them effectively. Your interest in this program is sure to be piqued as you read on, and your confidence in it is sure to be strengthened as you use the materials and discover how they can help you make a difference in your students' lives.





# GETTING ACQUAINTED WITH THE PROGRAM COMPONENTS

When you use the complete *Families Today* program, you have access to much more than just a text. Take a look at the resources that are available.

## STUDENT TEXT

At the heart of the *Families Today* program is the student textbook. It is a logically organized resource of information, visual reinforcement, and special features that will make both teaching and learning a rewarding experience.

The *Families Today* text contains 640 pages. At the highest level, the text is divided into eight units. Thirty-four chapters make up these units, and each chapter is divided into sections. A walk through the book will acquaint you with the parts described below.

## Unit Openers

Each unit begins with a two-page opener that lists the chapters within. You can stir student interest in the unit by discussing the scenario that begins each one. This short, first-person narrative describes a situation from the personal perspective of one teen. These unit openers are warm, thought-provoking tools for introducing the units.

## Chapter Openers

Chapters begin with a list of the sections in each. Students are challenged to use their imaginations as they read and respond to the chapter opener. Each "Imagine That" sets up a hypothetical situation that relates to the chapter content and encourages students to do some creative thinking.

## Section Openers

The "Think Ahead" box on these pages prepares students to read. Vocabulary terms and objectives are listed. When the terms are defined within the chapter, they are printed in boldface type for easy reference. A definition is given, as well as examples or further explanation when needed. Phonetic pronunciation guides are included for terms that are difficult to pronounce.

## Visual Elements

*Families Today* is packed with hundreds of color photographs. The illustrations and fresh, contemporary design provide visual and personal appeal for students. Illustrations have been selected not just for interest, however. They have been coordinated with the text to teach as well.

Photographs show teens and others in realistic situations. The photos reinforce the text and help students improve their observation skills. Captions are more than just informative. Many ask questions to help students review facts, apply text concepts, and develop higher level thinking skills.

## Text Content

Distinctive headings divide the chapters into topics and subtopics. The text is written at a comfortable reading level for high school students. Explanations are clear and concise. Students find practical information that they need, making the text relevant for today's teens. Examples are realistic and appropriate.



The text, itself, is discussion-oriented. Often, students are drawn into what they are reading with questions that provoke their own thinking and cause them to reflect on their own lives. This is the kind of material that students will want to talk about, as you will see by a quick overview of each unit.

*Unit 1, "The Family Foundation,"* sets the stage for the entire book. Students are led to see why families are so important and why there is a need to study about them. They discover what families are like today and what affects them.

*Unit 2, "Strengthening Relationships,"* examines what relationships are all about. Students learn and practice two key relationship skills, communication and conflict resolution, before they apply these skills to building relationships within the family.

*Unit 3, "Managing with Insight,"* teaches additional skills. Students learn to make better decisions and to be better managers. These concepts, too, are then related to family life.

*Unit 4, "Supporting Family and Friends,"* handles difficult topics in a sensitive manner. Students study and learn techniques for coping in troubled times. Alcoholism, divorce, abuse, economic problems, and death are some of the topics covered.

*Unit 5, "Extending Your Relationships,"* takes students beyond the family in examining how relationships work and can be improved. They are encouraged to be understanding and assertive in their relationships with co-workers, older adults, friends, and in dating and love experiences.

*Unit 6, "Growing as a Person,"* is one of self-examination. As students begin to think about becoming adults, they take a look at life-span development. They check their own development, exploring what it means to be moral, mature, contributors to society.

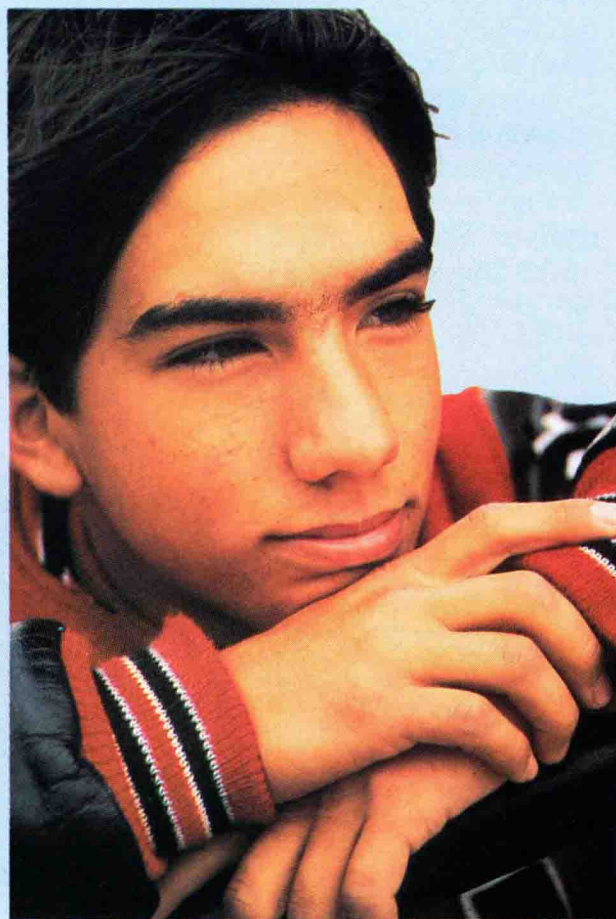
*Unit 7, "Moving Toward Independence,"* takes students a little closer to the future. They begin to think about what it means to manage on your own, taking care of your own health and financial concerns. Some attention is given to career planning.

*Unit 8, "Forming Your Own Family,"* brings the students around full circle. They have spent most of the course thinking about families in the present sense, but now they can look ahead. Consideration is given to choosing a marriage partner and skillful parenting, both important aspects of building strong families for the future.

## Features

The text for *Families Today* contains several features throughout the chapters. Not only do they extend the content of the text, but they also offer ample opportunity for thought, discussion, and action. The special features you will find are:

- ♦ *Balancing Work and Family.* New to this edition, these features focus on the challenges that today's families face as they juggle the many demands on their time and energy. The





features suggest strategies for successful coping and encourage students to apply those strategies in their own lives.

- ♦ *Multicultural Perspectives: Families Around the World.* This feature takes a look at families in many countries. Interesting information about different cultures is presented. Understanding can be gained through knowledge as students learn to respect rather than judge other ways of living.
- ♦ *Critical Thinking Skill.* In each of these features, a particular critical thinking skill is featured. Students read the first-person scenario and study it. Their analysis calls for them to understand and practice the skill themselves.
- ♦ *Teaming Up with Technology.* Here students explore the impact of technology on their lives. Because technology can sometimes cause problems when not managed well, students look for ways to make technology work for them, not against them.
- ♦ *Taking Action.* In keeping with the practical nature of the text, this feature gives students ideas for putting knowledge to work. They are given real ideas to try out in their own lives.
- ♦ *Quotations.* Quotations can do two things. They provide opportunities for discussion, and they probe a student's ability to think and interpret. Each quotation included in the text serves these purposes.

- ♦ *Aim For.* These features are always located on the chapter review pages. Each one focuses on a value that students can think about. They see how the value has become part of one person's life, and they think about how it might become a stronger part of their own.
- ♦ *Boxed Material.* Throughout the chapters, you will find interesting information that has been set apart from the text. Sometimes theories are explored, sometimes tips are given, and sometimes extra information is provided.

## Chapter Review

Each chapter ends with a two-page review section. This material can be used to help students better understand the chapter, to check how well students have mastered chapter content, and to help them prepare for the chapter test. The components are:

- ♦ *Chapter Summary:* a listing of the main points covered in the chapter.
- ♦ *Chapter Review:* objective questions based on information presented in the chapter. (Answers are provided in the Teacher's Wraparound Edition of the text.)
- ♦ *Critical Thinking:* questions that go beyond facts and recall. Students must examine their own opinions and use their reasoning abilities

