# Unit Title: Happy is the New Healthy

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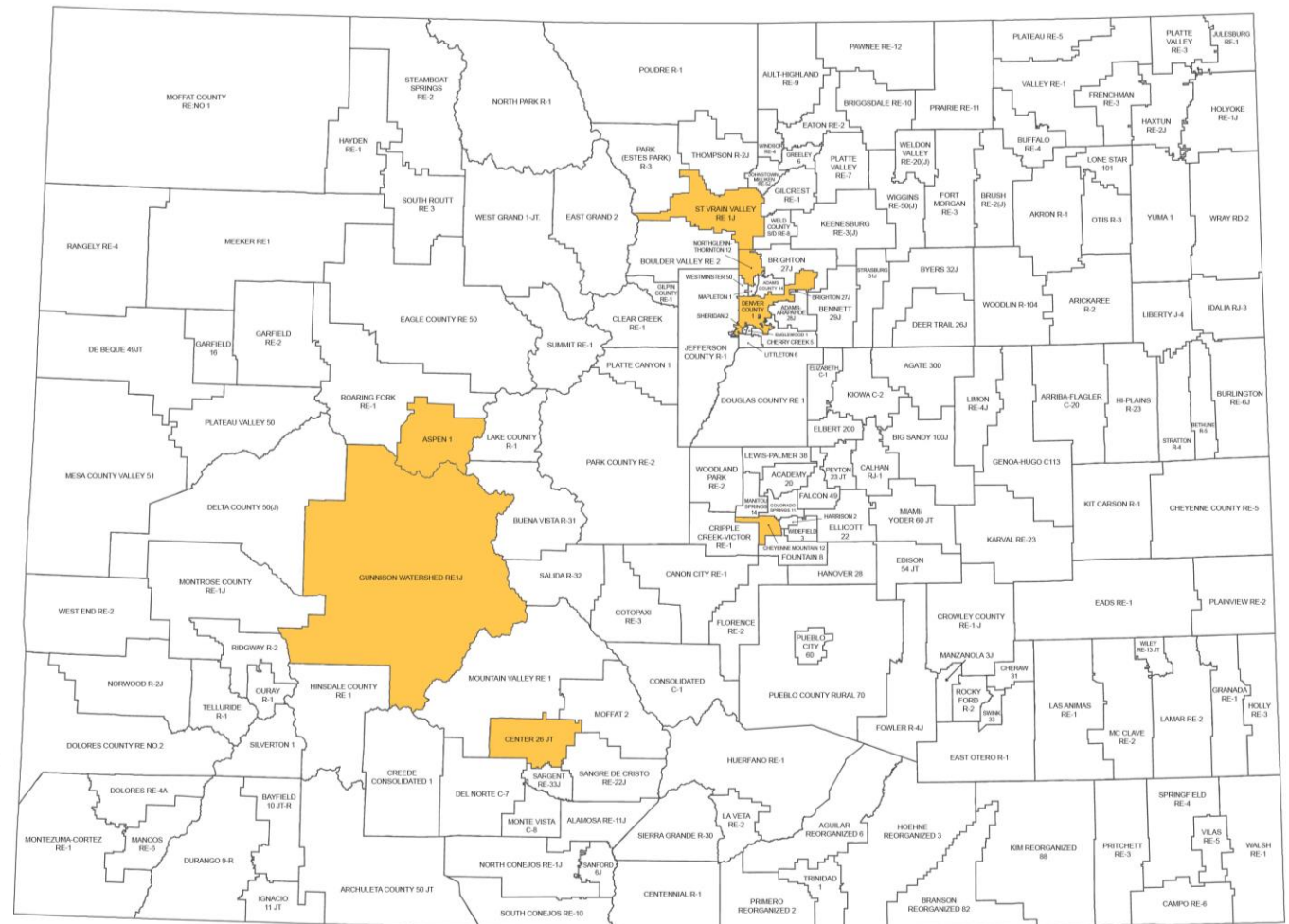
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

DATE POSTED: MARCH 31, 2014

Content Area	Comprehensive Health		Grade Level	High School
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
2. Physical and Personal Wellness	1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet	CH09-GR.HS-S.2-GLE.1
	2. Analyze how family, peers, media, culture, and technology influence healthy eating choices	CH09-GR.HS-S.2-GLE.2
	3. Demonstrate ways to take responsibility for healthy eating	CH09-GR.HS-S.2-GLE.3
	4. Use a decision-making process to make healthy decisions about relationships and sexual health	CH09-GR.HS-S.2-GLE.4
	5. Support others in making positive and healthful choices about sexual activity	CH09-GR.HS-S.2-GLE.5
	6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly	CH09-GR.HS-S.2-GLE.6
3. Emotional and Social Wellness	1. Analyze the interrelationship of physical, mental, emotional, and social health	CH09-GR.HS-S.3-GLE.1
	2. Set goals, and monitor progress on attaining goals for future success	CH09-GR.HS-S.3-GLE.2
	3. Advocate to improve or maintain positive mental and emotional health for self and others	CH09-GR.HS-S.3-GLE.3
4. Prevention and Risk Management	1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs	CH09-GR.HS-S.4-GLE.1
	2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs	CH09-GR.HS-S.4-GLE.2
	3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs	CH09-GR.HS-S.4-GLE.3
	4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free	CH09-GR.HS-S.4-GLE.4
	5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence	CH09-GR.HS-S.4-GLE.5
	6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help	CH09-GR.HS-S.4-GLE.6
	7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them	CH09-GR.HS-S.4-GLE.7
	8. Access valid information and resources that provide information about sexual assault and violence	CH09-GR.HS-S.4-GLE.8
	9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence	CH09-GR.HS-S.4-GLE.9
	10. Advocate for changes in the home, school, or community that would increase safety	CH09-GR.HS-S.4-GLE.10

Colorado 21st Century Skills
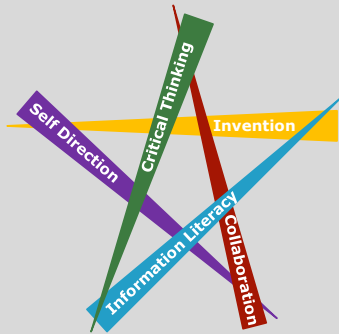
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

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.

Colorado's Comprehensive Health and Physical Education Standards
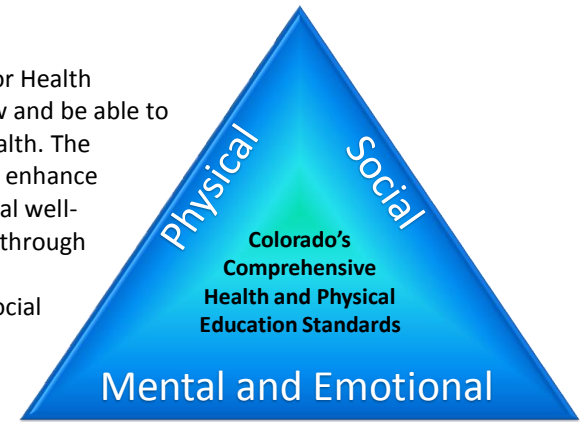
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Happy is the New Healthy	3 weeks	1

Unit Title	Happy is the New Healthy		Length of Unit	3 weeks
Focusing Lens(es)	Advocacy (self and others)	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.HS-S.3-GLE.1, CH09-GR.HS-S.3-GLE.2, CH09-GR.HS-S.3-GLE.3 CH09-GR.HS-S.4-GLE.6	
Inquiry Questions (Engaging-Debatable):	• Why is self-advocating for mental health just as important as for physical health? (CH09-GR.HS-S.3-GLE.1) • How could positive or negative mental health affect other areas of your health? (CH09-GR.HS-S.3-GLE.1) • How can my mental health affect the people around me? (CH09-GR.HS-S.3-GLE.1)			
Unit Strands	Emotional and Social Wellness, Prevention and Risk Management			
Concepts	Credible Resources, Goal Setting, Self-advocacy, Decision-making, Communication Skills, Inter-personal Communication, Stress Management, Respect, Diversity,			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1)and(CH09-GR.HS-S.4-GLE.6-EO.c)	What are effective communication skills when advocating for others? What types of mental and emotional problems require you to seek help?(CH09-GR.HS-S.3-GLE.1-EO.b,d)	Why are effective communication skills important when seeking help? Why should I care about mental and emotional health of others?
The access to credible resources and support systems may help decrease mental and emotional distress.(CH09-GR.HS-S.4-GLE.6-EO.c;RA.1;N.1)and(CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d)	How do you determine the credibility and reliability of specific resources?	What does a strong support system look like? (CH09-GR.HS-S.4-GLE.6-EO.a,b,c-RA.1-N.1) What credible resources should I use to make decisions about my health?
The ability to plan and set realistic goals can enhance a person's sense of wellbeing(CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1)	What is the difference between a long-term and short-term goal? (CH09-GR.HS-S.3-GLE.2) What is a clear and attainable goal? What are smart goals?	How can planning affect my future? (CH09-GR.HS-S.3-GLE.2;IQ.1) How are dreams different than goals? How do smart goals help me improve overall health?
Respect for diversity will create a positive school environment supportive of pro-social behavior. (CH09-GR.HS-S.3-GLE.3-EO.b,c)	What is diversity? What does a positive school environment look like?	How do I form my personal values? What if I found out my best friend was involved in something I believe was not right? (CH09-GR.HS-S.3-GLE.3;IQ.3) Why is it so hard to stand up on behalf of others? (CH09-GR.HS-S.3-GLE.3;IQ.1)

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Self-advocating skills for overall health and wellness (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1) • Credible resources and support systems for mental and emotional problems and violent behavior (CH09-GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) (CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d) • Positive goal setting techniques (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1) • Pro-social behavior and diversity in a school environment (CH09-GR.HS-S.3-GLE.3-EO.b,c) • Causes, symptoms and effects of depressions and anxiety (CH09-GR.HS-S.3-GLE.1-EO.d) • Signs and symptoms of self-harm or harm to others (CH09-GR.HS-S.4-GLE.6-EO.a;N.1)	• Describe self-advocacy skills to maintain and improve overall health and wellness (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;N.1) • Identify credible resources and support systems for mental and emotional problems and violent behavior (CH09-GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) and(CH09-GR.HS-S.3-GLE.1-EO.b)and(CH09-GR.HS-S.3-GLE.3-EO.c,d) • Set positive personal goals for improved overall mental and emotional health (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;N.1) • Express examples of pro-social behavior as t is related to diversity (CH09-GR.HS-S.3-GLE.3-EO.b,c) • Analyze the causes, systems and effects of depression and anxiety (CH09-GR.HS-S.3-GLE.1-EO.d) • Discuss signs and symptoms of self-harm or harm to others (CH09-GR.HS-S.4-GLE.6-EO.a;N.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 will have the knowledge to advocate for the maintenance and improvement of positive mental and emotional health for self and others which can lead to lifelong wellness.*
Academic Vocabulary:	Diversity, Respect, Support Systems, Resources, Goal Setting, Decision-making, Communication Skills, Inter-personal Communication, Management, Emotions, Stress, Violence
Technical Vocabulary:	Depression, Anxiety, Self-harm, Mental Health, Self-advocacy, Advocacy

Unit Description:	This unit focuses on mental/emotional wellness with an emphasis on advocacy. Across the unit's 3-4 week duration, students will define various issues of mental/emotional health (depression, anxiety and self-harm), in order to familiarize themselves with a multitude of resources to support mental/emotional health, and improve communication skills to meaningfully advocate for mental/emotional health on behalf of themselves and others. Additionally, students will leave with an understanding of the impact diversity and respect play in creating a more positive environment within their school.
Considerations:	High school students should have a working knowledge of the health triangle consisting of the components of physical, mental/emotional and social health. Additionally, students should be able to make connections of these components to their own life experiences and how personal choices impact the health and well-being of other people in their lives.

Unit Generalizations	
Key Generalization:	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues
Supporting Generalizations:	The access to credible resources and support systems may help decrease mental and emotional distress
	Respect for diversity will create a positive school environment supportive of pro-social behavior
	The ability to plan and set realistic goals can enhance a person's sense of wellbeing

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, knowledge of credible resources, and allows one to effectively seek help for mental, emotional, and physical challenges/issues
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a peer advocate you will work with fellow students to create action plans and advocacy projects that will help Juan or Sarah (characters in a given scenario), to advocate for themselves and/others to effectively seek help for mental, emotional and physical challenges/issues. Part of your work is to help fellow students to develop effective communication skills and utilize credible resources. You are currently working in a student group. Your task is to develop an action plan for a student facing a potential mental health challenges and to develop a project that advocates for the student in the scenario. Scenarios: Juan is being harassed in the locker room by a group of older boys. He isn't completing assignments. He isn't doing the things he used to. He quit the basketball team that he used to love. His attendance at school is quickly dropping. Sarah has been shunned for no reason by a group of popular girls. She sits by herself at lunch and has stopped attending key club meetings. She looks like she has been crying daily and has no interest in her appearance. Other girls have been posting negative comments on social network sites. You notice cuts on her arm, and that she often wears long sleeves, even though it is warm outside.
Product/Evidence: (Expected product from students)	Students will create an action plan and an advocacy project for one of the scenarios. Their responses will address the following questions: • What does the scenario tell you about Juan or Sarah's mental health? • What are 4 resources available for Juan or Sarah to seek support? • What is a SMART goal that would help Juan or Sarah improve his/her situation, and what are the steps needed to reach that goal? Include a strategy to reduce stress? • What could they do as a classmate to help reduce the occurrence of this happening in the future? • How can they advocate on behalf of the student regarding mental health?

Differentiation: (Multiple modes for student expression)	Students' final advocacy projects may take the form of: • A 90 second video speech • PowerPoint, Prezi, Haiku Deck • Written speech, letter • Brochure • Website • Movie Maker, iMovie, PowToones

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

Informational/Non-Fiction	Fiction

Mental Health Information for Teens - Karen Belliner (Lexile band 960-1115)
The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry-
   Lisa M. Schab, LCSW (Lexile band 960-1115)
Beyond the Blues: A Workbook to Help Teens Overcome Depression- Lisa M. Schab,
   LCSW   (Lexile band 960-1115)
	Dear Bully - Carrie Jones & Megan Helley Hall (850 Lexile level)
	Burned - P.C. Cast & Kristin Cast (790 Lexile level)
	Impulse - Steven Gould (HL730 Lexile level)
	Cut - Patricia McCormich (660 Lexile level)
	The Pinballs - Betsy Byars (600 Lexile level)
	Thirteen Reasons Why- Jay Asher (550 Lexile level)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a social scientist or psychologist – Analyzing and interpreting behavior, finding root causes, and providing supporting evidence	Teacher Resources:	http://owl.english.purdue.edu/owl/section/2/8/ (Research protocol tool)
			Student Resources:	http://owl.english.purdue.edu/owl/section/2/8/ (Research protocol tool)
	Skills:	Analyze behavior to identify mental and emotional health	Assessment:	Students maintain a journal documenting the signs and symptoms of mental and emotional health.

2.	Description:	Think/work like a social scientist or psychologist – Identifying strategies and advocating for self and others for positive mental and emotional health	Teacher Resources:	http://socalhealthadvocates.com/health-advocate-health-advocate-do/ (Health advocacy strategies)
			Student Resources:	http://www.elementsbehavioralhealth.com/mental-health/how-to-promote-good-mental-health/ (Positive mental health strategies) http://www.goodtherapy.org/therapy-for-self-esteem.html (Self-esteem and mental health strategies)
	Skills:	Utilizing strategies and advocating for positive personal mental health	Assessment:	Students will maintain a journal documenting the positive benefits of stress reducing strategies.

3.	Description:	Think/work like a social scientist or psychologist – Analyzing group behavior related to pro-social environments	Teacher Resources:	www.stopbullying.gov (Anti-bullying training strategies, US Dpt of Health & Human Services)
			Student Resources:	www.stopbullying.gov (Anti-bullying training strategies, US Dpt of Health & Human Services)
	Skills:	Advocating for others to create positive pro-social environments	Assessment:	Students will create a word-wall or class wordle of behaviors that promote pro-social environments.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of basic research techniques and of the relationship between mental/emotion, social, and physical health (The Health Triangle). Thus, there are no learning experiences that introduce this knowledge or these definitions. Teachers may, however, with to revisit/reinforce these understandings at the beginning of the unit.

Learning Experience # 1

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

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues	
Teacher Resources:	http://www.healthtriangle.org (Health Triangle components) http://studenthealth.uaa.alaska.edu/YourMentalHealth/SecIb.htm (10 characteristics of a mentally healthy person) http://www.helpguide.org/mental/mental_emotional_health.htm (Strategies and tips for good mental health)	
Student Resources:	http://www.healthtriangle.org (Health Triangle components) http://www.thehealthcenter.info/teen-depression/ (Signs, causes and treatment for depression) http://kidshealth.org/teen/your_mind/best_self/understand-emotions.html (Understanding your emotions) http://www.safmh.org.za/healthy.html (24 characteristics of mentally healthy people)	
Assessment:	Students will create the health triangle and identify 2 positive impacts on each side that connect to their own life. (e.g., poster, collage).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.gsu.edu/~wwwche/HealthTriangle.ppt (Health triangle resource)	Students may use the health triangle resource/template to create one positive impact (physical, emotional, mental) for each level of the triangle
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	• Self-advocacy as it pertains to overall health and wellness
Key Skills:	• Describe self-advocacy skills to maintain and improve overall health and wellness
Critical Language:	Advocacy, self-advocacy, health, wellness, mental/emotional health, interrelatedness, health triangle, paramount need

Learning Experience # 2

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

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues	
Teacher Resources:	http://www.adaa.org/understanding-anxiety/depression (Characteristics of anxiety and depression) http://www.webmd.com/anxiety-panic/guide/is-really-depression (Anxiety and panic disorders) http://www.mayoclinic.com/health/depression-and-exercise/MH00043 (Exercise techniques for improving depression & anxiety) http://www.psychologytoday.com/articles/200310/anxiety-and-depression-together (Articles on anxiety and depression research)	
Student Resources:	http://www.kidshealth.org (Articles on teen emotional and mental wellness) http://www.healthcentral.com (Teen depression) http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress (Articles and statistics pertaining to different types of depression)	
Assessment:	Students will identify 5 symptoms of depression and 5 symptoms of anxiety (e.g., exit ticket, pair share).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress (Articles and statistics pertaining to different types of depression)	Students may construct an exit ticket with 3-5 symptoms of both depression and anxiety Students may work with a student partner to identify 3-5 symptoms of both depression and anxiety
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.educationoasis.com/curriculum/GO/GO_pdf/character_traits_wordbank.pdf (Character analysis template)	Students may choose a character from a work of fiction and describe how this character expresses symptoms of depression and or anxiety
Critical Content:	• Causes symptoms and effects of depression and anxiety	
Key Skills:	• Analyze the causes, symptoms and effects of depression and anxiety	
Critical Language:	Advocacy, self-advocacy, health, wellness, mental/emotional health	

Learning Experience # 3	
The teacher may brainstorm scenarios of unhealthy behavior such as self-harming so students can begin discussing the signs and symptoms of self-harming and ways to support peers at risk.	
Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues
Teacher Resources:	http://www.helpguide.org/mental/self_injury.htm (Understanding "cutting" and self-harm) http://www.selfinjury.com/# (Alternatives and treatment for ending self-injurious behavior) http://www.psychologytoday.com/blog/hide-and-seek/201301/coping-self-harm (Articles about characteristics of self-harm)
Student Resources:	http://www.helpguide.org/mental/self_injury.htm (Signs and symptoms of teen self-harm) www.enchantedlearning.com/graphicorganizers/tchart (T-chart examples) http://selfharm.co.uk/get/facts/self-harm_statistics (Self-harm statistics)
Assessment:	Students will use a t-chart and identify at least 3 signs or symptoms of self-harming and connect those symptoms with specific resources/tools to provide possible support. (e.g., http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.helpguide.org/mental/self_injury.htm (Signs and symptoms of teen self-harm)	Students may present orally to (teacher or fellow student) three signs or symptoms of self-harming Students may work with a fellow student to construct a list of resources for prevention or support strategies

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.prezi.com (A tool for creating presentations)	Students may create a resource list to help individuals deal with self-harm Students may research and document the prevalence of self-harming behaviors they identified in their T-chart http://selfharm.co.uk/get/facts/self-harm_statistics

Critical Content:	• Self-advocacy for overall health and wellness • Signs and symptoms of self-harm or harm to others
Key Skills:	• Describe self-advocacy skills to maintain and improve overall health and wellness • Discuss signs and symptoms of self-harm or harm to others
Critical Language:	Advocacy, self-advocacy, pro-social behavior, effective communication, diversity, respect, self-harm, triggering

Learning Experience # 4

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

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues
Teacher Resources:	http://www.smartkidswithld.org/ (Instructional strategies for students with learning disabilities) http://teachingselfadvocacy.wordpress.com/description-of-self-advocacy/ (Teaching self-advocacy skill to students) http://www.smartkidswithld.org/ld-basics/beyond-the-classroom/self-advocacy-strategies-for-all-ages (Self-advocacy strategies) http://teachingselfadvocacy.wordpress.com/teaching-self-advocacy-skills/ (Self-advocacy strategies) http://teachingselfadvocacy.wordpress.com/additional-resources/role-playing-scenarios-for-practicing-self/ (Self-advocacy role playing scenarios)
Student Resources:	http://www.smartkidswithld.org/ld-basics/beyond-the-classroom/self-advocacy-strategies-for-all-ages (Self-advocacy strategies) http://www.sunyjefferson.edu/node/304 (Self-advocacy strategies) http://teachingselfadvocacy.wordpress.com/additional-resources/role-playing-scenarios-for-practicing-self/
Assessment:	Students will role play different scenarios requiring self-advocacy skills. (See teacher resources for role play scenarios)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may use "acted out" scenarios to create visual representations (colleges, drawings etc.) to illustrate the self-advocacy skills used in the scenarios

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://teachingselfadvocacy.wordpress.com/description-of-self-advocacy/ (self-advocacy) http://teachingselfadvocacy.wordpress.com/additional-resources/role-playing-scenarios-for-practicing-self/ (Self-advocacy role playing scenarios)	Students may use example scenarios to construct their own scenarios requiring self-advocacy

Critical Content:	• Self-advocacy for overall health and wellness
Key Skills:	• Describe self-advocacy skills to maintain and improve overall health and wellness
Critical Language:	Advocacy, self-advocacy, pro-social behavior, effective communication, diversity, respect

Learning Experience # 5		
The teacher may define SMART goals so students can begin creating their own goals pertaining to self-advocacy.		
Generalization Connection(s):	The ability to plan and set realistic goals can enhance a person's sense of wellbeing Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues	
Teacher Resources:	http://topachievement.com/smart.html (Creating SMART goals) http://kiwaniskids.org/Libraries/TK_Activities/SMART_Goal_Worksheet.sflb.ashx (SMART goal worksheet/tool) http://www.mentoring.org/downloads/mentoring_429.pdf (SMART Goal Lesson by Baylor University for Adolescent Development) Goal-Setting and Decision making techniques http://www.tlplearningsolutions.com/docs/SMART_Goals_Teens_2011.pdf (Smart goals for teens)	
Student Resources:	http://www.youtube.com/watch?v=Uy6qGhki-K4 (SMART goals video) http://www.youtube.com/watch?v=8cCiqbSJ9fg (SMART goals video) http://student.aahanet.org/eweb/dynamicpage.aspx?site=student&webcode=itsmartgoals (SMART goal interactive development tool)	
Assessment:	Students will create a SMART goal using the template to enhance their personal sense of well-being and identify steps to achieve that goal. http://studentaffairs.stanford.edu/oae/schwab/goal-setting (Smart Goals template)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.mcas.k12.in.us/Page/4813 (Developing Smart Goals) http://worksheetplace.com/index.php?function=DisplayCategory&links=2&id=279&link1=31&link2=279 (Smart Goal worksheets) http://studentaffairs.stanford.edu/oae/schwab/goal-setting (Smart Goals template)	The students may use visual representations to illustrate SMART goals
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://studentaffairs.stanford.edu/oae/schwab/goal-setting (Smart Goals template)	The students may create additional Smart Goals around their personal well-being
Critical Content:	• Self-advocacy for overall health and wellness • Positive goal-setting techniques	
Key Skills:	• Describe self-advocacy skills to maintain and improve overall health and wellness • Set positive personal goals for improved overall mental and emotional health	
Critical Language:	Resources, goal setting, decision-making, self-advocacy	

Learning Experience # 6	
The teacher may brainstorm/create valid criteria for accessing resources so students can identify credible resources to support one's emotional well-being.	

Generalization Connection(s):	The access to credible resources and support systems may help decrease mental and emotional distress
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://www.loc.gov/rr/business/beonline/selectbib.html (Credible resource evaluation tool) http://teenmentalhealth.org/resources/ (Articles on teen mental health issues) http://www.cerias.purdue.edu/education/k-12/teaching_resources/lessons_presentations/SITECREDIBILITY2.pdf (Activities for teaching site credibility) http://blogs.slj.com/neverendingsearch/2013/05/22/thinking-about-credibility-and-about-turnitins-seer-the-source-educational-evaluation-rubric/ (Credible resource evaluation tool)
Student Resources:	http://pages.turnitin.com/rs/iparadigms/images/Turnitin_SEER_Rubric.pdf (Credible resources evaluation rubric) http://www.eisd.net/domain/599 (Thinking maps)
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.)	Access (Resources and/or Process)		Expression (Products and/or Performance)
	N/A		Students may work with a partner to list 3 criteria to evaluate the credibility of a mental health resource

Extensions for depth and complexity:	Access (Resources and/or Process)		Expression (Products and/or Performance)
	http://teenmentalhealth.org/resources/ (Valid internet resource)		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

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

Learning Experience # 7	
The teacher may showcase the importance of communication as it relates to pro-social behavior so students can advocate for themselves and others.	

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues Respect for diversity will create a positive school environment supportive of pro-social behavior

Teacher Resources:	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 (Pro-social behavior of teens)	
Student Resources:	http://futureofchildren.org/publications/journals/article/index.xml?journalid=32&articleid=58&sectionid=271 (Media and pro- social behavior) http://www.pamf.org/teen/abc/buildingblocks/communication.html (Communication & Teens)	
Assessment:	Students will complete a graphic organizer depicting the effects of effective communication on/pro-social behaviors on school environment. http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_star.pdf (Cause & Effect graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide a graphic organizer with either causes or effects filled in http://www.eslflow.com (Strategies for language instruction for all learners) http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_star.pdf (Cause & Effect graphic organizer)	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)
	http://www.SurveyMonkey.com (Survey development tool)	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	

Learning Experience # 8	
The teacher may bring in representatives from diverse local community groups to help students understand how diversity can strengthen advocacy for self and others.	
Generalization Connection(s):	Respect for diversity will create a positive school environment supportive of pro-social behavior
Teacher Resources:	http://www.nea.org/home/12969.htm (Diversity resources) http://www.lifeskillstraining.com/lst_hs.php (Personal Life skills training resource)
Student Resources:	http://respectdiversity.org/websites-for-kids-teens/ ("Respect Diversity" websites for kids & teens) http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Persuasion map)

Assessment:	The students will synthesize the arguments presented by the speaker; making a case for the best ways they believe diversity can enhance self-advocacy http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Persuasion map)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide various stems within the persuasive map http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress (Articles on mental health awareness & different cultural views) http://www.eslflow.com (Strategies for language instruction for all learners)	Students may complete the persuasive map using the various stems
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
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	

Learning Experience # 9		
The teacher may brainstorm the benefits of diversity so students can begin to identify ways diversity strengthens community health efforts.		
Generalization Connection(s):	Respect for diversity will create a positive school environment supportive of pro-social behavior	
Teacher Resources:	http://www.nea.org/home/12969.htm (Diversity resource articles) http://www.lifeskillstraining.com/lst_hs.php (Resource tool for life skills training)	
Student Resources:	http://respectdiversity.org/websites-for-kids-teens/ ("Respect Diversity" articles for kids and teens)	
Assessment:	As a class, students will create a survey/interview for their fellow students designed to solicit opinions regarding how well diversity is respected/celebrated in their school.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may work with a partner to develop interview questions

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.SurveyMonkey.com (Survey development tool)	Students may take the class created survey and convert it into a survey monkey
Critical Content:	• Pro-social behavior and diversity in a school environment	
Key Skills:	• Express examples of pro-social behavior as it is related to diversity	
Critical Language:	Diversity, respect, violence, advocacy, self-advocacy	

Learning Experience # 10		
The teacher may introduce strategies that focus on understanding differences and aiding those in need so students can advocate for the mental and emotional well-being of others.		
Generalization Connection(s):	Advocacy for self and others requires effective communication skills and allows one to effectively seek help for mental, emotional and physical challenges/issues Respect for diversity will create a positive school environment supportive of pro-social behavior	
Teacher Resources:	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 (Newsletter: suicide prevention strategies) http://www.namimass.org/resources/teens (Teen self-advocacy tools and resources)	
Student Resources:	http://www.coloradouplift.org (A non-profit, youth service organization teaching character, leadership and life skills to urban youth in Denver, Colorado) National Suicide Prevention Hotline 1-800-273-8255 http://www.namimass.org/resources/teens (Teen self-advocacy tools and resources) https://docs.google.com/document/d/1zol90ua0eS370_nkxRlUI8W8sZHPZXIYMtlASPo3NC0/edit?pli=1 (Action plan template)	
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.bellevuecollege.edu/adcurriculum/Module4/student_scenarios.pdf (At-risk teen scenarios to consider)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a specific scenario http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress (Article on mental health awareness) http://www.eslflow.com (Strategies for language instruction for all learners)	Students may orally describe the action plan to a peer or a teacher

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.pdesas.org/module/content/resources/22512/view.ashx (This lesson provides a simple brochure template)	Students may create a guideline brochure for steps to take when advocating for a struggling peer
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	

Learning Experience # 11	

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

Generalization Connection(s):	Respect for diversity will create a positive school environment supportive of pro-social behavior	
Teacher Resources:	http://colegacy.org/portfolio_category/health-and-wellness/?s&post_type=portfolio&resource_type=0&resource_audience=0 (Resource tool for bullying prevention) www.stopbullying.gov (Resource tool for bullying prevention) http://www.stopbullyingnow.com/index.htm (Resource tool for bullying prevention) http://www.pacer.org/bullying/resources/toolkits/ (Resource tool for bullying prevention)	
Student Resources:	www.stopbullying.gov (Resource tool for bullying prevention) http://www.randomactsofkindness.org/kindness-ideas (Emotional & Social Wellness lessons) http://www.youtube.com/watch?v=ltun92DfnPY (To This Day Project, animated video on kid & teen bullying) http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Persuasion map)	
Assessment:	Students will generate a description or picture of an ideal school environment conducive to pro-social behavior and write an argument defending the need for this environment. (e.g., storybook, graphic organizer).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may generate a description or picture of an ideal school environment conducive to pro-social behavior (e.g., poster, partner work)

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.mystudentelection.com/ (Student resource for school improvement strategies)	Students may create a campaign for their school that focuses on promoting a pro-social positive school environment (e.g. Power points, video presentation)
Critical Content:	• Pro-social behavior and diversity in a school environment	
Key Skills:	• Express examples of pro-social behavior as it is related to diversity	
Critical Language:	Diversity, respect, violence, advocacy, self-advocacy	