Colorado Teacher-Authored Instructional Unit Sample

Unit Title: Positive Communication in Times of Conflict

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. 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.

DATE POSTED: JUNE 10, 2014
Colorado Teacher-Authorized Sample Instructional Unit

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>1. Access valid and reliable information, products, and services to enhance healthy eating behaviors</td>
<td>CH09-GR.6-S.2-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Access valid and reliable information regarding qualities of healthy family and peer relationships</td>
<td>CH09-GR.6-S.2-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Comprehend the relationship between feelings and actions</td>
<td>CH09-GR.6-S.2-GLE.3</td>
</tr>
<tr>
<td></td>
<td>4. Analyze how positive health behaviors can benefit people throughout their life span</td>
<td>CH09-GR.6-S.2-GLE.4</td>
</tr>
<tr>
<td>3.</td>
<td>1. Understand how to be mentally and emotionally healthy</td>
<td>CH09-GR.6-S.3-GLE.1</td>
</tr>
<tr>
<td>4.</td>
<td>1. Analyze the factors that influence a person’s decision to use or not use alcohol and tobacco</td>
<td>CH09-GR.6-S.4-GLE.1</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate the ability to avoid alcohol, tobacco, and other drugs</td>
<td>CH09-GR.6-S.4-GLE.2</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate self-management skills to reduce violence and actively participate in violence prevention</td>
<td>CH09-GR.6-S.4-GLE.3</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate ways to advocate for safety, and prevent unintentional injuries</td>
<td>CH09-GR.6-S.4-GLE.4</td>
</tr>
</tbody>
</table>

Colorado 21st Century Skills

- **Critical Thinking and Reasoning:** Thinking Deeply, Thinking Differently
- **Information Literacy:** Untangling the Web
- **Collaboration:** Working Together, Learning Together
- **Self-Direction:** Own Your Learning
- **Invention:** Creating Solutions

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Communication in Times of Conflict</td>
<td>3 weeks</td>
<td>5</td>
</tr>
</tbody>
</table>
## Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Positive Communication in Times of Conflict</th>
<th>Focusing Lens(es)</th>
<th>Conflict</th>
<th>Standards and Grade Level Expectations Addressed in This Unit</th>
<th>CH09-GR.6-S.4-GLE.3</th>
<th>Length of Unit</th>
<th>1 week</th>
</tr>
</thead>
</table>

### Inquiry Questions (Engaging-Debatable):  
- How can a person minimize conflict and reduce the risk of violence? (CH09-GR.6-S.4-GLE.3-EO.b,c,d,g)  
- What are positive and negative effects of weapons on society? (CH09-GR.6-S.4-GLE.3-EO.f;RA.1)  
- What situations lead to physical fighting and violence? (CH09-GR.6-S.4-GLE.3-EO.a,b,f;iQ.1)  
- Why is it my job to stop violence? (CH09-GR.6-S.4-GLE.3-EO.b;iQ.4)  
- Does a person ever deserve to be a victim of bullying or violence? (CH09-GR.6-S.4-GLE.3-EO.b)

### Unit Strands

- Prevention and Risk Management

### Concepts

- Media, Violence, Culture, Peer Pressure, Refusal Skills, Consequences, Influences, Interpersonal, Communication, Bullying, Weapons, Advocacy, Conflict, Acceptance, Empowerment, Balance

### Generalizations

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying or violence. (CH09-GR.6-S.4-GLE.3-EO.a,b,e;iQ.4)</td>
<td>What are strategies one can use to advocate for a victim of bullying, harassment or violence? (CH09-GR.6-S.4-GLE.3-EO.b,c,g;iQ.4)</td>
<td>Why do students speak up for some victims but not others?</td>
<td></td>
</tr>
<tr>
<td>Media portrayals of violence and weapons can increase (or decrease) cultural acceptance of harassment and bullying. (CH09-GR.6-S.4-GLE.3-EO.b,f)</td>
<td>What are the various media influences in an adolescent’s life? (CH09-GR.6-S.4-GLE.3)</td>
<td>Why does violence in the media affect people differently?</td>
<td></td>
</tr>
<tr>
<td>Refusal skills can increase an individual’s sense of empowerment which may help minimize the possibility of peer conflict and violence. (CH09-GR.6-S.4-GLE.3-EO.a,c,d,f,g)</td>
<td>What are risky behaviors? (CH09-GR.6-S.4-GLE.3-EO.a)</td>
<td>How do people decide whether or not to engage in risky behaviors?</td>
<td></td>
</tr>
<tr>
<td>Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities. (CH09-GR.6-S.4-GLE.3-EO.d,g)</td>
<td>When a situation is emotionally charged, what are the steps of effective communication that one can use? (CH09-GR.6-S.4-GLE.3-EO.d,g)</td>
<td>Why is it difficult to communicate when angry?</td>
<td></td>
</tr>
</tbody>
</table>
## Critical Content:

My students will **Know...**

- The short and long term consequences of violence on perpetrators, victims and bystanders (CH09-GR.6-S.4-GLE.3-EO.a)
- The role of bystanders in bullying, fighting, hazing or violent situations (CH09-GR.6-S.4-GLE.3-EO.b)
- Strategies for physical fighting and violence prevention (CH09-GR.6-S.4-GLE.3-EO.c)
- A variety of nonviolent techniques for anger management (CH09-GR.6-S.4-GLE.3-EO.d)
- Trusted adults within a school or community (CH09-GR.6-S.4-GLE.3-EO.e)
- The dangers of weapons at school. (CH09-GR.6-S.4-GLE.3-EO.g)

## Key Skills:

My students will be able to **(Do)...**

- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently. (CH09-GR.6-S.4-GLE.3-EO.b,c,f)
- Demonstrate positive strategies for coping with anger. (CH09-GR.6-S.4-GLE.3-EO.d)
- Communicate with a trusted adult when violence or weapons are seen or suspected. (CH09-GR.6-S.4-GLE.3-EO.e,f)
- Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence. (CH09-GR.6-S.4-GLE.3-EO.b;IQ.1)

### Critical Language:

includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

**EXAMPLE:** A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in __________ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

**I have the skills to determine the contributing factors and consequences of violence as well as develop and demonstrate communication and advocacy skills that contribute to nonviolence.**

### Academic Vocabulary:

Conflict, Peer Pressure, Trusted Adult, Interpersonal Communication, Resolution, Influences, Media, Emotions, Consequences, Acceptance, Balance

### Technical Vocabulary:

Bullying, Harassment, Violence, Victim, Perpetrators, Bystanders, Hazing, Weapons, Refusal and Negotiating Skills, Empowerment
# Unit Description:
This unit looks at ways to de-escalate conflict through anger management strategies, advocacy skills, and positive communication among peers, teachers, family members, and the community. Students will examine the effects of violence in our history and what strategies can be used to decrease violence in our lives today by analyzing the concepts of conflict, bullying, and harassment and make connections to their own personal experiences. The unit culminates with a performance assessment that has students create a children’s story book that will describe and illustrate how to de-escalate conflict in a non-violent way, show positive communication skills when talking to adults and/or peers involved in the conflict, and apply advocacy skills for you and others.

# Considerations:
It is understood that most if not all 6th grade students will have a working knowledge of the concepts of conflict, peer pressure, influences, emotions, and consequences. However, it cannot be presumed that all students have an understanding of advocacy, cultural acceptance or a mastery of skills to diffuse anger. This unit will focus on a development of these concepts and skills to empower students to have tools for safety and violence prevention in their own lives.

## Unit Generalizations

| Key Generalization: | Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence |
| Supporting Generalizations: | Media portrayals of violence and weapons can increase (or decrease) cultural acceptance of harassment and bullying |
| | Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities |
| | Refusal skills can increase an individual’s sense of empowerment, which may help minimize the possibility of peer conflict and violence |

## Performance Assessment: The capstone/summative assessment for this unit.

### Claims:
(Key generalization(s) to be mastered and demonstrated through the capstone assessment.)
Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence.

### Stimulus Material:
(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)
As a children’s book author, you will work with fellow authors to create a children’s story book to be used for students in younger grade levels. The storybook will describe and illustrate how to de-escalate conflict in a non-violent way, show positive communication skills when talking with adults and peers involved in the conflict, and apply advocacy skills.
The creation of the book should be guided by this question:
- How can a person de-escalate conflict utilizing positive communication and advocacy skills?

### Product/Evidence:
(Expected product from students)
Students will work with a peer group to draft and create a children’s storybook to be used for students in younger grade levels. The book will describe and illustrate how to de-escalate conflict.
Expectations:
- Demonstrate a variety of positive techniques to diffuse conflict in non-violent ways by employing healthy communication skills between adults and peers involved and using advocacy skills for yourself and others.
- Include at least 3 technical and 3 academic vocabulary words (appropriate for the grade level of the audience) in the final product.
- List the strategies used to diffuse anger.
### Differentiation:
(Multiple modes for student expression)

- Work in purposeful grouping or pairing
- Be given shortened tasks
- Have extended time

In the creation of the book students may take on different roles including:
- Writer/researcher
- Illustrator
- Graphic Designer

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### Texts for independent reading or for class read aloud to support the content

<table>
<thead>
<tr>
<th>Informational/Non-Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dealing with Stuff That Makes Life Tough</em> by Jill Zimmerman Rutledge (Lexile range 800-1000)</td>
<td><em>Stargirl</em> by Jerry Spinelli (The impact of peer influences and popularity) (Lexile range 700-1000)</td>
</tr>
<tr>
<td><em>I Wish I Knew What to Do</em> by Beth Carls (Lexile range 800 – 900)</td>
<td><em>The List</em> by Siobhan Vivian (Lexile range 800-1100)</td>
</tr>
<tr>
<td><em>Less Stress = More Success</em> by Susanna Palomares, Diane Schilling (Lexile range 800-1000)</td>
<td><em>Who Moved My Cheese? for Teens</em> by Spencer Johnson (Lexile range 880-900)</td>
</tr>
<tr>
<td><em>50 Activities for Teaching Relaxation and Stress Management to Teens</em> (Lexile range 800-1200)</td>
<td><em>Dear Bully</em> by Carrie Jones &amp; Megan Helley Hall (Lexile level 790)</td>
</tr>
<tr>
<td><em>Self-Advocacy: The Ultimate Teen Guide</em> by Cheryl Gerson Tuttle, JoAnn Augeri Silva (Lexile range 800-1200)</td>
<td><em>Burned</em> by P.C. Cast &amp; Kristin Cast (Lexile level 790)</td>
</tr>
<tr>
<td><em>Communication Skills</em> by Kalpit Jain (Developing communication skills) (Lexile range 800-1000)</td>
<td><em>Impulse</em> by Steven Gould (Lexile level 730)</td>
</tr>
<tr>
<td><em>Communication Skills for Working with Children</em> by Pat Petrie (Lexile range 700-800)</td>
<td><em>The Pinballs</em> by Betsy Byars (Lexile level 600)</td>
</tr>
<tr>
<td><em>Mental Health Information for Teens</em> by Karen Belliner (Lexile range 960-1115)</td>
<td></td>
</tr>
<tr>
<td><em>The Anxiety Workbook for Teens - Activities to Help You Deal with Anxiety and Worry</em> by Lisa M. Schab, LCSW (Lexile range 960-1115)</td>
<td></td>
</tr>
<tr>
<td><em>Beyond the Blues - A Workbook to Help Teens Overcome Depression</em> by Lisa M. Schab, LCSW (Lexile range 960-1115)</td>
<td></td>
</tr>
<tr>
<td><em>Arise-Teen Anger Danger</em> 50 + Anger stories with Real Life Consequences (Lexile range 960-1115)</td>
<td></td>
</tr>
<tr>
<td><em>6 Steps to an Emotionally Intelligent Teenager</em> by James Windell (Lexile range 960-1115)</td>
<td></td>
</tr>
<tr>
<td><em>Pressure: True Stories by Teens About Stress</em> edited by Al Desetta from Youth Communication (Lexile range 800-1000)</td>
<td></td>
</tr>
<tr>
<td><em>Rage: True Stories by Teens About Anger</em> edited by Laura Longhine and Nora McCarthy from Youth Communication (Lexile range 800-1000)</td>
<td></td>
</tr>
<tr>
<td><em>Vicious: True Stories by Teens About Bullying</em> edited by Hope Vanderberg from Youth Communication (Lexile range 800-1000)</td>
<td></td>
</tr>
<tr>
<td><em>Chill Skills in a Jar- Anger Management Tips for Teens</em> by Free Spirit Publishing (Lexile 800-1000)</td>
<td></td>
</tr>
</tbody>
</table>
### Ongoing Discipline-Specific Learning Experiences

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Teacher Resources</th>
<th>Student Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills:</td>
<td>Communicate with a trusted adult when violence or weapons are seen or suspected  Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently</td>
<td></td>
<td>Students will keep a daily journal throughout the unit to record and describe various types of communication they use with different people in their life.</td>
</tr>
</tbody>
</table>
### Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as conflict, peer pressure, influences, emotions, and consequences. This unit allows students to analyze the concepts of conflict, bullying, and harassment and make connections to their own personal experiences in order to develop skills that may allow them to decrease the chance of violence in their own lives.

### Learning Experience # 1

The teacher may review the concept of interpersonal conflict so students can begin documenting different types of conflict they have seen or experienced in their own lives (e.g., peers, school, family, community).

| Generalization Connection(s): | Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence |
### Student Resources:
- *Dealing with Stuff That Makes Life Tough* by Jill Zimmerman Rutledge (Dealing with adolescent stress)
- *Arise-Teen Anger Danger 50 + Anger stories with Real Life Consequences*
- *6 Steps to an Emotionally Intelligent Teenager* by James Windell

### Assessment:
Students will use a graphic organizer to construct paragraphs of examples of conflict

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may verbally share with a peer two different types of conflict they have experienced or seen</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
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<tbody>
<tr>
<td>N/A</td>
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</tr>
</tbody>
</table>

### Critical Content:
- The short and long term consequences of violence on perpetrators, victims and bystanders

### Key Skills:
- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently

### Critical Language:
- Conflict, resolution, bullying, harassment, and negotiating skills, empowerment

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### Learning Experience # 2

The teacher may bring in examples of bullying situations so students can begin examining how teasing and harassment may escalate into bullying.

### Generalization Connection(s):
Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence

### Teacher Resources:
- [http://www.pacerteensagainstbullying.org/#/home](http://www.pacerteensagainstbullying.org/#/home) (Teen bullying)

### Student Resources:
- [http://www.pacerteensagainstbullying.org/#/home](http://www.pacerteensagainstbullying.org/#/home) (Teen bullying)
- [http://pbskids.org/itsmylife/friends/bullies/](http://pbskids.org/itsmylife/friends/bullies/) (Bullying)
- *Dear Bully* by Carrie Jones & Megan Helley Hall (Anti-bullying techniques for adolescents)
- [http://www.cruinstitute.org](http://www.cruinstitute.org) (Peer Mediation – Anti-bullying-Conflict)

### Assessment:
The students will pair with a partner to create a definition of the word bully and then examine possible situations when bullying may occur among peers (e.g., pair-share).

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
### Extensions for depth and complexity:

<table>
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<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.doe.virginia.gov/instruction/english/middle/vocabulary/">http://www.doe.virginia.gov/instruction/english/middle/vocabulary/</a> (Teaching vocabulary through students' illustrations of words)</td>
<td>Students may create word and picture sketches for the classroom word wall to illustrate their knowledge of different types of bullying</td>
</tr>
</tbody>
</table>

### Critical Content:

- The short and long term consequences of violence on perpetrators, victims and bystanders
- The role of bystanders in bullying, fighting, hazing or violent situations

### Key Skills:

- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently
- Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence

### Critical Language:

Conflict, peer pressure, bullying, harassment, violence, victim, perpetrators, bystanders, hazing

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### Learning Experience # 3

The teacher may utilize a short story or video (see teacher resources) that demonstrates harassment in peer scenarios, so students can identify the physical, social and emotional implications of harassment/teasing.

### Generalization Connection(s):

Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence

### Teacher Resources:

- [http://www.stageoflife.com/TeensandBullies.aspx](http://www.stageoflife.com/TeensandBullies.aspx) (List of personal essays of students that have been harassed or teased)

### Student Resources:

- [http://www.stageoflife.com/TeensandBullies.aspx](http://www.stageoflife.com/TeensandBullies.aspx) (List of personal essays of students that have been harassed or teased)

### Assessment:

Students will use the class word wall to create three columns and generate examples of possible physical, social and emotional implications of harassment/teasing.

### Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may work with a peer to develop ideas for possible physical, social and emotional implications of harassment/teasing</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may create word and picture sketches for the classroom word wall to illustrate their knowledge of different types of bullying</td>
</tr>
</tbody>
</table>

### Critical Content:

- The short and long term consequences of violence on perpetrators, victims and bystanders
- The role of bystanders in bullying, fighting, hazing or violent situations
- Strategies for physical fighting and violence prevention

### Key Skills:

- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently.
- Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence.
### Critical Language:
Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, balance, bullying, harassment, violence, victim, perpetrators, bystanders, hazing, weapons, refusal and negotiating skills, empowerment

### Learning Experience # 4

The teacher may bring in a guest speaker from the community (e.g., school resource officer, police officer, or counselor) to discuss local and/or specific examples of adolescent harassment/bullying so students can begin to determine techniques to use to de-escalate potentially violent situations among peers.

**Generalization Connection(s):**
Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying or violence

### Teacher Resources:
- [http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf](http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf) (Role play on communication)
- [http://www.slideshare.net/tayyabsheikhg/types-of-communication-17110305](http://www.slideshare.net/tayyabsheikhg/types-of-communication-17110305) (Slideshow on types of communication)

### Student Resources:
- [http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf](http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf) (Role play on communication)

### Assessment:
Students will create a peer scenario to provide examples of how to de-escalate bullying before a situation becomes potentially violent (e.g., students who may dress differently, students with a disability, students who are from a different culture, etc.)

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.cusd80.com/cms/lib6/AZ01001175/centricity/domain/3562/TimeforKids.pdf">http://www.cusd80.com/cms/lib6/AZ01001175/centricity/domain/3562/TimeforKids.pdf</a> (Anti-bullying techniques)</td>
<td>Students may use the problem-solution chart to provide examples of how to de-escalate three different types of bullying situations before the situations becomes potentially violent</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
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</thead>
<tbody>
<tr>
<td><a href="http://4.bp.blogspot.com/-vx34ulymOGA/UTf7-6ausHI/AAAAAAAAFms/65Assocunac/s1600/journal.png">http://4.bp.blogspot.com/-vx34ulymOGA/UTf7-6ausHI/AAAAAAAAFms/65Assocunac/s1600/journal.png</a> (Graphic organizer that guide students in journaling)</td>
<td>Students may create a classroom word wall with positive alternative words and phrases that could be used in peer conversations and scenarios (e.g., “It’s ok if we don’t all like the same sports or hobbies”) Students may create an action plan (anti-bullying campaign) to illustrate proactive conversations and techniques to advocate for someone in a harassing or bullying situation (e.g., school PSA, posters) <a href="http://drmichellecleere.com/2012/mental-moment-take-action/">http://drmichellecleere.com/2012/mental-moment-take-action/</a> (Example action plan template that could be modified)</td>
</tr>
</tbody>
</table>
### Critical Content:
- The short and long term consequences of violence on perpetrators, victims and bystanders
- The role of bystanders in bullying, fighting, hazing or violent situations
- Trusted adults within a school or community

### Key Skills:
- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently.
- Demonstrate positive strategies for coping with anger.
- Communicate with a trusted adult when violence or weapons are seen or suspected.
- Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence.

### Critical Language:
Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, balance, bullying, harassment, violence, victim, perpetrators, bystanders, hazing, weapons, refusal and negotiating skills, empowerment

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### Learning Experience # 5
The teacher may show various movie clips, cartoon clips and/or video game segments that depict bullying and violence so students can analyze the possible impact and influence media may have on adolescents

### Generalization Connection(s):
Media portrayals of violence and weapons can increase (or decrease) cultural acceptance of harassment and bullying

### Teacher Resources:
- [http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf](http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf) (Attribute graphic organizer)
- [http://tommarch.com/webquests/croolzone/builder.htm](http://tommarch.com/webquests/croolzone/builder.htm) (School violence)
- [http://pbskids.org/dontbuyit/advertisingtricks/](http://pbskids.org/dontbuyit/advertisingtricks/) (The elements of advertising and being media smart)
- [http://www.etr.org/healthsmart/assets/File/HS/MS_Program_Foundation.pdf](http://www.etr.org/healthsmart/assets/File/HS/MS_Program_Foundation.pdf) (Life skills for middle school & Get Real About Violence. ETR Series. Health Smart: Violence & injury prevention)

### Student Resources:
- [http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf](http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf) (Attribute graphic organizer)
- [https://www.youtube.com/watch?v=rPun_9Isf1w](https://www.youtube.com/watch?v=rPun_9Isf1w) (Stand By Me, Toy Story, Karate Kid, Back To the Future-bullying in movies)
- [https://www.youtube.com/watch?v=r-G0QNYSqsw](https://www.youtube.com/watch?v=r-G0QNYSqsw) (Violence in cartoons)
- [https://www.commonsensemedia.org/blog/10-most-violent-video-games-and-10-alternatives](https://www.commonsensemedia.org/blog/10-most-violent-video-games-and-10-alternatives) (10 most violent video games)

### Assessment:
Students will use a T-chart [http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf) to assess the negative influences and impacts as it pertains to bullying and violence in three different types of media (e.g., movies, cartoons, video games, commercials etc.)

### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

#### Access (Resources and/or Process)
- [http://pbskids.org/dontbuyit/advertisingtricks/](http://pbskids.org/dontbuyit/advertisingtricks/) (The elements of advertising and being media smart)
- [http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf](http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf) (Attribute graphic organizer)

#### Expression (Products and/or Performance)
Students may work with a small group and view a PBS site to analyze the impact of various media types as it pertains to violence (e.g., group presentation, T chart, poster).
## Extensions for depth and complexity:

**Access (Resources and/or Process)**
- [http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf](http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf) (Attribute graphic organizer)
- [https://www.youtube.com/watch?v=rPun_9Isf1w](https://www.youtube.com/watch?v=rPun_9Isf1w) (Stand By Me, Toy Story, Karate Kid, Back To the Future-bullying in movies)
- [https://www.youtube.com/watch?v=r-G0QNYSqs](https://www.youtube.com/watch?v=r-G0QNYSqs) (Violence in cartoons)

**Expression (Products and/or Performance)**
Students may use the attribute graphic organizer to analyze verbal conflict in various types of media and determine possible alternatives to de-escalate the conflict for a more positive outcome (e.g., movie clips, cartoons, commercials etc.).

## Critical Content:
- The short and long term consequences of violence on perpetrators, victims and bystanders
- The role of bystanders in bullying, fighting, hazing or violent situations
- The dangers of weapons at school

## Key Skills:
- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently
- Communicate with a trusted adult when violence or weapons are seen or suspected
- Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence

## Critical Language:
Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, balance, bullying, harassment, violence, victim, perpetrators, bystanders, hazing, weapons, refusal and negotiating skills, empowerment

## Learning Experience # 6

The teacher may provide examples of anger management techniques that could be used to diffuse negative emotions (anger, frustration, embarrassment etc.) so students can examine how those techniques could be used to de-escalate potentially hostile or violent situations.

### Generalization Connection(s):
Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities

### Teacher Resources:
- [http://www.helpguide.org/mental/anger_management_control_tips_techniques.htm](http://www.helpguide.org/mental/anger_management_control_tips_techniques.htm) (Coping with Anger)
- [http://teenadvice.about.com/od/violencebullying/a/angermanagement.htm](http://teenadvice.about.com/od/violencebullying/a/angermanagement.htm) (Anger management for teens)

### Student Resources:
- [http://www.helpguide.org/mental/anger_management_control_tips_techniques.htm](http://www.helpguide.org/mental/anger_management_control_tips_techniques.htm) (Coping with Anger)
- [http://teenadvice.about.com/od/violencebullying/a/angermanagement.htm](http://teenadvice.about.com/od/violencebullying/a/angermanagement.htm) (Anger management for teens)

**Chill Skills in a Jar- Anger Management Tips for Teens** by Free Spirit Publishing (Anger management for teens)

**Anger Is My Friend: Rethinking teen anger management** by Sam Ross (Anger management for teens)

**Managing Teen Anger and Violence: A Pathways to Peace Program** by William Fleeman (Coping with Anger)
### Assessment:

Students will work with a peer to create a scenario that depicts a situation that illustrates a person’s anger and what techniques could be used to de-escalate the emotions for a positive outcome (e.g., an argument between a girlfriend/boyfriend; a person has had a possession stolen; failing a test; losing a ballgame).

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may present one-on-one to the teacher about a time when they have been extremely angry and explain 1-2 strategies they used or could have used to diffuse their anger. Students may write a paragraph about a time when they have been extremely angry and explain 1-2 strategies they used or could have used to diffuse their anger. <a href="http://www.edhelper.com/teachers/General_graphic_organizers.htm">http://www.edhelper.com/teachers/General_graphic_organizers.htm</a> (Draw and write graphic organizer)</td>
</tr>
</tbody>
</table>

### Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students will work with a peer to create a scenario to perform for students in a younger grade that depicts a situation that illustrates a person’s anger and what techniques could be used to de-escalate the emotions for a positive outcome (e.g., an argument between a girlfriend/boyfriend; a person has had a possession stolen; failing a test; losing a ballgame).</td>
</tr>
</tbody>
</table>

### Critical Content:

- Strategies for physical fighting and violence prevention
- A variety of nonviolent techniques for anger management

### Key Skills:

- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently
- Demonstrate positive strategies for coping with anger

### Critical Language:

Emotions, balance, anger management

### Learning Experience # 7

The teacher may brainstorm different types of communication within relationships (e.g., verbal, non-verbal, passive, aggressive etc.) so students can begin to differentiate healthy from unhealthy forms of communication.

### Generalization Connection(s):

Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities

### Teacher Resources:

- [http://www.dibbleinstitute.org/NEWDOCS/Middle-School-Tip-Sheet.pdf](http://www.dibbleinstitute.org/NEWDOCS/Middle-School-Tip-Sheet.pdf) (Tips for teaching relationship skills)
### Colorado Teacher-Authored Sample Instructional Unit

#### Student Resources:
http://www.everydaylife.globalpost.com/activities-teens-developing-communication

#### Assessment:
Students will create a personal book of emotions (e.g., sadness, frustration, happiness, stress, excitement, anxiety, fear, loneliness) that will illustrate various ways to express those emotions through verbal and nonverbal methods of communication.

(Book template-free but requires registration)

#### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.youtube.com/watch?v=_UTx6iPLsH4">http://www.youtube.com/watch?v=_UTx6iPLsH4</a> (Good Communication Skills for Teens – Let’s Face It)</td>
<td>Students may verbally communicate one on one with teacher</td>
</tr>
<tr>
<td></td>
<td>Students may choose emotions from a word bank to describe the image (e.g., happy, sad, frustrated, angry, scared, etc.)</td>
</tr>
</tbody>
</table>

#### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may use their personal book of emotions to read and demonstrate to students in younger grades how to express positive forms of communication in different situations. (e.g., sadness, frustration, happiness, stress, excitement, anxiety, fear, loneliness)</td>
</tr>
</tbody>
</table>

#### Critical Content:
- Trusted adults within a school or community

#### Key Skills:
- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently
- Communicate with a trusted adult when violence or weapons are seen or suspected

#### Critical Language:
Conflict, peer pressure, trusted adult, interpersonal communication, consequences, emotions

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**Learning Experience # 8**

The teacher may model communication skills used in conflict management so students can begin to categorize the different skills needed to de-escalate conflict situations.

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
<th>Refusal skills can increase an individual’s sense of empowerment, which may help minimize the possibility of peer conflict and violence</th>
</tr>
</thead>
</table>

**Teacher Resources:**

- [www.kellybear.com/Teacher Articles/TeacherTip21.html](http://www.kellybear.com/Teacher Articles/TeacherTip21.html) (Teaching Children Refusal Skills by Leah Davies M.Ed.)

**Student Resources:**

- [http://www.livestrong.com/article/560362-how-to-teach-refusal-skills-for-peer-pressure/](http://www.livestrong.com/article/560362-how-to-teach-refusal-skills-for-peer-pressure/) (Refusal skills for peer pressure)
### Colorado Teacher-Authored Sample Instructional Unit

#### Assessment:
Students will role-play teacher driven scenarios utilizing communication refusal skills in order to de-escalate a potentially volatile situation.  

#### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.ncpc.org/programs/teens-crime-and-the-community/community-works-session-enhancements/section-1/session-7/role-play-scenarios.pdf">http://www.ncpc.org/programs/teens-crime-and-the-community/community-works-session-enhancements/section-1/session-7/role-play-scenarios.pdf</a> (Conflict resolution scenarios)</td>
<td>Students may be given prompt cards with preferred scenarios so they can draw a picture displaying positive communication skills</td>
</tr>
</tbody>
</table>

#### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Students may work as peer mediators to practice conflict resolution through student created scenarios. They will develop possible alternative outcomes to the conflict (e.g., group discussion and presentations)</td>
</tr>
</tbody>
</table>

#### Critical Content:
- The short and long term consequences of violence on perpetrators, victims and bystanders
- The dangers of weapons at school

#### Key Skills:
- Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently
- Communicate with a trusted adult when violence or weapons are seen or suspected

#### Critical Language:
Conflict, peer pressure, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, bullying, harassment, violence, victim, perpetrators, bystanders, weapons, refusal and negotiating skills, empowerment

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### Learning Experience # 9

The teacher may utilize a narrative or informational text to define teen advocacy so students can analyze what type of advocacy techniques could be used to resolve peer situations involving harassment, teasing, or bullying.

#### Generalization Connection(s):
Refusal skills can increase an individual's sense of empowerment, which may help minimize the possibility of peer conflict and violence

#### Teacher Resources:
- http://bullying.about.com/od/Schools/fl/5-Self-Advocacy-Skills-Kids-Need-When-Bullied.htm (Advocacy skills to combat bullying)
- http://www.pleasanton.k12.ca.us/hmsweb/coutches/downloads/wellness/refusal%20skills.pdf (Refusal skills to stay safe)
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<tbody>
<tr>
<td>Assessment:</td>
<td>Students will create an action plan (anti-bullying campaign) to illustrate proactive conversations and techniques to advocate for someone in a harassing, bullying or unsafe situation (e.g., school PSA, posters etc.)</td>
</tr>
</tbody>
</table>
| Differentiation: | Access (Resources and/or Process)  
The teacher may provide graphic organizer  
http://www.eduplace.com/graphicorganizer  
The teacher may provide a shortened assignment  
The teacher may provide sentence starters  
The teacher may provide extended time  
The teacher may provide word-to-word dictionary in native language  

Expression (Products and/or Performance)  
Students may work with a peer to create a visual representation that illustrates proactive conversations and techniques to advocate for someone in a harassing, bullying or unsafe situation (e.g., school PSA, posters etc.) |
| Extensions for depth and complexity: | Access (Resources and/or Process)  
http://www.clpi.org/why-advocacy/success-stories (Examples of advocacy throughout history)  

Expression (Products and/or Performance)  
Students may research with a partner one current/historical event in their community where advocacy and/or empowerment impacted large-scale social change (e.g., class presentation, poster, power point etc.) |
| Critical Content: | • The role of bystanders in bullying, fighting, hazing or violent situations  
• Strategies for physical fighting and violence prevention  
• Trusted adults within a school or community  
• The dangers of weapons at school |
| Key Skills: | • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently  
• Demonstrate positive strategies for coping with anger  
• Communicate with a trusted adult when violence or weapons are seen or suspected  
• Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence |
| Critical Language: | Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, emotions, consequences, acceptance, bullying, harassment, violence, victim, perpetrators, bystanders, weapons, refusal and negotiating skills, empowerment |