

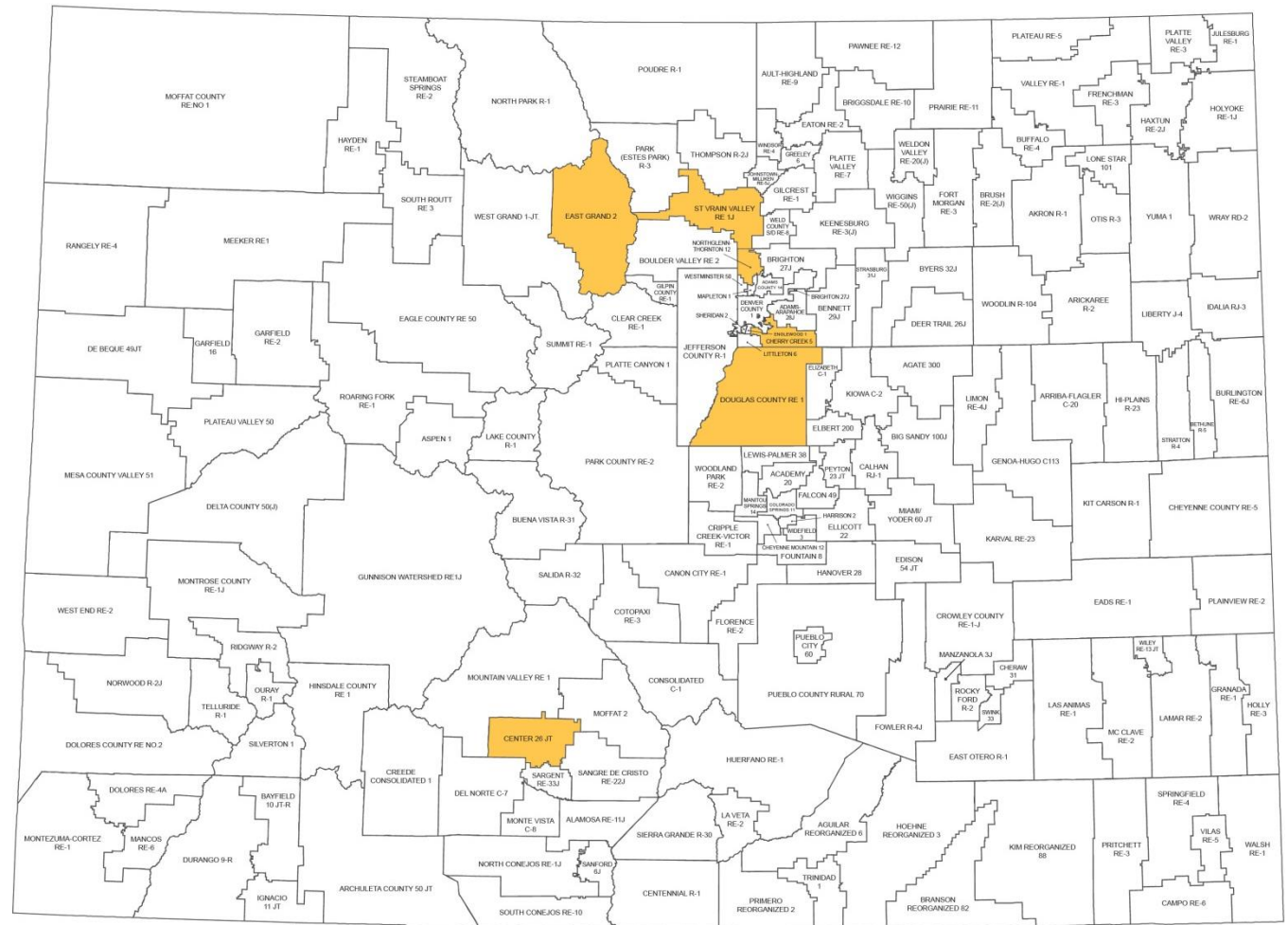
Unit Title: Positive Communication in Times of Conflict

INSTRUCTIONAL UNIT AUTHORS

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

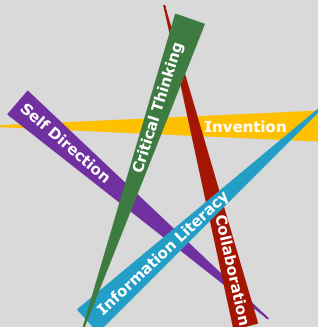
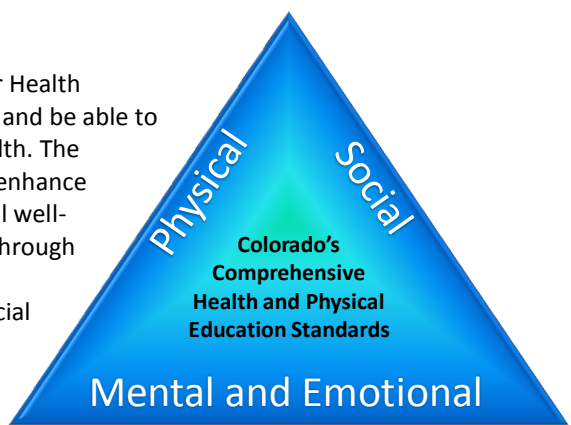
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support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

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
Positive Communication in Times of Conflict	3 weeks	5

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Positive Communication in Times of Conflict		Length of Unit	1 week
Focusing Lens(es)	Conflict	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.6-S. 4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can a person minimize conflict and reduce the risk of violence? (CH09-GR.6-S.4-GLE.3-EO. b,c,d,g) • What are positive and negative effects of weapons on society? (CH09-GR.6-S.4-GLE.3-EO.f;RA.1) • What situations lead to physical fighting and violence? (CH09-GR.6-S.4-GLE.3-EO.a,b,f;IQ.1) • Why is it my job to stop violence? (CH09-GR.6-S.4-GLE.3-EO.b;IQ.4) • Does a person ever deserve to be a victim of bullying or violence? (CH09-GR.6-S.4-GLE.3-EO.b) 			
Unit Strands	Prevention and Risk Management			
Concepts	Media, Violence, Culture, Peer Pressure, Refusal Skills, Consequences, Influences, Interpersonal, Communication, Bullying, Weapons, Advocacy, Conflict, Acceptance, Empowerment, Balance			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying or violence. (CH09-GR.6-S.4-GLE.3-EO.a,b,e;IQ.4)	What are strategies one can use to advocate for a victim of bullying, harassment or violence? (CH09-GR.6-S.4- GLE.3-EO.b,c,g;IQ.4)	Why do students speak up for some victims but not others?
Media portrayals of violence and weapons can increase (or decrease) cultural acceptance of harassment and bullying. (CH09-GR.6-S.4-GLE.3-EO.b,f)	What are the various media influences in an adolescent’s life? (CH09-GR.6- S.4-GLE.3)	Why does violence in the media affect people differently?
Refusal skills can increase an individual’s sense of empowerment which may help minimize the possibility of peer conflict and violence. (CH09-GR.6-S.4-GLE.3-EO.a,c,d,f,g)	What are risky behaviors? (CH09-GR.6- S.4-GLE.3-EO.a) What are the possible consequences of risky behaviors? (CH09-GR.6- S.4- GLE.3-EO.a)	How do people decide whether or not to engage in risky behaviors?
Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities. (CH09-GR.6- S.4-GLE.3-EO.d, g)	When a situation is emotionally charged, what are the steps of effective communication that one can use? (CH09-GR.6- S.4-GLE.3-EO.d, g)	Why is it difficult to communicate when angry?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The short and long term consequences of violence on perpetrators, victims and bystanders (CH09-GR.6-S.4-GLE.3-EO.a.) • The role of bystanders in bullying, fighting, hazing or violent situations (CH09-GR.6-S.4-GLE.3-EO.b) • Strategies for physical fighting and violence prevention (CH09-GR.6-S.4-GLE.3-EO.c) • A variety of nonviolent techniques for anger management (CH09-GR.6-S.4-GLE.3-EO.d) • Trusted adults within a school or community (CH09-GR.6-S.4-GLE.3-EO.e) • The dangers of weapons at school. (CH09-GR.6-S.4-GLE.3-EO.g) 	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently. (CH09-GR.6-S.4-GLE.3-EO.b,c,f) • Demonstrate positive strategies for coping with anger. (CH09-GR.6-S.4-GLE.3-EO.d) • Communicate with a trusted adult when violence or weapons are seen or suspected. (CH09-GR.6-S.4-GLE.3-EO.e,f) • Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence. (CH09-GR.6-S.4-GLE.3-EO.b;IQ.1)

<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>I have the skills to determine the contributing factors and consequences of violence as well as develop and demonstrate communication and advocacy skills that contribute to nonviolence.</i></p>
<p>Academic Vocabulary:</p>	<p>Conflict, Peer Pressure, Trusted Adult, Interpersonal Communication, Resolution, Influences, Media, Emotions, Consequences, Acceptance, Balance</p>
<p>Technical Vocabulary:</p>	<p>Bullying, Harassment, Violence, Victim, Perpetrators, Bystanders, Hazing, Weapons, Refusal and Negotiating Skills, Empowerment</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit looks at ways to de-escalate conflict through anger management strategies, advocacy skills, and positive communication among peers, teachers, family members, and the community. Students will examine the effects of violence in our history and what strategies can be used to decrease violence in our lives today by analyzing the concepts of conflict, bullying, and harassment and make connections to their own personal experiences. The unit culminates with a performance assessment that has students create a children’s story book that will describe and illustrate how to de-escalate conflict in a non-violent way, show positive communication skills when talking to adults and/or peers involved in the conflict, and apply advocacy skills for you and others.
Considerations:	It is understood that most if not all 6th grade students will have a working knowledge of the concepts, of conflict, peer pressure, influences, emotions, and consequences. However, it cannot be presumed that all students have an understanding of advocacy, cultural acceptance or a mastery of skills to diffuse anger. This unit will focus on a development of these concepts and skills to empower students to have tools for safety and violence prevention in their own lives.
Unit Generalizations	
Key Generalization:	Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence
Supporting Generalizations:	Media portrayals of violence and weapons can increase (or decrease) cultural acceptance of harassment and bullying
	Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities
	Refusal skills can increase an individual’s sense of empowerment, which may help minimize the possibility of peer conflict and violence

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a children’s book author, you will work with fellow authors to create a children’s story book to be used for students in younger grade levels. The storybook will describe and illustrate how to de-escalate conflict in a non-violent way, show positive communication skills when talking with adults and peers involved in the conflict, and apply advocacy skills. The creation of the book should be guided by this question: <ul style="list-style-type: none"> • How can a person de-escalate conflict utilizing positive communication and advocacy skills?
Product/Evidence: (Expected product from students)	Students will work with a peer group to draft and create a children’s storybook to be used for students in younger grade levels. The book will describe and illustrate how to de-escalate conflict. Expectations: <ul style="list-style-type: none"> • Demonstrate a variety of positive techniques to diffuse conflict in non-violent ways by employing healthy communication skills between adults and peers involved and using advocacy skills for yourself and others. • Include at least 3 technical and 3 academic vocabulary words (appropriate for the grade level of the audience) in the final product. • List the strategies used to diffuse anger.

Colorado Teacher-Authored Sample Instructional Unit

<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Work in purposeful grouping or pairing • Be given shortened tasks • Have extended time <p>In the creation of the book students may take on different roles including:</p> <ul style="list-style-type: none"> • Writer/researcher • Illustrator • Graphic Designer
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Dealing with Stuff That Makes Life Tough</i> by Jill Zimmerman Rutledge (Lexile range 800-1000)</p> <p><i>I Wish I Knew What to Do</i> by Beth Carls (Lexile range 800 – 900)</p> <p><i>Less Stress = More Success</i> by Susanna Palomares, Diane Schilling (Lexile range 800-1000)</p> <p><i>50 Activities for Teaching Relaxation and Stress Management to Teens</i> (Lexile range 800-1200)</p> <p><i>Self-Advocacy: The Ultimate Teen Guide</i> by Cheryl Gerson Tuttle, JoAnn Augeri Silva (Lexile range 800-1200)</p> <p><i>Communication Skills</i> by Kalpit Jain (Developing communication skills) (Lexile range 800-1000)</p> <p><i>Communication Skills for Working with Children</i> by Pat Petrie (Lexile range 700-800)</p> <p><i>Mental Health Information for Teens</i> by Karen Belliner (Lexile range 960-1115)</p> <p><i>The Anxiety Workbook for Teens - Activities to Help You Deal with Anxiety and Worry</i> by Lisa M. Schab, LCSW (Lexile range 960-1115)</p> <p><i>Beyond the Blues - A Workbook to Help Teens Overcome Depression</i> by Lisa M. Schab, LCSW (Lexile range 960-1115)</p> <p><i>Arise-Teen Anger Danger 50 + Anger stories with Real Life Consequences</i> (Lexile range 960-1115)</p> <p><i>6 Steps to an Emotionally Intelligent Teenager</i> by James Windell (Lexile range 960-1115)</p> <p><i>Pressure: True Stories by Teens About Stress</i> edited by Al Desetta from Youth Communication (Lexile range 800-1000)</p> <p><i>Rage: True Stories by Teens About Anger</i> edited by Laura Longhine and Nora McCarthy from Youth Communication (Lexile range 800-1000)</p> <p><i>Vicious: True Stories by Teens About Bullying</i> edited by Hope Vanderberg from Youth Communication (Lexile range 800-1000)</p> <p><i>Chill Skills in a Jar- Anger Management Tips for Teens</i> by Free Spirit Publishing (Lexile</p>	<p><i>Stargirl</i> by Jerry Spinelli (The impact of peer influences and popularity) (Lexile range 700-1000)</p> <p><i>The List</i> by Siobhan Vivian (Lexile range 800-1100)</p> <p><i>Who Moved My Cheese? for Teens</i> by Spencer Johnson (Lexile range 880-900)</p> <p><i>Dear Bully</i> by Carrie Jones & Megan Helley Hall (850 Lexile level)</p> <p><i>Burned</i> by P.C. Cast & Kristin Cast (Lexile level 790)</p> <p><i>Impulse</i> by Steven Gould (Lexile level 730)</p> <p><i>The Pinballs</i> by Betsy Byars (Lexile level 600)</p> <p><i>Thirteen Reasons Why</i> by Jay Asher (Lexile level 550)</p>

Colorado Teacher-Authored Sample Instructional Unit

<p>range 800-1200) <i>Anger Is My Friend: Rethinking teen anger management</i> by Sam Ross (Lexile range 960-1115) <i>Managing Teen Anger and Violence: A Pathways to Peace Program</i> by William Fleeman (Lexile range 960-1115) <i>Lemons or Lemonade?: An Anger Workbook for Teens</i> by Jane Gilgun (Lexile range 800-1000) <i>Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger</i> by Brian Seaward and Linda Bartlett (Lexile range 960-1115)</p>	
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Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think and work like a health advocate- communicate with trusted adults	Teacher Resources:	http://everydaylife.globalpost.com/activities-teens-developing-communication-skills-14030.html (Activities for Teens on Developing Communication Skills) http://jimwindell.com/TeachingSocialSkills.html (Teaching social skills to your teen) http://www.ehow.com/info_8181641_effective-communication-skills-teens.html (Effective communication skills for teens)
			Student Resources:	http://everydaylife.globalpost.com/activities-teens-developing-communication-skills-14030.html (Activities for Teens on Developing Communication Skills)
	Skills:	Communicate with a trusted adult when violence or weapons are seen or suspected Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently	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.
2.	Description:	Think and work like a health advocate – develop tools for safety and violence prevention	Teacher Resources:	http://www.pamf.org/parenting-teens/emotions/violence/violence.html (Teens and violence prevention) <i>Rage: True Stories by Teens About Anger</i> edited by Laura Longhine and Nora McCarthy from Youth Communication <i>Vicious: True Stories by Teens About Bullying</i> edited by Hope Vanderberg from Youth Communication
			Student Resources:	http://www.pamf.org/parenting-teens/emotions/violence/violence.html (Teens and violence prevention) <i>Rage: True Stories by Teens About Anger</i> edited by Laura Longhine and Nora McCarthy from Youth Communication <i>Vicious: True Stories by Teens About Bullying</i> edited by Hope Vanderberg from Youth Communication

Colorado Teacher-Authored Sample Instructional Unit

	Skills:	Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently	Assessment:	Students will keep a daily journal throughout the unit to record and describe various types of conflict they face with (e.g., family, friends, etc.) and what positive techniques they or others use to resolve the conflict
3.	Description:	Think and work like a health advocate- have the skills to advocate for others	Teacher Resources:	http://www.cfchildren.org/advocacy/bullying-prevention.aspx (Teaching advocacy against teen bullying) http://www.vtnetwork.org/wp-content/uploads/Youth-Advocate-and-Educator-Activity-Manual.pdf (Activities for teaching how to advocate against bullying)
			Student Resources:	http://www.vtnetwork.org/wp-content/uploads/Youth-Advocate-and-Educator-Activity-Manual.pdf (Activities for teaching how to advocate against bullying) <i>Dear Bully</i> by Carrie Jones & Megan Helley Hall (Anti-bullying techniques for adolescents) http://4.bp.blogspot.com/-yx34ulymOGA/UTf7-6ausHI/AAAAAAAAAFms/65Assocunac/s1600/journal.png (Graphic organizer that guide students in journaling)
	Skills:	Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently	Assessment:	Students will keep a daily journal throughout the unit to record and describe various types of techniques that may be used to de-escalate potentially violent peer situations. (Fighting, bullying, hazing or use of weapons etc.)

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts such as conflict, peer pressure, influences, emotions, and consequences. This unit allows students to analyze the concepts of conflict, bullying, and harassment and make connections to their own personal experiences in order to develop skills that may allow them to decrease the chance of violence in their own lives.

Learning Experience # 1

The teacher may review the concept of interpersonal conflict so students can begin documenting different types of conflict they have seen or experienced in their own lives (e.g., peers, school, family, community).

Generalization Connection(s):	Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence
Teacher Resources:	http://www.saskschoolboards.ca/old/ResearchAndDevelopment/ResearchReports/SchoolImprovement/95-02.htm (School-based conflict management) http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm (Lessons on resolving conflict among teens)

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	<i>Dealing with Stuff That Makes Life Tough</i> by Jill Zimmerman Rutledge (Dealing with adolescent stress) <i>Arise-Teen Anger Danger 50 + Anger stories with Real Life Consequences</i> <i>6 Steps to an Emotionally Intelligent Teenager</i> by James Windell	
Assessment:	Students will use a graphic organizer to construct paragraphs of examples of conflict http://www.edhelperclipart.com/clipart/teachers/org-topic3ideas.pdf (Three ideas graphic organizer).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may verbally share with a peer two different types of conflict they have experienced or seen
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 short and long term consequences of violence on perpetrators, victims and bystanders 	
Key Skills:	<ul style="list-style-type: none"> Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently 	
Critical Language:	Conflict, resolution, bullying, harassment, and negotiating skills, empowerment	

Learning Experience # 2		
The teacher may bring in examples of bullying situations so students can begin examining how teasing and harassment may escalate into bullying.		
Generalization Connection(s):	Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence	
Teacher Resources:	http://www.pacerteensagainstbullying.org/#/home (Teen bullying) http://www.doe.virginia.gov/instruction/english/middle/vocabulary/# (Teaching vocabulary through students' illustrations of words)	
Student Resources:	http://www.pacerteensagainstbullying.org/#/home (Teen bullying) http://pbskids.org/itsmylife/friends/bullies/ (Bullying) <i>Dear Bully</i> by Carrie Jones & Megan Helley Hall (Anti-bullying techniques for adolescents) http://www.cruinstitute.org (Peer Mediation – Anti-bullying-Conflict)	
Assessment:	The students will pair with a partner to create a definition of the word bully and then examine possible situations when bullying may occur among peers (e.g., pair-share).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.doe.virginia.gov/instruction/english/middle/vocabulary/# (Teaching vocabulary through students' illustrations of words)	Students may create word and picture sketches for the classroom word wall to illustrate their knowledge of different types of bullying
Critical Content:	<ul style="list-style-type: none"> • The short and long term consequences of violence on perpetrators, victims and bystanders • The role of bystanders in bullying, fighting, hazing or violent situations 	
Key Skills:	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently • Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence 	
Critical Language:	Conflict, peer pressure, bullying, harassment, violence, victim, perpetrators, bystanders, hazing	

Learning Experience # 3		
The teacher may utilize a short story or video (see teacher resources) that demonstrates harassment in peer scenarios, so students can identify the physical, social and emotional implications of harassment/teasing.		
Generalization Connection(s):	Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying, or violence	
Teacher Resources:	http://www.stageoflife.com/TeensandBullies.aspx (List of personal essays of students that have been harassed or teased) http://www.pacer.org/bullying/video/listing.asp?category=teensagainstbullying (Group of videos that show bullying-scenarios for teens) http://kidshealth.org/teen/school_jobs/bullying/teens-talk-bullying-vid.html (Teens talk about being bullied)	
Student Resources:	http://www.stageoflife.com/TeensandBullies.aspx (List of personal essays of students that have been harassed or teased)	
Assessment:	Students will use the class word wall to create three columns and generate examples of possible physical, social and emotional implications of harassment/teasing.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with a peer to develop ideas for possible physical, social and emotional implications of harassment/teasing
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 short and long term consequences of violence on perpetrators, victims and bystanders • The role of bystanders in bullying, fighting, hazing or violent situations • Strategies for physical fighting and violence prevention 	
Key Skills:	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently. • Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence. 	

Colorado Teacher-Authored Sample Instructional Unit

Critical Language:	Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, balance, bullying, harassment, violence, victim, perpetrators, bystanders, hazing, weapons, refusal and negotiating skills, empowerment
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Learning Experience # 4		
The teacher may bring in a guest speaker from the community (e.g., school resource officer, police officer, or counselor) to discuss local and/or specific examples of adolescent harassment/ bullying so students can begin to determine techniques to use to de-escalate potentially violent situations among peers.		
Generalization Connection(s):	Positive communication can help individuals de-escalate conflict and advocate for victims of harassment, bullying or violence	
Teacher Resources:	http://www.cusd80.com/cms/lib6/AZ01001175/centricity/domain/3562/TimeforKids.pdf (Anti-bullying techniques) http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf (Role play on communication) http://www.slideshare.net/tayyabsheikhg/types-of-communication-17110305 (Slideshow on types of communication) http://www-tc.pbs.org/inthemix/educators/lessons/bullying_guide.pdf (Stop bullying - Take a Stand)	
Student Resources:	http://www.cusd80.com/cms/lib6/AZ01001175/centricity/domain/3562/TimeforKids.pdf (Anti-bullying techniques) http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf (Role play on communication) http://www-tc.pbs.org/inthemix/educators/lessons/bullying_guide.pdf (Stop bullying - Take a Stand)	
Assessment:	Students will create a peer scenario to provide examples of how to de-escalate bullying before a situation becomes potentially violent (e.g., students who may dress differently, students with a disability, students who are from a different culture, etc.)	
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.cusd80.com/cms/lib6/AZ01001175/centricity/domain/3562/TimeforKids.pdf (Anti-bullying techniques) http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf (Problem-Solution chart)	Students may use the problem-solution chart to provide examples of how to de-escalate three different types of bullying situations before the situations becomes potentially violent
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://4.bp.blogspot.com/-yx34ulymOGA/UTf7-6ausHI/AAAAAAAAAFms/65Assocunac/s1600/journal.png (Graphic organizer that guide students in journaling)	Students may create a classroom word wall with positive alternative words and phrases that could be used in peer conversations and scenarios (e.g., “It’s ok if we don’t all like the same sports or hobbies”) Students may create an action plan (anti-bullying campaign) to illustrate proactive conversations and techniques to advocate for someone in a harassing or bullying situation (e.g., school PSA, posters) http://drmichellecleere.com/2012/mental-moment-take-action/ (Example action plan template that could be modified)

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • The short and long term consequences of violence on perpetrators, victims and bystanders • The role of bystanders in bullying, fighting, hazing or violent situations • Trusted adults within a school or community
Key Skills:	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently. • Demonstrate positive strategies for coping with anger. • Communicate with a trusted adult when violence or weapons are seen or suspected. • Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence.
Critical Language:	Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, balance, bullying, harassment, violence, victim, perpetrators, bystanders, hazing, weapons, refusal and negotiating skills, empowerment

Learning Experience # 5		
The teacher may show various movie clips, cartoon clips and/or video game segments that depict bullying and violence so students can analyze the possible impact and influence media may have on adolescents		
Generalization Connection(s):	Media portrayals of violence and weapons can increase (or decrease) cultural acceptance of harassment and bullying	
Teacher Resources:	http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf (Attribute graphic organizer) http://tommarch.com/webquests/croolzone/builder.htm (School violence) http://pbskids.org/dontbuyit/advertisingtricks/ (The elements of advertising and being media smart) http://www.etr.org/healthsmart/assets/File/HS/MS_Program_Foundation.pdf (Life skills for middle school & Get Real About Violence. ETR Series. Health Smart: Violence & injury prevention)	
Student Resources:	http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf (Attribute graphic organizer) https://www.youtube.com/watch?v=rPun_9Isf1w (<i>Stand By Me, Toy Story, Karate Kid, Back To the Future</i> -bullying in movies) https://www.youtube.com/watch?v=r-G0QNYsqsw (Violence in cartoons) http://popwatch.ew.com/2011/02/07/super-bowl-commercials-violent/ (Violence in commercials) https://www.commonensemedia.org/blog/10-most-violent-video-games-and-10-alternatives (10 most violent video games)	
Assessment:	Students will use a T-chart http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf to assess the negative influences and impacts as it pertains to bullying and violence in three different types of media (e.g., movies, cartoons, video games, commercials etc.)	
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://pbskids.org/dontbuyit/advertisingtricks/ (The elements of advertising and being media smart) http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf (Attribute graphic organizer)	Students may work with a small group and view a PBS site to analyze the impact of various media types as it pertains to violence (e.g., group presentation, T chart, poster).

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.colorincolorado.org/pdfs/articles/gfxorg_concdef.pdf (Attribute graphic organizer) https://www.youtube.com/watch?v=rPun_9lsf1w (<i>Stand By Me, Toy Story, Karate Kid, Back To the Future</i> -bullying in movies) https://www.youtube.com/watch?v=r-G0QNYsqs (Violence in cartoons) http://popwatch.ew.com/2011/02/07/super-bowl-commercials-violent/ (Violence in commercials)	Students may use the attribute graphic organizer to analyze verbal conflict in various types of media and determine possible alternatives to de-escalate the conflict for a more positive outcome (e.g., movie clips, cartoons, commercials etc.).
Critical Content:	<ul style="list-style-type: none"> • The short and long term consequences of violence on perpetrators, victims and bystanders • The role of bystanders in bullying, fighting, hazing or violent situations • The dangers of weapons at school 	
Key Skills:	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently • Communicate with a trusted adult when violence or weapons are seen or suspected • Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence 	
Critical Language:	Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, balance, bullying, harassment, violence, victim, perpetrators, bystanders, hazing, weapons, refusal and negotiating skills, empowerment	

Learning Experience # 6	
The teacher may provide examples of anger management techniques that could be used to diffuse negative emotions (anger, frustration, embarrassment etc.) so students can examine how those techniques could be used to de-escalate potentially hostile or violent situations.	
Generalization Connection(s):	Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities
Teacher Resources:	http://www.mayoclinic.com/health/anger-management/MH00102 (10 Tips to Manage your Anger) http://www.helpguide.org/mental/anger_management_control_tips_techniques.htm (Coping with Anger) http://teenadvice.about.com/od/violencebullying/a/angermanagement.htm (Anger management for teens)
Student Resources:	http://www.mayoclinic.com/health/anger-management/MH00102 (10 Tips to Manage your Anger) http://www.helpguide.org/mental/anger_management_control_tips_techniques.htm (Coping with Anger) http://teenadvice.about.com/od/violencebullying/a/angermanagement.htm (Anger management for teens) <i>Chill Skills in a Jar- Anger Management Tips for Teens</i> by Free Spirit Publishing (Anger management for teens) <i>Anger Is My Friend: Rethinking teen anger management</i> by Sam Ross (Anger management for teens) <i>Managing Teen Anger and Violence: A Pathways to Peace Program</i> by William Fleeman (Coping with Anger)

Colorado Teacher-Authored Sample Instructional Unit

	<i>Lemons or Lemonade?: An Anger Workbook for Teens</i> by Jane Gilgun (Coping with Anger) <i>Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger</i> by Brian Seaward and Linda Bartlett (Coping with Anger)	
Assessment:	Students will work with a peer to create a scenario that depicts a situation that illustrates a person’s anger and what techniques could be used to de-escalate the emotions for a positive outcome (e.g., an argument between a girlfriend/boyfriend; a person has had a possession stolen; failing a test; losing a ballgame).	
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 present one-on-one to the teacher about a time when they have been extremely angry and explain 1-2 strategies they used or could have used to diffuse their anger Students may write a paragraph about a time when they have been extremely angry and explain 1-2 strategies they used or could have used to diffuse their anger http://www.edhelper.com/teachers/General_graphic_organizer.s.htm (Draw and write graphic organizer)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students will work with a peer to create a scenario to perform for students in a younger grade that depicts a situation that illustrates a person’s anger and what techniques could be used to de-escalate the emotions for a positive outcome (e.g., an argument between a girlfriend/boyfriend; a person has had a possession stolen; failing a test; losing a ballgame)
Critical Content:	<ul style="list-style-type: none"> • Strategies for physical fighting and violence prevention • A variety of nonviolent techniques for anger management 	
Key Skills:	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently • Demonstrate positive strategies for coping with anger 	
Critical Language:	Emotions, balance, anger management	

Learning Experience # 7	
The teacher may brainstorm different types of communication within relationships (e.g., verbal, non-verbal, passive, aggressive etc.) so students can begin to differentiate healthy from unhealthy forms of communication.	
Generalization Connection(s):	Balanced emotions and effective communication skills foster healthy relationships in families, schools and communities
Teacher Resources:	http://www.dibbleinstitute.org/NEWDOCS/Middle-School-Tip-Sheet.pdf (Tips for teaching relationship skills) http://kidshealth.org/parent/growth/ (Communication and Your 13 to 18 year old)

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://www.everydaylife.globalpost.com/activities-teens-developing-communication	
Assessment:	Students will create a personal book of emotions (e.g., sadness, frustration, happiness, stress, excitement, anxiety, fear, loneliness) that will illustrate various ways to express those emotions through verbal and nonverbal methods of communication http://www.twinkl.co.uk/resource/t-l-854-mini-book-template-blank (Book template-free but requires registration)	
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.youtube.com/watch?v=UTx6iPLsH4 (Good Communication Skills for Teens – Let’s Face It)	Students may verbally communicate one on one with teacher Students may choose emotions from a word bank to describe the image (e.g., happy, sad, frustrated, angry, scared, etc.)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use their personal book of emotions to read and demonstrate to students in younger grades how to express positive forms of communication in different situations. (e.g., sadness, frustration, happiness, stress, excitement, anxiety, fear, loneliness)
Critical Content:	<ul style="list-style-type: none"> Trusted adults within a school or community 	
Key Skills:	<ul style="list-style-type: none"> Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently Communicate with a trusted adult when violence or weapons are seen or suspected 	
Critical Language:	Conflict, peer pressure, trusted adult, interpersonal communication, consequences, emotions	

Learning Experience # 8	
The teacher may model communication skills used in conflict management so students can begin to categorize the different skills needed to de-escalate conflict situations.	
Generalization Connection(s):	Refusal skills can increase an individual’s sense of empowerment, which may help minimize the possibility of peer conflict and violence
Teacher Resources:	http://labspace.open.ac.uk/mod/oucontent/view.php?id=450513&section=1.6.1 (Communication skills for teens) www.kellybear.com/Teacher_Articles/TeacherTip21.html (Teaching Children Refusal Skills by Leah Davies M.Ed.) https://suite101.com/a/top-ten-refusal-skills-for-teens-a29626 (Top Ten Refusal Skills for Teens) http://thecoolspot.gov/Documents/2PeerPressureBagofTricks%20FINAL%20Edits%2010-31-07MG.pdf (Refusal skills scenarios) https://www.cbn.com/family/parenting/eller_teentalk.aspx (Skills for conflict resolution)
Student Resources:	http://labspace.open.ac.uk/mod/oucontent/view.php?id=450513&section=1.6.1 (Communication skills for teens) http://www.livestrong.com/article/560362-how-to-teach-refusal-skills-for-peer-pressure/ (Refusal skills for peer pressure)

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will role-play teacher driven scenarios utilizing communication refusal skills in order to de-escalate a potentially volatile situation. http://www.ncpc.org/programs/teens-crime-and-the-community/community-works-session-enhancements/section-1/session-7/role-play-scenarios.pdf (Conflict resolution 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.ncpc.org/programs/teens-crime-and-the-community/community-works-session-enhancements/section-1/session-7/role-play-scenarios.pdf (Conflict resolution scenarios)	Students may be given prompt cards with preferred scenarios so they can draw a picture displaying positive communication skills
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work as peer mediators to practice conflict resolution through student created scenarios. They will develop possible alternative outcomes to the conflict (e.g., group discussion and presentations)
Critical Content:	<ul style="list-style-type: none"> • The short and long term consequences of violence on perpetrators, victims and bystanders • The dangers of weapons at school 	
Key Skills:	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently • Communicate with a trusted adult when violence or weapons are seen or suspected 	
Critical Language:	Conflict, peer pressure, interpersonal communication, resolution, influences, media, emotions, consequences, acceptance, bullying, harassment, violence, victim, perpetrators, bystanders, weapons, refusal and negotiating skills, empowerment	

Learning Experience # 9	
The teacher may utilize a narrative or informational text to define teen advocacy so students can analyze what type of advocacy techniques could be used to resolve peer situations involving harassment, teasing, or bullying.	
Generalization Connection(s):	Refusal skills can increase an individual’s sense of empowerment, which may help minimize the possibility of peer conflict and violence
Teacher Resources:	http://livedifferent.com/ld/anti-bullying-presentation?gclid=CKryx-jXkr0CFcli7AodSmgAPw (Anti-bullying presentation) http://en.wikipedia.org/wiki/Category:Anti-bullying_campaigns (Examples of anti-bullying campaigns) http://abcnews.go.com/Lifestyle/reputation-shattered-bullied-teen-advocate-awareness/story?id=20463493 (Teen advocacy) http://bullying.about.com/od/Schools/fl/5-Self-Advocacy-Skills-Kids-Need-When-Bullied.htm (Advocacy skills to combat bullying) http://www.pleasanton.k12.ca.us/hmsweb/coutches/downloads/wellness/refusal%20skills.pdf (Refusal skills to stay safe) http://www.nytimes.com/learning/teachers/NIE/focusonmarijuana/Lesson06.pdf (New York Times Refusal Skills Lesson Plan)

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://abcnews.go.com/Lifestyle/reputation-shattered-bullied-teen-advocate-awareness/story?id=20463493 (Teen advocacy) http://livedifferent.com/ld/anti-bullying-presentation?gclid=CKryx-jXkrOCfli7AodSmgAPw (Anti-bullying presentation) http://en.wikipedia.org/wiki/Category:Anti-bullying_campaigns (Examples of anti-bullying campaigns) http://www.pleasanton.k12.ca.us/hmsweb/coutches/downloads/wellness/refusal%20skills.pdf (Refusal Skills WS) http://drmichellecleere.com/2012/mental-moment-take-action/ (Example action plan template that could be modified)	
Assessment:	Students will create an action plan (anti-bullying campaign) to illustrate proactive conversations and techniques to advocate for someone in a harassing, bullying or unsafe situation (e.g., school PSA, posters etc.)	
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 graphic organizer http://www.eduplace.com/graphicorganizer The teacher may provide a shortened assignment The teacher may provide sentence starters The teacher may provide extended time The teacher may provide word-to-word dictionary in native language	Students may work with a peer to create a visual representation that illustrates proactive conversations and techniques to advocate for someone in a harassing, bullying or unsafe situation (e.g., school PSA, posters etc.)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.clpi.org/why-advocacy/success-stories (Examples of advocacy throughout history) http://en.wikipedia.org/wiki/History_of_public_library_advocacy (Examples of advocacy throughout history)	Students may research with a partner one current/historical event in their community where advocacy and/or empowerment impacted large-scale social change (e.g., class presentation, poster, power point etc.)
Critical Content:	<ul style="list-style-type: none"> • The role of bystanders in bullying, fighting, hazing or violent situations • Strategies for physical fighting and violence prevention • Trusted adults within a school or community • The dangers of weapons at school 	
Key Skills:	<ul style="list-style-type: none"> • Discuss ways to use conflict resolution and diffusion techniques to solve conflicts nonviolently • Demonstrate positive strategies for coping with anger • Communicate with a trusted adult when violence or weapons are seen or suspected • Explain the role of bystanders in escalating, preventing or stopping, fighting, bullying, hazing or violence 	
Critical Language:	Conflict, peer pressure, trusted adult, interpersonal communication, resolution, influences, emotions, consequences, acceptance, bullying, harassment, violence, victim, perpetrators, bystanders, weapons, refusal and negotiating skills, empowerment	