

Instructional Unit Title: Happy is the New Healthy

Comprehensive Health
High School

Colorado's District Sample Curriculum Project

The teacher may discuss the interrelated sides of the health triangle (positive health) and the importance of advocating for oneself so students can pay attention to physical, social and emotional/mental aspects of health.

The teacher may discuss characteristics of mental and emotional health so students can begin identifying mental/emotional unhealthy behaviors/conditions such as depression and/or anxiety.

The teacher may brainstorm scenarios of unhealthy behavior such as self-harming so students can begin discussing the signs and symptoms of self-harming and ways to support peers at risk.

The teacher may model effective self-advocacy strategies so students can advocate for their own mental and emotional well-being.

The teacher may define SMART goals so students can begin creating their own goals pertaining to self-advocacy.

The teacher may introduce strategies that focus on understanding differences and aiding those in need so students can advocate for the mental and emotional well-being of others.

The teacher may brainstorm the benefits of diversity so students can begin to identify ways diversity strengthens community health efforts.

The teacher may bring in representatives from diverse local community groups to help students understand how diversity can strengthen advocacy for self and others.

The teacher may showcase the importance of communication as it relates to pro-social behavior so students can advocate for themselves and others.

The teacher may brainstorm/create valid criteria for accessing resources so students can identify credible resources to support one's emotional well-being.

The teacher may have students brainstorm the characteristics of a pro-social learning environment so students may advocate for a positive school environment.

PERFORMANCE ASSESSMENT: As a peer advocate you will work with fellow students to create action plans and advocacy projects that will help Juan or Sarah (characters in a given scenario), to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues. Part of your work is to help fellow students to develop effective communication skills and utilize credible resources. You are currently working in a student group. Your task is to develop an action plan for a student facing a potential mental health challenges and to develop a project that advocates for the student in the scenario.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.