

<p><b>Unit #2 Title:</b> Life-Changing Events</p> <p><b>Lesson Title:</b> How Families Change <span style="float: right;"><b>Lesson 1 of 2</b></span></p> <p><b>Grade Level:</b> K</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.3: Applying Personal Safety Skills and Coping Strategies</p> <p><b>Grade Level Expectation (GLE):</b> PS.3.C.0K: Identify different life changes or events.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Personal/Social Development C: Students will understand safety and survival skills.</p>
---

**Materials (include activity sheets and/ or supporting resources)**

<p>Paper and drawing materials</p> <p>Optional – Counselor may choose to bring pictures of the ways that families change to aid in the discussion.</p>
--

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety of self and others.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will identify one way their family has changed and one way another student’s family has changed.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 Students will draw a picture of their families and “Show and Tell” changes that have occurred within their families.

**Lesson Preparation**

**Essential Questions:** How do families change?  
**Engagement (Hook):** Counselor begins drawing examples of changing families on the board for students to guess (i.e. new baby, moving, divorce, separation due to military departures) “Today, we are going to draw our families.”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Counselor distributes paper and drawing materials and instructs students to draw a picture of their family.</li> <li>2. When students have finished, the counselor will say, “Students, thank you for doing such a nice job on your family picture. I would like for each of you to tell the rest of us about your family. Tell us who the people are and tell us if there have been any changes in your family. Families change. Maybe a baby has been born in your family. Maybe a relative has died in your family. Maybe parents have separated or divorced. Maybe your mom or dad got a different job, or you moved to a different place. Maybe an older sister or brother has married or moved away or gone to college.  <u>NOTE:</u> The counselor will facilitate a discussion of how change is a natural part of life and some changes require adjustments (coping skills) during student presentations.</li> <li>3. Counselor will say, “Today we listened to our friends tell us about their families and changes that have happened in their families. Do you remember some of the changes that</li> </ol>	<ol style="list-style-type: none"> <li>1. Each student draws a family picture.</li> <li>2. Each student will participate in a “Show and Tell” about his/her family, being prompted by counselor to talk about any changes that have occurred in his/her family.</li> <li>3. Students will review the changes that occur in families.</li> </ol>

our friends talked about?	
---------------------------	--

**Teacher Follow-Up Activities**

1. Teacher may choose to read related books about new babies, new jobs for parents, new houses, death, loss, or divorce.
2. Counselor/Teacher may identify the need for some students to join a counselor lead small group dealing with the issues of grief, loss, and divorce.
3. Teacher may choose to display the students' families alongside stories the students have written about their families.

**Counselor reflection notes (completed after the lesson)**

--