

Unit Title: Stress Management

INSTRUCTIONAL UNIT AUTHORS

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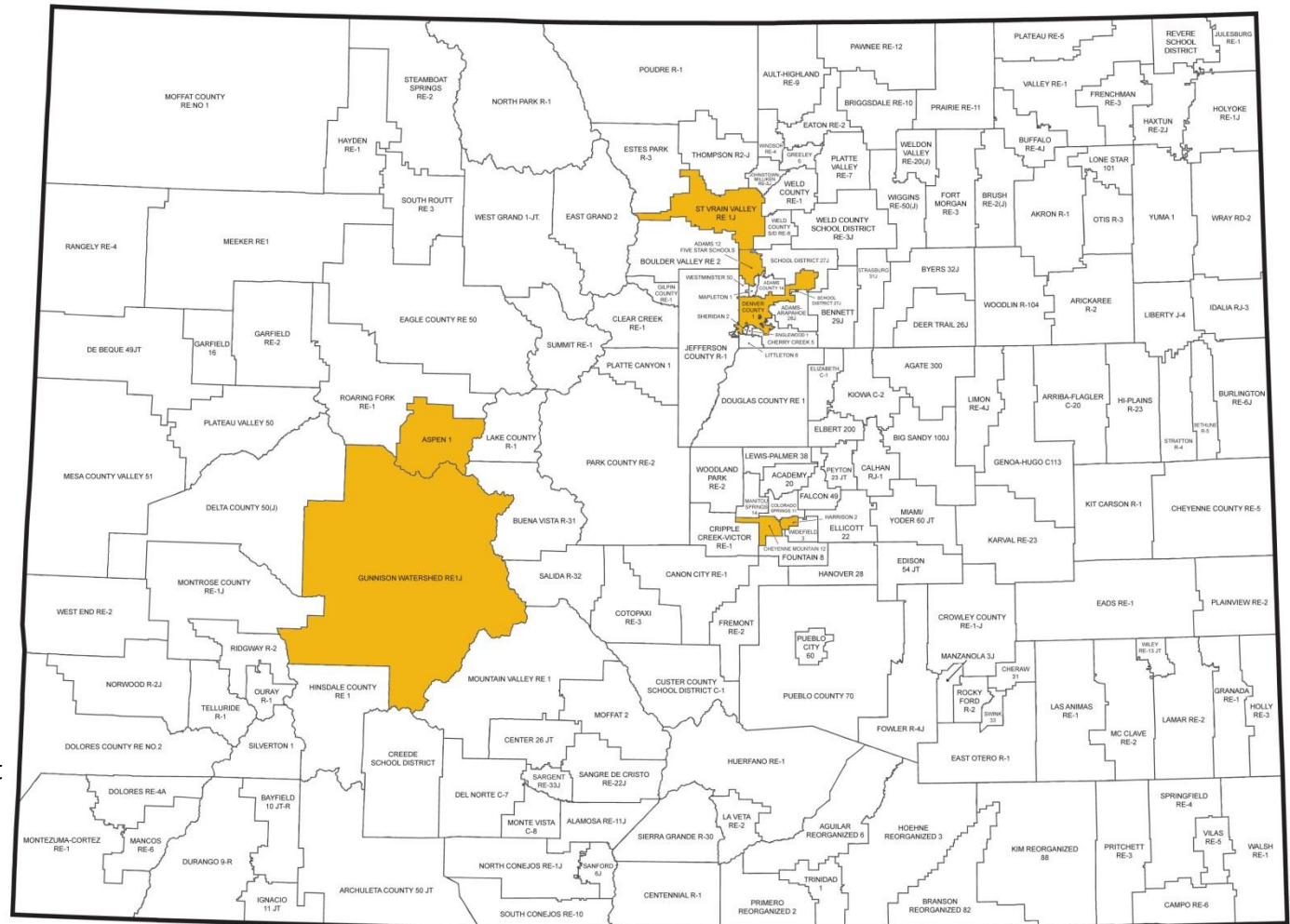
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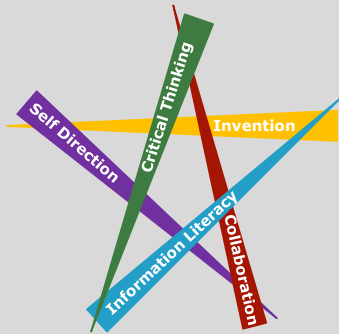
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

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Colorado 21st Century Skills



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

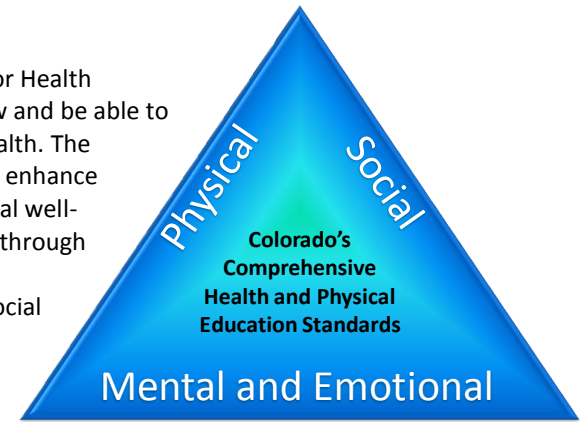
Information Literacy: *Untangling the Web*

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
Stress Management	1 week	2

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Unit Title	Stress Management		Length of Unit	1 week
Focusing Lens(es)	Interpersonal	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.HS-S.3-GLE.1, CH09-GR.HS-S.3-GLE.2, CH09-GR.HS-S.3-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why in interpersonal relationships is there a stereotype surrounding mental health issues? (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1) • Is the quality of a person’s mental health a choice? (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1) • Do our brains cope and react in the same manner? (CH09-GR.HS-S.3-GLE.1;N.1) 			
Unit Strands	Emotional and Social Wellness			
Concepts	Coping skills, Advocacy, Decision-making, Goal-setting, Influences, Effects, Relationships, Wellness			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Individual goal-setting can reflect interpersonal relationships (e.g., family, school, and friends) and play an important role in overall sense of wellbeing and positive mental health. (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1,3;N.1)and(CH09-GR.HS-S.3-GLE.2-EO.a,b,c;;IQ.1,2,3;RA.1,2;N.1)	How does setting goals influence mental and emotional health?	How do my personal goals for my success in school, family and community affect my stress level and overall mental and emotional health?
Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical wellness. (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,2,3;N.1)	How do individual, family, school, peers, and community affect a person’s stress and overall mental and emotional wellness?	Do I have a choice on how I react to stressors?
Mental and emotional health is strengthened when individuals develop strategies for managing stress, anxiety and depression. (CH09-GR.HS-.3-GLE.1-EO.a,b,c;IQ.1;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.2-EO.a,b;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.3-	How does a school environment affect mental and emotional health? (CH09-GR.HS-S.3-GLE.1-EO.a,b,d;IQ.1;RA.1;N.1)	Whose responsibility is it to advocate for others mental and emotional health?

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EO.a,b,c,d;;IQ.1,2,3;RA.1,2;N.1)		
Advocates for improved mental wellness help minimize the fear and stigma others may demonstrate toward individuals suffering from anxiety, depression and other emotional issues. (CH09-GR.HS-S.3-GLE.1-EO.a,b,d;IQ.1;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.a,b,c,d;IQ.1,2,3; RA.1,2;N.1)	How do stereotypes affect others views about mental health?	How is mental wellness a conscious decision for each individual?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The effects of peers, school, family and community members on a person’s level of stress (CH09-GR.HS-S.3-GLE.1-EO.a,b,d;IQ.1;RA.1;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.a,b,c;IQ.1,2,3;RA.2;N.1) Types and causes of stress (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,2;N.1) and (CH09-GR.HS-S.3-GLE.2-EO.a;RA.1;N.1) The various impacts of stresses on mental and physical health. (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,2,3;N.1) and (CH09-GR.HS-S.2-GLE.3-EO.c,d;IQ.1,2,3;RA.2;N.1) Stress management techniques (CH09-GR.HS-S.3-GLE.1-EO.b,c,d;IQ.1;RA.2,3;N.1) The importance of help for mental and emotional issues (CH09-GR.HS-S.3-GLE.3-EO.a,c,d;RA.2;N.1) 	<ul style="list-style-type: none"> Advocate for positive and respectful family, school and community environment (CH09-GR.HS-S.3-GLE.3-EO.a,b,c,d;IQ.1,2;RA.2;N.1) Identify stressors and create personal stress management techniques (CH09-GR.HS-S.3-GLE.1-EO.a,b,c,d;IQ.1;RA.1,3;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.d;RA.2;N.1) Set personal goals that increase one’s mental, social, and emotional well-being (CH09-GR.HS-S.3-GLE.1-EO.b,c;RA.1,3;N.1) and (CH09-GR.HS-S.3-GLE.2-EO.a,b,c;IQ.1,2,3;RA.1,2;N.1) Demonstrate how to communicate the importance of seeking help for mental and emotional issues (CH09-GR.HS-S.3-GLE.1-EO.a,b;RA.1,3;N.1) and (CH09-GR.HS-S.3-GLE.3-EO.b,c,d;RA.2;N.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>It is important to recognize the characteristics of a mentally and emotionally healthy person as well as advocating for self and others.</i>
Academic Vocabulary:	Decision-making, Goal-setting, Analyzing, Communication, Respect, Acceptance, Influences, Stereotypes, Culture, Relationships, Diversity
Technical Vocabulary:	Stress, Stress Management, Emotional Health, Mental Health, Mental Illness, Stressors, Stress tolerance, Anxiety, Depression, Eustress, Distress, Stigma, Coping Skills, Advocacy, Inter-personal

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Unit Description:	This unit allows students, regardless of their capacity to handle stress, to recognize stress, analyze personal stressors and use stress management techniques such as positive self-talk, goal setting and visualization. Students will investigate the possible effects stress can have on mental/emotional wellness as well as interpersonal relationships. During this unit, students may become self-advocates and implement strategies to improve their sense of wellbeing and mental health. The unit culminates with a performance assessment that requires students to create a goal setting plan and demonstrate effective stress management strategies in an impromptu role play.
Considerations:	High school students will encounter many expected and unexpected stressful situations. Some of these situations can be damaging (e.g. suspension, truancy) for the student because of the high probability of making emotionally driven choices. High school students may already be experiencing the long term effect of stress (e.g. constant worry, uncontrollable external concerns) and their coping skills may need to be supplemented with other strategies (e.g. nutrition, exercise, relaxation techniques).
Unit Generalizations	
Key Generalization:	Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical wellness.
Supporting Generalizations:	Mental and emotional health is strengthened when individuals develop strategies for managing stress, anxiety and depression.
	Individual goal-setting can reflect interpersonal relationships (e.g., family, school, and friends) and play an important role in overall sense of wellbeing and positive mental health.
	Advocates for improved mental wellness help minimize the fear and stigma others may demonstrate toward individuals suffering from anxiety, depression and other emotional issues

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical wellness.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>As a peer coach, you will design two scenarios and create a goal setting plan.</p> <ul style="list-style-type: none"> • Your scenario will be focused around primal emotions that trigger distress with a parent/teacher/peer (e.g. fear, anger). You will address the question: <i>Who/What/When/Where</i> of a stressful situation (e.g. fear/embarrassment and anger) with a parent/teacher/peer? • You will create a goal setting plan and visualization strategy to help manage an expected stressful scenario. <p>As a small group, you will perform a role play which guides a fellow student through an unexpected stressful situation.</p> <ul style="list-style-type: none"> • You will perform an impromptu role play to a scenario in which, you will demonstrate positive coping strategies (e.g. breathing and positive self-talk) to help one improve his/her overall sense of wellbeing and positive health. (http://www.parentcoachplan.com/role_playing.php#.Va-3GeKUzGc, (Role play scenario examples)
Product/Evidence: (Expected product from students)	<ol style="list-style-type: none"> 1. Student will create a scenario surrounding fear and anger (emotions that trigger distress) with a parent, teacher and peer. The scenario will demonstrate a situation where stress is unexpected and a situation where it is expected. 2. Students will develop a goal setting plan and perform a role play (http://www.parentcoachplan.com/role_playing.php#.Va-3GeKUzGc) Role play scenario examples) or an unexpected scenario. The student will demonstrate positive coping strategies

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	<p>by showing:</p> <ul style="list-style-type: none"> • breathing techniques • positive self-talk • goal setting • visualization <p>3. Students will create an extended response to an expected scenario. He/she must outline their goal setting and visualization strategies to manage their stress.</p> <p><i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i></p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> Create a video role play Perform one on one with the teacher

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<ul style="list-style-type: none"> • <i>Don't Stress the Small Stuff for Schools</i> by Richard Carlson (1020 Lexile level) • <i>The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal with Stress</i> by Glna M. Beigel (960-1115 Lexile range) • <i>Chill: Stress-Reducing Techniques for a More Balanced, Peaceful You</i> by Deborah Reber and Neryl Walker (960 - 1115 Lexile range) • <i>Stress 101: An Overview for Teens</i> by Margaret O. Hyde and Elizabeth H. Forsyth (960-1115 Lexile range) • <i>Goal Setting for Students</i> by John Bishop (960-1115 Lexile range) • <i>Power of Positive Thinking for Teens</i> by Mary Lou Carney (960-1115 Lexile range) • <i>Too Stressed to Think: A Teen Guide to Staying Sane When Life Makes you Crazy</i> by A. Fox and R. Kischner (960-1115 Lexile range) • <i>Fighting Invisible Tigers: A Stress Management Guide for Teens</i> by E. Hipp (960-1115 Lexile range) 	<ul style="list-style-type: none"> • <i>Stargirl</i> by Jerry Spinelli (590 Lexile Level) • <i>Finding Audrey</i> by Sophie Kinsella (960-1115 Lexile Range) • <i>Catching Jordan</i> by Miranda Kenneally (770 Lexile level) • <i>Brave New World</i> by Aldous Huxley (870 Lexile level) • <i>How to Save a Life</i> by Sara Zarr (710 Lexile Level)

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a peer coach to develop effective interpersonal relationships.	Teacher Resources:	https://s-media-cache-ak0.pinimg.com/originals/b8/95/6e/b8956e0120535b5e6ea63bd90b9bfe4c.jpg (Facebook wall idea)

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			Student Resources:	https://s-media-cache-ak0.pinimg.com/originals/b8/95/6e/b8956e0120535b5e6ea63bd90b9bfe4c.jpg (Facebook wall idea)
	Skills:	<ul style="list-style-type: none"> Advocate for positive and respectful family and school and community environment. Identify stressors and create personal stress management techniques, 	Assessment:	Students will maintain a classroom Facebook wall throughout the unit by posting daily status updates and comments applying concepts from the learning experience.
2.	Description:	Think/work like a peer coach to develop effective coping strategies for stress management	Teacher Resources:	http://personalexcellence.co/blog/images/manifesto-daily-setbacks.gif (What to do when things don't go your way poster) http://1.bp.blogspot.com/-LHhrQ4my0E8/Ug913hjAtfl/AAAAAAAAAEM/N3TUINycecA/s400/coping+skills+001.jpg (Coping Skills List)
			Student Resources:	http://personalexcellence.co/blog/images/manifesto-daily-setbacks.gif (What to do when things don't go your way poster) http://1.bp.blogspot.com/-LHhrQ4my0E8/Ug913hjAtfl/AAAAAAAAAEM/N3TUINycecA/s400/coping+skills+001.jpg (Coping Skills List)
	Skills:	<ul style="list-style-type: none"> Identify stressors and create personal stress management techniques. Set personal goals the increase one's mental, social and emotional well-being. 	Assessment:	Students will maintain a journal throughout the unit with entries reflecting on how they apply the learned coping strategies to their daily stressors.

Prior Knowledge and Experiences

This unit builds upon a presumed student working knowledge of the concepts of respect, interpersonal communication and goal setting. The teacher needs to consider the student's levels of coping skills, severity of stressors in individual's lives, experience with mental health, cultural backgrounds as well as pre-existing fear and stereotypes.

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Learning Experience # 1		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may introduce the components of the health triangle (e.g. physical, emotional/mental and social) so students can begin to reflect on various factors in their life that impact their emotional health.	
Generalization Connection(s):	Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical wellness.	
Teacher Resources:	http://www.svsd410.org//cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle%20pp.pdf (Sample health triangle activity) http://www.helpguide.org/articles/stress/stress-symptoms-causes-and-effects.htm (Article defining stress and impact on emotional health)	
Student Resources:	http://www.svsd410.org//cms/lib05/WA01919490/Centricity/Domain/534/Your_Health_Triangle%20pp.pdf (Sample health triangle activity) https://sites.google.com/site/cdeheastress/ (Team Website Resource) https://s-media-cache-ak0.pinimg.com/736x/0d/44/d5/0d44d58a80569423b2cc6ce532105056.jpg (Health triangle graphic 1) https://sites.google.com/site/cdeheastress/workplace-stress (Workplace Stress Infographic) http://www.helpguide.org/articles/stress/stress-symptoms-causes-and-effects.htm (Article defining stress and impact on emotional health) https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (Step by step chart graphic organizer)	
Assessment:	Students will use a step by step chart to develop a plan on which aspect within the emotional/mental health component they would like to strengthen.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Read text to students • Pre teaching of vocabulary through handout before lesson • Allow Peer Note taker • Provide Notes form the lesson • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience 	Students may: <ul style="list-style-type: none"> • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in recording device • Type on Word Processor • Speech to Text Programs

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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 effects of peers, school, family and community members on a person’s level of stress. 	
Key Skills:	<ul style="list-style-type: none"> Set personal goals that increase one’s mental, social and emotional well-being. 	
Critical Language:	Stress, Emotional health, Mental health, Eustress, Distress, Health triangle, Relationships	

Learning Experience # 2	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may pose the question “who, what, where and when was the most stressful situation (e.g. fear/embarrassment, anger) you have experienced with a teacher, a parent and/ or a peer, etc.?” so students can make connections to everyday stressors in their life.
Generalization Connection(s):	<p>Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical wellness.</p> <p>Mental and emotional health is strengthened when individuals develop strategies for managing stress, anxiety and depression.</p> <p>Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical and physical wellness</p> <p>Mental and emotional health is strengthened when individuals develop strategies for managing stress anxiety and depression.</p>
Teacher Resources:	<p>http://www.stress.org.uk/stress-solutions/common-stressors.aspx (Stressors in Everyday Life from UK)</p> <p>https://www.youtube.com/watch?v=ZvTL2Z1Jm9A (Causes of stress in Teens video clip)</p> <p>http://www.health24.com/Mental-Health/Stress/Stress-management/41-major-life-stressors-20120721 (41 Major Life Stressors)</p> <p>http://blogs.psychcentral.com/therapy-soup/2012/03/top-20-life-stressors-that-can-trigger-anxiety-and-sadness/ (Top 20 Stressors that can trigger Anxiety)</p>
Student Resources:	<p>http://www.apa.org/helpcenter/stress-teens.aspx (Teens and Stress from APA)</p> <p>http://kidshealth.org/teen/your_mind/emotions/stress.html (Stress and Teenagers from Teen Health)</p> <p>https://sites.google.com/site/cdeheastress/triggers-to-stress (Teen Triggers to Stress)</p> <p>https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxjZGVvZWZhdHJlc3N8Z3g6NjM4OWFIODVlODhIMjJjZAA (Anger Warning Signs)</p>
Assessment:	Students will create a scenario connecting stressful situations with emotions that are triggered and do a pair/share with a peer.

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<p>Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>The teacher may:</p> <ul style="list-style-type: none"> • Provide a template for Who, What, When, Where to assist in the creation of the scenario • Prompt the student in the form of examples of fear and anger • Allow use of computer word processing software • Read text to students • Pre teach vocabulary through handout before lesson • Provide notes after session so students may check their work or complete any missing information • Allow Peer Note taker • Provide Notes from classmate (duplicate copy paper/print whiteboard notes) or teacher notes • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience 	<p>Expression (Products and/or Performance)</p> <p>Students may:</p> <ul style="list-style-type: none"> • Use a teacher developed scenario outlining examples various stressful situations • Video record their responses in lieu of written response • Use a peer script writer to complete the scenarios • Use pre completed or partially completed graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use speech to Text Programs • Use visual organizers • Use graphic organizers
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>The teacher may provide an example of a video scenario.</p>	<p>Expression (Products and/or Performance)</p> <p>Students may research various video scenarios of stressful situations and scenarios to teach to fellow peers.</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • The effects of peers, school, family and community members on a person’s level of stress • Types and causes of stress • The various impacts of stresses on mental and physical health 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Identify stressors and create personal stress management techniques 	
<p>Critical Language:</p>	<p>Stress, Stressors, Anxiety, Depression, Eustress, Distress, Stress Management, Emotional Health, Mental Health, Mental Illness</p>	

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Learning Experience # 3	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may provide examples of coping skills (breathing exercises, walk away, exercise, and journaling) so students can analyze skills they use to successfully manage stress in their everyday life.
Generalization Connection(s):	Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical and physical wellness Mental and emotional health is strengthened when individuals develop strategies for managing stress anxiety and depression.
Teacher Resources:	http://cf.ltkcdn.net/stress/images/std/176573-425x329-coping-with-stress-l-thumb.jpg (Coping skills worksheet 1) https://mcdn1.teacherspayteachers.com/thumbitem/Coping-Skills-List-FREEBIE-031889100-1375931422/original-815901-1.jpg (Coping skills list 1) http://www.pbisworld.com/tier-2/teach-coping-skills/ (Teach coping skills why, when and how + resources) http://www.copingskills4kids.net/7_Key_Factors.html (7 Key factors for teaching kids brain based coping skills) http://www.copingskills4kids.net/Coping_Skills_Exercise.html (Coping skills exercise)
Student Resources:	http://cf.ltkcdn.net/stress/images/std/176573-425x329-coping-with-stress-l-thumb.jpg (Coping skills worksheet 1) https://mcdn1.teacherspayteachers.com/thumbitem/Coping-Skills-List-FREEBIE-031889100-1375931422/original-815901-1.jpg (Coping skills list 1) http://www.copingskills4kids.net/Definitions.html (Coping skills definitions) http://www.parentcoachplan.com/therapeutic-worksheets.pdf (15 pages of therapeutic worksheets)
Assessment:	Student will discuss/demonstrate with a small group of peers the positive coping skills recently used during a stressful situation.

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Read text to students • Pre teach vocabulary through handout before lesson • Provide notes after session so students may check their work or complete any missing information • Allow Peer Note taker • Provide Notes from classmate (duplicate copy paper/print whiteboard notes) or teacher notes • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience 	Students may: <ul style="list-style-type: none"> • Present verbally one-on-one to the teacher • Use a pre completed or partially completed graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use Speech to Text Programs • Use visual organizers • Use graphic organizers

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may give an example of a professional resource to guide the student (http://drtedzeff.com/tips/coping/ , Dr. Ted Zeff’s tips for coping)	Students may research additional coping skills that have been used by professionals and share in a class discussion.
Critical Content:	<ul style="list-style-type: none"> • Stress management techniques 	
Key Skills:	<ul style="list-style-type: none"> • Identify stressors and create personal stress management techniques. 	
Critical Language: tolerance, anxiety, depression, coping skills, interpersonal	Decision-making, Analyzing, Communication, Respect, Acceptance, Influences, Stress, Stress management, Emotional health, Mental health, Mental illness, Stressors, Stress	

Learning Experience # 4	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may provide a discussion wall so students can brainstorm coping strategies they use to help manage unexpected stressors in their life
Generalization Connection(s):	Mental and emotional health is strengthened when individuals develop strategies for managing stress anxiety and depression
Teacher Resources:	http://docs.education.gov.au/system/files/doc/other/area_a_personal_management_-_positive_self_talk_0.pdf (Positive self-talk sample worksheet)

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	https://www.youtube.com/watch?v=Ju4FojRkEKU (US Navy SEAL Training on how to control Panic/Stress)
Student Resources:	http://docs.education.gov.au/system/files/doc/other/area_a_personal_management_-_positive_self_talk_0.pdf (Positive self-talk sample worksheet) http://www.copingskills4kids.net/What_Pre-Teens_Say.html (What pre-teens say, statistics regarding teen coping skills & emotions) http://www.parentcoachplan.com/therapeutic-worksheets.pdf (15 pages of therapeutic worksheets) http://www.parentcoachplan.com/printable-parenting-tools.php#.Va-2WeKUzGc (Coaching tools - Emotion scale)
Assessment:	Students will place an example of a coping strategy on the discussion wall and choose a strategy to apply to a personal stressor for the next 24 hours. Students will then do a pair/share with a student during the next class and discuss a strategy they used to manage stress.

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Pre design labels or strategies that the student may choose from in order to place on wall • Pre teach vocabulary of the strategies • Create stem statements that lead the students to create positive statements about themselves 	Students may: <ul style="list-style-type: none"> • Work with Peers or teacher will create positive statements or characteristics regarding the student • Use a pre completed or partially completed graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in recording device • Type on Word Processor • Use speech to Text Programs • Use visual organizers • Use graphic organizers
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may supply article & survey information as a guide or example http://www.nimh.nih.gov/news/science-news/2010/national-survey-confirms-that-youth-are-disproportionately-affected-by-mental-disorders.shtml (NIMH youth mental health survey)	Students may create a survey online to gather statistical feedback for the rest of their peers.
Critical Content:	<ul style="list-style-type: none"> • Stress management techniques 	
Key Skills:	<ul style="list-style-type: none"> • Identify stressors and create personal stress management techniques. 	
Critical Language:	Decision-making, Analyzing, Communication, Stress, Stress management, Emotional health, Mental health, Mental illness, Stressors, Stress tolerance, Coping skills, Interpersonal	

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Learning Experience # 5	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may review goal setting strategies so students can examine how goal setting can help improve one’s well-being and mental health.
Generalization Connection(s):	Individual goal-setting can reflect interpersonal relationships (e.g., family, school, and friends) and play an important role in overall sense of wellbeing and positive mental health.
Teacher Resources:	http://www.slideshare.net/markdarransutton/workshop-6-smart-goal-setting-for-stress-reduction (Slideshow with 6 SMART goal setting strategies) https://thesuperorganizeruniverse.files.wordpress.com/2014/07/goal-setting-worksheet.png (Goal setting worksheet) http://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=2&id=279&link1=31&link2=279 (Multiple links on website for goal setting worksheets)
Student Resources:	http://www.webmd.com/balance/stress-management/stress-management-setting-a-goal-to-reduce-stress (Setting goals to manage stress management) https://thesuperorganizeruniverse.files.wordpress.com/2014/07/goal-setting-worksheet.png (Goal setting worksheet) http://worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=2&id=279&link1=31&link2=279 (Multiple links on website for goal setting worksheets)
Assessment:	Students will use the health triangle reflection/journal entry from learning experience #1 to create a SMART goal connecting to one’s mental well-being.

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Provide a hand-out of the goal setting model for the student to compete • Provide the baseline of the student’s goal • Prompt step-by-step the goal making process • Read text to students • Pre teach vocabulary through handout before lesson • Provide notes after session so students may check their work or complete any missing information • Allow Peer Note taker • Provide Notes from classmate (duplicate copy paper/print whiteboard notes) or teacher notes • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience 	Students may: <ul style="list-style-type: none"> • Use Pre completed or partially completed graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in recording device • Type on Word Processor • Use speech to Text Programs • Use visual organizers • Use graphic organizers
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"> • Stress management techniques. 	
Key Skills:	<ul style="list-style-type: none"> • Set personal goals the increase one’s mental, social, and emotional well-being. 	
Critical Language:	Decision-making, Goal-setting, Analyzing, Communication, Stress, Stress management, Emotional health, Mental health, Mental Illness, Stressors, Stress tolerance, Eustress, Distress, Interpersonal	

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Learning Experience # 6	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may use a video clip to introduce visualization techniques so students can evaluate how to use them with stressors in their life.
Generalization Connection(s):	<p>Individuals possess different capacities and coping mechanisms related to stress that affect relationships and mental, emotional and physical wellness</p> <p>Mental and emotional health is strengthened when individuals develop strategies for managing stress anxiety and depression</p> <p>Individual goal-setting can reflect interpersonal relationships (e.g., family, school, and friends) and play an important role in overall sense of wellbeing and positive mental health</p>
Teacher Resources:	<p>http://www.learnmindpower.com/using_mindpower/visualization/ (Mind Power - Visualization Techniques)</p> <p>http://www.healthypace.com/blogs/yourmentalhealth/2015/02/25/tweens-teens-anxiety-visualization-mindfulness/ (Anxiety and visualization health blog)</p> <p>http://www.sportpsychologytoday.com/sport-psychology-for-coaches/the-power-of-visualization/ (Power of Visualization – Sports Psychology)</p> <p>http://sevencounties.org/poc/view_doc.php?type=doc&id=15672&cn=117 (Visualization techniques article)</p>
Student Resources:	<p>http://www.learnmindpower.com/using_mindpower/visualization/ (Mind Power - Visualization Techniques)</p> <p>http://www.sportpsychologytoday.com/sport-psychology-for-coaches/the-power-of-visualization/ (Power of Visualization – Sports Psychology)</p> <p>http://sevencounties.org/poc/view_doc.php?type=doc&id=15672&cn=117 (Visualization techniques article)</p> <p>http://www.calmclinic.com/anxiety/treatment/visualization (Visualization techniques to stop anxiety)</p>
Assessment:	Students will practice visualization skills with a peer and apply the technique to their goal reflection from learning experience #5.

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may use: <ul style="list-style-type: none"> • Animated videos or clips in lieu of live actors and scenarios • Provide a scenario that walks a student through the visualization • Read text to students • Pre teach vocabulary through handout before lesson • Provide notes after session so students may check their work or complete any missing information • Allow Peer Note taker • Provide Notes from classmate (duplicate copy paper/print whiteboard notes) or teacher notes • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience 	Students may: <ul style="list-style-type: none"> • Use a pre completed or partially completed graphic organizer • Reduce quantity of artifacts submitted • Allow students to verbally report out on their reflection verbally or in recording device • Type on Word Processor • Use speech to Text Programs • Use visual organizers • Use graphic organizers
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a resource of visualization tools http://www.creativeblog.com/design-tools/data-visualization-712402 (37 best tools for creating visualization data, infographics)	Students may create a visual presentation on visualization techniques to display as a learning tool on a wall in the school.
Critical Content:	<ul style="list-style-type: none"> • Stress management techniques 	
Key Skills:	<ul style="list-style-type: none"> • Set personal goals the increase one’s mental, social, and emotional well being 	
Critical Language:	Goal-setting, Analyzing, , Stress, Stress management, Emotional health, Mental health, Stressors, Stress tolerance, Interpersonal	

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Learning Experience # 7		
Task Description: <i>The teacher may... so that students can...</i>	The teacher may provide examples of stereotypes so students can examine how stereotypes may minimize the likelihood of one seeking help for anxiety, depression and other emotional issues.	
Generalization Connection(s):	Individual goal-setting can reflect interpersonal relationships (e.g., family, school, and friends) and play an important role in overall sense of wellbeing and positive mental health. Advocates for improved mental wellness help minimize the fear and stigma others may demonstrate toward individuals suffering from anxiety, depression and other emotional issues.	
Teacher Resources:	https://www.psychologytoday.com/blog/design-your-path/201208/10-stereotypes-mental-health-professionals (Stereotypes of mental health professionals) http://www.psyweb.com/videos/general-mental-health/video-stereotyping-teens-with-mental-health-issues (Mental health stereotypes video clip & depression, anxiety tests) http://www.calmclinic.com/anxiety/treatment/visualization (Visualization techniques to stop anxiety article)	
Student Resources:	http://www.parentcoachplan.com/printable-parenting-tools.php#_Va-2WeKUzGc (Coaching tools, Emotion scale) http://school.familyeducation.com/learning-disabilities/treatments/37812.html (Relaxation, Guided Imagery & Visualization Techniques) https://www.youtube.com/watch?v=LHqdJXqNiJc (Kids use Happy Thoughts and Visualization Techniques to control Stress) http://www.calmclinic.com/anxiety/treatment/visualization (Visualization techniques to stop anxiety article)	
Assessment:	Student will use peer feedback to submit final rebuttal statement to discuss how stereotypes may minimize the likelihood of a person seeking help for anxiety, depression and other emotional issues.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Allow use of Goal Setting Template or prompt in order to facilitate the activity • Pre teach vocabulary through handout before lesson • Provide notes after session so students may check their work or complete any missing information • Provide Notes from a classmate (duplicate copy paper/print whiteboard notes) or teacher notes • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience 	Students may: <ul style="list-style-type: none"> • Use a pre completed or partially completed graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in recording device • Type on Word Processor • Use speech to Text Programs • Use visual organizers • Use graphic organizers

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide an example PSA https://www.youtube.com/watch?v=8JcHu-Vs2_Y (Menta Health PSA)	Students may create a PSA from the stereotype information obtained through peer & class feedback to be used on the school campus.
Critical Content:	<ul style="list-style-type: none"> • The importance of help for mental and emotional issues. 	
Key Skills:	<ul style="list-style-type: none"> • Advocate for positive and respectful and family, school and community environment. • Demonstrate how to communicate the importance of seeking help for mental and emotional issues. 	
Critical Language:	Decision-making, Analyzing, Communication, Respect, Acceptance, Influences, Stereotypes, Relationships, Stress, Stress management, Emotional health, Mental health, Mental illness, Stressors, Stress tolerance, Anxiety, Depression, Eustress, Distress, Stigma, Coping Skills, Culture, Diversity,	

Learning Experience # 8	
Task Description: <i>The teacher may... so that students can...</i>	The teacher may create an internet scavenger hunt so students can access valid information to develop peer coaching tools and resources.
Generalization Connection(s):	Advocates for improved mental wellness help minimize the fear and stigma others may demonstrate toward individuals suffering from anxiety, depression and other emotional issues.
Teacher Resources:	http://www.rakisradresources.com/2014/05/scavenger-hunts-on-internet.html (how to create an internet scavenger hunt) https://hbr.org/2010/02/honing-your-skills-as-a-peer-c (Tips on how to be a good peer coach) http://www.mrsoshouse.com/ext/chem.html (Example of an internet scavenger hunt on different subject) http://www.thesowhatproject.com/wp-content/uploads/2012/06/coachwordle.png (Peer coaching Wordle) http://www.ascd.org/ASCD/images/publications/books/robbins1991_fig1.1.gif (List of different Peer Coaching activities) http://www.parentcoachplan.com/printable-parenting-tools.php#.Va-2WeKUzGc (Coaching tools, Emotion scale) https://s-media-cache-ak0.pinimg.com/736x/e1/20/6d/e1206dc6f22fcf6f9ccf061317b9d3dd.jpg (Idea for guided questions for peer coaches) http://mhcd.org/resource-library (Example of resource library)
Student Resources:	http://www.copingskills4kids.net/What_Pre-Teens_Say.html (What pre-teens say, statistics regarding teen coping skills & emotions) https://hbr.org/2010/02/honing-your-skills-as-a-peer-c (Tips on how to be a good peer coach) http://www.thesowhatproject.com/wp-content/uploads/2012/06/coachwordle.png (Peer coaching Wordle) http://www.parentcoachplan.com/printable-parenting-tools.php#.Va-2WeKUzGc (Coaching tools, Emotion scale)
Assessment:	Students will research valid resources and design a peer coach resource bank to help others with emotional issues. (e.g. poster, graphic organizer, web page)

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Create an internet bookmark folder so the student may choose from a menu of websites • Preload key search words for the online scavenger hunt • Read text to students • Pre teach vocabulary through a handout before lesson • Provide notes after session so students may check their work or complete any missing information • Allow a peer Note taker • Pre-teach academic vocabulary. • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience 	Students may: <ul style="list-style-type: none"> • Use a pre completed or partially completed graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in recording device • Type on Word Processor • Use speech to Text Programs • Use visual organizers • Use graphic organizers
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide an example of advocacy among Youths http://www.cccnewyork.org/press/releases/ccc-youth-advocates-release-psa-to-raise-awareness-about-teen-mental-health/ (Youth advocate PSA)	Students may design an advocacy website that includes stress management resources & tools for teens
Critical Content:	<ul style="list-style-type: none"> • The importance of help for mental and emotional issues. 	
Key Skills:	<ul style="list-style-type: none"> • Advocate for positive and respectful and family, school and community environment. • Demonstrate how to communicate the importance of seeking help for mental and emotional issues. 	
Critical Language:	Decision-making, Communication, Respect, Acceptance, Stress, Stress management, Emotional health, Mental health, Mental illness, Stressors, Stress tolerance, Advocacy, Interpersonal, Coping skills	