Unit Title: Suicide Prevention
(Positive Choices and Options)

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BASED ON A CURRICULUM
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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
# Comprehensive Health Unit Title: Suicide Prevention (Positive Choices and Options)

## Content Area: Comprehensive Health

### Course Name/Course Code
- **High School**

### Standard: Physical and Personal Wellness

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet</td>
<td>CH09-GR.HS-S.2-GLE.1</td>
</tr>
<tr>
<td>2. Analyze how family, peers, media, culture, and technology influence healthy eating choices</td>
<td>CH09-GR.HS-S.2-GLE.2</td>
</tr>
<tr>
<td>3. Demonstrate ways to take responsibility for healthy eating</td>
<td>CH09-GR.HS-S.2-GLE.3</td>
</tr>
<tr>
<td>4. Use a decision-making process to make healthy decisions about relationships and sexual health</td>
<td>CH09-GR.HS-S.2-GLE.4</td>
</tr>
<tr>
<td>5. Support others in making positive and healthful choices about sexual activity</td>
<td>CH09-GR.HS-S.2-GLE.5</td>
</tr>
<tr>
<td>6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly</td>
<td>CH09-GR.HS-S.2-GLE.6</td>
</tr>
</tbody>
</table>

### Standard: Emotional and Social Wellness

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the interrelationship of physical, mental, emotional, and social health</td>
<td>CH09-GR.HS-S.3-GLE.1</td>
</tr>
<tr>
<td>2. Set goals, and monitor progress on attaining goals for future success</td>
<td>CH09-GR.HS-S.3-GLE.2</td>
</tr>
<tr>
<td>3. Advocate to improve or maintain positive mental and emotional health for self and others</td>
<td>CH09-GR.HS-S.3-GLE.3</td>
</tr>
</tbody>
</table>

### Standard: Prevention and Risk Management

<table>
<thead>
<tr>
<th>Grade Level Expectations (GLE)</th>
<th>GLE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comprehend concepts that impact of individuals’ use or nonuse of alcohol or other drugs</td>
<td>CH09-GR.HS-S.4-GLE.1</td>
</tr>
<tr>
<td>2. Analyze the factors that influence a person’s decision to use or not use alcohol, tobacco, and other drugs</td>
<td>CH09-GR.HS-S.4-GLE.2</td>
</tr>
<tr>
<td>3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs</td>
<td>CH09-GR.HS-S.4-GLE.3</td>
</tr>
<tr>
<td>4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free</td>
<td>CH09-GR.HS-S.4-GLE.4</td>
</tr>
<tr>
<td>5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence</td>
<td>CH09-GR.HS-S.4-GLE.5</td>
</tr>
<tr>
<td>6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help</td>
<td>CH09-GR.HS-S.4-GLE.6</td>
</tr>
<tr>
<td>7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them</td>
<td>CH09-GR.HS-S.4-GLE.7</td>
</tr>
<tr>
<td>8. Access valid information and resources that provide information about sexual assault and violence</td>
<td>CH09-GR.HS-S.4-GLE.8</td>
</tr>
<tr>
<td>9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence</td>
<td>CH09-GR.HS-S.4-GLE.9</td>
</tr>
<tr>
<td>10. Advocate for changes in the home, school, or community that would increase safety</td>
<td>CH09-GR.HS-S.4-GLE.10</td>
</tr>
</tbody>
</table>
Colorado Teacher-Authorered Sample Instructional Unit

Unit Titles

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suicide Prevention (Positive Choices and Options)</td>
<td>1 week</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

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
## Unit Title
Suicide Prevention (Positive Choices and Options)

### Length of Unit
1 weeks

### Focusing Lens(es)
Awareness

### Standards and Grade Level Expectations Addressed in this Unit
- CH09.GR.HS.3-GLE.1
- CH09.GR.HS.4-GLE.6

### Inquiry Questions (Engaging-Debatable):
- How could a school and community increase the awareness of teen suicide? (CH09.GR.HS.3-GLE.1)
- What are key risk factors to be aware of that increase someone’s chance for self-harm? (CH09.GR.HS.4-GLE.6-EO.a,b)
- How can my mental health affect the people around me? (CH09.GR.HS.3-GLE.1)
- What can I do to keep my mental and emotional health at my best? (CH09.GR.HS.3-GLE.1-EO.a,b,c,d)

### Unit Strands
Emotional and Social Wellness, Prevention and Risk Management

### Concepts
- Resources, Self-advocacy, Communication Skills, Inter-personal Communication, Stress Management, Respect, Prevention, Awareness, Diversity, Empowerment

### Generalizations

**My students will Understand that...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy for self and others requires effective communication skills and increases a person’s willingness to seek help for mental and emotional problems. (CH09.GR.HS.3-GLE.3-EO.a,c,d;N.1) and (CH09.GR.HS-4-GLE.6-EO.c)</td>
<td>What are effective communication skills when advocating for others?</td>
<td>What would I do if my best friend was showing signs of suicide? (CH09.GR.HS.3-GLE.3;IQ.3)</td>
</tr>
<tr>
<td>Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm. (CH09.GR.HS.4-GLE.6-EO.a,b,c;RA.1;N.1) and (CH09.GR.HS.3-GLE.1-EO.b)</td>
<td>What are types of self-harm? (CH09.GR.HS.4-GLE.6-EO.a,b)</td>
<td>What does a strong support system look like? (CH09.GR.HR.3-GLE.3-EO.c,d)</td>
</tr>
<tr>
<td>Self-advocacy for mental and emotional health is a communication skill that potentially reduces the risk of stress and self-harm. (CH09.GR.HS.4-GLE.6-EO.a,b)</td>
<td>What mental and emotional problems are likely to lead to extreme stress and self-harm? (CH09.GR.HS-4-GLE.6-EO.b)</td>
<td>How can I self-advocate to prevent minor problems associated with stress from escalating to more serious and possibly deadly problems? (CH09.GR.HS-4-GLE.6-RA.1)</td>
</tr>
</tbody>
</table>

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**Guiding Questions**

- What are effective communication skills when advocating for others? (CH09.GR.HS.3-GLE.1-EO.b,d)
- Why are effective communication skills important when seeking help? (CH09.GR.HS.3-GLE.1-EO.b)
- Why should I care about others mental and emotional health? (CH09.GR.HS.3-GLE.1-EO.b,c,d)
- What are types of self-harm? (CH09.GR.HS.4-GLE.6-EO.a,b)
- How do you determine the validity and reliability of specific resources? (CH09.GR.HS.3-GLE.1-EO.b) and (CH09.GR.HS.3-GLE.3-EO.c,d)
- What are mental and emotional problems likely to lead to extreme stress and self-harm? (CH09.GR.HS-4-GLE.6-EO.b)
- Why are teen boys less likely than girls to seek help when having thoughts of suicide? (CH09.GR.HS-4-GLE.6-EO.b)
The respect for diversity creates a positive school environment that supports pro-social behavior. (CH09.GR.HS-S.3-GLE.3-EO.b,c;IQ.1)

What does a positive school environment look like? (CH09.GR.HS-S.3-EO.c)

How can I respect diversity to possibly minimize a person’s thoughts of suicide? (CH09.GR.HS-S.3-GLE.3-EO.b)

What can I do to create a positive school environment that supports pro-social behavior? (CH09.GR.HS-S.3-GLE.1;IQ.1;RA.1)

**Critical Content:**

My students will **Know...**

- Characteristics of a mentally and emotionally healthy person. (CH09.GR.HS-S.3-GLE.1-EO.a)
- The impact of a person’s mental and emotional health on behaviors and relationships. (CH09.GR.HS-3-GLE.1-EO.b)
- Effective strategies for stress management. (CH09.GR.HS-S.3-GLE.1.c.)
- Causes, symptoms, and effects of depression and anxiety (CH09.GR.HS-S.3-GLE.1-EO.d)
- Strategies improvement or maintenance for positive mental and emotional health for self and others. (CH09.GR.HS-S.3-GLE.3)
- Signs and symptoms of people who are in danger of self-harm. (CH09.GR.HS-S.4-GLE.6-EO.a)
- Self-directed violence is the result of the accumulation of multiple problems rather than just one problem (CH09.GR.HS-S.4-GLE.6-EO.b)

**Key Skills:**

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

- Analyze the causes, symptoms, and effects of depression and anxiety (CH09.GR.HS-S.3-GLE.1.d)
- Analyze signs or patterns of behavior that identify people at risk for harming themselves or others. (CH09.GR.HS-S.4-GLE.6-EO.a,b)
- Express potential stressors in their daily life and use effective strategies for managing stress. (CH09.GR.HS-S.3-GLE.1-EO.c)
- Identify the role of mental and emotional health in affecting health related behaviors. (CH09.GR.HS-S.3-GLE.1-EO.a,b)
- Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others (CH09.GR.HS-S.3-GLE.3-EO.a)
- Demonstrate support and respect for others (CH09.GR.HS-S.3-GLE.3-EO.b)
- Advocate for positive and respectful school environment that supports pro-social behavior (CH09.GR.HS-S.3-GLE.3-EO.c)
- Demonstrate how to communicate the importance of seeking help for mental and emotional problems (CH09.GR.HS-S.3-GLE.3-EO.d)
- Utilize family, school and community resources for adolescent mental and emotional health services that provide support from a trusted adult for those in need. (CH09.GR.HS-S.4-GLE-6-RA.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 understand the risk factors that lead to self-harm and how to utilize resources and support systems to seek help for self and others.**

**Academic Vocabulary:** Diversity, Respect, Advocacy, Interpersonal Communication, Support Systems, Resources, Intervention, Awareness, Emotions, Communication Skills, Empowerment

**Technical Vocabulary:** Depression, Anxiety, Stress, Self-harm, Violence, Mental Health, Suicide
## Unit Description:

This unit allows students to develop an awareness of suicide prevention and become advocates for themselves and others by using effective communication skills to connect with emotions such as depression, anxiety and stress. During this 1-2 week unit, students will integrate prior knowledge of these emotions in order to recognize when distress may potentially become a warning sign for suicide. The unit culminates with a performance assessment that requires students to demonstrate effective communication and advocacy skills by creating a public service announcement to increase high school students’ awareness of suicide prevention.

## Considerations:

High school students should have a working knowledge of concepts such as communication, emotions and advocacy with an understanding that continued development of inter-personal communication skills will enhance the development of positive relationships. Additionally, an awareness and understanding of the respect for others and acceptance for diversity will lead to individual empowerment and overall health and wellness.

## Key Generalization:

Advocacy for self and others requires affective communication skills and increases a person’s willingness to seek help for mental and emotional problems.

## Supporting Generalizations:

- Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm.
- Self-advocacy for mental and emotional health is a communication skill that potentially reduces the risk of stress and self-harm.
- The respect for diversity creates a positive school environment that supports pro-social behavior.

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

### Claims:

(Key generalization(s) to be mastered and demonstrated through the capstone assessment.)

Advocacy for self and others requires effective communication skills and increases the person’s willingness to seek help for mental and emotional problems.

### Stimulus Material:

(Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)

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. [http://www.janegoodall.ca/documents/MakingaPSA.pdf](http://www.janegoodall.ca/documents/MakingaPSA.pdf) (PSA creator)


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?

### Product/Evidence:

(Expected product from students)

Students will develop a story board outline (Introduction must include the type of advertising technique, 5 – 7 concise assertions), and produce a Public Service Announcement (script and recorded presentation) for a target audience that:

- Models effective communication skills
- Provides examples of verbal and non-verbal signs of suicide
- Presents key information related to suicide
- Provides resources for and examples of intervention skills
**Differentiation:**
(Multiple modes for student expression)

Students may work in groups to produce the PSA and take on various roles:
- Script writer
- Story board illustrator/creator
- Presenter
- Subtitle/captioning author
- Director
- Visual/graphic artist

Resources:
- [http://www.Animo.com](http://www.Animo.com) (How to make a video)

### 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>Mental Health Information for Teens</em> by Karen Belliner <em>(960-1115 Lexile range)</em></td>
<td><em>Dear Bully</em> by Carrie Jones &amp; Megan Helley Hall <em>(850 Lexile level)</em></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 <em>(960-1115 Lexile range)</em></td>
<td><em>Burned</em> by P.C. Cast &amp; Kristin Cast <em>(790 Lexile level)</em></td>
</tr>
<tr>
<td><em>Beyond the Blues - A Workbook to Help Teens Overcome Depression</em> by Lisa M. Schab, LCSW <em>(960-1115 Lexile range)</em></td>
<td><em>Impulse</em> by Steven Gould <em>(7L30 Lexile level)</em></td>
</tr>
<tr>
<td><em>Straight Talk About Suicide</em> by Rachel Eagen *(Teen suicide) <em>(960-1100 Lexile range)</em></td>
<td><em>Cut</em> by Patricia McCormich <em>(660 Lexile level)</em></td>
</tr>
<tr>
<td><em>The Drama Years: Real Girls Talk About Surviving Middle School - Bullies, Brands, Body Image, and More</em> by Haley Kilpatrick and Whitney Joiner <em>(960-1100 Lexile range)</em></td>
<td><em>The Pinballs</em> by Betsy Byars <em>(600 Lexile level)</em></td>
</tr>
<tr>
<td><em>Cutting and Self-Harm</em> by Heather Barnett Veague <em>(880-1100 Lexile range)</em></td>
<td><em>Thirteen Reasons Why</em> by Jay Asher <em>(550 Lexile level)</em></td>
</tr>
<tr>
<td><em>Self-Harm</em> by Cath Senker <em>(1010 Lexile level)</em></td>
<td><em>Freak</em> by Marcella Pixley <em>(750 Lexile level)</em></td>
</tr>
<tr>
<td><em>Too Stressed to Think?: A Teen Guide to Staying Sane When Life Makes You Crazy</em> by Annie Fox and Elizabeth Verdick <em>(960-1100 Lexile range)</em></td>
<td><em>BULLIES: Monologues on Bullying for Teens and Adults</em> by Jim Chevallier <em>(880-1100 Lexile range)</em></td>
</tr>
</tbody>
</table>

### Ongoing Discipline-Specific Learning Experiences

<table>
<thead>
<tr>
<th>1. Description:</th>
<th>Think/work like a health self-advocate to develop effective communication skills and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills:</td>
<td>Demonstrate how to communicate the importance of seeking help for mental and emotional problems</td>
</tr>
<tr>
<td>Teacher Resources:</td>
<td><a href="http://www.pamf.org/teen/abc/buildingblocks/toughconversations.html">www.pamf.org/teen/abc/buildingblocks/toughconversations.html</a> (Development of communication skills)</td>
</tr>
<tr>
<td>Student Resources:</td>
<td><a href="http://www.pamf.org/teen/abc/buildingblocks/toughconversations.html">www.pamf.org/teen/abc/buildingblocks/toughconversations.html</a> (Development of communication skills)</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students will conduct role plays that demonstrate effective communication with peers dealing with various adolescent issues (e.g., stress, loss of a boyfriend/girlfriend, bullying, substance abuse, friendships etc.)</td>
</tr>
</tbody>
</table>
### Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of the concepts such as respect, awareness, interpersonal communication, stress management and prevention. This unit will scaffold from these concepts to develop and improve skills and knowledge in the areas of conflict resolution, advocacy, diversity, self-harm and suicide.

### Learning Experience # 1

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

| Generalization Connection(s): | Advocacy for self and others requires effective communication skills and increases the person’s willingness to seek help for mental and emotional problems |
| Teacher Resources: | [https://sites.google.com/site/teacherquality/psa](https://sites.google.com/site/teacherquality/psa) (Examples of quality PSAs) |
| | [http://www.health.state.mn.us/news/psa/](http://www.health.state.mn.us/news/psa/) (Examples of health-related PSAs) |
| | [http://www.heart.org/HEARTORG/News/PublicServiceAnnouncements/PublicServiceAnnouncements_UCM_312002_SubHomePage.jsp](http://www.heart.org/HEARTORG/News/PublicServiceAnnouncements/PublicServiceAnnouncements_UCM_312002_SubHomePage.jsp) (American Heart Association PSAs) |
| | [https://www.suicidepreventionlifeline.org/about/psa.aspx](https://www.suicidepreventionlifeline.org/about/psa.aspx) (Suicide prevention PSAs) |

| Student Resources: | [https://sites.google.com/site/teacherquality/psa](https://sites.google.com/site/teacherquality/psa) (Examples of quality PSAs) |
| | [http://www.health.state.mn.us/news/psa/](http://www.health.state.mn.us/news/psa/) (Examples of health-related PSAs) |
| | [http://www.heart.org/HEARTORG/News/PublicServiceAnnouncements/PublicServiceAnnouncements_UCM_312002_SubHomePage.jsp](http://www.heart.org/HEARTORG/News/PublicServiceAnnouncements/PublicServiceAnnouncements_UCM_312002_SubHomePage.jsp) (American Heart Association PSAs) |
| | [https://www.suicidepreventionlifeline.org/about/psa.aspx](https://www.suicidepreventionlifeline.org/about/psa.aspx) (Suicide prevention PSAs) |

| Assessment: | Students will use a Venn diagram to review three teacher-selected health related PSAs in order to compare and contrast the similarities and differences of the PSAs [http://www.eduplace.com/graphicorganizer/pdf/venn.pdf](http://www.eduplace.com/graphicorganizer/pdf/venn.pdf) (Venn diagram) |
### Learning Experience # 2

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.

#### Generalization Connection(s):
Advocacy for self and others requires effective communication skills and increases a person’s willingness to seek help for mental and emotional problems

#### Teacher Resources:
- [www.kidsh health.org](http://www.kidsh health.org) (Articles on suicide prevention)
- [www.suicidepreventioncolorado.org](http://www.suicidepreventioncolorado.org) (Suicide signs & prevention)
- [http://www.apa.org/research/.../suicide.asp](http://www.apa.org/research/.../suicide.asp) (Suicide prevention for teens)
- [http://kidshealth.org/parent/emotions/](http://kidshealth.org/parent/emotions/) (Emotions and behavior)

#### Student Resources:
- [http://www.suicidepreventionlifeline.org/gethelp/someone.aspx](http://www.suicidepreventionlifeline.org/gethelp/someone.aspx) (Signs & predictors of suicide)

#### Assessment:
Students will identify five possible behaviors that are potential warning signs of teen suicide (e.g. Disinterest in favorite extracurricular activities, problems at school or home, substance abuse, behavioral changes, withdrawing from family and friends, hard time concentrating and paying attention, risk taking behaviors, etc.) (e.g. exit ticket)

#### Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)
Colorado Teacher-Authorized Sample Instructional Unit

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://listverse.com/2010/06/02/bizarre-and-tragic-celebrity-suicides/">http://listverse.com/2010/06/02/bizarre-and-tragic-celebrity-suicides/</a> (Celebrity suicides)</td>
<td>Students may research a factual case of a famous person (e.g. actors, athletes, musicians etc.) who committed suicide to identify the warning signs associated with that specific person</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Content:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes, symptoms and effects of depression and anxiety</td>
<td></td>
</tr>
<tr>
<td>Signs and symptoms of people who are in danger of self-harm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Skills:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze signs or patterns of behavior that identify people at risk for harming themselves or others</td>
<td></td>
</tr>
<tr>
<td>Analyze the causes, symptoms and effects of depression and anxiety</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Language:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness, suicide, anxiety, stress, depression, grief, isolation, withdrawal, hopelessness, exposure, risk factors, access, guilt, intent, means</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Experience # 3**

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).

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://ezinearticles.com/?Does-Bullying-Lead-to-Self-Harm?&amp;id=8084266">http://ezinearticles.com/?Does-Bullying-Lead-to-Self-Harm?&amp;id=8084266</a> (Bullying and self-harm)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.kidpower.org">http://www.kidpower.org</a> (Anti-bullying)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.stompoutbullying.org">http://www.stompoutbullying.org</a> (Anti-bullying of adolescents)</td>
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</tr>
</tbody>
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<thead>
<tr>
<th>Student Resources:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://sourcesofstrength.org/">http://sourcesofstrength.org/</a> (Youth suicide prevention)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.theconnectprogram.org/understanding-suicide/protective-factors-suicide-prevention">www.theconnectprogram.org/understanding-suicide/protective-factors-suicide-prevention</a> (Protective factors for students and families)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
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</thead>
<tbody>
<tr>
<td>Students will use the classroom “word wall” to construct examples of different ways teens may be bullied.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple means for students to access content and multiple modes for student to express understanding.)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.essentialifeskills.net/supportsystem.html">www.essentialifeskills.net/supportsystem.html</a> (Resources for support)</td>
</tr>
<tr>
<td></td>
<td><a href="http://sourcesofstrength.org/">http://sourcesofstrength.org/</a> (Resources for support)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Content:</th>
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</thead>
<tbody>
<tr>
<td>Effective strategies for stress management and characteristics of a mentally and emotionally healthy person</td>
<td></td>
</tr>
</tbody>
</table>
### Key Skills:
- Express potential stressors in their daily life and use effective strategies for managing stress

### Critical Language:
- Attributes, analyze, strengths, resources, positive support systems, stressors, strategies

### Learning Experience # 4

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.

**Generalization Connection(s):**

- Self-advocacy for mental and emotional health is a communication skill that potentially reduces the risk of stress and self-harm

**Teacher Resources:**

- [www.youthliteracy.ca/documents/who_we_are/now_what_do_we_do_teacher_notes.pdf](http://www.youthliteracy.ca/documents/who_we_are/now_what_do_we_do_teacher_notes.pdf) (Problem-solving scenarios)

**Student Resources:**

- [www.adolescentselfinjuryfoundation.com/](http://www.adolescentselfinjuryfoundation.com/) (Self injury)
- [http://kidshealth.org/teen/expert/depression/cutting_relapse.html](http://kidshealth.org/teen/expert/depression/cutting_relapse.html) (Teen depression)

**Assessment:**

- Students will analyze and rank teacher generated scenarios based on level of distress and identify the type of help needed (e.g., your brother ate the last slice of pizza; your partner of three years cheats on you; you are moving to a new town & school your senior year; your best friend has gossiped and told lies about you; a student has a parent who has died; etc.)

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

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<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
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</table>
| The teacher may provide translation dictionaries  
| Students may work with a peer to create and defend their rankings |

**Extensions for depth and complexity:**

<table>
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</table>
[http://www.nobully.com](http://www.nobully.com) (Anti-bullying programs)  
[http://www.atas.k12.ca.us/ausd/ahs/teachers/FacultySites/Bradley_video_online/project_3_develop.html](http://www.atas.k12.ca.us/ausd/ahs/teachers/FacultySites/Bradley_video_online/project_3_develop.html) (Developing a PSA) |
| Students may develop a PSA for an “anti-bullying” campaign to be used on the school campus (e.g., poster, video, pamphlet etc.) |

**Critical Content:**

- Self-directed violence is the result of the accumulation of multiple problems rather than just one problem

**Key Skills:**

- Analyze signs or patterns of behavior that identify people at risk for harming themselves or others

**Critical Language:**

- Scenarios, advocacy, analyze, stress, risk factors, depression, access, intent, self-harm, distress, rank, reduce, support systems, differentiate, response, self-harm
### Learning Experience # 5

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

#### Generalization Connection(s):
- The respect for diversity creates a positive school environment that supports pro-social behavior

#### Teacher Resources:
- [http://respectdiversity.org/](http://respectdiversity.org/) (Diversity education for teens)

#### Student Resources:
- [http://www.whoyouwant2be.org/how-do-i-respond/diversity/](http://www.whoyouwant2be.org/how-do-i-respond/diversity/) (Diversity education)
- [http://www.violencepreventionworks.org](http://www.violencepreventionworks.org) (School violence prevention)
- *Thirteen Reasons Why* by Jay Asher (Teen suicide)

#### Assessment:
- Students will create a visual or audio representation (e.g. poster, video, song, poem, rap etc.) of the types of pro-social behavior (e.g. respect, empathy, patience, acceptance, etc.) that can impact themselves and their peers.

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

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<tbody>
<tr>
<td>N/A</td>
<td>Students may work with a peer to create a visual representation of one example of pro-social behavior they have seen demonstrated in their school (e.g. poster)</td>
</tr>
</tbody>
</table>

#### Extensions for depth and complexity:
- N/A

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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</table>

#### Critical Content:
- Strategies for improvement or maintenance of positive mental and emotional health for self and others
- The impact of a person’s mental and emotional health on behaviors and relationships

#### Key Skills:
- Demonstrate support and respect for others
- Advocate for positive and respectful school environment that supports pro-social behavior

#### Critical Language:
- Bullying, consequences, diversity, school culture, school environment, respect, awareness, pro-social behavior, consider

### Learning Experience # 6

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.

#### Generalization Connection(s):
- Advocacy for self and others requires effective communication skills and increases a person’s willingness to seek help for mental and emotional problems
# Colorado Teacher-Authored Sample Instructional Unit

## Teacher Resources:
- [http://www.coloradouplift.org](http://www.coloradouplift.org) (A non-profit, youth service organization teaching character, leadership and life skills to urban youth in Denver, Colorado)
- [www.suicidepreventioncolorado.org](http://www.suicidepreventioncolorado.org) (Newsletter: suicide prevention strategies)
- [http://www.namimass.org/resources/teens](http://www.namimass.org/resources/teens) (Teen self-advocacy tools and resources)
- [http://www.greatschools.org](http://www.greatschools.org) (Self-advocacy for teens)
- [http://www.bellevuecollege.edu/adcurriculum/Module4/student_scenarios.pdf](http://www.bellevuecollege.edu/adcurriculum/Module4/student_scenarios.pdf) (At-risk teen scenarios to consider)

## Student Resources:
- [http://www.namimass.org/resources/teens](http://www.namimass.org/resources/teens) (Teen self-advocacy tools and resources)
- [https://docs.google.com/document/d/1zol90ua0eS370_nkxRIUJ8W8sZHPZXIYMtIASP03NC/edit?pli=1](https://docs.google.com/document/d/1zol90ua0eS370_nkxRIUJ8W8sZHPZXIYMtIASP03NC/edit?pli=1) (Action plan template)
- [http://www.greatschools.org](http://www.greatschools.org) (Self-advocacy for teens)

## Assessment:
Students will create an advocacy “action plan” based on teacher provided scenarios for students who are struggling with some aspect of school/personal lives.
- [http://www.wikihow.com/Create-an-Effective-Action-Plan](http://www.wikihow.com/Create-an-Effective-Action-Plan) (How to create an effective action plan)

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

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<tr>
<td><a href="http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress">http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress</a> (Article on mental health awareness)</td>
<td>Students may orally describe the action plan to a peer or a teacher</td>
</tr>
<tr>
<td><a href="http://www.eslflow.com">http://www.eslflow.com</a> (Strategies for language instruction for all learners)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.safe2tell.org">www.safe2tell.org</a> (Suicide prevention)</td>
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</tbody>
</table>

## Extensions for depth and complexity:

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<tbody>
<tr>
<td><a href="https://www.pdesas.org/module/content/resources/22512/view.ashx">https://www.pdesas.org/module/content/resources/22512/view.ashx</a> (This lesson provides a simple brochure template)</td>
<td>Students may create a guideline brochure for steps to take when advocating for a struggling peer</td>
</tr>
</tbody>
</table>

## Critical Content:
- Strategies improvement or maintenance for positive mental and emotional health for self and others
- Signs and symptoms of people who are in danger of self-harm
- Self-directed violence is the result of the accumulation of multiple problems rather than just one problem

## Key Skills:
- Demonstrate support and respect for others
- Demonstrate how to communicate the importance of seeking help for mental and emotional problems
- Utilize family, school and community resources for adolescent mental and emotional health services that provide support from a trusted adult for those in need

## Critical Language:
Advocacy, self-advocacy, pro-social behavior, diversity, respect Interpersonal communication, support systems, resources, intervention, awareness, emotions, communication skills, empowerment
## Learning Experience # 7

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.

### Generalization Connection(s):
Advocacy for self and others requires effective communication skills and increases a person’s willingness to seek help for mental and emotional problems.

### Teacher Resources:
- [http://www.pamf.org/teen/abc/buildingblocks/communication.html](http://www.pamf.org/teen/abc/buildingblocks/communication.html) (Communication & Teens)
- [http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Promoting-Adolescents’-Prosocial-Behavior.aspx](http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Promoting-Adolescents’-Prosocial-Behavior.aspx) (Pro-social behavior of teens)

### Student Resources:
- [http://www.pamf.org/teen/abc/buildingblocks/communication.html](http://www.pamf.org/teen/abc/buildingblocks/communication.html) (Communication & Teens)

### Assessment:
Students will complete a graphic organizer depicting the effects of effective communication /pro-social behaviors on school environment. [http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_star.pdf](http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_star.pdf) (Cause & Effect graphic organizer)

### Differentiation:
Access (Resources and/or Process)  
The teacher may provide a graphic organizer with either causes or effects filled in.  
[http://www.eslflow.com](http://www.eslflow.com) (Strategies for language instruction for all learners)  

Expression (Products and/or Performance)  
Students may complete a partially filled in graphic organizer. (e.g. an organizer with one or two effects already listed)

### Extensions for depth and complexity:
Access (Resources and/or Process)  

Expression (Products and/or Performance)  
Students may create a survey that asks students to assess the prevalence of particular pro-social behaviors within their school

### Critical Content:
- Self-advocacy for overall health and wellness
- Pro-social behavior and diversity in a school environment

### Key Skills:
- Describe self-advocacy skills to maintain and improve overall health and wellness
- Express examples of pro-social behavior as it is related to diversity

### Critical Language:
Advocacy, self-Advocacy, pro-social behavior, effective communication, diversity, respect

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## Learning Experience # 8

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.

### Generalization Connection(s):
Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm.
Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:
- www.nasponline.org/publications/cq/cq354suicide.aspx ("Preventing Suicide: Tips for educators and parent")
- www.mentalhealthscreening.org/ (Mental Health Screening)
- www.essentiallifeskills.net/supportsystem.html (Resources for support)
- http://sourcesofstrength.org/ (Resources for support)

Student Resources:
- www.yellowribbon.org/Lifeskill.html (Yellow Ribbon Card)
- www.save.org/index.cfm?fuseaction=home.viewPage&page_id=705E1907-C4DD-5D32-2C7087CE5924CCA4 ("Someone You Know is Suicidal")
- www.safe2tell.org (Suicide prevention)

Assessment:
Students will use a sorting graphic organizer to identify two family members, two friends, two adults in the school and two community resources for support e.g., http://www.edhelperclipart.com/clipart/teachers/org-web.pdf (Sorting graphic organizer)

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

<table>
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<tbody>
<tr>
<td>N/A</td>
<td>Students may create a collage with pictures of people/resources that provide support in their lives</td>
</tr>
</tbody>
</table>

Extensions for depth and complexity:

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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</table>

Critical Content:
- School, family and community resource for suicide prevention services.

Key Skills:
- Utilize family, school and community resources for adolescent mental and emotional health services that provide support from a trusted adult for those in need.

Critical Language:
Resources, access, support, reliable, risk, advocate, communicate, support systems, self-harm, anxiety, depression, stress, community, credible, valid, meaningful

Learning Experience # 9
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.

Generalization Connection(s):
Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm

Teacher Resources:
- http://www.library.illinois.edu/ugl/howdoi/webeval.html (Credible resource evaluation tool)
- http://owl.english.purdue.edu/owl/resource/553/01/ (Credible resource evaluation tool)
- http://teenmentalhealth.org/resources/ (Articles on teen mental health issues)
**Student Resources:**
http://pages.turnitin.com/rs/iparadigms/images/Turnitin_SEER_Rubric.pdf (Credible resources evaluation rubric)

**Assessment:**
Students will develop a thinking map using “credible mental health resource” as the center and then defining the criteria for assessing reliability.

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

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<tbody>
<tr>
<td>N/A</td>
<td>Students may work with a partner to list 3 criteria to evaluate the credibility of a mental health resource</td>
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</table>

**Extensions for depth and complexity:**

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<tbody>
<tr>
<td><a href="http://teenmentalhealth.org/resources/">http://teenmentalhealth.org/resources/</a> (Valid internet resource)</td>
<td>Students may develop a thinking map using “credible mental health internet resources” as the center, defining the criteria for assessing reliability, and then presenting their map to the class</td>
</tr>
</tbody>
</table>

**Critical Content:**
- Credible resources and support systems for mental and emotional problems and violent behavior

**Key Skills:**
- Identify credible resources and support systems for mental and emotional problems and violent behavior

**Critical Language:**
- Credible resources, support systems, resources, decision-making, advocacy