

Unit Title: A Violence Free Society

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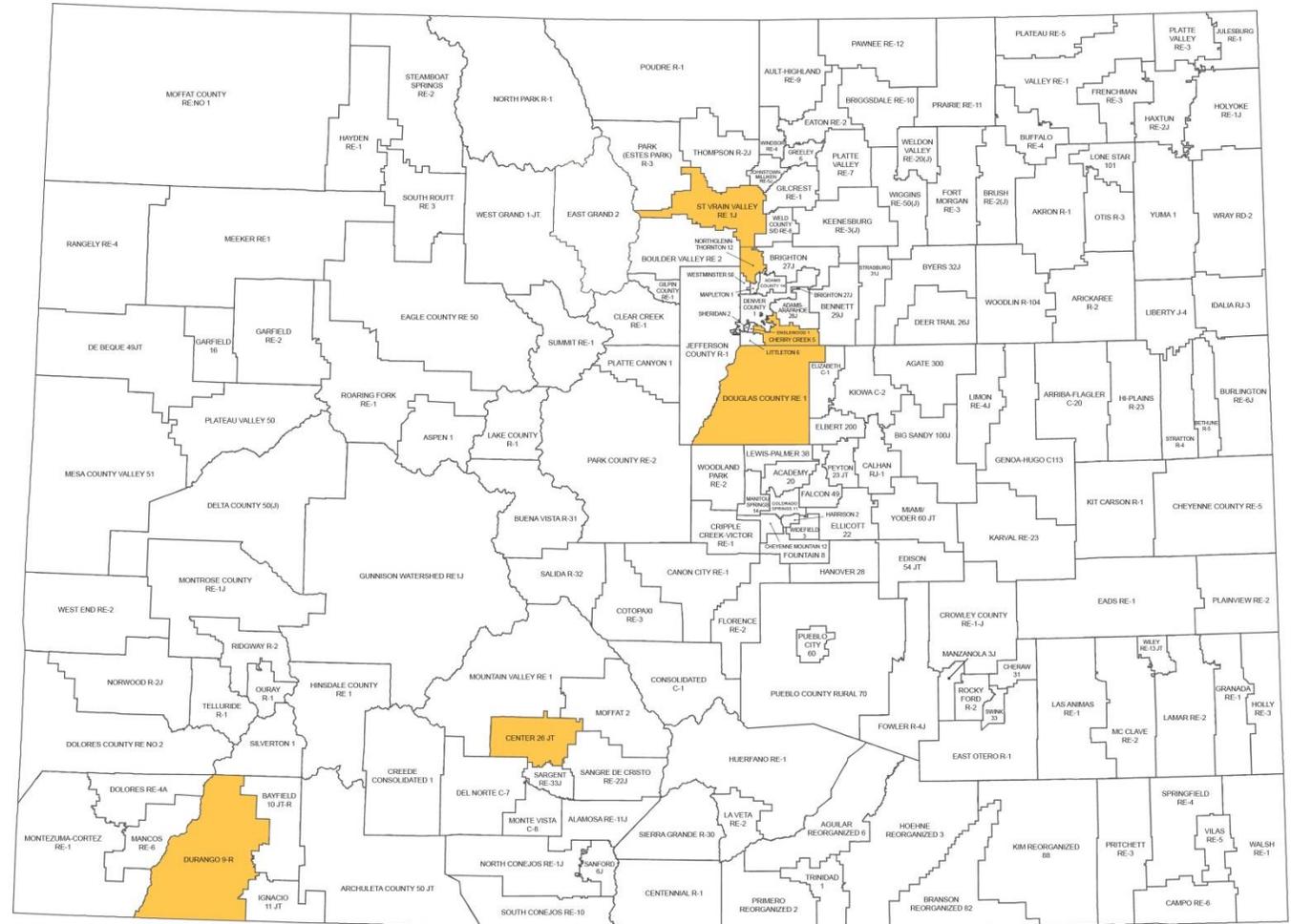
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Colorado's District Sample Curriculum Project

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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	8 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active	CH09-GR.8-S.2-GLE.1	
	2. Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy	CH09-GR.8-S.2-GLE.2	
	3. Describe the signs and symptoms of HIV/AIDS, and other sexually transmitted diseases (STDs)	CH09-GR.8-S.2-GLE.3	
	4. Promote and enhance health through disease prevention	CH09-GR.8-S.2-GLE.4	
3. Emotional and Social Wellness	1. Access valid school and community resources to help with mental and emotional health concerns	CH09-GR.8-S.3-GLE.1	
	2. Internal and external factors influence mental and emotional health	CH09-GR.8-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs	CH09-GR.8-S.4-GLE.1	
	2. Access valid sources of information about alcohol, tobacco, and other drugs	CH09-GR.8-S.4-GLE.2	
	3. Demonstrate decision-making skills to be alcohol, tobacco and drug-free	CH09-GR.8-S.4-GLE.3	
	4. Analyze the factors that influence violent and non-violent behavior	CH09-GR.8-S.4-GLE.4	
	5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior	CH09-GR.8-S.4-GLE.5	
<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>	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
A Violence Free Society	2 Weeks	2	

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Unit Title	A Violence Free Society		Length of Unit	2 weeks
Focusing Lens(es)	Advocacy	Standards and Grade Level Expectations Addressed in this Unit	CH09-Gr,8-S.4- GLE.4, CH09-09-GR.8-S.4-GLE.5 CH09-GR.8-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does a person advocate preventing assaults and violence? (CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1) • To what extent do the media foster more violence? (CH09-GR.8-S.4-GLE.4-EO.a,b;N.1) • Are laws deterrents to violent behavior? (CH09-GR.8-S.4-GLE.4-EO.g;RA.1) 			
Unit Strands	Emotional & Social Wellness Prevention and Risk Management			
Concepts	Influences, Advocacy, Inter-personal Communication, Violence, Harassment, Bullying, Pro-social Behaviors, Social Norms, Community, Perceptions, Media, Culture			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security(CH09-GR.8-S.4-GLE.5-EO.a,b;IQ.2;RA.1;N.1)	How does advocating for a respectful school environment promote feelings of safety and security?(CH09-GR.8-S.4-GLE.5-EO.c;RA.1) Does everyone have a right to a safe and secure learning environment?(CH09-GR.8-S.4-GLE.5-EO.c;RA.1)	Is peaceful behavior the same as non-violence? Why or why not?(CH09-GR.8-S.4-GLE.5-EO.c)
Media, culture, and others can influence behavior and change perceptions of violence, including sexual violence and harassment. (CH09-GR.8-S.4-GLE.4-EO.a,c;IQ.2;RA.2;N.1)	How do media, culture, and others affect non-violent behavior? (CH09-GR.8-S.4-GLE.4-EO.a;IQ.1)	How has the Internet created an avenue for sexual violence? (CH09-GR.8-S.4-GLE.4-EO.a;RA.1;N.1) How could media influence a person to commit violence? (CH09-GR.8-S.4-GLE.4-EO.a)
Strong interpersonal communication skills can enable bystanders and victims to stop harassment and bullying. (CH09-GR.8-S.4-GLE.5-EO.a;IQ.2;RA.1;N.1)	Should bystanders and perpetrators both be held responsible for violent crimes? CH09-GR.8- (S.4-GLE.5-EO.a)	How does being a passive bystander promote harassment and violence? (CH09-GR.8-S.4-GLE.5-EO.a;IQ.2)
The reporting of sexual violence and harassment (which are illegal activities) helps create a safer community. (CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1)	Should those convicted of sexual harassment and sexual assault both be labeled as sex offenders? (CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1)	Are sexual crimes as violent and destructive as physical crimes? (CH09-GR.8-S.4-GLE.4-EO.f,g)

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The effects of messages from media, culture, and society(CH09-GR.8-S.4-GLE.4-EO.a,b,c;IQ.2;RA.2;N.1) • The negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual coercion(CH09-GR.8-S.4-GLE.4-EO.d,e;IQ.2,3;RA.1,2;N.1) • Rape and sexual assaults are crimes(CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1) • The prevention of bullying by bystanders and friends(CH09-GR.8-S.4-GLE.5-EO.a;IQ.2;RA.1;N.1) • Pro-social behaviors for a positive and respectful school environment(CH09-GR.8-S.4-GLE.5-EO.c;RA.1;N.1) • The power of strong values and inter-personal skills(CH09-GR.8-S.3-GLE.2-EO.b,d-IQ.2) 	<ul style="list-style-type: none"> • Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence(CH09-GR.8-S.4-GLE.4-EO.a,b,c;IQ.2;RA.2;N.1) • Recognize inter-personal communication that may result in sexual harassment or sexual coercion(CH09-GR.8-S.4-GLE.4-EO.d,e;IQ.2,3;RA.1,2;N.1) • Use self-advocacy skills to report sexual crimes(CH09-GR.8-S.4-GLE.4-EO.f,g;IQ.3;RA.1) • Demonstrate assertiveness skills to stand up against bullying and other strategies to advocate for a positive and respectful school environment(CH09-GR.8-S.4-GLE.5-EO.a,b;IQ.2;RA.1;N.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 will be able to advocate for self and others with strong-interpersonal communication skills and analyze the influence of media, culture, and others on violence and violence prevention.</i></p>
<p>Academic Vocabulary:</p>	<p>Pro-social, Media, Culture, Society, Verbal and Non-verbal Communication, Influences, Advocacy, Environment, Social Norms, Power, Control, Community, Perception</p>
<p>Technical Vocabulary:</p>	<p>Rape, Sexual Assault, Sexual Coercion, Harassment, Bullying, Bystander, Perpetrator, Victim, Assertiveness, Inter-Personal Communication</p>

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Unit Description:	The focus of this unit is for students to identify a need for pro-social behaviors and develop skills for cultivating positive social behaviors to improve their school and community. Students will evaluate behaviors through statistical analysis and recognize the difference between certain social behaviors, medias influence, communications skills and understanding how their role (e.g. bystander, victim, bully) impacts a community. Within the final performance assessment students will develop an advocacy plan and presentation that includes a pro-social issue, data supporting the issue’s importance and provide descriptions and samples.
Considerations:	As authors of this unit, we understand students will be from various cultural backgrounds and have differing levels of understanding of pro-social behavior. Therefore, not all students may be able to provide and/or receive constructive criticism. Other considerations for teaching this unit will be the amount of time with students, background knowledge of students and access to technology.
Unit Generalizations	
Key Generalization:	Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security
Supporting Generalizations:	Media, culture, and others can influence behavior and change perceptions of violence, including sexual violence and harassment.
	Strong interpersonal communication skills can enable bystanders and victims to stop harassment and bullying.
	The reporting of sexual violence and harassment (which are illegal activities) helps create a safer community

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your team of student advocates will create and present an advocacy plan based on pro-social behaviors and provide examples for safety and security in the community. Your team is expected to identify a problem or issue related to pro-social behaviors, identify the primary stake-holders (peers, school, community etc.) and gather statistics to prove the need for change. This advocacy plan will attempt to provide possible solutions for the issue/problem by determining a variety actions needed to accomplish the goal and tools to advocate, as the plan is presented to the class.
Product/Evidence: (Expected product from students)	<p>Students will develop an advocacy plan and presentation.</p> <ol style="list-style-type: none"> 1. The elements of the advocacy presentation should include: <ol style="list-style-type: none"> a. The problem/issue b. Data supporting its importance c. The plan that has been developed d. Samples/descriptions e. Stakeholders f. Statistics <p>Advocacy Plan Directions</p>

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	Advocacy Situations Example Advocacy Plan Example Advocacy Plan Statistics
Differentiation: (Multiple modes for student expression)	Students may present information using a variety of different media (PowerPoint, Prezi, Keynote, Video, etc.)

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

Informational/Non-Fiction	Fiction
<p><i>Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy</i> - Bazelon, Emily. (800 – 850 Lexile range)</p> <p><i>It Gets Better: Coming Out, Overcoming Bullying, and Creating a Life worth Living</i> - Savage, Dan. 900 – 1000 Lexile range)</p> <p><i>Letters to a Bullied Girl: Messages of Healing and Hope</i> - Gardner, Olivia, and Emily Buder. (800 – 850 Lexile range)</p> <p><i>We Want You to Know: Kids Talk about Bullying</i> - Ellis, Deborah (770 Lexile level)</p> <p><i>Bullied: What Every Parent, Teacher, and Kid Needs to Know about Ending the Cycle of Fear</i> - Goldman, Carrie. (900 – 1000 Lexile range)</p> <p><i>Teen Ink: Bullying under Attack : True Stories Written by Teen Victims, Bullies & Bystanders</i> - Meyer, Stephanie H. 1000 – 1100 Lexile range)</p>	<p><i>Diary of a Wimpy Kid</i> - Kinney, Jeff. (950 Lexile level)</p> <p><i>Dork Diaries</i> - Russell, Rachel Renaee, and Nikki Russell. (890 Lexile level)</p> <p><i>Wonder</i> - Palacio, R. J. (790 Lexile level)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like student advocates to cultivate pro-social behavior.	Teacher Resources:	Advocacy Toolkit (Resource for advocacy skills/tools) Pass It On Commercials (Pro-social messages) TeensHealth Video (Teens talk about bullying)
			Student Resources:	Advocacy Toolkit (resource for advocacy skills/tools) Parents As Teacher (Using Twitter for Advocacy) TeensHealth Article (Short read on how to help a friend being bullied) TeensHealth Article 2 (Student deciding if he should fight a bully) Teens Health Article 3 (Dealing with a bully)
	Skills:	Demonstrate assertiveness skills to stand up against bullying and	Assessment:	Students will develop a 30 second PSA for pro-social behavior for school announcements or ticker to be viewed by all peers.

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		other strategies to advocate for a positive and respectful school environment		
2.	Description:	Think /work like a student advocate to develop inter-personal communication skills.	Teacher Resources:	Advocacy Toolkit (Resource for advocacy skills/tools)
			Student Resources:	Dartmouth.edu (Guidelines for Effective Interpersonal Communication)
	Skills:	Recognize inter-personal communication that may result in sexual harassment, sexual coercion, and bullying.	Assessment:	Students will complete and daily exit ticket to identify one positive communication interaction they exhibited.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of concepts and skills such as a basic understanding of pro-social behavior and verbal and nonverbal communication skills. However, not all 8th graders will have the same values and inter-personal skills and may have varying cultural experiences.

Learning Experience # 1		
The teacher may facilitate a discussion regarding pro-social behaviors so students can begin to understand the importance of advocating kindness in schools in order to help develop a culture of safety and respect.		
Generalization Connection(s):	Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security.	
Teacher Resources:	Advocacy Toolkit (Resource for advocacy skills/tools) Pass It On Commercials (Pro-social messages)	
Student Resources:	Advocacy Toolkit (resource for advocacy skills/tools) Parents As Teacher (Using Twitter for Advocacy)	
Assessment:	Students will use an advocacy tool/skill (poster, written letter, social media, etc.) to promote a an example of a positive and respectful school environment.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with a variety of different advocacy skills/tools (poster, written letter, social media, etc.)	Students may use a variety of skills/tools to promote a positive and respectful school environment (poster, written letter, social media, etc.)

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use their advocacy skills/tools in building an advocacy plan for their community to be presented at a community partner meeting
Critical Content:	<ul style="list-style-type: none"> • The effects of messages from media, culture, and society • The prevention of bullying by bystanders and friends • Pro-social behaviors for a positive and respectful school environment • The power of strong values and inter-personal skills 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate assertiveness skills to stand up against bullying and other strategies to advocate for a positive and respectful school environment. • Use self-advocacy skills to report sexual crimes. 	
Critical Language:	Pro-social, Culture, Society, Verbal and Non-verbal Communication, Advocacy, Environment, Social Norms, Community, Perception, Bullying, Assertiveness, Inter-Personal Communication	

Learning Experience # 2	
The teacher may have a professional speak in class (e.g. counselors, Principal, therapists) so students can begin to distinguish the differences between bullying and harassment and identify needs for change within their school/community.	
Generalization Connection(s):	Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security.
Teacher Resources:	TeensHealth Video (Teens talk about bullying) Symbaloo (Webmix with valid resources for students to access)
Student Resources:	TeensHealth Article (Short read on how to help a friend being bullied) TeensHealth Article 2 (Student deciding if he should fight a bully) Teens Health Article 3 (Dealing with a bully) Symbaloo (Webmix with valid resources for students to access)
Assessment:	Students will reflect upon their discussion with a school/ community professional and collect credible bullying/harassment data to present in small group discussions.

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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 interview a peer, teacher or community member to obtain their perspective on the issue of bullying/harassment in the school and/or community.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may provide a presentation to peers about their interviews and data findings. (PowerPoint, poster, etc.)
Critical Content:	<ul style="list-style-type: none"> The prevention of bullying by bystanders and friends 	
Key Skills:	<ul style="list-style-type: none"> Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence 	
Critical Language:	Pro-social, Culture, Society, Influences, Advocacy, Community, Perception, Harassment, Rape, Sexual Assault, Sexual Coercion, Bullying, Perpetrator, Victim	

Learning Experience # 3	
The teacher may introduce “Fakebook” (e.g. Padlet) to the class so students can explore the positive and negative aspects of social media.	
Generalization Connection(s):	Media, culture, and others can influence behavior and change perceptions of violence, including sexual violence and harassment
Teacher Resources:	Padlet (Able to create an online mock chat room/ “fakebook”). Padlet Example (Digital discussion and feedback for classes) Jonah Mowry (Youtube video on bullying) Jonah Mowry ABC News (Youtube bullying video response) Amanda Todd (Youtube video)
Student Resources:	Padlet (Able to create an online mock chat room/ “fakebook”). Padlet Example (Digital discussion and feedback for classes)
Assessment:	Students will explore how social media impacts their opinions and decisions and how easy it is to make a comment when not speaking in person. Students will use the discussion wall to place examples of types of comments/opinions people may post in social media.

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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 samples of the impact, both positive and negative, media may have on individuals or communities.	Students may use a think-pair-share, exit ticket, or short response.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may reflect on a personal situation in which they said the “wrong” thing and how they wish they could have handled it.
Critical Content:	<ul style="list-style-type: none"> ● The effects of messages from media, culture, and society ● The negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual coercion ● The prevention of bullying by bystanders and friends ● Pro-social behaviors for a positive and respectful school environment ● The power of strong values and inter-personal skills 	
Key Skills:	<ul style="list-style-type: none"> ● Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence ● Recognize inter-personal communication that may result in sexual harassment or sexual coercion ● Demonstrate assertiveness skills to stand up against bullying and other strategies to advocate for positive and respectful school environment 	
Critical Language:	Sexual harassment, sexual coercion, Harassment, Bullying, Bystander, Perpetrator, Victim, Assertiveness, Inter-Personal Communication	

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Learning Experience # 4		
The teacher may play a video on Cyber Bullying and provide guiding questions (e.g. Where might a person seek help if they are being cyber-bullied?) so students can analyze the impacts of cyber-bullying and what supports are available.		
Generalization Connection(s):	Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security. Media, culture, and others can influence behavior and change perceptions of violence, including sexual violence and harassment. Strong interpersonal communication skills can enable bystanders and victims to stop harassment and bullying.	
Teacher Resources:	TeensHealth Article (Surviving cyber bullying) TodaysMeet (Online chat room to use within your class time) Cyberbully Movie 2015 (Youtube video with subtitles) KidsHealth Cyber-Bullying (Links to articles and guiding questions)	
Student Resources:	TeensHealth Article (Surviving cyber bullying)	
Assessment:	Students will have a digital discussion (.e.g. TodaysMeet, Padlet, ClassDojo, etc.) about the impacts of cyber-bullying.	
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 facilitate a restorative circle so students can share what they know about cyber-bullying.	Students may post different articles and information into the discussion board related to cyber-bullying.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may ask students to find real-life cyber-bullying situations.	Students may research and assess real-life cyber-bullying situations and the outcomes of those situations
Critical Content:	<ul style="list-style-type: none"> • The effects of messages from media, culture, and society. • The negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual coercion 	
Key Skills:	<ul style="list-style-type: none"> • Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence • Demonstrate assertiveness skills to stand up against bullying and other strategies to advocate for a positive and respectful school environment 	

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Critical Language:	Pro-social, Media, Culture, Society, Verball and Non-verbal Communication, Power, Control, Community, Perception, Harassment, Bullying, Bystander, Perpetrator, Victim, Inter-Personal Communication
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Learning Experience # 5

The teacher may provide examples of expressions (e.g. “you look good in those track shorts”, “I like those jeans nice and tight”) so students can examine the differences between flirting and sexual harassment.

Generalization Connection(s):	Media, culture, and others can influence behavior and change perceptions of violence, including sexual violence and harassment.	
Teacher Resources:	Examples of Expressions (Examples of quotes that can be interpreted as flirting or sexual harassment) Scenarios of Flirting vs. Sexual Harassment (Example sheet) Flirting vs. Sexual Harassment Video (Explains the differences of flirting and sexual harassment)	
Student Resources:	Flirting Vs. Sexual Harassment Charts (Handout to write justifications)	
Assessment:	Students will work in groups of the same gender in order to develop logical arguments regarding flirting vs. sexual harassment. Students will have a class discussion to compare and contrast male and female arguments.	
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 create their own examples of expressions. Students may work individually rather than in groups.
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 negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual coercion 	
Key Skills:	<ul style="list-style-type: none"> Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence 	
Critical Language:	Flirting, Sexual Harassment, Logical Arguments, Media, Culture, Perceptions, Influence, Behavior	

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Learning Experience # 6		
The teacher may provide students with case studies/scenarios regarding Sexting so students can explore ways to develop assertiveness skills that will lead to good decision-making.		
Generalization Connection(s):	Media, culture, and others can influence behavior and change perceptions of violence, including sexual violence and harassment. The reporting of sexual violence and harassment (which are illegal activities) helps create a safer community	
Teacher Resources:	http://nobullying.com/sexting-examples/ (Examples of sexting) Amanda Todd Youtube video (Bullying victim shares story) TeensHealth Article (Teen asking what she should do when her boyfriend asks her to send him naked pictures) Popular Sexting Apps (Apps that teenagers use for sexting) Colorado law on sexting (State resource) Colorado and sexting law (State website) Three-column Graphic Organizer (Chart)	
Student Resources:	Amanda Todd Youtube video (Bullying victim shares story) TeensHealth Article (Teen asking what she should do when her boyfriend asks her to send him naked pictures) Scenarios (PDF pages 13-20) Three-column Graphic Organizer (Chart)	
Assessment:	Students will complete a three-column graphic organizer to review case studies/scenarios, predict a possible negative outcome, and develop a positive outcome to improve school/community environment.	
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 allow students to work in partners or small groups. The teacher may allow scenarios to be set up in small group rotations. (e.g. gallery walk)	Student may complete the scenarios by journal entry or as homework.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may bring in a Y.E.S.S. program guest speaker.	N/A
Critical Content:	<ul style="list-style-type: none"> The negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual coercion 	
Key Skills:	<ul style="list-style-type: none"> Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence 	

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	<ul style="list-style-type: none"> Use self-advocacy skills to report sexual crimes
Critical Language:	Media, Culture, Society, Verbal and Non-verbal Communication, Influences, Social Norms, Sexual Coercion, Harassment, Inter-Personal Communication

Learning Experience # 7		
The teacher may discuss the mock trial procedures so students can analyze elements of sexual violence and harassment cases.		
Generalization Connection(s):	The reporting of sexual violence and harassment (which are illegal activities) helps create a safer community.	
Teacher Resources:	Goldie Locks Case (Mock trial example) Big Bad Wolf Case (Mock trial example) The Case of Mary's Missing Lunch (Mock trial example) A Guide To Conducting Mock Trials (Mock Trial Guide) Handouts for Mock Trial Instruction (Handouts on rubrics, witness description, opening and closing statements, and terminology)	
Student Resources:	Goldie Locks Case (Mock trial example) Big Bad Wolf Case (Mock trial example) The Case of Mary's Missing Lunch (Mock trial example) A Guide To Conducting Mock Trials (Mock Trial Guide) Handouts for Mock Trial Instruction (Handouts on rubrics, witness description, opening and closing statements, and terminology)	
Assessment:	Students will develop a mock trial involving a sexual violent or sexual harassment incident (e.g cyber bullying, sexting, nonconsensual sex). Students will work collaboratively in small groups to develop arguments for both sides and develop strategies to question the witnesses. (e.g. PowerPoint, graphic organizer, video, 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 allow students to choose their roles in the mock trial.	Students may choose their roles in the mock trial.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may organize a field trip so students witness a live court session.	Students may attend a field trip to witness a live court session.
Critical Content:	<ul style="list-style-type: none"> The negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual 	

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	coercion, rape and sexual assaults are crimes
Key Skills:	<ul style="list-style-type: none"> • Use self-advocacy skills to report sexual crimes • Recognize inter-personal communication that may result in sexual harassment or sexual coercion
Critical Language:	Sexual Violence, Sexual Harassment, Arguments, Verbal and Nonverbal Communication

Learning Experience # 8		
The teacher may provide multiple scenarios or possible issues that affect the community so students can analyze specific needs in their community.		
Generalization Connection(s):	Advocacy for pro-social behaviors cultivates a social norm against bullying that increases feelings of safety and security	
Teacher Resources:	Advocacy Plan Directions (Example of assignment directions) Advocacy Situations (Example situations) Example Advocacy Plan (Example of a final product) Example Advocacy Plan Statistics Decision Making (Graphic organizer)	
Student Resources:	Advocacy Plan Directions (Example of assignment directions) Advocacy Situations (Example situations) Example Advocacy Plan (Example of a final product) Example Advocacy Plan Statistics (Statistics) Decision Making (Graphic organizer)	
Assessment:	Students will develop a draft of a professional presentation to be presented to stakeholders (e.g. school, community, peers) outlining an issue with a data-driven need for change. Students will identify a problem or issue related to pro-social behaviors, gather statistics to prove the need for change, develop a plan to solve the issue/problem, determine a variety of possible actions to accomplish this goal, develop the tools to advocate.	
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 give the students a large variety of different advocacy situations	Students can choose from the list of advocacy scenarios or provide their own scenario based upon personal experience.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may assemble a school or community wide health summit for students to showcase their pro-social advocacy projects.	Students may showcase their advocacy projects in a pro-social awareness event

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none">• The effects of messages from media, culture, and society• The negative impacts of poor verbal and nonverbal communication on possible sexual harassment and sexual coercion• The prevention of bullying by bystanders and friends• Pro-social behaviors for a positive and respectful school environment• The power of strong values and inter-personal skills
Key Skills:	<ul style="list-style-type: none">• Analyze messages from media, culture, and society and their influence on violent behavior, including sexual violence• Recognize inter-personal communication that may result in sexual harassment or sexual coercion• Use self-advocacy skills to report sexual crimes• Demonstrate assertiveness skills to stand up against bullying and other strategies to advocate for a positive and respectful school environment
Critical Language:	Bullying, Bystander, Perpetrator, Victim, Assertiveness, Inter-personal skills, Advocacy, Harassment,