Counselor Name: Karen Ward
Title of Lesson: Introducing My Family
School: Tucson Unified School District Counseling Department
Quarter: 2nd
Audience: ☑ Classroom ☑ Small Group
Level: ☑ Primary (K-2) ☑ Intermediate (3-5)
Target Grade: 1st

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)
Recognize, accept, respect and appreciate individual differences.

State Standards:
Reading P.O.
Writing P.O.
Math P.O.

Materials/Resources:
Quilt Square Pattern

Activity:
Ask students what it means to introduce someone? Explain that each student will choose one or more members of their family to introduce to the class. Family can mean a wide variety of people, including pets. Students will do the introduction by completing a quilt square pattern. Pass out the pattern. Directions: in the center square, invite students to draw a portrait of a member of the family, and on the surrounding shapes place special information about that family member. Students could include special memories, where the family member was born, some special
things this person likes to do, favorite color, etc. When the squares are complete have students tape them together and add "stitches" with a felt-tip pen. Point out that each square has similarities and differences. Students could share about their quilt pieces if they want to. Display the quilt.

**EVALUATION:**
**Pretest/Postest:**

**How did the student change as a result of this lesson?** Students will demonstrate that they understand families can be different, but they are still just right.

**Information/Comments/Follow-up:** Lesson 4. (This lesson is an adaptation of a lesson from *Scholastic.*)

Revised 10/11/2004