Instructional Unit Title: Suicide Prevention (Positive Choices and Options)

Comprehensive Health
High School

The teacher may bring in health related Public Service
Announcements (PSAs) so students can brainstorm the elements of quality PSAs.



The teacher may introduce potential predictors of suicide (e.g., severe depression, loss, loneliness, stress, sense of not belonging) so students can investigate specific behaviors that may lead to suicide.



The teacher may pose the question: "Can bullying lead a person to want to commit self-harm?" so students can explore types of bullying that may impact a teen the most. (e.g., body image, clothes, possessions, friends, hobbies, cyber bullying).



The teacher may provide risk scenarios (i.e., bullying, stress, depression) so students can differentiate the level of response needed in order to reduce the risk of self-harm.



The teacher may introduce the importance of positive support systems and community resources so students can evaluate support systems and resources in their own lives.



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



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



The teacher may discuss how respect for diversity creates a positive school environment/culture so students can consider the impacts of pro-social behavior.



The teacher may brainstorm/create valid criteria for accessing resources so students can identify credible resources to support understanding of potential suicidal behaviors and deterrent strategies.



PERFORMANCE ASSESSMENT: As a school counselor/psychologist, you will demonstrate effective communication and advocacy skills by creating a public service announcement to present to the student body in order to increase high school students' awareness of suicide prevention.

Your presentation should revolve around and address this essential question: When you or someone you care about is distressed, what do you do? How can you advocate for a person dealing with emotions (stress, anxiety, depression, sadness, fear) in order to prevent their feelings from escalating to thoughts of suicide?

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.