Counselor Name: Karen Ward
Title of Lesson: Family Changes
School: Tucson Unified School District Counseling Department
Quarter: 2nd

Audience: Classroom  Small Group
Level: Primary (K-2)  Intermediate (3-5)
Target Grade: K-5

COUNSELING STANDARDS

ACADEMIC
1. Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

CAREER
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
5. Students will employ strategies to achieve future career goals with success and satisfaction.
6. Students will understand the relationships between personal qualities, education, training and the world of work.

PERSONAL/SOCIAL
7. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
8. Students will make decisions, set goals, and take necessary action to achieve goals.
9. Students will understand safety and survival skills.

COUNSELING COMPETENCY(IES)
Identify and express feelings. Use effective ways to deal with a wide variety of feelings.

STATE STANDARDS:
Reading P.O.
Writing P.O.
Math P.O.

MATERIALS/RESOURCES:
Six poster boards prepared ahead of time with one statement per poster: IT’S GOOD TO SHARE YOUR FEELINGS; TRUST THAT YOU WILL BE TAKEN CARE OF; SOME THINGS WILL STAY THE SAME; SOME THINGS WILL CHANGE; YOU MIGHT FEEL MIXED UP; IT’S GOOD TO ASK FOR HELP; IT’S NOT YOUR FAULT.
**ACTIVITY:**
Remind students that the discussion of family changes will be in general, not specific information about their family. Tell students they can make an appointment to talk with you about their family changes. Ask and discuss the following questions with students: how could a family change, i.e. divorce, moving, re-marriage, death, etc; what happens when the family changes; what are some feelings a person might have when dealing with these types of changes. Tell students you are going to teach them some things they need to know about taking care of themselves during a change in the family. If students haven’t experienced a change, have them share on the statements about what they would do. Next, hang the poster boards scattered around the room. Allow students time for sharing about each poster. Give students an opportunity to go to which ever poster they want to write down a sharing. For example by poster board: IT’S GOOD TO SHARE YOUR FEELINGS-write a feeling word about change; TRUST THAT YOU WILL BE TAKEN CARE OF-Who would take care of you; SOME THINGS WILL STAY THE SAME-name some things that would stay the same; SOME THINGS WILL CHANGE-what; YOU MIGHT FEEL MIXED UP - what would worry you; IT’S GOOD TO ASK FOR HELP-who would help you; IT’S NOT YOUR FAULT - have all students write, it is not my fault.

**EVALUATION:**
Pretest/Postest:

**How did the student change as a result of this lesson?** Students will demonstrate that they can handle change.

**Information/Comments/Follow-up:** Let students know that when and if changes happen in their family, they can come talk to you.

*Revised 10/11/2004*