

# Unit Title: Healthy Relationships

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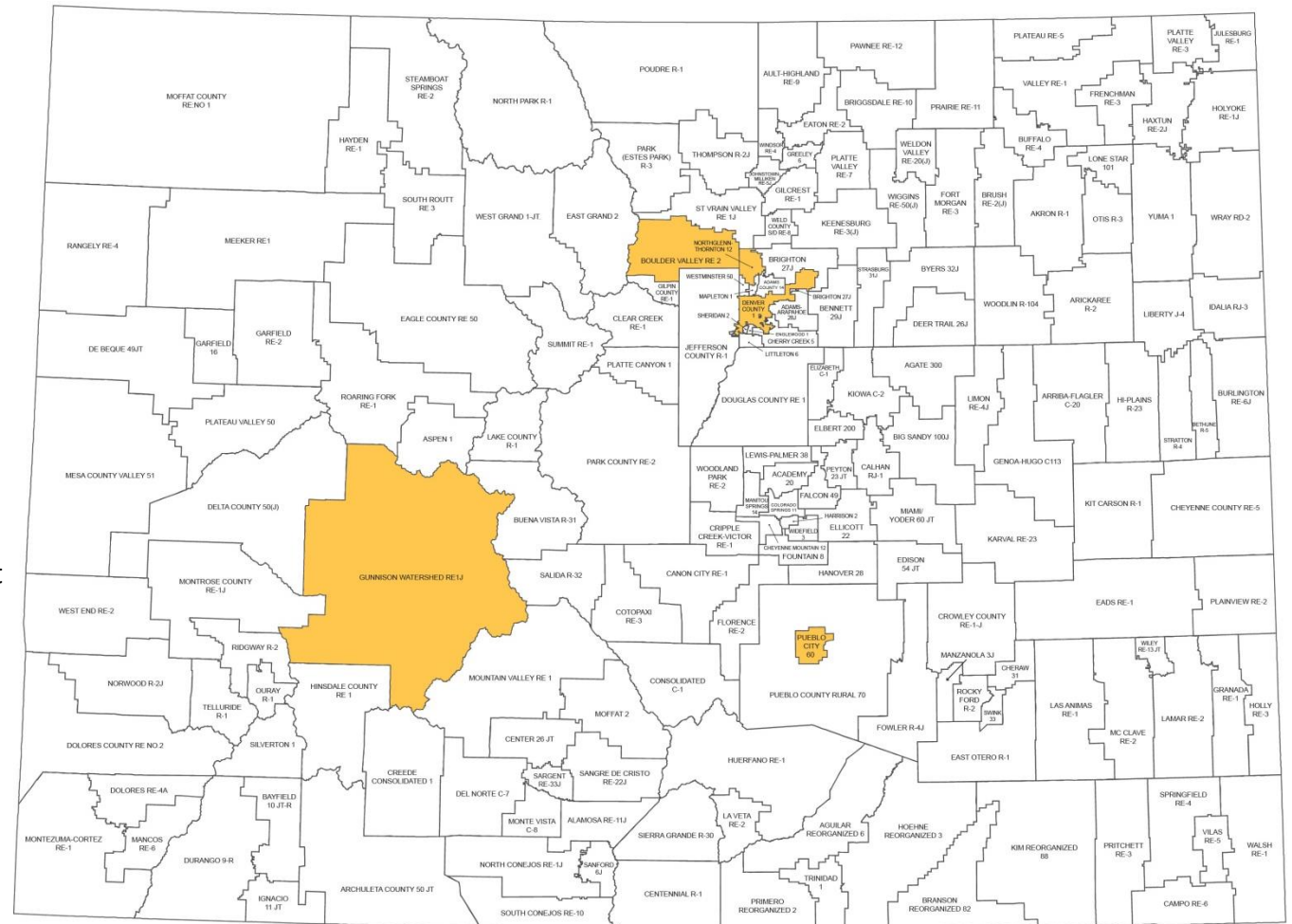
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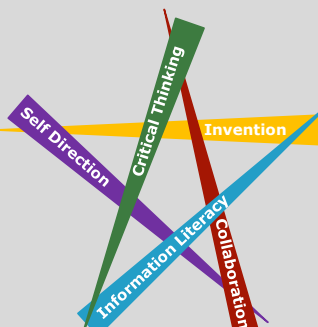
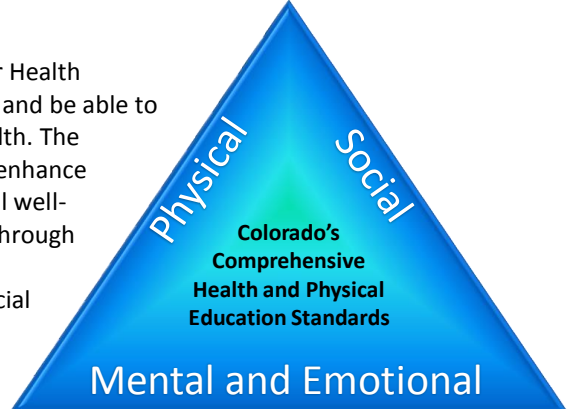
Rocky Mountain Health

Jamie Hurley



*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>	Kindergarten
<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. Identify the major food groups and the benefits of eating a variety of foods	CH09-GR.K-S.2-GLE.1	
	2. Explain how personal hygiene and cleanliness affect wellness	CH09-GR.K-S.2-GLE.2	
3. Emotional and Social Wellness	1. Exhibit understanding that one’s actions impact others	CH09-GR.K-S.3-GLE.1	
4. Prevention and Risk Management	1. Identify the importance of respecting the personal space and boundaries of self and others	CH09-GR.K-S.4-GLE.1	
	2. Explain safe behavior as a pedestrian and with motor vehicles	CH09-GR.K-S.4-GLE.2	
	3. Demonstrate effective communication skills in unsafe situations	CH09-GR.K-S.4-GLE.3	
<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>		<p>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.</p> 	
		<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Healthy Relationships		8 Weeks/2.5 Contact Hours (At teacher’s discretion)	3

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Healthy Relationships		<b>Length of Unit</b>	At Teacher's Discretion
<b>Focusing Lens(es)</b>	Communication	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.K-S.4-GLE.1, CH09-GR.k-S.4-GLE.3	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do you communicate to others in an unsafe situation? (CH09-GR.K-S.4-GLE.3-EO.a;IQ.4;RA.1)</li> <li>• Who are the most trusted adults in your life? (CH09-GR.K-S.4-GLE.1-EO.c)</li> <li>• How do you show respect for others? (CH09-GR.K-S.4-GLE.1-IQ.1)</li> </ul>			
<b>Unit Strands</b>	Prevention and Risk Management			
<b>Concepts</b>	Communication, Respect, Boundaries, Danger, Strategies, Trust, Skills, Emergency			

<b>Generalizations My students will Understand that...</b>	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations. (CH09-GR.K-S.4-GLE.3-EO.a;IQ.4;RA.1;N.1)	Why is effective communication important in an emergency situation?	What would happen if you were lost and you didn't know how to ask for help? (CH09-GR.K-S.4-GLE.3-EO.a;IQ.1)
911 and other emergency numbers are important for a person to know when there is danger or other emergencies. (CH09-GR.K-S.4-GLE.3-EO.b;IQ.3;RA.1)	What are the possible dangers of someone having a weapon? (CH09-GR.K-S.4-GLE.3-EO.c;IQ.2)	What would you do if you found a gun? (CH09-GR.K-S.4-GLE.3-EO.c;IQ.1)
It is important for a person to develop strategies to be able to express their personal space and boundaries. (CH09-GR.K-S.4-GLE.1-EO.d;RA.1;N.1)	What are examples of different situations when a person would need to communicate personal boundaries to others? (CH09-GR.K-S.4-GLE.1-RA.1)	How would you tell a trusted adult if any appropriate touching occurs to self and others? (CH09-GR.K-S.4-GLE.1-EO.a,b,c,d)
The development of self respect and respect for others is a necessary skill to learn in order to maintain healthy relationships. (CH09-GR.K-S.4-GLE.1-IQ.2,3)	What are examples of showing self-respect and respect for others?	Why is it important to respect yourself?

**Colorado Teacher-Authored Sample Instructional Unit**

<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>• Characteristics of trusted adults (CH09-GR.K-S.4-GLE.1-EO.b)</li> <li>• Respect for self and others (CH09-GR.K-S.4-GLE.1-IQ.1,2,3)</li> <li>• Appropriate and inappropriate touches (CH09-GR.K-S.4-GLE.1-EO.a,d)</li> <li>• Verbal and non-verbal communication skills (CH09-GR.K-S.4-GLE.3-EO.a;RA.1;N.1)</li> <li>• 911 and other emergency numbers (CH09-GR.K-S.4-GLE.3-EO.b)</li> <li>• Dangers of weapons (CH09-GR.K-S.4-GLE.3-EO.c;IQ.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the characteristics of trusted adults (CH09-GR.K-S.4-GLE.1-EO.b)</li> <li>• Communicate aspects of respect for self and others (CH09-GR.K-S.4-GLE.1-IQ.1,2,3)</li> <li>• Identify appropriate and inappropriate touches (CH09-GR.K-S.4-GLE.1-EO.a,d)</li> <li>• Demonstrate verbal and non-verbal communication skills (CH09-GR.K-S.4-GLE.3-EO.a;RA.1;N.1)</li> <li>• Recognize 911 and other emergency numbers (CH09-GR.K-S.4-GLE.3-EO.b)</li> <li>• Explain the dangers of weapons (CH09-GR.K-S.4-GLE.3-EO.c;IQ.2)</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>I will be able to show respect for self and others and communicate about unsafe situations to trusted adults.</i>
<b>Academic Vocabulary:</b>	Communication, Respect, Boundaries, Danger, Strategies, Trust
<b>Technical Vocabulary:</b>	911, Skills, Emergency

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This unit provides an opportunity for students to develop communication skills for establishing and maintaining healthy relationships. They will learn how to identify trusted adults, recognize personal space and boundaries, and begin to self-advocate in unsafe situations. Students will explore aspects of nonverbal and verbal communication, respect for self and others and levels of danger and emergency contacts. The unit concludes with students taking on the role of a puppet master to create a puppet show for their peers depicting teacher prompted scenarios to include an unsafe situation, identifying the trusted adults, and how to communicate verbally and/or nonverbally for help.
<b>Considerations:</b>	Most kindergarten students will have a general understanding of the character traits (e.g. trust, respect, kindness, sharing, caring, and responsibility) and classroom expectations. However, kindergarten students will vary in developmental readiness. Therefore, this unit is designed to allow students to develop communication skills, understand personal space and boundaries, and identify trusting adults. <b>***Some districts or schools may require parental authorization prior to teaching the self-advocacy learning experience***</b>
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations
<b>Supporting Generalizations:</b>	The development of self-respect and respect for others is a necessary skill to learn in order to maintain healthy relationships
	It is important for a person to develop strategies to be able to express their personal space and boundaries
	911 and other emergency numbers are important for a person to know when there is danger or other emergencies

<b>Performance Assessment:</b> <i>The capstone/summative assessment for this unit.</i>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are a small group of puppet masters who have been asked by your school to create a puppet show for your peers entitled, “Communicating in unsafe situations”. This puppet show will identify an unsafe situation for kids, the trusted adults they can seek out for assistance, and the ways they can verbally and/or nonverbally communicate a need for help.
<b>Product/Evidence:</b> (Expected product from students)	<p>Students will work with a small group to use puppets and props to act out a teacher prompted scenario such as:</p> <ul style="list-style-type: none"> <li>• You are out shopping and are separated from your trusted adult (person you are with)</li> <li>• You are at your neighbor’s house and he wants to show you his father’s gun</li> <li>• You are on the playground and another student takes your snack</li> <li>• You are asked by another person to do something that doesn’t feel or seem right</li> </ul> <p>The puppet show will include the following criteria:</p> <ul style="list-style-type: none"> <li>• Identify unsafe situations</li> <li>• Who are the trusted adults</li> <li>• How do you communicate verbally and/or nonverbally for help</li> </ul> <p>At the conclusion of each puppet show, the students will debrief with their peers answering the stated criteria.</p>

### Colorado Teacher-Authored Sample Instructional Unit

<b>Differentiation:</b> (Multiple modes for student expression)	The teacher may allow students to take on other tasks or roles such as: <ul style="list-style-type: none"> <li>• Director</li> <li>• Stage Designer</li> <li>• Puppeteer</li> </ul> Extension: The students may apply the learned concepts and demonstrate how to proactively avoid the unsafe situation.
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### Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Saying What You Mean: A Children’s Book About Communication Skills</i> by Joy Wilt Berry (Lexile range 300-500)</p> <p><i>Talk and Work It Out</i> by Cheri Meiners (Lexile level 510)</p> <p><i>Understand and Care</i> by Cheri Meiners (Lexile level 510)</p> <p><i>Speak Up! Communicating Confidently</i> by John Burstein (Lexile level 700)</p> <p><i>Police: Hurrying! Helping! Saving!</i> by Patricia Hubbell (Lexile range 300-500)</p> <p><i>When I care about Others</i> by Cornelia Maude Spelman (Lexile level 600)</p> <p><i>Accept and Value Each Person</i> by Cheri J. Meiners, M. Ed.(Lexile level 510)</p> <p><i>Respect and Take Care of Things</i> by Cheri J. Meiners, M.Ed. Lexile level 510)</p> <p><i>Words are Not For Hurting</i> by Elizabeth Verdick (Lexile level 200)</p> <p><i>How Are You Peeling Foods with Moods</i> by Saxton Freymann and Joost Elffers (Lexile level BR)</p> <p><i>I Feel</i> by Kelly Doudna (Lexile range 300-500)</p> <p><i>Communication Then and Now</i> by Robin Nelson (Lexile level 250)</p> <p><i>Have You Filled A Bucket Today A Guide to Daily Happiness for Kids</i> by Carol McCoud (Lexile range 300-500)</p> <p><i>Communication</i> by Alikı Brandenburg (Lexile range 300-500)</p> <p><i>Never Talk To Strangers</i> by Irma Joyce (Lexile range 300-500)</p> <p><i>I’m Gonna Like me letting off a little Self- Esteem</i> by Jamie Lee Curtis &amp; Laura Cornell (Lexile level AD250L)</p> <p><i>Cookies</i> by Amy Krouse Rosenthal (Lexile level 760)</p> <p><i>Stranger Safety</i> by Lisa M. Herrington (Lexile range 300-500)</p> <p><i>Good Touch Bad Touch</i> by Robert Kahn (Lexile range 300-500)</p> <p><i>It’s My Body</i> by Lory Freeman (Lexile range 300-500)</p> <p><i>My Body is Private</i> by Girrard (Lexile range 300-500)</p> <p><i>No Trespassing This is my Body</i> by Pattie Fitzgerald (Lexile range 300-500)</p> <p><i>I said No</i> by Kimberly King (Lexile range 300-500)</p> <p><i>Being Safe</i> by Sindy McKay (Lexile range 300-500)</p> <p><i>Being Safe series</i> by Susan Kesserling (Lexile level 600)</p> <p><i>The Important Book</i> by Margaret Wise Brown (Lexile level 580)</p>	<p><i>Personal space camp</i> by Julia Cook (Lexile range 300-500)</p> <p><i>Howard B. Wigglebottom Learns to Listen</i> by Howard Binkow (Lexile level 460)</p> <p><i>Fire! Fuego! Brave Bomberos</i> by Susan Middleton Elya, (Lexile level 480)</p> <p><i>When I care about Others</i> by Cornelia Maude Spelman (600)</p> <p><i>Accept and Value Each Person</i> by Cheri J. Meiners, M. Ed.(Lexile level 510)</p> <p><i>Respect and Take Care of Things</i> by Cheri J. Meiners, M.Ed. Lexile level 510)</p> <p><i>Today I feel Silly and other Moods that make my day</i> by Jamie Lee Curtis &amp; Laura Cornell (Lexile level 250)</p> <p><i>The Way I Feel</i> by Janan Cain (Lexile range 300-500)</p> <p><i>When I am Feeling series (Sad,Angry, Happy)</i> by Trace Maroney (Lexile range 300-500)</p> <p><i>The Feel Good Book</i> by Todd Parr (Lexile level 480)</p> <p><i>Taking a bath with the Dog and other Things that make me Happy</i> by Scott Menchin (Lexile range 300-500)</p> <p><i>Matthew and Emma</i> by Rigby PM Stars (Lexile range 300-500)</p> <p><i>Fun with Friends</i> by Margaret Gay Malone (Lexile level BR)</p> <p><i>The Berenstain Bears and the In-Crowd</i> by Stan and Jan Berenstain (Lexile level 790)</p> <p><i>We are Best Friends</i> by Alikı (Lexile level 60)</p> <p><i>Martha doesn’t say sorry!</i> by Samantha Berger (Lexile range 300-500)</p> <p><i>Arthur’s Nose</i> by Marc Brown (Lexile level 350)</p> <p><i>The Grouchy Ladybug</i> by Eric Carle (Lexile level 360)</p> <p><i>The Ugly Caterpillar</i> by Eric Carle (Lexile level 360)</p> <p><i>I like Me!</i> by Nancy Carlson(Lexile level 400)</p> <p><i>Hello My name is Bob</i> by Linas Alsenas (Lexile range 300-500)</p> <p><i>How to be a Friend</i> by Laurie Brown (Lexile level 140)</p> <p><i>The Berenstain Bears go to the Doctor</i> by Stan and Jan Berenstain (Lexile level 500)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think and work like a health advocate- Communication Skills	Teacher Resources:	<a href="http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf">http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf</a> (Idea wheel graphic organizer) <a href="http://www.teachingchannel.org">http://www.teachingchannel.org</a> (Development communication skills in Elementary Classroom) <a href="http://www.natcom.org">http://www.natcom.org</a> (Communication skills training for elementary school students) <i>Personal space camp</i> by Julia Cook <i>Wigglebottom</i> by Howard Binkow <i>Speak Up! Communicating Confidently</i> by John Burstein (Effective Communication)
			Student Resources:	<i>Have You Filled A Bucket Today A Guide to Daily Happiness for Kids</i> by Carol McCoud <i>I Feel</i> by Kelly Doudna <i>How are you peeling?</i> by Saxton Freymann and Joost Elffers
	Skills:	Demonstrate verbal and non-verbal communication skills	Assessment:	The students will create a daily visual representation to communicate how their day went (teacher directed questions according to the learning experience).
2.	Description:	Think and work like a health advocate – Identify trusted adults	Teacher Resources:	<i>Stranger Safety</i> by Lisa M. Harrington <i>When I care about others</i> by Cornelia <a href="http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf">http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf</a> (Three column chart/graphic organizer)
			Student Resources:	<i>Never Talk To Strangers</i> by Irma Joyce <a href="http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf">http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf</a> (Three column chart/graphic organizer) <i>The Berenstain Bears go to the Doctor</i> by Stan and Jan Berenstain
	Skills:	Identify the characteristics of trusted adults	Assessment:	The students will listen to read-aloud texts throughout the unit on trusted adults (e.g., doctors, teachers, bus drivers, firemen, police officers, family members, etc.)

**Prior Knowledge and Experiences**

The learning experiences build upon a presumed student working knowledge of character traits such as (e.g. trust, kindness, caring, sharing, respect and responsibility). This unit will continue to develop skills such as verbal and nonverbal communication, self-advocacy, respect for self and others, recognition of trusted adults, boundaries and personal space.

**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 1		
The teacher may provide a definition of communication so students can begin to brainstorm ways they communicate with friends, peers, family members, etc.		
<b>Generalization Connection(s):</b>	Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations	
<b>Teacher Resources:</b>	<a href="http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf">http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf</a> (Idea wheel graphic organizer) <a href="http://www.teachingchannel.org">http://www.teachingchannel.org</a> (Development communication skills in Elementary Classroom) <a href="http://www.natcom.org">http://www.natcom.org</a> (Communication skills training for elementary school students) <i>Personal space camp</i> by Julia Cook <i>Wigglebottom</i> by Howard Binkow <i>Speak Up! Communicating Confidently</i> by John Burstein (Effective communication)	
<b>Student Resources:</b>	<i>How To Be A Friend</i> by Laurie Krasny Brown and Marc Brown (Creating good friendships)	
<b>Assessment:</b>	Students will create a visual representation of at least two ways to communicate with other people. <a href="http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf">http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf</a> (Idea wheel graphic organizer)	
<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 verbally express one way of communicating to others with the teacher or peer
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Verbal and non-verbal communication skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Demonstrate verbal and non-verbal communication skills</li> </ul>	
<b>Critical Language:</b>	Communication	

Learning Experience # 2		
The teacher may introduce communication skills through a read-aloud book (e.g., <i>Communication</i> by Aliki Brandenburg) and/or model examples so students can distinguish between effective and ineffective communication.		
<b>Generalization Connection(s):</b>	Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations	
<b>Teacher Resources:</b>	<i>Have You Filled A Bucket Today A Guide to Daily Happiness for Kids</i> by Carol McCoud (Communication skills) <i>Talk and Work It Out</i> by Cheri Meiners (Verbal communication skills) <i>Communication</i> by Aliki Brandenburg (Communication skills)	



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<i>How are you peeling?</i> by Saxton Freymann and Joost Elffers (Emotions) <i>Matthew and Emma</i> by Rigby PM Stars (Children communicating) <i>Fun with Friends</i> by Margaret Gay Malone (Communicating with friends)	
<b>Assessment:</b>	The students will work with a partner using teacher generated sentence starters to complete examples of effective communication. (e.g., "I want...", "I don't want...", "Please don't...", "Can I please...", "When you're finished can I...", "I am finished you can...", "I think...") <a href="http://www.crystalhoffman.com/writing-pages-for-kindergarten">http://www.crystalhoffman.com/writing-pages-for-kindergarten</a> (Blank template with space for illustration and writing.)	
<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 provide verbal responses to the teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Verbal and non-verbal communication skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Demonstrate verbal and non-verbal communication skills</li> </ul>	
<b>Critical Language:</b>	Verbal communication, effective communication	

<b>Learning Experience # 3</b>	
The teacher may model non-verbal communication/body language so students can determine how emotions can be conveyed without words.	
<b>Generalization Connection(s):</b>	Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations
<b>Teacher Resources:</b>	<i>Today I feel Silly and other Moods that make my day</i> by Jamie Lee Curtis & Laura Cornell (Feelings and moods) <i>The Feel Good Book</i> by Todd Parr (Feelings and moods) <i>How are you Peeling food with moods</i> by Saxton Freymann and Joost Elffers (Feelings and moods) <i>The Way I Feel</i> by Janan Cain (Feelings and moods) <i>Taking a bath with the Dog and other Things that make me Happy</i> by Scott Menchin (Feelings and moods) <i>When I am Feeling</i> by Trace Maroney (Specific feelings) <i>Understand and Care</i> by Cheri Meiners (Social skills and Empathy) <i>Words are Not For Hurting</i> by Elizabeth Verdick (Communication skills) Feeling faces stickers <a href="http://feelingfacescards.com">http://feelingfacescards.com</a> <a href="http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues">http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues</a> (Facial and body language cues) <a href="http://center-for-nonverbal-studies.org/6101.html">http://center-for-nonverbal-studies.org/6101.html</a> (Non-verbal dictionary) <a href="http://www.wikihow.com/Read-Body-Language">http://www.wikihow.com/Read-Body-Language</a> (A how-to guide for body language) <a href="http://www.shutterstock.com/cat.mhtml?searchterm=body+language&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=body+language&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Images of body language)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<i>I Feel</i> by Kelly Doudna (Specific feelings)	
<b>Assessment:</b>	The students will use visual representations of nonverbal communications to make connections with the appropriate emotions/feelings being expressed (e.g. <a href="http://www.myprimaryparadise.com/2013/04/01/autism-awareness-linky-and-a-freebie/">http://www.myprimaryparadise.com/2013/04/01/autism-awareness-linky-and-a-freebie/</a> (Emotion Cards) <a href="http://www.preschoollearningonline.com">http://www.preschoollearningonline.com</a> (Assessment emotion cards)	
<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)
	<a href="http://www.myprimaryparadise.com/2013/04/01/autism-awareness-linky-and-a-freebie/">http://www.myprimaryparadise.com/2013/04/01/autism-awareness-linky-and-a-freebie/</a> (Emotion Cards) <a href="http://www.preschoollearningonline.com">www.preschoollearningonline.com</a> (Assessment emotion cards )	Students may work with a peer to use visual representations of nonverbal communications to make connections with the appropriate emotions/feelings being expressed
<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 work with a peer to explain a specific situation when they felt the emotions/feelings they identified (e.g. pair/share)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Verbal and non-verbal communication skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Demonstrate verbal and non-verbal communication skills</li> </ul>	
<b>Critical Language:</b>	Non-verbal communication, body language, emotions, feelings	

Learning Experience # 4		
The teacher may provide examples of trusted adults so students can begin to consider specific adults in their school, home, and community environments to whom they could turn with problems and/or when they might be faced with difficult/dangerous situations.		
<b>Generalization Connection(s):</b>	Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations	
<b>Teacher Resources:</b>	<a href="http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf">http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf</a> (Three column chart/graphic organizer) <i>Never Talk To Strangers</i> by Irma Joyce (Strangers and trust) <i>Stranger Safety</i> by Lisa M. Harrington	
<b>Student Resources:</b>	<i>Never Talk To Strangers</i> by Irma Joyce	
<b>Assessment:</b>	Students will complete a visual representation using a three column chart/graphic organizer to identify at least one trusted adult in each setting (at home, community, and school) <a href="http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf">http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf</a>	
<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 discuss one-on-one with the teacher to identify one trusted adult in each of the settings (at home, community and school)

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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 use the three column chart/graphic organizer to identify additional trusted adults at each setting
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Characteristics of trusted adults</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Identify the characteristics of trusted adults</li> </ul>	
<b>Critical Language:</b>	Trusted adults, community, trust, strangers	

<b>Learning Experience # 5</b>		
The teacher may use role plays and/or scenarios around (dis)respect so students can begin to understand and communicate the importance of respect for others.		
<b>Generalization Connection(s):</b>	The development of self-respect and respect for others is a necessary skill to learn in order to maintain healthy relationships	
<b>Teacher Resources:</b>	<a href="http://www.ica-uca.org">www.ica-uca.org</a> (The Top Sticky Wall) <a href="http://media-cache-cd0.pinimg.com/originals/9f/e6/f6/9fe6f66e5cce3fe4d29c204679322c3c.jpg">http://media-cache-cd0.pinimg.com/originals/9f/e6/f6/9fe6f66e5cce3fe4d29c204679322c3c.jpg</a> (Respect Word Wall) <a href="http://media.northjersey.com/images/300*231/MC_TJRESPECT_102711_cn_tif_.jpg">http://media.northjersey.com/images/300*231/MC_TJRESPECT_102711_cn_tif_.jpg</a> (Respect Bulletin Board) <i>Accept and Value Each Person</i> by Cheri Meiners (Respect) <i>When I care about others</i> by Cornelia Maude Spelman (Respect for others) <i>The Worst Day of My Life Ever!</i> by Julia Cook (Respect)	
<b>Student Resources:</b>	<i>Arthur's Nose</i> by Marc Brown (Respect) <i>The Grouchy Ladybug</i> by Eric Carle (Respect)	
<b>Assessment:</b>	Students will work as a class to create a classroom respect wall/board to develop a list of words that communicate the aspects of respect for others. <a href="http://www.schoolexpress.com/wordwalls/wordwalls.php">http://www.schoolexpress.com/wordwalls/wordwalls.php</a> (Site to create word-wall flash cards)	
<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	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A

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<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Respect for self and others</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Communicate aspects of respect for self and others</li> </ul>
<b>Critical Language:</b>	Respect, communicate, relationships, healthy relationships

**Learning Experience # 6**

The teacher may use picture books about the concept of self-respect (e.g., *When I feel good about myself* by Cornelia Maude Spelman) so students can identify key aspects of self-respect (e.g., confidence, dignity, pride, worth).

<b>Generalization Connection(s):</b>	The development of self-respect and respect for others is a necessary skill to learn in order to maintain healthy relationships	
<b>Teacher Resources:</b>	<i>I'm Gonna Like Me</i> by Jamie Lee Curtis & Laura Cornell (Self Respect)	
<b>Student Resources:</b>	<i>I'm Gonna Like Me</i> by Jamie Lee Curtis & Laura Cornell (Self Respect) <i>I Like Me!</i> by Nancy Carlsen (Confidence) <i>Hello my name is Bob</i> by Linas Alsenas (Respect) <i>How to be a friend</i> by Laurie Brown (Respect)	
<b>Assessment:</b>	Students will create a class book using drawings and writings that communicates self-respect by using prompts such as (e.g. "I am important because...", "I am special because...", "I feel good about myself when...") <a href="http://www.crystalhoffman.com/writing-pages-for-kindergarten">http://www.crystalhoffman.com/writing-pages-for-kindergarten</a> (Blank template with space for illustration and writing.)	
<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 dictate to the teacher a representation of self-respect using one of the teacher generated prompts
<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 an individual "I am special" book with more characteristics
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Respect for self and others</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Communicate aspects of respect for self and others</li> </ul>	
<b>Critical Language:</b>	Self-respect, confidence, dignity, pride, worth	

**Learning Experience # 7**

The teacher may use picture books and videos related to personal space so students can begin to understand how personal space impacts relationship with others.

<b>Generalization Connection(s):</b>	It is important for a person to develop strategies to be able to express their personal space and boundaries
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<b>Teacher Resources:</b>	<a href="http://www.teachertube.com/viewVideo.php?video_id=111390">http://www.teachertube.com/viewVideo.php?video_id=111390</a> (Personal space video) <i>Personal space camp</i> by Julia Cook Personal space resources: <a href="http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html">http://room8-adventuresinkindergarten.blogspot.com/2013/02/personal-space.html</a> (Teaching personal space) <a href="http://misssciamanna.blogspot.com/2013/10/personal-space.html">http://misssciamanna.blogspot.com/2013/10/personal-space.html</a> (Teaching personal space) <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Great ideas for observational note-taking)	
<b>Student Resources:</b>	<i>Good Touch Bad Touch</i> by Robert Kahn <i>Personal space camp</i> by Julia Cook	
<b>Assessment:</b>	Students will use props (e.g., hula hoops, helicopter arm space, etc.) to move around the room demonstrating personal space and how to respectfully respond when the personal space is invaded (e.g. "I apologize...", "I am sorry..." 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)
	N/A	Students may work with the teacher or with a peer to demonstrate respectful personal space prior to joining the group in a classroom
<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 prompts to guide the student demonstration (e.g. How to rejoin a group, how to line-up, how to walk in line)	Students may demonstrate to their peers examples of using appropriate personal space in the classroom
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Respect for self and others</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Communicate aspects of respect for self and others</li> </ul>	
<b>Critical Language:</b>	Personal space, respect	

<b>Learning Experience # 8</b>	
The teacher may use picture books focused on setting appropriate boundaries (e.g., <i>Bobby and Mande's Good Touch Bad Touch</i> by Robert Kahn) so students can begin to identify and distinguish between good and bad touches.	
<b>Generalization Connection(s):</b>	It is important for a person to develop strategies to be able to express their personal space and boundaries
<b>Teacher Resources:</b>	<i>Bobby and Mande's Good Touch Bad Touch</i> by Robert Kahn <i>It's my Body</i> by Lory Freeman <i>My Body is Private</i> by Girrard
<b>Student Resources:</b>	N/A
<b>Assessment:</b>	Using repeated text readings, students will provide appropriate responses by using actions (e.g. thumbs up-thumbs down, red card-green card, smile and frown) to distinguish between good touches and bad touches.

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<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	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Appropriate and inappropriate touches</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify appropriate and inappropriate touches</li> </ul>	
<b>Critical Language:</b>	Good touch, bad touch, respect, boundaries, appropriate touch, inappropriate touch	

**Learning Experience # 9**

The teacher may revisit the concept of the trusted adult so students can begin to understand their right to self-advocate for personal space and boundaries.

<b>Generalization Connection(s):</b>	It is important for a person to develop strategies to be able to express their personal space and boundaries	
<b>Teacher Resources:</b>	<i>No Trespassing This is my Body</i> by Patti Fitzgerald (Learning how to say No to others) <i>I Said No!</i> by Kimberly King (Learning how to say No to others) <i>Not Everyone is Nice</i> by Frederick Alimonti	
<b>Student Resources:</b>	<i>Picture Perfect?</i> By Students of Fletcher Walker Elementary (Teaching self-advocacy)	
<b>Assessment:</b>	Students will work with a peer to create strategies on how to communicate personal space violations and when to consult a trusted adult to self-advocate.	
<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	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Appropriate and inappropriate touches</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify appropriate and inappropriate touches</li> </ul>	
<b>Critical Language:</b>	Good touch, bad touch, inappropriate touch, appropriate touch, trusted adults, self-advocacy	

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<b>Learning Experience # 10</b>		
The teacher may provide examples of different levels of danger so students can begin to distinguish the type of responses needed in specific situations.		
<b>Generalization Connection(s):</b>	911 and other emergency numbers are important for a person to know when there is danger or other emergencies	
<b>Teacher Resources:</b>	<i>Being Safe</i> series by Susan Kesslerling (Being safe in a variety of situations) <i>Being Safe</i> by Sindy McKay (safety) <a href="http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom">http://tccl.rit.albany.edu/knilt/index.php/Unit_Four:_How_to_incorporate_play_observations_in_the_kindergarten_classroom</a> (Great ideas for observational note-taking)	
<b>Student Resources:</b>	<i>Being Safe</i> series by Susan Kesslerling (Being safe in a variety of situations) <i>Being Safe</i> by Sindy McKay (Safety)	
<b>Assessment:</b>	Students will role play with a peer an appropriate response to an emergency situation (e.g., when to dial 911, dial an emergency contact, tell a trusted adult, 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)
	N/A	Students may work with a peer to verbally provide a response to a specific teacher-selected role play
<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 work with a peer to demonstrate the role play for the class
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Dangers of weapons</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Explain the dangers of weapons</li> </ul>	
<b>Critical Language:</b>	Weapons, dangers, guns, 911, emergency contact, drowning, medicine, unresponsive, choking, fire, stranger	