Counselor Name: Karen Ward  
Title of Lesson: How I See My Family  
School: Tucson Unified School District Counseling Department  
Quarter: 2nd  

Audience: ☒ Classroom  ☒ Small Group  
Level: ☐ Primary (K-2)  ☒ Intermediate (3-5)  
Target Grade: 4  

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)
Describe how behavior influences the feelings and actions of others. Use effective ways to deal with a wide variety of feelings.

STATE STANDARDS:
Reading P.O.
Writing P.O. Express ideas that are clear and directly related to the topic. Use a structure that fits the type of writing (e.g., letter format, narrative, lines of poetry).
Math P.O.

MATERIALS/RESOURCES:
Paper
Pencil
A poster or chalkboard to write the performance objectives: express ideas clearly and organize in meaningful sequence.
ACTIVITY:
Ask students to think about a T.V. family. Select a student to talk about their choice. On the board, write T.V. Family/My Family. Under each, write ways the two families are alike and ways the families are different. Pass out paper and have students write a page comparing/contrasting the T.V. family and their family. The writing should have introduction middle and a conclusion about their own family. In the introduction students should write about what behavior their family displays that made the student select a particular show. The conclusion should talk about how the family's behavior influences the feelings and actions of others.

EVALUATION:
Pretest/Postest: What is compare/contrast writing?

How did the student change as a result of this lesson? Students will recognize some characteristics of their family.

Information/Comments/Follow-up: These writings could be shared with the class or in a group.

Revised 10/11/2004