

# Unit Title: We All Need to Communicate

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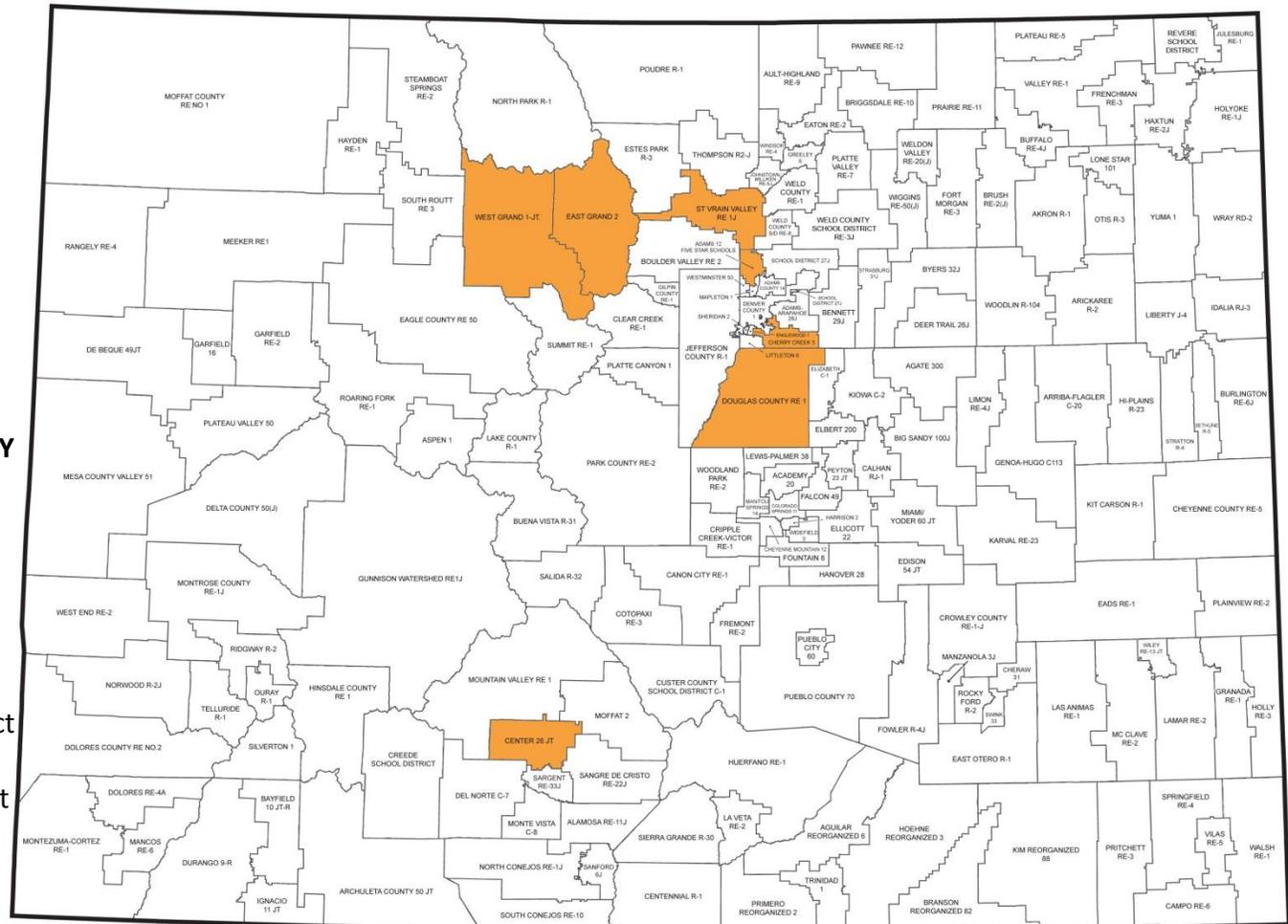
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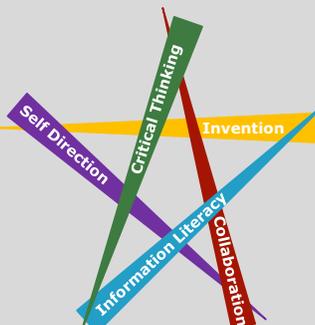


*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

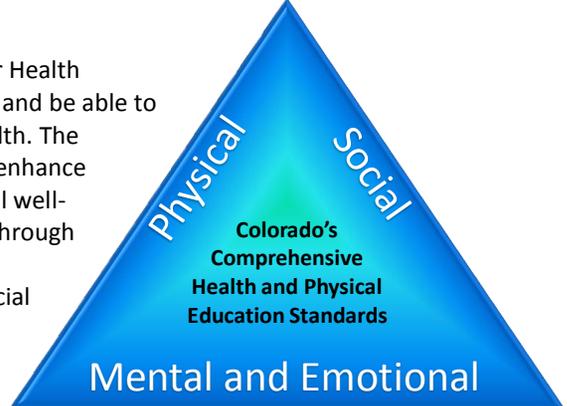
<b>Content Area</b>	Comprehensive Health	<b>Grade Level</b>	6 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
2. Physical and Personal Wellness	1. Access valid and reliable information, products, and services to enhance healthy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

### Colorado 21<sup>st</sup> 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.



<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
We All Need to Communicate	2 weeks	1

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	We All Need to Communicate		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Perspective	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.6-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do people’s perspectives vary about which emotions and behaviors are considered “normal”? (CH09-GR.6-S.3-GLE.1-EO.a,b;IQ.4)</li> <li>• What if behaviors were determined only by emotions? (CH09-GR.6-S.3-GLE.1-EO.a,b)</li> <li>• How can a person control their feelings? (CH09-GR.6-S.3-GLE.1-EO.c;IQ.2)</li> <li>• How can the way kids communicate feelings hurt others? (CH09-GR.6-S.3-GLE.1-EO.c;IQ.3)</li> <li>• Are mental health problems as real or valid as other health problems? (CH09-GR.6-S.3-GLE.1;IQ.3)</li> </ul>			
<b>Unit Strands</b>	Emotional and Social Wellness			
<b>Concepts</b>	Support Systems, Inter-connectedness, Resources, Influences, Communication, Decision-making, Self-advocacy, Growth, Wellness, Choices, Feelings, Emotion, Behavior, Balance, Perspective			

<b>Generalizations</b> My students will Understand that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Individuals must navigate the different perspectives offered by support systems and valid resources regarding what constitutes positive decision making. (CH09-GR.6-S.3-GLE.1-EO.e,f)	What mental health support systems and valid resources are available in the community? (CH09-GR.6-S.3-GLE.1)	Why is it important to seek different perspectives when making decisions? (CH09-GR.6-S.3-GLE.1)
Self-advocacy, a key component of effective interpersonal communication, provides an essential foundation for overall wellness. (CH09-GR.6-S.3-GLE.1-EO.c)	What are effective communication skills? (CH09-GR.6-S.3-GLE.1-EO.c)	Why can it be difficult to express your own needs when communicating with others? (CH09-GR.6-S.3-GLE.1-EO.c)
Attention to the interconnections between physical, mental, social, emotional and spiritual health can provide for a “balanced” life and total wellness. (CH09-GR.6-S.3-GLE.1-EO.a;IQ.1)	What are the components of the health triangle? (CH09-GR.6-S.3-GLE.1-EO.a;IQ.1)	What might happen if the components of the triangle are out of balance? (CH09-GR.6-S.3-GLE.1-EO.a,d,e,f;IQ.1)
The analysis of the impact of feelings and emotions on behavior can result in better choices and personal growth. (CH09-GR.6-S.3-GLE.1-EO.b,d,e,f)	What are the connections between feelings and behavior? (CH09-GR.6-S.3-GLE.1-EO.b)	How do your own feelings impact your behavior? (CH09-GR.6-S.3-GLE.1-EO.b)

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The interrelationship of physical, mental, emotional, social and spiritual health. (CH09-GR.6-S.3-GLE.1-EO.a)</li> <li>• The relationship between feelings and behavior. (CH09-GR.6-S.3-GLE.1-EO.b)</li> <li>• Appropriate expressions of needs, wants and feelings (CH09-GR.6-S.3-GLE.1-EO.c)</li> <li>• The causes, symptoms and effects of stress, anxiety and depression (CH09-GR.6-S.3-GLE.1-EO.d)</li> <li>• Feelings and emotions such as depression, sadness, hopelessness, loss and grief (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• The resources for someone feeling depression, sadness, hopelessness, loss or grief. (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• Decision making skills (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the relationship between feelings and behavior (CH09-GR.6-S.3-GLE.1-EO.b)</li> <li>• Identify the causes, symptoms and effects of anxiety and depression, loss, and grief (CH09-GR.6-S.3-GLE.1-EO.d)</li> <li>• Utilize adult and community resources when feeling depression, sadness, loss and grief (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• Utilize decision making model when confronted with feelings of depression, sadness, hopelessness, loss or grief. (CH09-GR.6-S.3-GLE.1-EO.e,f)</li> <li>• Demonstrate appropriate ways to express needs, wants and feelings. (CH09-GR.6-S.3-GLE.1-EO.c)</li> </ul>

<b>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.</b> <b>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.”</b>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>Johnny will be able to access valid and reliable resources, analyze factors that influence decision making and behavior, and communicate the intent for positive choices involving mental health.</i>
<b>Academic Vocabulary:</b>	Feelings, Emotions, Behaviors, Decision-making, Communication, Resources, Choices, Influences, Support Systems, Symptom, Balance, Expression, Perception
<b>Technical Vocabulary:</b>	Health Triangle, Depression, Mental Health, Anxiety, Wellness, Interconnections, Empathy

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This unit examines communication through the lens of considering various perspectives and experiences. Students will explore the interconnectedness between mental/emotional health and communication. Additionally, students will consider how critical skills such as decision making, self-advocacy and interpersonal communication lay the foundation to develop overall well-being. They will analyze the importance of communicating feelings and emotions, understanding the signs, symptoms and effects of anxiety, stress, depression, loss and grief. The unit culminates with the development of a “Put Yourself in My Shoes” book encompassing empathy, content knowledge and key skills.
<b>Considerations:</b>	Sixth grade health includes three units focusing on communication. However, each unit addresses different skills and perspectives of this common theme. Although many hold the popular belief that teaching about suicide could be construed as suggesting suicide, this is a myth. On the contrary, research shows that speaking with students about suicide has been found to be an effective preventative measure.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Attention to the interconnections between physical, mental, social, emotional and spiritual health can provide for a “balanced” life and total wellness
<b>Supporting Generalizations:</b>	Individuals must navigate the different perspectives offered by support systems and valid resources regarding what constitutes positive decision making
	Self-advocacy, a key component of effective interpersonal communication, provides an essential foundation for overall wellness
	The analysis of the impact of feelings and emotions on behavior can result in better choices and personal growth

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Attention to the interconnections between physical, mental, social, emotional and spiritual health can provide for a “balanced” life and total wellness.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a peer “Time Trouper” and throughout the unit you have responded to a series of “Put Yourself in My Shoes” diary/journal entries. Each diary/journal series poses a situation where you, as a Time Trouper, have traveled back to change the outcome of a peer’s life by completing journal entries through your peers perspective while demonstrating communication, self-advocacy, self-management, and decision making skills in relation to creating a balanced lifestyle. As a final assessment you will add your own concluding reflection synthesizing your essential learning. Reflections will include: <ul style="list-style-type: none"> <li>• Feelings/emotions regarding other people’s experiences and perspectives?</li> <li>• What are your personal next steps?</li> <li>• What tools and resources might you use toward developing a balanced lifestyle?</li> </ul>
<b>Product/Evidence:</b> (Expected product from students)	Students will compile journal entries and a final reflection to place into a “Put Yourself in My Shoes” book. Journal entries are part of the ongoing learning experience throughout the unit and students complete these entries through their peer’s perspective while demonstrating communication, self-advocacy, self-management, and decision making skills in relation to creating a balanced lifestyle. The student final reflections will include: <ul style="list-style-type: none"> <li>• Feelings/emotions regarding other people’s experiences and perspectives?</li> <li>• What are your personal next steps?</li> </ul>

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	<ul style="list-style-type: none"> <li>• What tools and resources might you use toward developing a balanced lifestyle?</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> <li>• complete a modified diary/journal</li> <li>• work with a partner to create reflection</li> <li>• present reflection verbally</li> <li>• may reflect feelings/emotions via illustrations</li> <li>• use graphic organizers to depict diary/journal entries</li> </ul>

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>My Feelings Have Names: Kids Have Troubles Too</i> by Sheila Stewart (Lexile band 820)</p> <p><i>The Grieving Teen: A Guide for Teenagers and their Friends</i> by Helen Fitzgerald (Lexile range 800-1100 )</p> <p><i>I Wear My Feelings</i> by Dona Herweck Rice available in Spanish and English (Lexile band 600)</p> <p><i>Sociodrama: Who's in your Shoes</i> by Sternberg, Patricia; Garcia, Antonina (Lexile band 1170)</p> <p><i>Stress and Depression (Emotional Health Issues)</i> by Jane Bingham (Lexile band 1030)</p> <p><i>Living with Depression</i> by Carol Hand (Lexile band 1020)</p> <p><i>More than the Blues: Understanding Depression</i> by Carla Mooney (Lexile band 820)</p> <p><i>Youth with Depression and Anxiety: Moods that Overwhelm</i> by McIntosh, Kenneth; Livingston, Phyllis (Lexile band 1060)</p> <p><i>Suicide (Straight Talk about...)</i> by Rachel Eagen (Lexile band 970)</p> <p><i>Coping with Family Stress</i> by Kimberly W. Goodan (Lexile band 840)</p> <p><i>When a Friend Dies: A Book about Grieving and Healing</i> by Marilyn E. Gootman (Lexile band 840)</p>	<p><i>Angry Girls: Girls Dealing with Feelings</i> by Gail Snyder (Lexile band 960)</p> <p><i>Feeling Unloved: Girls Dealing with Feelings</i> by Dorothy Kavanaugh (Lexile band 930)</p> <p><i>Stressed Out Girl? Girls Dealing with Feelings</i> by Annie Belfield (Lexile band 980)</p> <p><i>Monster</i> by Walter Dean Myers (Lexile band 670)</p> <p><i>Summer of my German Soldier</i> by Bette Greene (Lexile band 800)</p> <p><i>Emily: The Diary of a Hard Worked Woman (Women in the West)</i> by Emily French (Lexile band 1090)</p> <p><i>Underwater</i> by Debbie Levy (Lexile band 810)</p> <p><i>Black Jack Jetty: A Boy's Journey Through Grief</i> by Michael A. Carestio (lexile band 670)</p> <p><i>Juggling Fire</i> by Joanne Bell (Lexile band 810)</p> <p><i>The Shape of Water</i> by Anne Spollen (Lexile band 860)</p> <p><i>The 10P.M. Question</i> by Kate De Goldi (Lexile band 830)</p> <p><i>Lilrael, Daughter of the Clayr</i> by Garth Nix (Lexile band 950)</p> <p><i>The Hour of the Wolf</i> by Patricia Calvert (Lexile band 1010)</p> <p><i>How Could You Do It Diane?</i> by Stella Pevsner (Lexile band 640)</p> <p><i>The Last Domino</i> by Adam Meyer (Lexile band 770)</p> <p><i>The Sunday Doll</i> by Mary Francis Shura (Lexile band 880)</p> <p><i>My Many Colored Days</i> by Dr. Suess (Lexile band 190)</p> <p><i>Mr. Peabody's Apples</i> by Madonna (Lexile band 860)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a peer Time-Trouper traveling in the past to change the outcome of lives by completing their journal entries through your	Teacher Resources:	<a href="https://docs.google.com/document/d/1VY2jgx68xgjfUf0Otvvcf597m_CvFJcn6DtKWXNMaRxx/edit?usp=sharing">https://docs.google.com/document/d/1VY2jgx68xgjfUf0Otvvcf597m_CvFJcn6DtKWXNMaRxx/edit?usp=sharing</a> (Put Yourself in My Shoes Template) <a href="https://docs.google.com/document/d/19RWfa1TY3Xbj8cGXWkfcWTMpDbsUaTuWfsTPTj5IYG/edit?usp=sharing">https://docs.google.com/document/d/19RWfa1TY3Xbj8cGXWkfcWTMpDbsUaTuWfsTPTj5IYG/edit?usp=sharing</a> (Sample journal/diary entries)

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	peer’s perspective while demonstrating communication, self-advocacy, self-management, and decision making skills in relation to creating a balanced lifestyle	Student Resources:	<a href="http://nobullying.com/how-to-survive-middle-school/">http://nobullying.com/how-to-survive-middle-school/</a> (Tips on surviving middle school) <a href="http://www.edutopia.org/blog/film-festival-kindness-empathy-connection">http://www.edutopia.org/blog/film-festival-kindness-empathy-connection</a> (Videos on kindness, empathy, and connection)
Skills:	Demonstrate appropriate ways to express needs, wants and feelings	Assessment:	Students will complete “Put Yourself in My Shoes” diary/journal prompts throughout the unit. Following the unit template respond to the these prompts from the perspective of the journal author: <ul style="list-style-type: none"> <li>• Reflect on your feelings regarding prompt.</li> <li>• What are your next steps?</li> <li>• What tools and resources might you use toward reaching your next steps?</li> </ul>

<b>Prior Knowledge and Experiences</b>
These individual learning experiences build upon a presumed (student) working knowledge of the concepts such as the health triangle, the decision making model, accessing valid resources, and self-advocacy skills. In this unit, students analyze the concepts of communication, self-advocacy, self-management, and decision making and connect these concepts to their own personal experiences in order to develop skills that lead to a balanced life and total wellness.

<b>Learning Experience # 1</b>		
The teacher may review the components of wellness (e.g. physical, social, mental/emotional and spiritual so students can reflect on the interconnections between physical, mental, social and spiritual health and how it relates to a “balanced” life.		
<b>Generalization Connection(s):</b>	Attention to the interconnections between physical, mental, social, emotional and spiritual health can provide for a “balanced” life and total wellness	
<b>Teacher Resources:</b>	<a href="http://www.livestrong.com/article/42697-health-triangle/">http://www.livestrong.com/article/42697-health-triangle/</a> (Health Triangle Facts) <a href="https://www.youtube.com/watch?v=ZRsd1HXsK_c">https://www.youtube.com/watch?v=ZRsd1HXsK_c</a> (YouTube video explaining the three components of wellness) <a href="http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm">http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm</a> (Graphic Organizer Template – Spider web) <a href="http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf">http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf</a> (Who am I, diversity, values, and stereotypes lessons) <a href="http://ong.ohio.gov/frg/FRGresources/emotional_intelligence_13-18.pdf">http://ong.ohio.gov/frg/FRGresources/emotional_intelligence_13-18.pdf</a> (Emotional intelligence lessons)	
<b>Student Resources:</b>	<a href="http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm">http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm</a> (Graphic Organizer Templates – Spider web) <a href="http://hcms-resources.wikispaces.com/Thinking+Maps">http://hcms-resources.wikispaces.com/Thinking+Maps</a> (Sample thinking maps) <a href="https://www.mindmup.com/#m:new">https://www.mindmup.com/#m:new</a> (Online graphic organizer creator)	
<b>Assessment:</b>	Students will create a personal wellness spider web and identify three positive aspects of their own physical, social, and emotional health that support developing a balanced and healthy life.	
<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

**Colorado Teacher-Authored Sample Instructional Unit**

(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may assign class partners The teacher may give an example of a completed web	Students may work with a partner Students may review an example of a completed web
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide a compare and contrast template	Students may compare and contrast their level of wellness to that of a professional role model Students may create a brochure about health and wellness
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The interrelationship of physical, mental, emotional, social and spiritual health</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Demonstrate appropriate ways to express needs, wants and feelings</li> <li>Analyze the relationship between feelings and behavior</li> </ul>	
<b>Critical Language:</b>	Feelings, Emotions, Behaviors, Decision-making, Communication, Resources, Choices, Influences, Support Systems, Symptom, Balance, Expression, Perception, Health Triangle, Wellness, Interconnections, Empathy	

<b>Learning Experience # 2</b>		
The teacher may facilitate a discussion on feelings and emotions so students can identify the impact feelings and emotions may have on behavior.		
<b>Generalization Connection(s):</b>	The analysis of the impact of feelings and emotions on behavior can result in better choices and personal growth	
<b>Teacher Resources:</b>	<a href="http://jessicaengle.blogspot.com/2011/04/feeling-chart.html">http://jessicaengle.blogspot.com/2011/04/feeling-chart.html</a> (Feeling chart) <a href="http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-symptoms/art-20050987">http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-symptoms/art-20050987</a> (Common effects of stress) <a href="http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Anger_how_it_affects_people">http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Anger_how_it_affects_people</a> (Physical effects of anger) <a href="https://fruitfulwords.wordpress.com/2009/05/21/grief-affects-behaviors-feelings-thoughts-including-memory-body/">https://fruitfulwords.wordpress.com/2009/05/21/grief-affects-behaviors-feelings-thoughts-including-memory-body/</a> (Common behavioral effects grief) <a href="http://www.onlinetefltraining.com/the-humble-post-it-15-ways-you-can-use-them-in-class/">http://www.onlinetefltraining.com/the-humble-post-it-15-ways-you-can-use-them-in-class/</a> (Ways to use sticky notes in the classroom)	
<b>Student Resources:</b>	<a href="http://www.pamf.org/preteen/myfeelings/communication/communication.html">http://www.pamf.org/preteen/myfeelings/communication/communication.html</a> (Information for preteens about communication) <a href="https://www.cnvc.org/sites/default/files/feelings_inventory_0.pdf">https://www.cnvc.org/sites/default/files/feelings_inventory_0.pdf</a> (Feeling words inventory)	
<b>Assessment:</b>	Students will complete a cause/effect (feeling/behavior) "Sticky Wall" demonstrating how certain feelings/emotions evoke certain behaviors.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide examples of feelings/emotions and behaviors	Students may use examples of feelings/emotions and behaviors
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)

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	N/A	Students may create a matching game that connects feelings/emotions to behaviors
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The interrelationship of physical, mental, emotional, social and spiritual health</li> <li>The relationship between feelings and behavior</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Analyze the relationship between feelings and behavior</li> </ul>	
<b>Critical Language:</b>	Feelings, Emotions, Behaviors, Choices, Influences, Expression, Communication, Perception	

<b>Learning Experience # 3</b>		
The teacher may convey strategies to effectively express emotions/feelings so students can identify methods of expressing needs, wants, and feelings that translate into positive behaviors.		
<b>Generalization Connection(s):</b>	The analysis of the impact of feelings and emotions on behavior can result in better choices and personal growth	
<b>Teacher Resources:</b>	<a href="http://www-tc.pbs.org/witheyesopen/grief612.PDF">http://www-tc.pbs.org/witheyesopen/grief612.PDF</a> (Lessons on teaching students to express grief) <a href="http://www.ket.org/education/guides/selfmanagement/selfmanagement_prog12.pdf">http://www.ket.org/education/guides/selfmanagement/selfmanagement_prog12.pdf</a> (Student workshop Handling Your Anger) <a href="http://www.pbisworld.com/tier-1/teach-coping-skills/">http://www.pbisworld.com/tier-1/teach-coping-skills/</a> (Coping skills and lessons) <a href="http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf">http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf</a> (Stress reduction activities) <a href="http://www.ket.org/education/guides/selfmanagement/selfmanagement_prog12.pdf">http://www.ket.org/education/guides/selfmanagement/selfmanagement_prog12.pdf</a> (Anger management lessons) <a href="http://www.thehelpfulcounselor.com/18-coping-skills-strategies-for-children-and-teens/">http://www.thehelpfulcounselor.com/18-coping-skills-strategies-for-children-and-teens/</a> (Coping methods and ideas) <a href="http://www.do2learn.com/activities/SocialSkills/Stress/StressTriggers.html">http://www.do2learn.com/activities/SocialSkills/Stress/StressTriggers.html</a> (What are your school triggers) <a href="http://kidshealth.org/teen/your_mind/emotions/deal_with_anger.html">http://kidshealth.org/teen/your_mind/emotions/deal_with_anger.html</a> (Dealing with anger)	
<b>Student Resources:</b>	<a href="http://studentsagainstdepression.org/">http://studentsagainstdepression.org/</a> (Students against depression) <a href="https://play.google.com/store/apps/details?id=com.t2.vhb&amp;hl=en">https://play.google.com/store/apps/details?id=com.t2.vhb&amp;hl=en</a> (Virtual hope box app to help with coping) <a href="https://www.eduplace.com/graphicorganizer/pdf/4column.pdf">https://www.eduplace.com/graphicorganizer/pdf/4column.pdf</a> (Four-column graphic organizer)	
<b>Assessment:</b>	Students will complete a four column graphic organizer to identify three coping strategies for each of the following feelings/emotions: anxiety, anger, frustration and depression.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may assign partner of think-pair-share	Students may complete exit ticket verbally with teacher Students may complete exit ticket on just one emotion Students may work with partner
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide opportunity for students to present to class or teach peers coping strategies	Students may demonstrate to the class coping strategies for feelings Students may teach peers different coping strategies to diffuse
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>The interrelationship of physical, mental, emotional, social and spiritual health.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The relationship between feelings and behavior.</li> <li>• Appropriate expressions of needs, wants and feelings</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze the relationship between feelings and behavior</li> <li>• Demonstrate appropriate ways to express needs, wants and feelings.</li> </ul>
<b>Critical Language:</b>	Feelings, Emotions, Behaviors, Choices, Influences, Expression, Communication, Perception, Wellness

<b>Learning Experience # 4</b>	
The teacher may introduce the relationship between stress/anxiety and depression looking at the signs, symptoms, and effects so students can begin to analyze personal stressors, signs, symptoms and understand the impact on their overall health.	
<b>Generalization Connection(s):</b>	The analysis of the impact of feelings and emotions on behavior can result in better choices and personal growth
<b>Teacher Resources:</b>	<a href="http://www.healthline.com/health/anxiety/effects-on-body">http://www.healthline.com/health/anxiety/effects-on-body</a> (Anxieties symptoms, signs and risk factors) <a href="http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf">http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf</a> (Stress reduction activities) <a href="http://www.cdc.gov/bam/teachers/documents/stress_frazzled.pdf">http://www.cdc.gov/bam/teachers/documents/stress_frazzled.pdf</a> (Lesson plan on stress and what to do about it) <a href="http://www.cdc.gov/bam/teachers/documents/stress_body_mind.pdf">http://www.cdc.gov/bam/teachers/documents/stress_body_mind.pdf</a> (Lesson plan on the mind body connection on stress) <a href="http://www.cdc.gov/bam/life/index.html">http://www.cdc.gov/bam/life/index.html</a> (Interactive learning to go with the stress frazzled and mind body connection under the your life tab on the left) <a href="http://www.helpguide.org/articles/stress/stress-symptoms-causes-and-effects.htm">http://www.helpguide.org/articles/stress/stress-symptoms-causes-and-effects.htm</a> (Stress/anxiety symptoms, signs and effects) <a href="http://www.healthline.com/health/adolescent-depression#Diagnosis4">http://www.healthline.com/health/adolescent-depression#Diagnosis4</a> (Depression signs, symptoms, and effects) <a href="https://www.understood.org/en/friends-feelings/managing-feelings/depression/at-a-glance-signs-of-depression-in-your-middle-schooler">https://www.understood.org/en/friends-feelings/managing-feelings/depression/at-a-glance-signs-of-depression-in-your-middle-schooler</a> (Middle schoolers’ depression signs) <a href="http://www.theteachertoolkit.com/index.php/tool/gallery-walk">http://www.theteachertoolkit.com/index.php/tool/gallery-walk</a> (Directions on having a gallery walk) <a href="http://www.educatorstechnology.com/2013/02/ways-to-teach-using-infographics.html">http://www.educatorstechnology.com/2013/02/ways-to-teach-using-infographics.html</a> (Infographics information, examples, and directions) <a href="http://www.educatorstechnology.com/2013/02/ways-to-teach-using-infographics.html">http://www.educatorstechnology.com/2013/02/ways-to-teach-using-infographics.html</a> (Carousel review directions)
<b>Student Resources:</b>	<a href="http://www.healthline.com/health/anxiety/effects-on-body">http://www.healthline.com/health/anxiety/effects-on-body</a> (Anxieties symptoms, signs and risk factors) <a href="http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf">http://www.healthiersf.org/resources/pubs/stressRed/StressReductionActivities.pdf</a> (Stress reduction activities) <a href="http://kidshealth.org/teen/school_jobs/school/school_stress.html">http://kidshealth.org/teen/school_jobs/school/school_stress.html</a> (Stresses about school) <a href="http://www.cdc.gov/bam/life/index.html">http://www.cdc.gov/bam/life/index.html</a> (Interactive learning on stress symptoms and effects) <a href="http://www.nimh.nih.gov/health/publications/depression-and-high-school-students/index.shtml">http://www.nimh.nih.gov/health/publications/depression-and-high-school-students/index.shtml</a> (Depression questions and answers for teens)
<b>Assessment:</b>	Students will work with a partner to create a poster that identifies one stressor, sign/symptom, physical, social and/or emotional effect of depression or anxiety. Students will then do a gallery walk of all other groups’ work.
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)
	<b>Expression</b> (Products and/or Performance)
	The teacher may assign partners
	Students may work with assigned partners

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create stress infographics to be displayed on school website or throughout hallways
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The interrelationship of physical, mental, emotional, social and spiritual health.</li> <li>• The causes, symptoms and effects of stress, anxiety and depression</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify the causes, symptoms and effects of anxiety and depression, loss, and grief</li> <li>• Analyze the relationship between feelings and behavior</li> </ul>	
<b>Critical Language:</b>	Feelings, Emotions, Behaviors, Communication, Symptom, Expression, Perception, Depression, Mental Health, Anxiety, Wellness, Interconnections	

<b>Learning Experience # 5</b>	
The teacher may guide discussion on feelings and emotions of depression, suicide, and loss/grief so students can examine various signs of suicide.	
<b>Generalization Connection(s):</b>	The analysis of the impact of feelings and emotions on behavior can result in better choices and personal growth
<b>Teacher Resources:</b>	<a href="http://sspw.dpi.wi.gov/sites/default/files/imce/sspw/pdf/spcurriculum6-8.pdf">http://sspw.dpi.wi.gov/sites/default/files/imce/sspw/pdf/spcurriculum6-8.pdf</a> (Suicide prevention lessons for middle school) <a href="http://www.scholastic.com/childrenandgrief/pdfs/Educators/Educator_Guide.pdf">http://www.scholastic.com/childrenandgrief/pdfs/Educators/Educator_Guide.pdf</a> (Grief and loss lessons) <a href="http://yellowribbon.org/get-help/warning-signs-and-risk-factors/">http://yellowribbon.org/get-help/warning-signs-and-risk-factors/</a> (Suicide risk factors) <a href="http://wp.yellowribbon.org/wp-content/uploads/2014/03/cards.pdf">http://wp.yellowribbon.org/wp-content/uploads/2014/03/cards.pdf</a> (Suicide prevention hotline cards printable) <a href="http://kidshealth.org/teen/your_mind/mental_health/suicide.html">http://kidshealth.org/teen/your_mind/mental_health/suicide.html</a> (Suicide article) <a href="http://kidshealth.org/parent/emotions/behavior/suicide.html">http://kidshealth.org/parent/emotions/behavior/suicide.html</a> (Teen suicide article) <a href="http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle">http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle</a> (Pet death article) <a href="http://teenmentalhealth.org/learn/suicide/">http://teenmentalhealth.org/learn/suicide/</a> (Suicide information) <a href="http://www.helpguide.org/articles/depression/teenagers-guide-to-depression.htm">http://www.helpguide.org/articles/depression/teenagers-guide-to-depression.htm</a> (Guide to teen depression) <a href="http://pausd.org/parents/services/health/downloads/ComprehensiveSuicidePreventionToolkitforSchools.pdf">http://pausd.org/parents/services/health/downloads/ComprehensiveSuicidePreventionToolkitforSchools.pdf</a> (Suicide toolkit for schools) <a href="http://www.pbs.org/inthemix/educators/lessons/depression2/">http://www.pbs.org/inthemix/educators/lessons/depression2/</a> (Depression lessons) <a href="https://docs.google.com/document/d/1cVks9zjXg8vjIZ0FlqAC44xiYnzqyHCCY-YL6WDcy_c/edit?usp=sharing">https://docs.google.com/document/d/1cVks9zjXg8vjIZ0FlqAC44xiYnzqyHCCY-YL6WDcy_c/edit?usp=sharing</a> (Suicide scenarios) <a href="http://www.mindframe-media.info/_data/assets/pdf_file/0016/5281/Case-Study-1-Student-Notes.pdf">http://www.mindframe-media.info/_data/assets/pdf_file/0016/5281/Case-Study-1-Student-Notes.pdf</a> (Suicide case study) <a href="http://www.agrace.org/images/stories/pdfs/Grief/Recommended_Books_about_Grief_for_Children_and_Teens.pdf">http://www.agrace.org/images/stories/pdfs/Grief/Recommended_Books_about_Grief_for_Children_and_Teens.pdf</a> (Reading list and resources for children coping with death)
<b>Student Resources:</b>	<a href="https://play.google.com/store/apps/details?id=com.t2.vhb&amp;hl=en">https://play.google.com/store/apps/details?id=com.t2.vhb&amp;hl=en</a> (Virtual Hope Box: simple tools to help patients with coping, relaxation, distraction, and positive thinking)

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	<a href="http://yellowribbon.org/teens/">http://yellowribbon.org/teens/</a> (Suicide prevention help) <a href="http://kidshealth.org/teen/your_mind/mental_health/suicide.html">http://kidshealth.org/teen/your_mind/mental_health/suicide.html</a> (Suicide article) <a href="http://kidshealth.org/parent/emotions/behavior/suicide.html">http://kidshealth.org/parent/emotions/behavior/suicide.html</a> (Teen suicide article) <a href="http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle">http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle</a> (Pet death article) <a href="http://www.helpguide.org/articles/depression/teenagers-guide-to-depression.htm">http://www.helpguide.org/articles/depression/teenagers-guide-to-depression.htm</a> (Guide to teen depression)	
<b>Assessment:</b>	Students will write a mock letter of support to a peer who may have experienced a recent loss. (e.g. death of a family member, loss of a pet, break up of a boyfriend or girlfriend, etc.)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may accept a modified journal	Students may complete a modified journal
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may author a self-help book when going through a loss or dealing with grief
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The interrelationship of physical, mental, emotional, social and spiritual health.</li> <li>• Feelings and emotions such as depression, sadness, hopelessness, loss and grief</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify the causes, symptoms and effects of anxiety and depression, loss, and grief</li> <li>• Analyze the relationship between feelings and behavior</li> </ul>	
<b>Critical Language:</b>	Feelings, Emotions, Behaviors, Decision-making, Communication, Resources, Choices, Influences, Support Systems, Symptom, Balance, Expression, Perception, Health Triangle, Depression, Mental Health, Anxiety, Wellness, Interconnections	

<b>Learning Experience # 6</b>		
The teacher may discuss self-advocacy as it relates to expressing feelings and emotions so students can apply strategies to access adult resources, express their needs, wants, and feelings, and explore positive decisions that interconnect physical, mental, social and spiritual health.		
<b>Generalization Connection(s):</b>	Individuals must navigate the different perspectives offered by support systems and valid resources regarding what constitutes positive decision making Self-advocacy, a key component of effective interpersonal communication, provides an essential foundation for overall wellness	
<b>Teacher Resources:</b>	<a href="http://yellowribbon.org/get-help/warning-signs-and-risk-factors/">http://yellowribbon.org/get-help/warning-signs-and-risk-factors/</a> (Suicide risk factors) <a href="http://wp.yellowribbon.org/wp-content/uploads/2014/03/cards.pdf">http://wp.yellowribbon.org/wp-content/uploads/2014/03/cards.pdf</a> (Suicide prevention hotline cards printable) <a href="http://www.teenhealthandwellness.com/static/hotlines">http://www.teenhealthandwellness.com/static/hotlines</a> (Teen help hotlines) <a href="http://www.coloradoinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf">http://www.coloradoinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf</a> (5 Step Decision Making Model) <a href="http://pausd.org/parents/services/health/downloads/ComprehensiveSuicidePreventionToolkitforSchools.pdf">http://pausd.org/parents/services/health/downloads/ComprehensiveSuicidePreventionToolkitforSchools.pdf</a> (Suicide toolkit) <a href="http://kidshealth.org/teen/your_mind/emotions/someone_died.html?tracking=T_RelatedArticle">http://kidshealth.org/teen/your_mind/emotions/someone_died.html?tracking=T_RelatedArticle</a> (Death and grief article)	

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	<a href="http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle">http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle</a> (Pet death article) <a href="http://betterlesson.com/community/document/156647/griefscenarios-docx">http://betterlesson.com/community/document/156647/griefscenarios-docx</a> (Grief scenarios)	
<b>Student Resources:</b>	<a href="https://play.google.com/store/apps/details?id=com.t2.vhb&amp;hl=en">https://play.google.com/store/apps/details?id=com.t2.vhb&amp;hl=en</a> (Virtual Hope Box: simple tools to help patients with coping, relaxation, distraction, and positive thinking) <a href="http://yellowribbon.org/teens/">http://yellowribbon.org/teens/</a> (Suicide prevention help) <a href="http://www.teenhealthandwellness.com/static/hotlines">http://www.teenhealthandwellness.com/static/hotlines</a> (Teen help hotlines) <a href="http://www.coloradoinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf">http://www.coloradoinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf</a> (5 Step Decision Making Model) <a href="http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle">http://kidshealth.org/parent/emotions/feelings/pet_death.html?tracking=P_RelatedArticle</a> (Pet death article)	
<b>Assessment:</b>	Students will be given a scenario (e.g. your pet has died, your grandparent is very sick, your friend is moving away) and then use the decision making model to determine how to cope with their depression/loss/grief. Then students will document (e.g. journal, self-help video, develop an advocacy checklist, etc.) how they might self-advocate wants and needs to provides essential foundation for overall well-being.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may complete just one portion of assessment Students may discuss one-on-one with teacher Students may think-pair-share with friend
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide opportunities to share student's extension products	Students may create self-advocacy commercial Students may create self-advocacy web page Students may create self-advocacy poster campaign
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Appropriate expressions of needs, wants and feelings</li> <li>• The resources for someone feeling depression, sadness, hopelessness, loss or grief</li> <li>• Decision making skills</li> <li>• The interrelationship of physical, mental, emotional, social and spiritual health</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Utilize adult and community resources when feeling depression, sadness, loss and grief</li> <li>• Utilize decision making model when confronted with feelings of depression, sadness, hopelessness, loss or grief</li> <li>• Demonstrate appropriate ways to express needs, wants and feelings</li> <li>• Analyze the relationship between feelings and behavior</li> </ul>	
<b>Critical Language:</b>	Feelings, Emotions, Behaviors, Decision-making, Communication, Resources, Choices, Influences, Support Systems, Symptom, Balance, Expression, Perception, Health Triangle, Depression, Mental Health, Anxiety, Wellness, Interconnections	