

Unit Title: Communication Works for Everyone

INSTRUCTIONAL UNIT AUTHORS

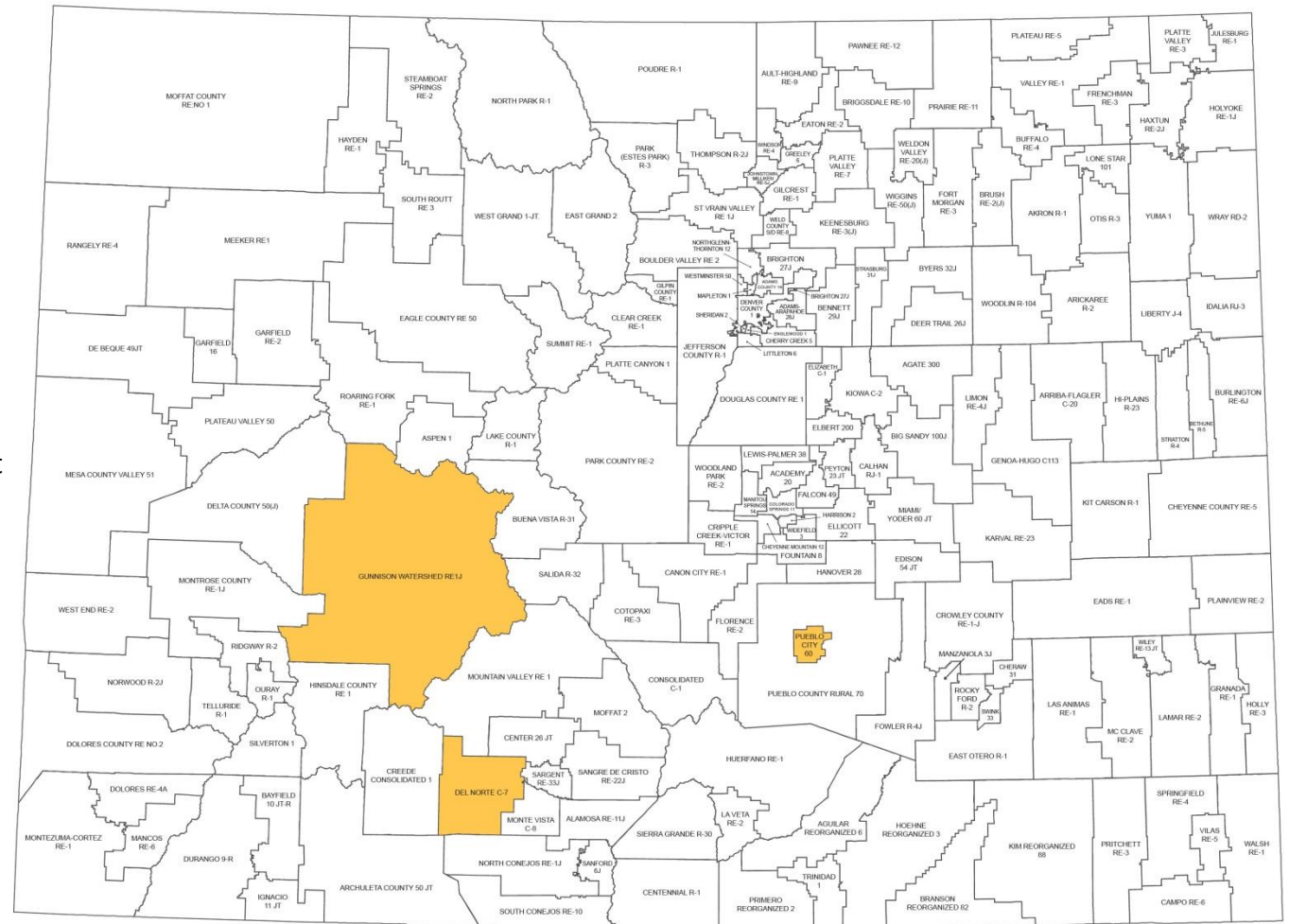
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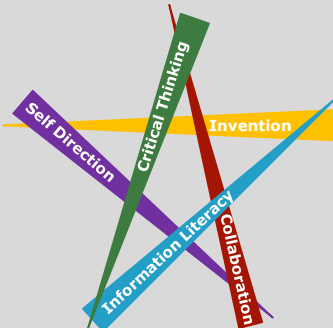
Colorado's District Sample Curriculum Project

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.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	3 rd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Demonstrate the ability to make and communicate appropriate food choices	CH09-GR.3-S.2-GLE.1	
3. Emotional and Social Wellness	1. Utilize knowledge and skills to treat self and others with care and respect	CH09-GR.3-S.3-GLE.1	
	2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others	CH09-GR.3-S.3-GLE.1	
4. Prevention and Risk Management	1. Examine the dangers of using tobacco products or being exposed to second hand smoke.	CH09-GR.3-S.4-GLE.1	
	2. Describe pro-social behaviors that enhance healthy interactions with others	CH09-GR.3-S.4-GLE.2	
	3. Identify ways to prevent injuries at home, in school, and in the community	CH09-GR.3-S.4-GLE.3	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

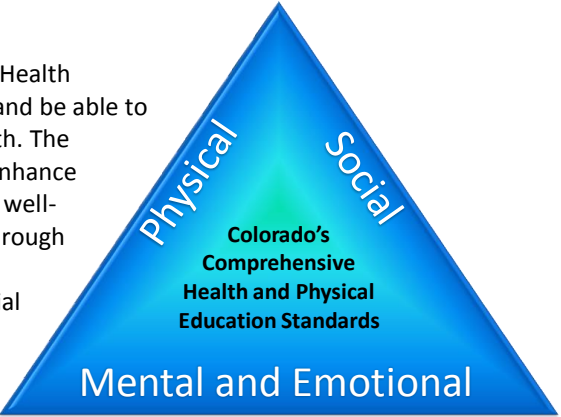
Information Literacy: *Untangling the Web*

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.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Communication Works for Everyone	Teacher's Discretion	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Communication Works for Everyone		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Communication	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.3-S.3-GLE.1, CH09-GR.3-S.3-GLE.2 CH09-GR.3-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How should I communicate to someone who teases me or hurts my feelings? (CH09-Gr.3-S.3-GLE.2;IQ.3;RA.1) and (CH09-Gr.3-S.4-GLE.2-EO.1) • What if no one respected your space or possessions? (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • How do you show respect to your family and friends? (CH09-Gr.3-S.3-GLE.2-EO.b) 			
Unit Strands	Emotional and Social Wellness and Prevention and Risk Management			
Concepts	Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Pro-social behaviors, Emotions, Skills, Relationships			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The communication of personal space and boundaries helps maintain healthy relationships. (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2)	Why is it important for a person to communicate to others about their own personal space and boundaries? (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2)	When was a time you had to communicate your boundaries and personal space to a friend? (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2)
Positive decision making (including cooperation, consideration, and respect for others) exemplifies pro-social behavior. (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2) and (CH09-Gr.3-S.4-GLE.2-EO.a)	How does positive decision making impact pro-social behaviors? (CH09-Gr.3-S.3-GLE.1-EO.e;RA.1,2) Why is it important to show cooperation and respect to others in school?	How would you feel if other people did not respect your space, property or feelings? (CH09-Gr.3-S.3-GLE.1-EO.e;IQ.2) How do you show pro-social behavior to your friends?
Positive communication with peers enhances an individual's overall health and wellness. (CH09-Gr.3-S.3-GLE.2-EO.b;N.1)	What are some ways people can positively communicate to others in order to show care and consideration that will enhance mental and emotional health? (CH09-Gr.3-S.3-GLE.2-EO.b;N.1)	How do you show respect, care and consideration for your family and friends in order to support these relationships? (CH09-Gr.3-S.3-GLE.2-EO.b;N.1)
Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships. (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1)	What are some effective verbal and no-verbal ways a person can communicate emotions, personal needs and boundaries in a respectful way? (CH09-Gr.3-S.3-GLE.2-EO.a,d; GLE.1-EO.a,g)	How do you positively and effectively communicate your feelings, personal needs and boundaries to friends and adults in the school and community? (CH09-Gr.3-S.3-GLE.2-EO.a,d; GLE.1-EO.a,g)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The characteristics of self-respect and positive self-esteem (CH09-Gr.3-S.3-GLE.2-EO.a) • Personal space and boundaries for self and others (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2) and (CH09-Gr.3-S.4-GLE.2-EO.a) • Interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1-EO.a,g) 	<ul style="list-style-type: none"> • Discuss examples of the characteristics of self-respect and self-esteem (CH09-Gr.3-S.3-GLE.2-EO.a) • Communicate ways to express personal space and boundaries (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Describe examples of pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2)and (CH09-Gr.3-S.4-GLE.2-EO.a) • Develop goals for learning positive interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Identify ways to express verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1-EO.a,g)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>As I develop positive communication and interpersonal skills I will be able to demonstrate the qualities of pro-social behavior and express my personal space and boundaries to others.</i></p>
<p>Academic Vocabulary:</p>	<p>Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Behaviors, Emotions, Skills, Relationships</p>
<p>Technical Vocabulary:</p>	<p>Interpersonal, Pro-social, Self-esteem,</p>

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Unit Description:	This unit addresses positive communication skills as it relates to personal needs, boundaries, and pro-social behavior in order to establish healthy relationships. Through the examination of effective communication skills students will investigate the importance of positive decision-making in order to enhance elements of healthy relationships such as advocacy, cooperation, consideration and respect. Across the unit students will explore boundary setting, verbal and non-verbal communication strategies and definitions/attributes of sportsmanship.
Considerations:	Third grade students may have skills to identify and communicate personal needs appropriate for their age and life experiences. However, these students may have varied views of appropriate boundaries due to developmental needs for positive decision-making skills that will build and enhance healthy relationships. This unit is designed to use the school environment to explore common or shared expectations for the treatment of others.
Unit Generalizations	
Key Generalization:	Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships
Supporting Generalizations:	Positive communication with peers enhances an individual’s overall health and wellness
	The communication of personal space and boundaries helps maintain healthy relationships
	Positive decision making (including cooperation, consideration, and respect for others) exemplifies pro-social behavior

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your class are a group of health advocates who are going to author a book for your elementary school peers entitled “How To Communicate Effectively”. This book will include chapters on pro-social behavior, establishing and maintaining personal boundaries, verbal and non-verbal communication strategies and sportsmanship behavior. You will author one chapter focusing on one particular aspect of effective communication which will emphasize productive ways to express emotions and needs in order to build and maintain healthy relationships.
Product/Evidence: (Expected product from students)	Students will work with a partner to construct one entry for inclusion in the book. Teachers may purposely assign specific chapters to student pairs or allow students to choose their chapter focus. Students will use their experiences in elementary school and the knowledge they have gained in this unit to create “chapters” that emphasize the kinds of communication strategies needed to express emotions, personal needs, and boundaries in order to develop healthy relationships.
Differentiation: (Multiple modes for student expression)	The authors of this unit envisioned that the outcome of this performance assessment would be a book in the traditional sense. This would facilitate differentiation by allowing students to: <ul style="list-style-type: none"> • Write their entries • Dictate their entries (to peers and/or the teacher) • Create their entries as visual representations (drawings, collages, etc.) Teachers could also pursue the creation of alternative forms of “books” (ebooks, imovies, audiobooks, etc.) that could open up more opportunities for differentiating how students could express what they have learned during the unit about the natural process of change and its effects on relationships.

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

Informational/Non-Fiction	Fiction
<p><i>Side by Side</i> - Steven J. Molinsky and Bill Bliss – Developing communication skills</p> <p><i>Side by Side, Activity Workbook</i> - Steven J. Molinsky and Bill Bliss – Communication skills activities (Lexile range 500 – 700)</p> <p><i>The Anti-Bullying Handbook</i> - Keith Sullivan – Teaching about anti-bullying (Lexile range 700)</p> <p><i>Bystander Power: Now With Anti-Bullying Action</i> –Phyllis Kaufman and Elizabeth Zerdick – How to stand up safely against bullying (Lexile level 780)</p> <p><i>Wings: The Journey Home - The Workbook</i> - William and Elizabeth Hicks - Teaching important life lessons and values to ages 6 & up in a fun and inspiring way. (Lexile range 500-700)</p> <p><i>Making Friends is an Art</i> –Julia Cook (Lexile range 500 – 700)</p> <p><i>The Way I Act</i> - Steve Metzger, (Lexile range 500 – 700)</p> <p><i>Stand in My Shoes</i>- Bob Sornson, (Lexile range 500 – 700)</p> <p><i>The Worst Day of My Life Ever</i> - Julia Cook, (Lexile range 500 – 700)</p> <p><i>When Sophia Gets Angry, Really, Really Angry</i> - Molly Bang (Lexile range 500 – 700)</p> <p><i>Mind Your Manners in School</i> - Ariana Candell) (Lexile range 500 – 700)</p>	<p><i>It All Starts with You</i> - K.W. Wilson – Teaching about anti-bullying (Lexile range 600- 800)</p> <p><i>Cats, Hats and Hippos</i> - Ruth Thomson – Developing speaking and listening skills (Lexile range 500- 700)</p> <p><i>The Flyers and the Crawlers</i> –P.B. Jeffrey – Everyone learns about bullying, self-love and respect (Lexile range 500- 700)</p> <p><i>The Toughest and Meanest Kid on the Block</i> - Ben Schecter (Lexile range 500- 700)</p> <p><i>The Ant Bully</i> - John Nickle (Lexile range 500- 700)</p> <p><i>Thanks For the Feedback – Best Me I Can Be</i> - Julia Cook (Lexile range 500- 700)</p> <p><i>Sorry I Forgot To Ask! : My Story About Asking Permission and Making an Apology</i> - Julia Cook (Lexile range 500- 700)</p> <p><i>Zach Apologizes</i> - William Mulcahy (Lexile range 500- 700)</p> <p><i>I Just Don't Like the Sound of No!</i> - Julia Cook (Lexile range 500- 700)</p> <p><i>Tattle Tongue</i> –Julia Cook (Lexile range 500- 700)</p> <p><i>My Mouth is a Volcano</i> –Julia Cook (Lexile range 500- 700)</p> <p><i>Lacy Walker-Non-stop Talker</i> –Christianne C. Jones (Lexile range 500- 700)</p> <p><i>What If Everybody Did That?</i> –Ellen Javernick (Lexile range 500- 700)</p> <p><i>Weekend with Wendell</i> - Kevin Henkes, (Lexile range 500- 700)</p> <p><i>The Quarreling Book</i> - Charlotte Zolotow, (Lexile range 500- 700)</p> <p><i>Thump and Plunk</i> - Janice Udry, (Lexile range 500- 700)</p> <p><i>The Unfriendly Book</i> - Charlotte Zolotow (Lexile range 500- 700)</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a health advocate -positive communication skills	Teacher Resources:	www.csefel.vanderbilt.edu (Addresses the social and emotional needs of young children)
			Student Resources:	http://www.randomactsofkindness.org/ http://www.teachingchannel.org (Developing Communication Skills in the Elementary Classroom)
	Skills:	Develop positive communication skills in order to enhance peer and family relationships	Assessment:	Students will keep a daily journal throughout the unit to record and describe various types of communication they use with different people in their life.

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2.	Description:	Think/work like a health advocate -pro-social behavior	Teacher Resources:	www.csefel.vanderbilt.edu (Addresses the social and emotional needs of young children) www.oneworldoneheartbeating.com
			Student Resources:	<i>The Toughest and Meanest Kid on the Block</i> by Ben Schecter <i>The Ant Bully</i> by John Nickle
	Skills:	Acquire Advocacy skills needed to demonstrate pro-social behavior. (Conflict resolution, bullying intervention, etc.)	Assessment:	Students will use their journals to reflect upon examples of pro-social behavior they have witnessed or been a part of with peers and the impact it had on the situation

Prior Knowledge and Experiences
These ongoing learning experiences build upon a presumed student working knowledge of the concepts such as communication, behaviors, emotions and decision-making. These skills should provide a foundation for further development in the areas of pro-social behavior, respect, self-esteem and healthy relationships.

Learning Experience # 1		
The teacher may bring in children’s books demonstrating effective inter-personal skills so students can analyze the effects of positive verbal communication skills.		
Generalization Connection(s):	Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships	
Teacher Resources:	http://www.teachingchannel.org (Developing Communication Skills in the Elementary Classroom) http://www.natcom.org (Communication skills training for elementary school students) http://www.everydaylife.globalpost.com (Games to improve listening skills for elementary students) www.eduplace.com/graphicorganizer (Examples of T-charts)	
Student Resources:	<i>Making Friends is an Art</i> –Julia Cook <i>Thanks For the Feedback – Best Me I Can Be</i> - Julia Cook <i>Sorry I Forgot To Ask! : My Story About Asking Permission and Making an Apology</i> - Julia Cook <i>Zach Apologizes</i> - William Mulcahy	
Assessment:	The students will complete a T chart with 3 examples of positive communication skills and examples of when they have used each skill (e.g., individual chart)	
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)
	www.eduplace.com/graphicorganizer (Example of T-charts)	Students may complete a T-chart by drawing pictures or using pictures from magazines

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use examples from their T-charts to create posters that highlight positive forms of communication
Critical Content:	<ul style="list-style-type: none"> • Pro-social behavior • Inter-personal communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Describe examples of pro-social behavior • Develop goals for learning positive inter-personal communication skills 	
Critical Language:	Communication, inter-personal communication, pro-social behavior	

Learning Experience # 2		
The teacher may bring in children’s books demonstrating ineffective interpersonal skills so students can analyze the effects of negative verbal communication skills.		
Generalization Connection(s):	Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships	
Teacher Resources:	http://www.teachingchannel.org (Developing Communication Skills in the Elementary Classroom) http://www.natcom.org (Communication skills training for elementary school students) http://www.everydaylife.globalpost.com (Games to improve listening skills for elementary students) www.eduplace.com/graphicorganizer (Examples of T-charts)	
Student Resources:	<i>I Just Don’t Like the Sound of No!</i> - Julia Cook <i>Tattle Tongue</i> –Julia Cook <i>My Mouth is a Volcano</i> –Julia Cook <i>Lacy Walker-Non-stop Talker</i> –Christianne C. Jones <i>What If Everybody Did That?</i> –Ellen Javernick	
Assessment:	The students will complete a T chart with 3 examples of negative communication skills and examples of when they have used each skill (e.g., individual chart)	
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)
	www.eduplace.com/graphicorganizer (Example of T-charts)	Students may complete a T-chart by drawing pictures or using pictures from magazines
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use examples from their T-charts to create posters that highlight negative forms of communication

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Critical Content:	<ul style="list-style-type: none"> • Pro-social behavior • Inter-personal communication skills
Key Skills:	<ul style="list-style-type: none"> • Describe examples of pro-social behavior • Develop goals for learning positive inter-personal communication skills
Critical Language:	Communication, inter-personal communication, pro-social behavior

Learning Experience # 3		
The teacher may facilitate a class discussion (using picture books depicting pro-social behavior of the elements of pro-social verbal communication (advocacy) so students can analyze when and where they have witnessed or participated in forms of pro-social behavior.		
Generalization Connection(s):	Positive decision making (including, cooperation, consideration, and respect for others) exemplifies pro-social behavior	
Teacher Resources:	http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Promoting-Adolescents'-Prosocial-Behavior.aspx (ASCD site defining and describing pro social behaviors) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle Thinking Map template)	
Student Resources:	<i>The Way I Act</i> - Steve Metzger <i>Stand in My Shoes</i> - Bob Sornson <i>The Worst Day of My Life Ever</i> - Julia Cook <i>When Sophia Gets Angry, Really, Really Angry</i> - Molly Bang <i>Mind Your Manners in School</i> - Ariana Candell)	
Assessment:	Students will generate examples of pro-social behavior they have engaged in or witnessed. Students will use circle map, graphic organizer to document these behaviors. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle Thinking Map 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)
	N/A	Students may work with partners or in small groups to generate examples of pro-social behavior Students may communicate to the teacher the examples of pro-social behavior Students may use pictures rather than words to illustrate pro-social behavior
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.wordle.net (Wordle generator) The teacher may provide students with class generated examples of pro-social behavior	Students may use class examples to generate a Wordle that captures pro-social behavior

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Critical Content:	<ul style="list-style-type: none"> • Pro-social behavior
Key Skills:	<ul style="list-style-type: none"> • Describe examples of pro-social behavior
Critical Language:	Communication, decision-making, respect, behaviors, emotions, skills, pro-social

Learning Experience # 4		
The teacher may model/create a scenario/use images to provide examples of non-verbal communication so students can evaluate how their body posture and facial expressions communicate emotions.		
Generalization Connection(s):	Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships	
Teacher Resources:	http://www.skillsyouneed.com (Communication Skills strategies) http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues (Facial and body language cues) http://center-for-nonverbal-studies.org/6101.html (Non-verbal dictionary) http://www.wikihow.com/Read-Body-Language (A how-to guide for body language) http://www.shutterstock.com/cat.mhtml?searchterm=body+language&search_group=&lang=en&search_source=search_form (Images of body language)	
Student Resources:	<i>Weekend with Wendell</i> - Kevin Henkes <i>The Quarreling Book</i> - Charlotte Zolotow <i>Thump and Plunk</i> - Janice Udry <i>The Unfriendly Book</i> - Charlotte Zolotow.	
Assessment:	Students will work in partners to create a non-verbal scenario that uses body language and facial expressions only, to tell a story. Classmates will analyze and document the story that was told. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the 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)
	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios)	Students may illustrate and dictate the story from the scenario to a peer or teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.enchantedlearning.com/graphicorganizers (Story frame graphic organizer)	Students may write a short story in which they describe a situation when they have had to use non-verbal communication
Critical Content:	<ul style="list-style-type: none"> • Interpersonal communication skills • Verbal and non-verbal communication 	

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Key Skills:	<ul style="list-style-type: none"> • Develop goals for learning positive interpersonal communication skills • Identify ways to express verbal and non-verbal communication
Critical Language:	Communication, respect, behaviors, relationships, interpersonal

Learning Experience # 5		
The teacher may utilize the school counselor or another health professional to engage students in a discussion about personal space so students can begin to recognize positive ways to establish and maintain personal boundaries.		
Generalization Connection(s):	The communication of personal space and boundaries helps maintain healthy relationships	
Teacher Resources:	http://www.lessonplans.com/positive-boundaries/ (Personal boundaries lesson plans) http://www.pinterest.com/mtbronte/personal-space/ (Teaching personal space)	
Student Resources:	<i>Personal Space Camp</i> - Julia Cook <i>Hands-Off Harry</i> - Rosemary Wells	
Assessment:	Students may identify positive ways to communicate personal space and boundaries using a graphic organizer. http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (Wheel graphic organizer with topic at the center)	
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.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (Wheel graphic organizer with topic at the center)	Students may work with a partner, in pairs, or with the teacher to complete the graphic organizer Students may work one-on-one with the teacher to verbally provide positive ways to communicate personal space and boundaries
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide: <ul style="list-style-type: none"> • Graphic organizer for a script (www.teachervision.fen.com) 	Students may create a script for a skit in which two children are having an issue with personal space/boundaries and the problem gets solved in a positive
Critical Content:	<ul style="list-style-type: none"> • Personal space and boundaries for self and others • Interpersonal communication skills • Verbal and non-verbal communication 	
Key Skills:	<ul style="list-style-type: none"> • Communicate ways to express personal space and boundaries. • Identify ways to express verbal and non-verbal communication. 	
Critical Language:	Communication, decision-making, boundaries, respect, behaviors, emotions, skills, interpersonal	

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Learning Experience # 6		
The teacher may provide examples (videos, role play) where personal boundaries are/are not respected so students can reflect on their own boundary setting skills.		
Generalization Connection(s):	Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships	
Teacher Resources:	http://csefel.vanderbilt.edu/resources/strategies.html (Videos, stories, models of boundaries, social stories) http://www.ehow.com/info_8326595_activities-kids-personal-space.html (Ideas for personal space activities and role plays) http://cleverclassroomblog.blogspot.com/p/social-skills.html	
Student Resources:	<i>Personal Space Camp</i> - by Julia Cook <i>Hands-Off Harry</i> - by Rosemary Wells	
Assessment:	Students will work in partners to create and perform a scenario that depicts a situation where personal boundaries are not respected. Classmates will analyze and document the story that was told. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the 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)
	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room to write and visually document the stories told in the scenarios)	Students may illustrate and dictate the story from the scenario to a peer or teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.enchantedlearning.com/graphicorganizers (Story frame graphic organizer)	Students may write a short story in which they describe a situation when they have had to use personal space
Critical Content:	<ul style="list-style-type: none"> • Personal space and boundaries for self and others. • Interpersonal communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Develop goals for learning positive interpersonal communication skills • Communicate ways to express personal space and boundaries 	
Critical Language:	Emotions, Personal needs, Healthy relationships, Communication, Decision-making, Boundaries, Respect, Skills, Interpersonal	

Learning Experience # 7	
The teacher may discuss conflict resolution skills using (“I statements” and “you statements”) so students can set personal goals for resolving conflicts.	
Generalization Connection(s):	Positive communication with peers enhances an individual’s overall health and wellness

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Teacher Resources:	http://www.urbantech.org (Conflict resolution video clip – may require teacher consideration for editing) http://www.austincc.edu/colangelo/1318/istatements.htm (Examples of "I" statements) http://www.uiowa.edu/~confmgmt/documents/IStatements.pdf ("I" statements) http://specialed.about.com/od/characterbuilding/ss/Cartoon-Strips-To-Teach-I-Statements.htm ("I" statement cartoons) https://www.responsiveclassroom.org/article/conflict-resolution-protocol-elementary-classrooms (Conflict resolution strategies for elementary classrooms)	
Student Resources:	http://specialed.about.com/od/characterbuilding/ss/Cartoon-Strips-To-Teach-I-Statements.htm ("I" statement cartoons)	
Assessment:	Students will create (or be supplied with) several "you" and "I" statements around a conflict (see examples in teacher resources). Students will complete a thinking map comparing and contrasting the statements, http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	
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 "you" and "I" statements and a partially filled in thinking map http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	Students may tell the teacher their statements verbally Students may use a graphic organizer to "fill in the blanks"
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write and/or act out a skit for the class wherein "I statements" are used in place of "you statements"
Critical Content:	<ul style="list-style-type: none"> • Pro-social behavior • Interpersonal communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Describe examples of pro-social behavior. • Develop goals for learning positive interpersonal communication skills. 	
Critical Language:	Communication, decision-making, health, wellness, respect, behaviors, emotions, relationships, interpersonal	

Learning Experience # 8	
The teacher may utilize a qualified professional (referee, coach, music instructor) to emphasize positive sporting behavior so students can categorize and define attributes of good sportsmanship.	
Generalization Connection(s):	Positive decision making (including cooperation, consideration, and respect for others) exemplifies pro-social behavior
Teacher Resources:	http://www.greatschools.org/parenting/motivation-confidence/4239-teach-your-child-about-healthy-competition-video.gs (Good sportsmanship video) https://www.google.com/search?q=cartoons+of+good+sportsmanship&tbm=isch&tbo=u&source=univ&sa=X&ei=QdgEU6jYHcnYqgH NnoDoCQ&ved=0CDIQsAQ&biw=1016&bih=533 (Images and cartoons of good sportsmanship)

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	http://www.goodreads.com/quotes/tag/sportsmanship (good sportsmanship quotes) http://kidshealth.org/parent/emotions/behavior/sportsmanship.html (Sportsmanship for kids) <i>Bat's Big Game</i> – by Catherine Holecko <i>Are You A Good Sport?</i> – by Wayne Soares	
Student Resources:	<i>The Winner</i> - by Kjell Ringi http://kidshealth.org/kid/feeling/emotion/good_sport.html (How to be a good sport) http://www.fpsports.org/hockey%20terminology/good_sportsmanship_top_10_tips_f.htm (Top ten tips for being a good sport)	
Assessment:	Students will create posters expressing expectations to be followed for all school activities that demonstrate good sportsmanship. (e.g., sports, assemblies, classroom parties)	
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 in groups or pairs to create posters
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Pro-social behavior • Verbal and non-verbal communication 	
Key Skills:	<ul style="list-style-type: none"> • Describe examples of pro-social behavior • Identify ways to express verbal and non-verbal communication. 	
Critical Language:	Communication, decision-making, boundaries, respect, behaviors, emotions, pro-social, sportsmanship	

Learning Experience # 9		
The teacher may brainstorm incentives for increasing positive social behaviors so students can begin to consider the possible effects/benefits of intrinsic/extrinsic rewards.		
Generalization Connection(s):	Positive decision making (including cooperation, consideration, and respect for others) exemplifies pro-social behavior	
Teacher Resources:	www.educationworld.com (Examples of classroom reward systems) http://www.smartclassroommanagement.com/2011/03/05/rewarding-students-for-good-behavior/ (Article-why you shouldn't reward students for positive behavior) http://www.ehow.com/info_7870588_advantages-rewards-classroom.html (Positive aspects of rewards systems) https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml (Debate ideas and protocols for elementary classrooms) *Teachers can use these resources to create student friendly articles on the advantages and disadvantages a classroom awards system.	

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Student Resources:	www.educationworld.com (Examples of classroom reward systems)	
Assessment:	Students will work in pairs to present an argument for or against a classroom awards system based on positive behavior (e.g., team debate, pro/con paragraphs, graphic organizer) (Older students may be asked to be judges for the debate.)	
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	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may outline the benefits of both sides of the debate
Critical Content:	<ul style="list-style-type: none"> • Pro-social behavior 	
Key Skills:	<ul style="list-style-type: none"> • Describe examples of pro-social behavior 	
Critical Language:	Decision-making, influences, respect, behaviors, relationships, pro-social	