

Unit Title: Communication is the Key

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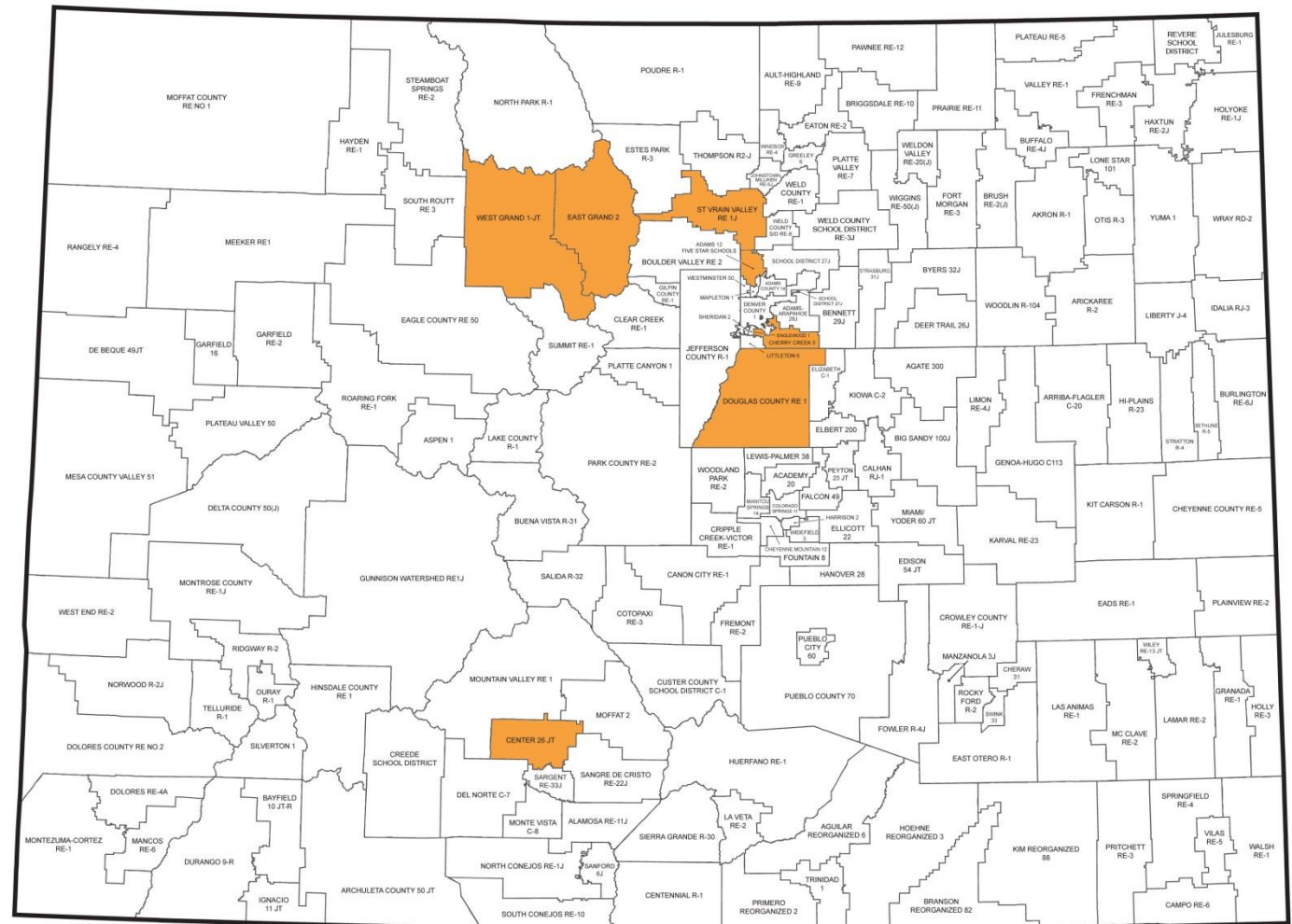
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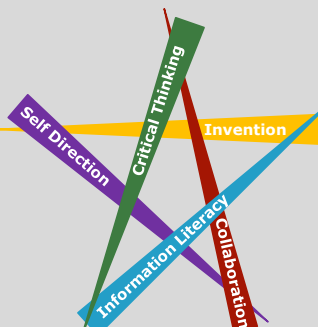
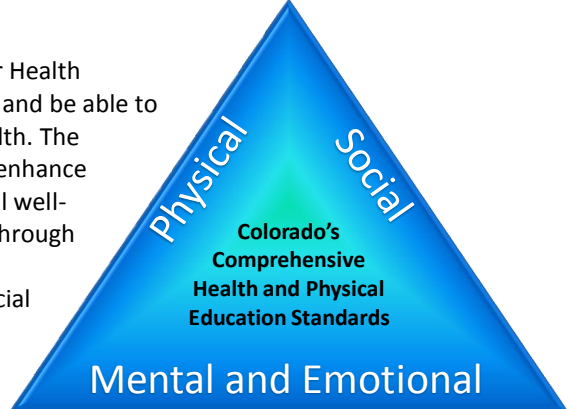
Jamie Hurley



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

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

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <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>	
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Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Communication is the Key	2 weeks	3

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Unit Title	Communication is the Key		Length of Unit	2 weeks
Focusing Lens(es)	Decision-Making/Relationships	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.6-S.2-GLE.2 CH09-GR.6-S.2-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do you effectively communicate with trusted adults about significant health decisions? (CH09-GR.6-S.2-GLE.3-EO. a;IQ.3) • Why are positive relationships important throughout your life? (CH09-GR.6-S.2-GLE.2-EO.a,b;IQ.1,3) • Who are the people in your life who influence you the most? (CH09-GR.6-S.2-GLE.2-EO.a;IQ.3;RA.3) 			
Unit Strands	Physical & Personal Wellness			
Concepts	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Health, Beliefs,			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Adults can represent important sources of reasoned advice regarding a young person’s personal decisions and relationships. (CH09-GR.6-S.2-GLE.2-EO.a;IQ.3;N.1)	How do peer relationships change throughout a person’s life? (CH09-GR.6-S.2-GLE.2-EO.b;IQ.1;RA.2)	Who are the most trusted adults in your life?
Healthy relationships develop when people communicate and understand each others’ boundaries. (CH09-GR.6-S.2-GLE.2-EO. a;IQ.3)	What does a person do to minimize conflicts in relationships? (CH09-GR.6-S.2-GLE.2-EO. a, b;IQ.1,2;RA.2)	What qualities make the relationships so strong and positive with your best friends? (CH09-GR.6-S.2-GLE.2-EO.a,b;IQ.1,2;RA.2)
Sexual health decisions and activities should reflect and maintain personal physical, social, and emotional boundaries and beliefs. (CH09-GR.6-S.2-EO.b;IQ.2;N.2)	What are some of the physical, social and emotional impacts of adolescent sexual activity? (CH09-GR.6-S.2-EO.b;IQ.2;N.2)	How do I figure out my personal beliefs about sexual activity? (CH09-GR.6-S.2-EO.a,b;IQ.2)
Risky sexual behavior may increase the likelihood of an unintended pregnancy and/or the chances of contracting HIV/AIDS or sexually transmitted infections (CH09-GR.6-S.2-EO. c)	Why is it important to learn about sexual issues and how infections can have long term impacts to a person’s overall health? (CH09-GR.6-S.3-EO.c,d;N.1)	How can commercials, movies and friends influence my thoughts and behavior about sexual activity and relationships? (CH09-GR.6-S.3-EO.a,b;RA.1)

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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 benefits of healthy relationships. (CH09-GR.6-S.2-GLE.2-EO.a) • The influence of peer relationships during adolescence (CH09-GR.6-S.2-GLE.2-EO.b) • Sexual feelings common to young adolescents. (CH09-GR.6-S.2-GLE.3-EO.a) • Possible physical, social and emotional impacts of adolescent sexual activity. (CH09-GR.6-S.2-GLE.3-EO.b) • HIV/AIDS, sexually transmitted infections (STIs), or unintended pregnancy risks (CH09-GR.6-S.2-GLE.3-EO.c) • Clear expectations, boundaries and personal safety strategies. (CH09-GR.6-S.2-GLE.3-EO.d) 	<ul style="list-style-type: none"> • Differentiate between having sexual feelings and acting on them. (CH09-GR.6-S.2-GLE.3-EO.a) • Understand the importance of healthy peer relationships. (CH09-GR.6-S.2-GLE.2-EO. a;IQ.3) • Demonstrate how to communicate clear expectations, boundaries and personal expectations. (CH09-GR.6-S.2-GLE.3-EO.d) • Identify unhealthy behaviors that place a person at risk for STIs, HIV/AIDS or unintended pregnancies. (CH09-GR.6-S.2-GLE.3-EO.c)

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>It is my responsibility to make healthy decisions regarding peer relationships, sexual activity and personal boundaries that will have short term and long term effects on my life.</i>
Academic Vocabulary:	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Beliefs
Technical Vocabulary:	Sexually Transmitted Infections, Health, HIV/AIDS

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Unit Description:	<p>This unit examines healthy relationships through the lens of decision making, communication, and self-advocacy. Students will learn that setting boundaries and clear expectations play a critical role in developing healthy relationships and through this, they will evaluate how good decision making reflects and maintains physical, social, and emotional boundaries and beliefs. Assessing one’s risk behaviors and developing safety strategies may reduce consequences such as unintended pregnancy, contracting sexually transmitted infections (STI’s), and HIV/AIDS. Additionally, students will identify key support systems in their school, community, and personal lives that may be able to be advocates and resources.</p> <p>The unit concludes with students assuming the role of a “game master” to create a state of the art game that analyzes the benefits of positive communication, sets clear expectations and boundaries, evaluates risk behaviors with unintended consequences, and determines benefits of adult support/guidance.</p>
Considerations:	<p>Teachers know their students and their social/emotional/economic challenges leading to the teacher being the best decision maker regarding how deep to go with the sensitive topic of setting and creating boundaries. Additionally, teachers need to be familiar with their district’s policies on sexual education and should keep the district’s guidelines under consideration when determining lessons. Since many districts require parent consent to teach sexual education, it is always best practice to advise parents of sensitive issues and provide opportunities to review health education curricula and resources.</p> <p>Throughout the unit teachers will be setting up role plays for student learning. Teachers should be familiar with key components of setting up role play.</p> <p>http://www.mindtools.com/CommSkill/RolePlaying.htm (Role play to rehearse for difficult situations) http://iteslj.org/Techniques/Kodotchigova-RolePlay.html (6 steps of Role Play)</p>
Unit Generalizations	
Key Generalization:	Healthy relationships develop when people communicate and understand each other’s’ boundaries
Supporting Generalizations:	Adults can represent important sources of reasoned advice regarding a young person’s personal decisions and relationships
	Sexual health decisions and activities should reflect and maintain personal physical, social, and emotional boundaries and beliefs
	Risky sexual behavior may increase the likelihood of an unintended pregnancy and/or the chances of contracting HIV/AIDS or sexually transmitted infections

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Healthy relationships develop when people communicate and understand each other’s boundaries.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your group of peers will become “Game Masters” to create a game that focuses on healthy relationships and how good communication and decision making are important in setting boundaries and bringing favorable outcomes for life. These games (e.g. board, video, Jeopardy, etc.) will include elements of risk behaviors, consequences, communication, boundary setting, belief systems, elements of the decision making model, and adult support/advocacy. Your group will partner with another group to play each team’s game.

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<p>Product/Evidence: (Expected product from students)</p>	<p>Students will work in teams to produce a game that synthesizes key elements of communication in healthy relationships. Games must include:</p> <ul style="list-style-type: none"> • communication skills • setting boundaries • risk behaviors (unintended pregnancy, HIV/AIDS or Sexually Transmitted Diseases (STIs)) • consequences • belief systems • adult support/advocacy <p>http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2547711& (possible game rubric)</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Create alternative products (e.g. brochure, comic strips, paper on personal connection to a healthy relationship, etc.) • Adapt a board game with modified questions

<p>Texts for independent reading or for class read aloud to support the content</p>	
<p>Informational/Non-Fiction</p>	<p>Fiction</p>
<p><i>Girls Speak Out: Finding Your True Self</i> by Andrea Johnston (Lexile level 1040) <i>The Code</i> by Mawi Asgedom (lexile 850L) <i>Less Stress = More Success</i> by Susanna Palomares, Diane Schilling (Lexile range 800-1000) <i>Self-Advocacy: The Ultimate Teen Guide</i> by Cheryl Gerson Tuttle, JoAnn Augeri Silva (Lexile range 800-1200) <i>Communication Skills</i> by Kalpit Jain) (Lexile range 800-1000) <i>Communication Skills for Working with Children</i> by Pat Petrie (Lexile range 700-800) <i>Getting over the Blues</i> by Kim T. Frank and Susan J. Smith-Rex\ (Lexile range 500-700) <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey (Lexile level 870) <i>Say No and Know Why: Kids Learn About Drugs</i> by Wendy Wax (Lexile range 850-920) <i>The 6 Most Important Decisions You'll Ever Make: A Guide for Teens</i> by Sean Covey (Lexile range 800-1200) <i>Sexual Decisions: The Ultimate Teen Guide</i> by L. Kris Gowen (Lexile range 800-1200) <i>Exploring Human Sexuality: Making Healthy Decisions</i> by Richard D. McNulty (Lexile range 800-1200) <i>Do You Love Me?: Making Healthy Dating Decisions</i> by Ashley Rae Harris (Lexile range 800-1200) <i>Every Kid's Guide to Handling Disagreements</i> by Joy Berry (Lexile range 565-1165) <i>Smart Choices</i> by Kolodny, Nancy J., Dr. Robert Kolodny and Thomas E. Bratter, Ed.D. (Lexile range 565-1165) <i>Changes and Choices: A Junior High Survival Guide</i> by Kathy McCoy (Lexile range 565-1165)</p>	<p><i>Petalwink Makes a Friend</i> by Angela Sage Larsen (Lexile level 780) <i>When Zachary Beaver Came to Town</i> by Kimberly Willis Holt (Lexile level 700) <i>Daily Reflections of Highly Effective Teens</i> by Stephen and Sean Covey (Lexile level 850) <i>No More Stereotypes</i> by Jared M. Anderson (Lexile range 800-1000) <i>Stargirl</i> by Jerry Spinelli (Lexile range 700-1000) <i>The List</i> by Siobhan Vivian (Lexile range 800-1100) <i>Who Moved My Cheese? for Teens</i> by Spencer Johnson (Lexile range 880-900) <i>Diary of a Social Detective: Real Life Tales of Mystery, Intrigue and Interpersonal Adventure</i> by Jeffery E. Jessum (Lexile range 565-1165)</p>

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<i>Boy Friends, Girl Friends, Just Friends</i> by Richards, Arlene Kramer and Irene Willis (Lexile range 565-1165)	
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Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a “game master” to incorporate the steps of decision making while creating a state of the art game	Teacher Resources:	http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf (5 Step Decision Making Model) https://www.teacherspayteachers.com/Product/Writing-Journal-Template-and-Journal-Topic-Ideas-for-Kids-with-Autism-294574 (Decision making journal) https://www.teachervision.com/tv/printables/Blank_Journal.pdf (Journal paper)
			Student Resources:	http://www.coloradoedinitiative.org/wp-content/uploads/2014/10/Grade-MS-Decision-Making.pdf (5 Step Decision Making Model) https://www.teacherspayteachers.com/Product/Writing-Journal-Template-and-Journal-Topic-Ideas-for-Kids-with-Autism-294574 (Decision making journal) https://www.teachervision.com/tv/printables/Blank_Journal.pdf (Journal paper)
	Skills:	Demonstrate how to communicate clear expectations, boundaries and personal expectations	Assessment:	Students will write a daily journal entry reflecting on a decision they made since their last entry.

Prior Knowledge and Experiences

It is assumed sixth grade students will have prior knowledge of decision making skills, and communication development. However all students have various life experiences with family friends and community, leading to different perceptions of healthy relationships and risky behaviors.

Learning Experience # 1

The teacher may review skills of communication so students can process their own abilities to use ‘I’ messages, active listening, and personal assertiveness.

Generalization Connection(s):	Healthy relationships develop when people communicate and understand each other’s boundaries
Teacher Resources:	http://teentalk.ca/wp-content/uploads/2014/05/Communication-Activity_TeenTalk-2012.pdf (Role play cards) http://www.education.com/reference/article/assertive-communication-lesson-plan/ (Communication lesson plan) http://www.aces.edu/teens/pdf/mod1.pdf (Communication Module) http://www.ket.org/education/guides/selfmanagement/selfmanagement_prog2.pdf (Relationship and communication skills and activities) https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf (Communication activities, icebreakers, and exercises) http://www.asdk12.org/MiddleLink/AVB/implement/ (I and you messages under lesson5)

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Student Resources:	http://www.cdc.gov/bam/ (CDC BAM Body and Mind)	
Assessment:	Students will create a role play that depicts healthy communication skills (e.g. 'I' messages, active listening, and personal assertiveness) and perform the role play for the class.	
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 assist with the development of role play The teacher may provide a role play The teacher may allow student to work with a partner	Students may be assisted by the teacher with the development of role play Students may work with a partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may upload their role play and add text to highlight positive communications skills
Critical Content:	<ul style="list-style-type: none"> The benefits of healthy relationships 	
Key Skills:	<ul style="list-style-type: none"> Demonstrate how to communicate clear expectations, boundaries and personal expectations 	
Critical Language:	Relationships, Communication, Boundaries	

Learning Experience # 2		
The teacher may facilitate a discussion about healthy relationships so students can identify the influences and benefits of relationships in their lives.		
Generalization Connection(s):	Healthy relationships develop when people communicate and understand each other's boundaries	
Teacher Resources:	http://kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf (Healthy Relationships Lesson Plans) https://www.healthychildren.org/English/ages-stages/teen/dating-sex/Pages/Expect-Respect-Healthy-Relationships.aspx (Expect Respect Healthy Relationships) http://www.vdh.virginia.gov/ofhs/prevention/dsvp/lcp/documents/2012/pdf/VSDVAA7.pdf (Healthy Relationship games and activities) http://www.nij.gov/topics/crime/intimate-partner-violence/teen-dating-violence/documents/shifting-boundaries-all-schools.pdf (Boundaries and personal space) http://kidshealth.org/classroom/6to8/personal/growing/healthy_relationships.pdf (Healthy relationship activities and information) http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf (Healthy relationship activities) https://www.youtube.com/watch?v=jx9_nuTrASE (Healthy relationship video, role playing teachers, use with unhealthy video) https://www.youtube.com/watch?v=SB9X9XQ0_hM (Unhealthy relationship video, role playing teachers, use with healthy video)	
Student Resources:	https://www.youtube.com/watch?v=ATcdHSHfEq4 (Healthy relationship video) http://girlshealth.gov/relationships/healthy/index.html (Girls' health building healthy relationships) http://www.cdc.gov/bam/ (CDC BAM Body and Mind)	
Assessment:	Students will watch two different videos, one depicting a healthy relationship and the other depicting an unhealthy relationship.	

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	After viewing videos, students will identify elements of communication they observed. Then they will evaluate which scenario reinforces healthy communication and write a paragraph explaining how positive communication benefits and influences healthy relationships.	
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)
	The teacher may provide an appropriate site for students to post The teacher may provide scenario of relationships	Students may create a blog or post to a social media site about healthy relationships Students may view a variety of scenarios of relationships and identify components that are healthy
Critical Content:	<ul style="list-style-type: none"> • The benefits of healthy relationships • The influence of peer relationships 	
Key Skills:	<ul style="list-style-type: none"> • Understand the importance of healthy peer relationships 	
Critical Language:	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Beliefs, Health	

Learning Experience # 3	
The teacher may introduce examples of risky behaviors (e.g. unsupervised time with a boy/girl, going to someone’s house, inappropriate body contact, smoking and drinking, etc.) so students can identify key elements of boundaries leading to physical, social, and emotional wellbeing.	
Generalization Connection(s):	Healthy relationships develop when people communicate and understand each other’s’ boundaries
Teacher Resources:	http://www.nij.gov/topics/crime/intimate-partner-violence/teen-dating-violence/documents/shifting-boundaries-all-schools.pdf (What are boundaries lessons) http://www.kellybear.com/TeacherArticles/TeacherTip21.html (Teaching students to say no) http://www.sevencounties.org/poc/view_doc.php?type=doc&id=38418&cn=1276 (Teaching sexual values and emotional self-protection)
Student Resources:	http://girlshealth.gov/substance/drugs/sayno.html (Teaching girls to say no) http://www2.courtinfo.ca.gov/stopteendui/teens/stop/yourself/develop-refusal-skills.cfm (Refusal skills) http://www.sevencounties.org/poc/view_doc.php?type=doc&id=38419&cn=1276 (Handling peer pressure and saying no) http://www.cdc.gov/bam/ (CDC BAM Body and Mind)
Assessment:	Students will be given examples of scenarios illustrating situations of risky behaviors associated with physical, social and emotional health. They will categorize each scenario to identify which component of health it falls under. Then students will do a pair/share to discuss why they placed scenarios under that component of health and what decisions and boundaries a person

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	<p>may face. (Note: scenarios can go under more than one component). Examples scenarios:</p> <ul style="list-style-type: none"> • Your friend’s parents are giving you a ride to school. When you get in the car you can’t find the seatbelt you.... • A classmate asks to copy your homework, you.... • Your friend tells you they are feeling suicidal and asks you not to tell anyone, you..... • Your friends bring some alcohol to a social gathering and invite you to try some, you... • Your date wants to kiss you at the movie theater, you... • Your friend of the opposite sex wants you to come to their house when their parents aren’t home, you... • Your neighbors are out of town and have asked you to watch their house, when you’re at their house you feel very uncomfortable, you... 	
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 list of boundaries The teacher may assign partners	Students may use a list of boundaries Students may work with partners
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create their own scenarios Students may write reflection on current situation where they had to exercise boundary setting
Critical Content:	<ul style="list-style-type: none"> • Possible physical, social and emotional impacts of adolescent sexual activity 	
Key Skills:	<ul style="list-style-type: none"> • Understand the importance of healthy peer relationships 	
Critical Language:	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Beliefs	

Learning Experience # 4	
The teacher may introduce the concept of how risky behaviors can lead to undesired outcomes so students can reflect on possible consequences that can impact physical, social and emotional wellbeing.	
Generalization Connection(s):	Risky sexual behavior may increase the likelihood of an unintended pregnancy and/or the chances of contracting HIV/AIDS or sexually transmitted infections
Teacher Resources:	<p>https://www.mindmup.com/#m:new (Graphic organizer creator)</p> <p>http://schools.nrgp.org.za/for-teachers/grade-7/7-1-teachers/ (Unit plans for grade 7 Risk Taking Behavior Rewards and Consequences)</p> <p>http://www.d11.org/Instruction/Health/curriculum/Documents/MiddleSchoolHealthCurriculum.pdf (Human Sexuality lessons for grades 6-8, units on risky behavior and decision making)</p> <p>http://www.k12.wa.us/hivsexualhealth/pubdocs/knowgrades5-6.pdf (HIV lessons and refusal skills)</p> <p>http://www.srcp.org/for_some_parents/developmental_disabilities/activities_to_use_with_your_child/decisionDD.html (Decision making model with scenario worksheet)</p>

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	http://teachers.teachingsexualhealth.ca/lesson-plans/grade-7/ (Teaching sexual health)	
Student Resources:	http://www.srcp.org/for_some_parents/developmental_disabilities/activities_to_use_with_your_child/decisionDD.html (Decision making model with scenario worksheet) http://www2.courtinfo.ca.gov/stopteendui/teens/stop/yourself/develop-refusal-skills.cfm (Refusal skills) http://www.cdc.gov/bam/ (CDC BAM Body and Mind)	
Assessment:	Students will be given examples of risky behaviors (e.g. smoking, drinking, sexual activity, socializing with older teens/adults, online activity, drugs, unsupervised social situations) and then analyze and discuss potential consequences. (e.g. via sticky wall, brainstorm, worksheet, flip chart, partner think-pair-share, thinking maps)	
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 partner students with others The teacher may give examples of consequences	Students may work individually or with partners Students may review examples of consequences to place
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write journal entry on an unwanted consequence they have suffered because of risk taking
Critical Content:	<ul style="list-style-type: none"> HIV/AIDS, sexually transmitted infections (STIs), or unintended pregnancy risks 	
Key Skills:	<ul style="list-style-type: none"> Identify unhealthy behaviors that place a person at risk for STIs, HIV/AIDS or unintended pregnancies 	
Critical Language:	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Beliefs, Sexually Transmitted Infections, Health, HIV/AIDS	

Learning Experience # 5	
The teacher may review the importance of setting boundaries and limits so students can begin to evaluate personal boundaries/limits, communication expectations and safety considerations and how these components lead to healthy relationships.	
Generalization Connection(s):	Healthy relationships develop when people communicate and understand each other's' boundaries Sexual health decisions and activities should reflect and maintain personal physical, social, and emotional boundaries and beliefs
Teacher Resources:	http://www.lausd.net/lausd/offices/spec_ed/_dotts/l2e/0313/1112sec_c.pdf (Self-Advocacy Guide with activities) http://kidshealth.org/classroom/6to8/personal/growing/peer_pressure.pdf (Peer pressure and advocacy) http://www.imdetermined.org/files_resources/233/ms-self-advocacytakelead_copy.pdf (Self-Advocacy Lesson),
Student Resources:	http://www.thecoolspot.gov/right_to_resist.aspx (The right to resist) http://kidshealth.org/teen/your_mind/friends/peer_pressure.html (Peer pressure help)

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Assessment:	<p>Students will be given scenarios and will set their own personal boundaries/limits and then practice communicating these boundaries/limits and clear expectations with a partner.</p> <p>Examples scenarios:</p> <ul style="list-style-type: none"> • Your friends are gossiping about a friend at the lunch table. They ask you for your opinion.... • Your friend’s parents are giving you a ride to school. When you get in the car you can’t find the seatbelt you.... • A classmate asks to copy your homework, you.... • Your friend tells you they are feeling suicidal and asks you not to tell anyone, you..... • Your friends bring some alcohol to a social gathering and invite you to try some, you... • Your date wants to kiss you at the movie theater, you... • Your friend of the opposite sex wants you to come to their house when their parents aren’t home, you... • Your neighbors are out of town and have asked you to watch their house, when you’re at their house you feel very uncomfortable, you... 	
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 assign one boundary The teacher may provide a boundary script	Students may set one boundary to practice Students may use a boundary script to read
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create boundary scripts to be utilized in class
Critical Content:	<ul style="list-style-type: none"> • Sexual feelings common to young adolescents • Possible physical, social and emotional impacts of adolescent sexual activity • Clear expectations, boundaries and personal safety strategies 	
Key Skills:	<ul style="list-style-type: none"> • Differentiate between having sexual feelings and acting on them • Demonstrate how to communicate clear expectations, boundaries and personal expectations 	
Critical Language:	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Beliefs	

Learning Experience # 6	
The teacher may facilitate a brainstorm session on reliable adult support resources (e.g. community, counselors, family members, medical community, etc.) so students can develop a personal adult support system.	
Generalization Connection(s):	Adults can represent important sources of reasoned advice regarding a young person’s personal decisions and relationships
Teacher Resources:	http://www.businessformtemplate.com/preview/Entry_Form (Template for phone numbers) http://etnortherncalifornia.kaiserpermanente.org/wp-content/uploads/2012/12/EG_lesson_ways_help.pdf (Asking for help activity)
Student Resources:	http://www.businessformtemplate.com/preview/Entry_Form (Template for phone numbers) http://www.cdc.gov/bam/ (CDC BAM Body and Mind) http://etnortherncalifornia.kaiserpermanente.org/wp-content/uploads/2012/12/EG_lesson_ways_help.pdf (Asking for help activity)

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	<p>Students will create their own personal adult support contact form. (e.g. Community Agencies: suicide prevention, Planned Parenthood, mental health, medical clinics, hotlines. Personal Family and Friends: neighbors, family work numbers, coaches, and teachers.)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Be given a scenario • Choose an appropriate contact from their support form • Practice with a partner asking for help and support <p>Scenarios can include:</p> <ul style="list-style-type: none"> • Your friend is being bullied at school • Your sibling is talking about suicide • Your friend is feeling pressure to try marijuana • Your friend is experimenting with risky behavior • You are feeling bullied by a teacher • You are struggling with sexual feelings and you don't know what to do.... 	
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 students with a script to ask for help	Students may use script of how to ask an adult for help Students may practice with the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a poster campaign depicting help resources to be posted throughout school Students may contact local resources; interview them about available youth services Students may collect brochures from local resources and distribute them in key location
Critical Content:	<ul style="list-style-type: none"> • The benefits of healthy relationships • Clear expectations, boundaries and personal safety strategies 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate how to communicate clear expectations, boundaries and personal expectations 	
Critical Language:	Decisions, Advice, Influences, Relationships, Communication, Boundaries, Beliefs, Support	

Learning Experience # 7	
The teacher may introduce a variety of games (e.g. Monopoly, Life, Clue, Concentration Risk, Jeopardy, Press Your Luck, Who Wants to Be A Millionaire, Survivor.) so students can begin to formulate healthy relationship game creation ideas.	
Generalization Connection(s):	Healthy relationships develop when people communicate and understand each other's' boundaries Adults can represent important sources of reasoned advice regarding a young person's personal decisions and relationships

Colorado Teacher-Authored Sample Instructional Unit

	Sexual health decisions and activities should reflect and maintain personal physical, social, and emotional boundaries and beliefs Risky sexual behavior may increase the likelihood of an unintended pregnancy and/or the chances of contracting HIV/AIDS or sexually transmitted infections	
Teacher Resources:	http://www.ircsd.org/webpages/dyoung/game_templates.cfm (Game template for use in PowerPoint) http://people.uncw.edu/ertzbergerj/msgames.htm (Game templates)	
Student Resources:	http://www.ircsd.org/webpages/dyoung/game_templates.cfm (Game template for use in PowerPoint) http://people.uncw.edu/ertzbergerj/msgames.htm (Game templates) http://www.cdc.gov/bam/ (CDC BAM Body and Mind)	
Assessment:	Students will choose a game template and devise questions surrounding healthy relationships, boundaries and limits setting, consequences of risk behaviors and who and how to ask for help and support. Concepts and skills will be integrated into the development of the final performance assessment.	
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)
	Teacher may give examples of games to students to analyze Teacher may provide students with topic questions Teacher may assign partners or groups	Students may use game example and retype questions Students may use teacher provided questions Students may work with a partner to develop game
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"> • The benefits of healthy relationships • The influence of peer relationships during adolescence • Sexual feelings common to young adolescents • Possible physical, social and emotional impacts of adolescent sexual activities • HIV/AIDS, sexually transmitted infections (STIs), or unintended pregnancy risks • Clear expectations, boundaries and personal safety strategies 	
Key Skills:	<ul style="list-style-type: none"> • Differentiate between having sexual feelings and acting on them • Understand the importance of healthy peer relationships • Demonstrate how to communicate clear expectations, boundaries and personal expectations • Identify unhealthy behaviors that place a person at risk for STIs, HIV/AIDS or unintended pregnancies 	
Critical Language:	Decisions, Advice, Behavior, Influences, Relationships, Communication, Boundaries, Beliefs, Support	