

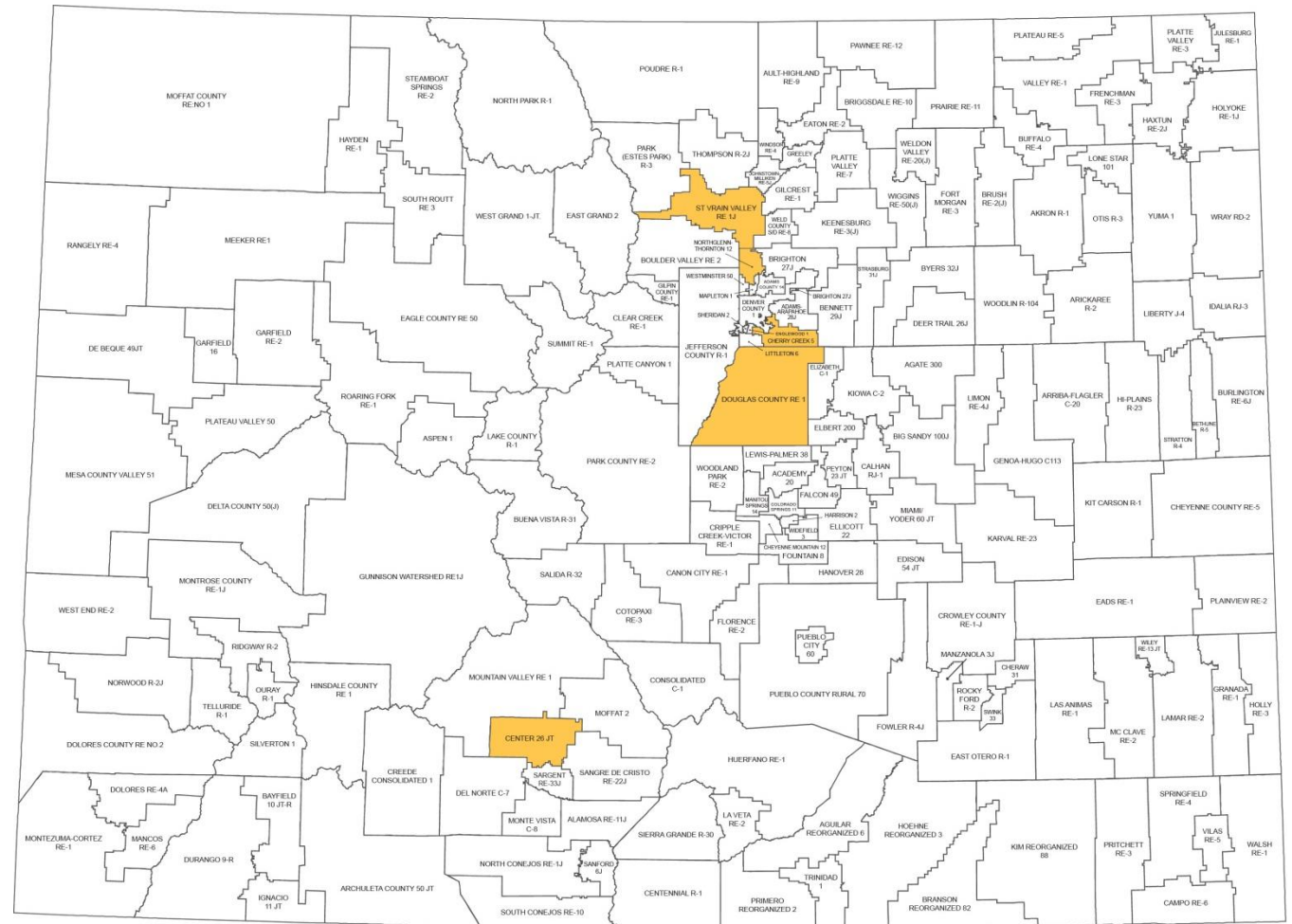
# Unit Title: Who Influences Me?

## INSTRUCTIONAL UNIT AUTHORS

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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	8 <sup>th</sup> 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"><b>Colorado 21<sup>st</sup> Century Skills</b></p> <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <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	
Who Influences Me?	2 weeks	1	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Who Influences Me?		<b>Length of Unit</b>	2 weeks
<b>Focusing Lens(es)</b>	Influences	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.8-S.3-GLE.1, CH09-GR.8-S.3-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How is health enhanced when one learns how to positively cope with influences? (CH09-GR.8-S.3-GLE.2-EO.a)</li> <li>• How do the media promote stereotypes and biases regarding various mental illnesses? (CH09-GR.8-S.3-GLE.2-EO.a)</li> <li>• What role do your friends and family play in your mental health? (CH09-GR.8-S.3-GLE.2-EO.c)</li> </ul>			
<b>Unit Strands</b>	Emotional/Social Wellness			
<b>Concepts</b>	Media, culture, Influences, Resources, Inter-Personal Communication, Stereotypes, bias, Values, Identity, Strategies			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The analysis of media, culture, peers,(etc) can increase understanding of what and who shapes/influences a person’s mental and emotional health. (CH09-GR.8-S.3-GLE.2-EO.a;IQ-1;N-1)	What internal and external factors are most influential on mental and emotional health? (CH09-GR.8-S.3-GLE.2-EO.d)	How can too much TV and media affect mental and emotional health? (CH09-GR.8-S.3-GLE.2-EO.a)
Stereotypes and biases about mental illness can often prevent people from getting help and/or accessing resources. (CH09-GR.8-S.3-GLE.1-EO.b;IQ.3;RA.1, RA.2;N.1)	What are some stereotypes and biases that surround people with mental illness and disabilities? (CH09-GR.8-S.3-GLE.1-EO.b)	Why is it sometimes hard to talk about emotional concerns? (CH09-GR.8-S.3-GLE.1-EO.b,c) Does everyone have bias? (CH09-GR.8-S.3-GLE.1-EO.a)
The development of strong interpersonal communication skills helps individuals access school and community resources for mental and emotional health. (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.1, IQ.2, IQ.3;N.1)and(CH09-GR.8-S.3-GLE.2;RA.2)	Under what circumstances might you strongly encourage a friend to seek help for his problem? (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.3) When you need to talk about problems, how do you know whom to trust to speak to about problems? (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.2)	How do strong interpersonal skills help person access valid resources? (CH09-GR.8-S.3-GLE.1-EO.a,c)
Positive self-management strategies minimize potentially negative influences on mental and emotional health (CH09-GR.8-S.3-GLE.2-EO.c;IQ.1, 2, 3;RA.1;N.1)	How do stress and anger management provide a positive impact on mental health? (CH09-GR.8-S.3-GLE.2-EO.c)	Why is self-management important to your mental health? (CH09-GR.8-S.3-GLE.1-EO.a)

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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Factors of culture, media, and other people who can influence them (CH09-GR.8-S.3-GLE.2-EO.a;IQ.1;N.1)</li> <li>• Difference between internal (emotions, values/beliefs, goals) and external (media, culture, peers, family, others) factors (CH09-GR.8-S.3-GLE.2-EO.d;IQ.2;N.1)</li> <li>• Stereotypes around mental and emotional problems and how they can influence a person’s desire to seek help (CH09-GR.8-S.3-GLE.1-EO.b;IQ.1,2,IQ;RA.1,2;N.1)</li> <li>• Strategies to minimize negative influences on mental and emotional health, including the ability to effectively communicate (CH09-GR.8-S.3-GLE.2-EO.c;IQ.1, 2,3;RA.1;N.1)</li> <li>• Reliable sources that are available for help with mental and emotional health problems, such as depression, mood disorders, and anxiety (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ-1,2,3;N.1)and(CH09-GR.8-S.3-GLE.2;RA.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how culture, media, and others influence personal feelings and emotions (CH09-GR.8-S.3-GLE.2-EO.a;IQ.1;N.1)</li> <li>• Analyze internal factors that contribute to mental and emotional health ( CH09-GR.8-S.3-GLE.2-EO.d;IQ.2;N.1)</li> <li>• Employ skills to minimize negative influences on mental and emotional health, which could include stress/anger management skills and communication skills (CH09-GR.8-S.3-GLE.2-EO.c;IQ.1,2,3;RA.1;N.1)</li> <li>• Access valid school and community resources to help with mental and emotional health concerns (CH09-GR.8-S.3-GLE.1-EO.a,c;IQ.1,2,3;N.1)and(CH09-GR.8-S.3-GLE.2-RA.2)</li> </ul>

<p><b>Critical Language:</b> 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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>I will be able to analyze internal and external influences, access valid resources, self-manage and communicate on behalf of one’s mental health.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Analyze, Culture, Communication, Media, Factors, Internal Influences, External Influences, Stereotypes, Strategy, Valid, Resources, Bias</p>
<p><b>Technical Vocabulary:</b></p>	<p>Mental Illness, Depression, Anxiety, Mood Disorder, Stress/Anger Management, Emotions, Peers</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This unit allows students to analyze the impact that media, culture and peers have on an individual’s development of communication, advocacy, and self-management skills. Throughout the unit, students will explore positive and negative influences and consider strategies that could be used to potentially minimize negative influences on mental and emotional well-being. The unit culminates in a performance assessment that asks students to design and present an action plan to the school community that promotes positive behaviors and/or changes negative influences/stereotypes to support positive mental and emotional health and well-being.
<b>Considerations</b>	Even though most if not all 8th grade students should have a working knowledge of communication skills, influences and personal values, many may have varying personal influences and/ or experiences that have shaped their perspectives. Thus, teachers may need to do some foundational work on appropriate forms of discussion, especially in regard to subjects as sensitive as mental health stereotypes.
<b>Unit Generalizations:</b>	
<b>Key Generalization:</b>	The analysis of media, culture, peers, (etc.) can increase understanding of what and who shapes/influence a person’s mental and emotional health
<b>Supporting Generalizations:</b>	Stereotypes and biases about mental illness can often prevent people from getting help and/or accessing resources
	The development of strong interpersonal communication skills helps individuals’ access school and community resources for mental and emotional health
	Positive self-management strategies minimize potentially negative influences on mental and emotional health

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The analysis of media, culture, and peers (etc.) can increase understanding of what and who shapes/influences a person’s mental & emotional health.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a group of student school leaders you have been asked by administrators to design and present an action plan for the school community that promotes positive behaviors and suggests ways to alter/diminish negative stereotypes around mental and emotional health and well-being. Your goal is to increase understanding of the ways in which attention to individual mental and emotional health can benefit an entire community. As part of your action plan you will: <ul style="list-style-type: none"> <li>• Identify positive &amp; negative behaviors in the school community</li> <li>• Choose a target behavior within your school that you would like to change or promote</li> <li>• Outline specific steps that address the selected (negative/positive)behavior</li> <li>• Promote the community benefits associated mental health and healthy behaviors</li> </ul>
<b>Product/Evidence:</b> (Expected product from students)	Students will work with a peer group to design a draft action plan, complete peer evaluations based on a rubric and submit a final action plan to present to the school community. <a href="http://www.ncpublicschools.org/docs/curriculum/worldlanguages/resources/aaa/samprc5.pdf">http://www.ncpublicschools.org/docs/curriculum/worldlanguages/resources/aaa/samprc5.pdf</a> (Project-based rubric sample)

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<b>Differentiation:</b> (Multiple modes for student expression)	<p>Students may:</p> <ul style="list-style-type: none"> <li>• Have pre-assigned partners</li> <li>• Have assisted technology</li> <li>• Have pre-assigned roles</li> <li>• One on one presentation with teacher</li> <li>• Have a timeline for the assessment to be incremented in smaller more manageable pieces</li> </ul>
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Less Stress = More Success</i> by Susanna Palomares, Diane Schilling (Lexile range 800-1000)</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 (Lexile range 800-1000)</p> <p><i>Communication Skills for Working with Children</i> by Pat Petrie (Lexile range 700-800)</p> <p><i>Getting over the Blues</i> by Kim T. Frank and Susan J. Smith-Rex (Lexile range 500-700)</p> <p><i>The 7 Habits of Highly Effective Teens</i> by Sean Covey (Lexile 870)</p>	<p><i>No More Stereotypes</i> by Jared M. Anderson (Lexile range 800-1000)</p> <p><i>Stargirl</i> by Jerry Spinelli (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>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like a health self-advocate – Designing Community Action Plans	Teacher Resources:	<a href="http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main">http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main</a> (Developing action plans) <a href="http://colegacy.org/initiatives/health-and-wellness/safeschools/youthengagement/">http://colegacy.org/initiatives/health-and-wellness/safeschools/youthengagement/</a> (Healthy, safe and engaging environments) <a href="http://www.brainpop.com">www.brainpop.com</a> (Videos for teen communication and emotional health)
	Skills:	Advocate to improve school culture	Student Resources:	<a href="http://www.studentstakingcharge.org/">http://www.studentstakingcharge.org/</a> (Example of student/school action plans) <a href="http://www.soundout.org">http://www.soundout.org</a> (Promoting School Voice and Student Involvement) <a href="http://www.voicesofyouth.org/">http://www.voicesofyouth.org/</a> (Promoting School Voice and Student Involvement) <a href="http://www.brainpop.com">www.brainpop.com</a> (Videos for teen communication and emotional health)
	Assessment:			Students will construct journal entries throughout the unit describing strategies that could be used to improve school culture.
2.	Description:	Think/work like a health self-advocate – Understanding Influences	Teacher Resources:	<a href="http://www.randomactsofkindness.org/lesson-plans-pilot-program">http://www.randomactsofkindness.org/lesson-plans-pilot-program</a> (Lesson plans for teaching acts of kindness) <a href="http://www.ndt-ed.org/TeachingResources/ClassroomTips/Diversity.htm">http://www.ndt-ed.org/TeachingResources/ClassroomTips/Diversity.htm</a> (Teaching diversity to students)
	Student Resources:			<a href="http://youtu.be/yIgcNcXgH_bc">http://youtu.be/yIgcNcXgH_bc</a> (Bullying and its effects on a child) <a href="http://video.pbs.org/video/2365007971/">http://video.pbs.org/video/2365007971/</a> (Teens Talk: Bullying and Anxiety)

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	<b>Skills:</b>	Analyze influences on mental and emotional health within the school/community.	<b>Assessment:</b>	Students will construct journal entries throughout the unit describing positive school influences and how they impact the culture within school/community.
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**Prior Knowledge and Experiences**

The individual learning experiences build upon a presumed (student) working knowledge of the concepts of the interrelationship of physical, mental, emotional social and spiritual health, verbal and nonverbal communication skills and the definitions and effects of stress, anxiety & depression. This unit will allow students to understand the importance of coping skills for stress & anxiety, strategies for stress management and reliable resources that support mental and emotional health.

**Learning Experience # 1**

The teacher may have students brainstorm multiple responses to the question “Who and/or what shapes your mental and emotional health?” so students can begin to explore peer influences in their own lives.

<b>Generalization Connection(s):</b>	The analysis of media, culture, peers, etc., can increase understanding of what and who shapes/influences a person’s mental and emotional health	
<b>Teacher Resources:</b>	<a href="http://www.pamf.org/teen/abc/buildingblocks/communication.html">http://www.pamf.org/teen/abc/buildingblocks/communication.html</a> ( Communication & Teens) <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3150158/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3150158/</a> (Social relationships and health) <a href="http://www.simmons.edu/overview/about/news/press/1_16_04_criticalinfluence.php">http://www.simmons.edu/overview/about/news/press/1_16_04_criticalinfluence.php</a> (Family a Critical Influence on Teens' Mental Health, Simmons Study Shows)	
<b>Student Resources:</b>	<a href="https://raisingchildren.net.au/articles/social_and_emotional_development_teenagers.html/context/1156">https://raisingchildren.net.au/articles/social_and_emotional_development_teenagers.html/context/1156</a> (Social and emotional changes in adolescence)	
<b>Assessment:</b>	Student will use journal reflections to identify three peer influences and describe the impact each have made in his/her life. <a href="http://www.journalinghelps.com/Types-of-Journals.html">http://www.journalinghelps.com/Types-of-Journals.html</a> (Journal suggestions)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may orally describe to a teacher two peer influences and the impact each have made in his/her life
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may analyze how they impact each of the identified influences in their life on a daily basis
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Factors of culture, media, and other people who can influence them</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Analyze how culture, media, and others influence personal feelings and emotions</li> </ul>	
<b>Critical Language:</b>	Analyze, peers, factors, media, culture	

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<b>Learning Experience # 2</b>		
The teacher may provide (appropriate) personal examples of positive and negative external influences so students can make connections to the ways in which peer pressure has shaped and/or influenced their lives.		
<b>Generalization Connection(s):</b>	The analysis of media, culture, peers, etc. can increase understanding of what and who shapes/influences a person’s mental and emotional health	
<b>Teacher Resources:</b>	<a href="http://uthmag.com/media-influence-on-youth/">http://uthmag.com/media-influence-on-youth/</a> (Media Influence) <a href="http://www.saching.com/Article/The-Positive-and-Negative-Effects-of-Media/873">http://www.saching.com/Article/The-Positive-and-Negative-Effects-of-Media/873</a> (Positive and Negative Effects of Media) <a href="http://ianrpubs.unl.edu/pages/publicationD.jsp?publicationId=837">http://ianrpubs.unl.edu/pages/publicationD.jsp?publicationId=837</a> (Friendships, peer influence and peer pressure during the teen years) <a href="http://www.daonline.net.au/userfiles/file/planners%20toolbox/Planner's%20Tool%20Box%20Shadow%20Diagram%20Instructions%20TTG%20Council.pdf">http://www.daonline.net.au/userfiles/file/planners%20toolbox/Planner's%20Tool%20Box%20Shadow%20Diagram%20Instructions%20TTG%20Council.pdf</a> (How to prepare a shadow diagram)	
<b>Student Resources:</b>	<a href="http://uthmag.com/media-influence-on-youth/">http://uthmag.com/media-influence-on-youth/</a> (Media Influence) <a href="http://www.saching.com/Article/The-Positive-and-Negative-Effects-of-Media/873">http://www.saching.com/Article/The-Positive-and-Negative-Effects-of-Media/873</a> (Positive and Negative Effects of Media) <a href="http://ianrpubs.unl.edu/pages/publicationD.jsp?publicationId=837">http://ianrpubs.unl.edu/pages/publicationD.jsp?publicationId=837</a> (Friendships, peer influence and peer pressure during the teen years)	
<b>Assessment:</b>	Students will create a personal illustration that portrays how peer pressure affects their lives in a positive and /or negative way (e.g., self-portrait, shadow diagram, collage, etc.) <a href="http://www.daonline.net.au/userfiles/file/planners%20toolbox/Planner's%20Tool%20Box%20Shadow%20Diagram%20Instructions%20TTG%20Council.pdf">http://www.daonline.net.au/userfiles/file/planners%20toolbox/Planner's%20Tool%20Box%20Shadow%20Diagram%20Instructions%20TTG%20Council.pdf</a> (How to prepare a shadow diagram)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may orally present to a teacher or peer three examples of the impact of positive and/or negative peer pressure within their lives
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.journalinghelps.com/Types-of-Journals.html">http://www.journalinghelps.com/Types-of-Journals.html</a> (Journal suggestions)	Students may write a reflection about a time when they felt pressured by a peer to describe a decision they had to make surrounding a situation
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The factors of culture, media, and other people who can influence them</li> <li>• Difference between internal (emotions, values/beliefs, goals) and external (media, culture, peers, family, others) factors</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze how culture, media and others influence personal feelings and emotions</li> <li>• Analyze internal factors that contribute to mental and emotional health</li> </ul>	
<b>Critical Language:</b>	Analyze, culture, media, factors, internal influences, external influences, peers, emotions	



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Learning Experience # 3		
The teacher may present examples of stereotypes and biases so students can begin to critique dominant/prevailing cultural stereotypes pertaining to mental health/illness.		
<b>Generalization Connection(s):</b>	Stereotypes and biases about mental illness can often prevent people from getting help and/or accessing resources	
<b>Teacher Resources:</b>	<a href="http://www.tristateunity.org">www.tristateunity.org</a> (Stereotypes) <a href="http://www.educationworld.com">www.educationworld.com</a> (Stereotypes) <a href="http://www.readwritethink.org">www.readwritethink.org</a> (Socratic Seminar) <a href="http://www.middleweb.com">www.middleweb.com</a> (Socratic Seminar) <a href="http://www.whytry.org">www.whytry.org</a> (Stereotypes) <a href="http://www.ndt-ed.org/TeachingResources/ClassroomTips/Diversity.htm">http://www.ndt-ed.org/TeachingResources/ClassroomTips/Diversity.htm</a> (Appreciating and Valuing Diversity) <a href="http://laurazera.com/?p=18">http://laurazera.com/?p=18</a> (Stereotypes about mental illness)	
<b>Student Resources:</b>	<a href="http://www.readwritethink.org">www.readwritethink.org</a> (Socratic Seminar) <a href="http://www.middleweb.com">www.middleweb.com</a> (Socratic Seminar)	
<b>Assessment:</b>	Students will engage in a Socratic seminar format to develop a valid stance for or against various teacher selected stereotypes. Students will use the stem “I don’t like the stereotype, so I can’t agree with you because...” to refute the stereotype, or “I don’t like to stereotype, however, I agree with this statement because...” to support the stereotype. <a href="http://ww2.chandler.k12.az.us/cms/lib6/AZ01001175/Centricity/Domain/1070/Socratic_Seminar_Observation_Form.pdf">http://ww2.chandler.k12.az.us/cms/lib6/AZ01001175/Centricity/Domain/1070/Socratic_Seminar_Observation_Form.pdf</a> (Peer and self-evaluation forms for Socratic seminar work)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may have students choose a specific stereotype ahead of time for processing	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may collect the information from the Socratic seminar and create a summary of the seminar (e.g., illustration, written response, video, song, rap or poem)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Stereotypes around mental and emotional problems and how they can influence a person’s desire to seek help</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Analyze internal factors that contribute to mental and emotional health</li> </ul>	
<b>Critical Language:</b>	Analyze, factors, internal influences, stereotypes, bias	

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Learning Experience # 4		
The teacher may brainstorm various forms of media (e.g., T.V., movies, radio, Facebook, newspapers, magazines) so students can begin to investigate the types and extents of influence that media can have on a person’s mental health/well-being.		
<b>Generalization Connection(s):</b>	The analysis of media, culture, peers, etc. can increase understanding of what and who shapes/influences a person’s mental and emotional health	
<b>Teacher Resources:</b>	<a href="http://www.whytry.org">www.whytry.org</a> (Lessons on mental illnesses) <a href="http://www.mindframe-media.info/for-media/reporting-mental-illness/evidence-and-research/evidence-about-mental-illness-in-the-media">http://www.mindframe-media.info/for-media/reporting-mental-illness/evidence-and-research/evidence-about-mental-illness-in-the-media</a> (Positive impacts media can have on mental illnesses) <a href="http://pb.rcpsych.org/content/24/8/281.full">http://pb.rcpsych.org/content/24/8/281.full</a> (The stigma of mental illness: how you can use the media to reduce it) <a href="http://www.youtube.com/watch?v=jSULMwmq7WU">http://www.youtube.com/watch?v=jSULMwmq7WU</a> (Media's Effect on Teens Mental Health) <a href="http://www.sciencedaily.com/releases/2009/02/090202174816.htm">http://www.sciencedaily.com/releases/2009/02/090202174816.htm</a> (Teen Media Exposure Associated With Depression Symptoms In Young Adulthood)	
<b>Student Resources:</b>	<a href="http://www.pbs.org/wnet/cryforhelp">www.pbs.org/wnet/cryforhelp</a> (Resources for teens) <a href="http://www.youtube.com/watch?v=jSULMwmq7WU">http://www.youtube.com/watch?v=jSULMwmq7WU</a> (Media's Effect on Teens Mental Health)	
<b>Assessment:</b>	Students will select two different media sources (e.g., T.V., movies, radio, Facebook, newspapers, magazines etc.) and use a t-chart to analyze the positive and negative impacts they may have on a person’s mental health. <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (T-chart graphic organizer)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may work with a peer and select two different media sources (e.g., T.V., movies, radio, Facebook, newspapers, magazines etc.) and use a t-chart to analyze the positive and negative impacts they may have on a person’s mental health
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.mindframe-media.info/for-media/reporting-mental-illness/evidence-and-research/evidence-about-mental-illness-in-the-media">http://www.mindframe-media.info/for-media/reporting-mental-illness/evidence-and-research/evidence-about-mental-illness-in-the-media</a> (Positive impacts media can have on mental illnesses) <a href="http://www.postermywall.com/index.php/p/classroom-posters">http://www.postermywall.com/index.php/p/classroom-posters</a> (Free classroom poster creator)	Students may create a visual representation (poster, video, collage etc.) that illustrates examples of media that promote mental health and wellness and support mental illness in a positive way
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Stereotypes around mental and emotional problems and how they can influence a person’s desire to seek help.</li> <li>• Reliable sources available for help with mental and emotional health problems, such as depression, mood disorders, and anxiety</li> <li>• Factors of culture, media, and other people who can influence them</li> </ul>	

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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Analyze internal factors that contribute to mental and emotional health. Analyze how culture, media, and others influence personal feelings and emotions</li> <li>Access valid school and community resources to help with mental and emotional health concerns</li> <li>Analyze how culture, media, and others influence personal feelings and emotions</li> </ul>
<b>Critical Language:</b>	Analyze, factors, internal influences, external influences, stereotypes, bias, resource, mental illness, depression, anxiety, mood disorder, emotions

<b>Learning Experience # 5</b>		
The teacher may provide examples of support for treatment of mental illnesses so students can begin to analyze the strengths and limitations of the mental health information provided to teenagers.		
<b>Generalization Connection(s):</b>	The analysis of media, culture, peers, etc. can increase understanding of what and who shapes/influences a person’s mental and emotional health	
<b>Teacher Resources:</b>	<a href="http://www.whytry.org">www.whytry.org</a> (Lessons on mental illnesses) <a href="http://www.pbs.org/wnet/cryforhelp">www.pbs.org/wnet/cryforhelp</a> (PBS-Resource for teens) <a href="https://everydayfeminism.com/2012/12/mental-illness-stigma/">https://everydayfeminism.com/2012/12/mental-illness-stigma/</a> (Mental Illness: How the Media Contributes To Its Stigma) <a href="http://healthculturesociety.wikispaces.com/The+Days+of+our+Lies+-+How+does+the+media+portray+mental+illness%3F">http://healthculturesociety.wikispaces.com/The+Days+of+our+Lies+-+How+does+the+media+portray+mental+illness%3F</a> (The Days of our Lies - How does the media portray mental illness?) <a href="http://www.nursingtimes.net/media-representation-of-people-with-mental-health-problems/204177.article">http://www.nursingtimes.net/media-representation-of-people-with-mental-health-problems/204177.article</a> (Media representation of people with mental health problems)	
<b>Student Resources:</b>	<a href="http://www.pbs.org/wnet/cryforhelp">www.pbs.org/wnet/cryforhelp</a> (PBS-Resource for teens) <a href="http://www.time-to-change.org.uk/blog/does-tv-perpetuate-negative-mental-health-stereotypes">http://www.time-to-change.org.uk/blog/does-tv-perpetuate-negative-mental-health-stereotypes</a> (Does TV perpetuate negative mental health stereotypes?) <a href="http://healthculturesociety.wikispaces.com/The+Days+of+our+Lies+-+How+does+the+media+portray+mental+illness%3F">http://healthculturesociety.wikispaces.com/The+Days+of+our+Lies+-+How+does+the+media+portray+mental+illness%3F</a> (The Days of our Lies - How does the media portray mental illness?) <a href="http://blog.thoughtpick.com/2009/08/social-media-mental-health-are-our-minds-safe.html">http://blog.thoughtpick.com/2009/08/social-media-mental-health-are-our-minds-safe.html</a> (Social media and mental health)	
<b>Assessment:</b>	Students will research various mental health Public Service Announcements related to teens to compare and contrast the value of the mental health information they provide. <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson275/compon_chart.pdf</a> (Compare and contrast graphic organizer)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.bringchange2mind.org/">http://www.bringchange2mind.org/</a> (Bipolar disorder) <a href="http://www.nami.org/namiland09/COMMMiawideabook09.pdf">http://www.nami.org/namiland09/COMMMiawideabook09.pdf</a> (Mental Illness Awareness Week) <a href="http://www.multivu.com/mnr/62650-national-association-of-broadcasters-ok2talk-psa-campaign-on-mental-health">http://www.multivu.com/mnr/62650-national-association-of-broadcasters-ok2talk-psa-campaign-on-mental-health</a> (Broadcasters launch campaign to educate public on mental health)	Students may select one of the teacher provide PSAs to orally describe the type of information and support it provides about mental health and/or a mental illness

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.multivu.com/mnr/62650-national-association-of-broadcasters-ok2talk-psa-campaign-on-mental-health">http://www.multivu.com/mnr/62650-national-association-of-broadcasters-ok2talk-psa-campaign-on-mental-health</a> (Broadcasters launch campaign to educate public on mental health) <a href="http://www.nami.org/namiland09/COMMmiawideabook09.pdf">http://www.nami.org/namiland09/COMMmiawideabook09.pdf</a> (Mental Illness Awareness Week) <a href="https://sites.google.com/site/teacherquality/psa">https://sites.google.com/site/teacherquality/psa</a> (Creating PSAs)	Students may create a Public Service Announcement relevant to and for their school/community
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Stereotypes around mental and emotional problems and how they can influence a person’s desire to seek help.</li> <li>• Reliable sources available for help with mental and emotional health problems, such as depression, mood disorders, and anxiety</li> <li>• Factors of culture, media, and other people who can influence them</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Access valid school and community resources to help with mental and emotional health concerns</li> <li>• Analyze how culture, media, and others influence personal feelings and emotions</li> </ul>	
<b>Critical Language:</b>	Analyze, factors, internal influences, external influences, stereotypes, bias, resource, mental illness, depression, anxiety, mood disorder, emotions	

<b>Learning Experience # 6</b>	
The teacher may brainstorm various forms of media so students can begin to investigate and identify specific ways that media may create/reinforce stereotypes about mental health/illness.	
<b>Generalization Connection(s):</b>	Stereotypes and biases about mental illness can often prevent people from getting help and/or accessing resources
<b>Teacher Resources:</b>	<a href="http://psychcentral.com/lib/medias-damaging-depictions-of-mental-illness/0002220">http://psychcentral.com/lib/medias-damaging-depictions-of-mental-illness/0002220</a> (Media’s damaging depictions of mental illness) <a href="http://www.time-to-change.org.uk/news/mental-health-stereotypes-movies-crueler-ever-new-report-claims">http://www.time-to-change.org.uk/news/mental-health-stereotypes-movies-crueler-ever-new-report-claims</a> (Mental health stereotypes in movies) <a href="http://www.whytry.org">www.whytry.org</a> (Lessons on mental illnesses) <a href="http://www.valueoptions.com/suicide_prev/html%20pages/Dispelling%20Myths%20About%20Mental%20Health%20to%20Overcome%20Stigma.htm">http://www.valueoptions.com/suicide_prev/html%20pages/Dispelling%20Myths%20About%20Mental%20Health%20to%20Overcome%20Stigma.htm</a> (Dispelling myths about mental health to overcome stigmas) <a href="http://blog.thoughtpick.com/2009/08/social-media-mental-health-are-our-minds-safe.html">http://blog.thoughtpick.com/2009/08/social-media-mental-health-are-our-minds-safe.html</a> (Social media and mental health) <a href="http://swiftresource.com/movies.aspx">http://swiftresource.com/movies.aspx</a> ( TV and movies that portray people with mental illnesses) <a href="http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/">http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/</a> (T.V. shows that depict mental illnesses)
<b>Student Resources:</b>	<a href="https://everydayfeminism.com/2012/12/mental-illness-stigma/">https://everydayfeminism.com/2012/12/mental-illness-stigma/</a> (Mental Illness: How the Media Contributes To Its Stigma) <a href="http://blog.thoughtpick.com/2009/08/social-media-mental-health-are-our-minds-safe.html">http://blog.thoughtpick.com/2009/08/social-media-mental-health-are-our-minds-safe.html</a> (Social media and mental health) <a href="http://swiftresource.com/movies.aspx">http://swiftresource.com/movies.aspx</a> ( TV and movies that portray people with mental illnesses) <a href="http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/">http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/</a> (T.V. shows that depict mental illnesses)

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<b>Assessment:</b>	Students will select three media sources to analyze and compose a journal entry of the information that is depicted or described about mental health and/or mental illnesses. <a href="http://www.journalinghelps.com/Types-of-Journals.html">http://www.journalinghelps.com/Types-of-Journals.html</a> ( Journal writing examples)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://swiftresource.com/movies.aspx">http://swiftresource.com/movies.aspx</a> ( TV and movies that portray people with mental illnesses) <a href="http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/">http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/</a> (T.V. shows that depict mental illnesses) <a href="http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/">http://healthland.time.com/2013/10/08/homeland-and-bipolar-disorder-how-tv-characters-are-changing-the-way-we-view-mental-illness/</a> (T.V. shows)	Students may select one media source to analyze and construct a journal entry of the information that is depicted or described about mental health and/or mental illnesses
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Stereotypes around mental and emotional problems and how they can influence a person’s desire to seek help.</li> <li>• Reliable sources available for help with mental and emotional health problems, such as depression, mood disorders, and anxiety</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze internal factors that contribute to mental and emotional health.</li> <li>• Access valid school and community resources to help with mental and emotional health concerns</li> </ul>	
<b>Critical Language:</b>	Analyze, factors, internal influences, external influences, stereotypes, bias, resource, mental illness, depression, anxiety, mood disorder, emotions	

<b>Learning Experience # 7</b>	
The teacher may present appropriate communication skills/tools so students can begin to utilize effective communication strategies to seek help or encourage others to seek help for mental and emotional well-being.	
<b>Generalization Connection(s):</b>	The development of strong interpersonal communication skills helps individuals access school and community resources for mental and emotional health
<b>Teacher Resources:</b>	<a href="http://www.ndt-ed.org/TeachingResources/ClassroomTips/Communication.htm">http://www.ndt-ed.org/TeachingResources/ClassroomTips/Communication.htm</a> (Developing communication skills) <a href="http://education.wm.edu/centers/ttac/resources/articles/challengebehav/skillsrelatedeffect/index.php">http://education.wm.edu/centers/ttac/resources/articles/challengebehav/skillsrelatedeffect/index.php</a> (Skills related to effective interpersonal communication) <a href="http://www.youtube.com/watch?v= UTx6iPLsH4">http://www.youtube.com/watch?v= UTx6iPLsH4</a> (Communication skills) <a href="http://serc.carleton.edu/introgeo/roleplaying/howto.html">http://serc.carleton.edu/introgeo/roleplaying/howto.html</a> (How to teach role playing) <a href="http://teachers.teachingsexualhealth.ca/teaching-tools/instructional-methods/role-play/">http://teachers.teachingsexualhealth.ca/teaching-tools/instructional-methods/role-play/</a> (Role playing guidelines)

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	<a href="http://www.voki.com">www.voki.com</a> (Creating speaking avatars) <a href="http://www.doppelme.com">www.doppelme.com</a> (Avatar maker) <a href="http://www.goanimate4schools.com/public_index">www.goanimate4schools.com/public_index</a> (Avatar creations)	
<b>Student Resources:</b>	<a href="http://healthcenter.ncsu.edu/counseling-center/resources/mental-health-and-wellness-topics/interpersonal-skills/">http://healthcenter.ncsu.edu/counseling-center/resources/mental-health-and-wellness-topics/interpersonal-skills/</a> (Examples of interpersonal skills) <a href="http://www.pamf.org/teen/abc/buildingblocks/communication.html">http://www.pamf.org/teen/abc/buildingblocks/communication.html</a> ( Communication & Teens) <a href="http://www.youtube.com/watch?v= UTx6iPLsH4">http://www.youtube.com/watch?v= UTx6iPLsH4</a> (Communication and relationship skills) <a href="http://teachers.teachingsexualhealth.ca/teaching-tools/instructional-methods/role-play/">http://teachers.teachingsexualhealth.ca/teaching-tools/instructional-methods/role-play/</a> (Role playing guidelines) <a href="http://www.voki.com">www.voki.com</a> (Creating speaking avatars) <a href="http://www.doppelme.com">www.doppelme.com</a> (Avatar maker)	
<b>Assessment:</b>	The students will construct journal entry responses to teacher- created scenarios focused on the following inquiry questions: <ul style="list-style-type: none"> <li>• “Under what circumstances might you strongly encourage a friend to seek help for his mental or emotional well-being?”</li> <li>• “How can a person self-advocate when they need help for a mental or emotional issue?” (e.g., role-play scenarios, animated avatar project, skits, iMovie/iPad video presentation)</li> </ul>	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide one of the following stems: <ul style="list-style-type: none"> <li>• How can a person self-advocate when they are feeling depressed?</li> <li>• How do you advocate for a friend who is considering running away from home?</li> </ul> <a href="http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf">http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf</a> (Problem-solving graphic organizer)	Students may demonstrate skills and strategies of effective communication skills with the use of a problem/solution graphic organizers
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may demonstrate appropriate communication skills/strategies to seek help or encourage others to seek help by creating their own scenario that addresses one of the following situations: <ul style="list-style-type: none"> <li>• A student being bullied</li> <li>• A student considering running away from home</li> <li>• A student severely depressed because of a break-up with a boyfriend or girlfriend</li> </ul>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Strategies to minimize negative influences on mental and emotional health, including the ability to effectively communicate</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Minimize negative influences on mental and emotional health, which could include stress/anger management skills and communication skills</li> </ul>	
<b>Critical Language:</b>	Communication skills, internal and external influences, resources, peers, advocacy, mental and emotional health, strategies, self-advocacy	

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<b>Learning Experience # 8</b>		
The teacher may use video clips of individuals demonstrating anxiety, stress, and/or anger related behaviors so students can explore and discuss positive self-management strategies to minimize negative impacts on mental and emotional health.		
<b>Generalization Connection(s):</b>	Positive self-management strategies minimize potentially negative influences on mental and emotional health	
<b>Teacher Resources:</b>	<a href="http://www.copingskills4kids.net">http://www.copingskills4kids.net</a> (Coping skills for kids) <a href="http://peace4kids.org">http://peace4kids.org</a> (Self-Management Skills) <a href="http://www.wingclips.com/themes/stress">http://www.wingclips.com/themes/stress</a> (Sample movie clip-“Kindergarten Cop-Shut Up”) <a href="http://www.pbs.org/wnet/cryforhelp">www.pbs.org/wnet/cryforhelp</a> (PBS-Resource for teens) <a href="http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth">http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth</a> (Teen support for mental health issues)	
<b>Student Resources:</b>	<a href="http://www.fosteringresilience.com/what_is_stress.php">http://www.fosteringresilience.com/what_is_stress.php</a> ( A teen’s personal guide for managing stress) <a href="http://peace4kids.org">http://peace4kids.org</a> (Self-Management Skills) <a href="http://www.wingclips.com/themes/stress">http://www.wingclips.com/themes/stress</a> (Sample movie clip-“Kindergarten Cop-Shut Up”) <a href="http://www.pbs.org/wnet/cryforhelp">www.pbs.org/wnet/cryforhelp</a> (PBS-Resource for teens) <a href="http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth">http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth</a> (Teen support for mental health issues) <a href="https://www.youtube.com/watch?v=0pKymngWgJw">https://www.youtube.com/watch?v=0pKymngWgJw</a> (movie clip of “What About Bob?”)	
<b>Assessment:</b>	Students will work with a peer to create a dramatization ( e.g., skit, video, song etc. )that demonstrates positive responses to a stressful situation such as ( e.g., . taking a test, losing a game, going to a new school, etc.) that may cause emotions such as anger, frustration, anxiety etc.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.journalinghelps.com/Types-of-Journals.html">http://www.journalinghelps.com/Types-of-Journals.html</a> (Journal writing examples)	Students may construct a journal entry of a positive response to one of the teacher-created situations: <ul style="list-style-type: none"> <li>• taking a test</li> <li>• losing a game</li> <li>• going to a new school</li> <li>• losing a boyfriend or girlfriend</li> </ul>
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.wingclips.com/themes/stress">http://www.wingclips.com/themes/stress</a> (Sample movie clips from <i>Morning Glory</i> , <i>Kindergarten Cop</i> , <i>Happy Gilmore</i> , <i>Cinderella Man</i> , <i>Meet the Parents</i> )	Students may review a video clip from one of the teacher-selected movies and create an artistic expression that demonstrates positive responses to a stressful situation illustrated
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Strategies to minimize negative influences on mental and emotional health, including the ability to effectively communicate</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Employ skills to minimize negative influences on mental and emotional health, which could include stress/anger management skills and communication skills</li> </ul>	
<b>Critical Language:</b>	Factors, strategy, internal influences, resources, social and emotional health, emotions, peers	

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<b>Learning Experience # 9</b>		
The teacher may guide students through a sequence of steps to access reliable resources so students can successfully differentiate between credible and non-credible resources (e.g., media, books, journals, school and community resources).		
<b>Generalization Connection(s):</b>	The development of strong interpersonal communication skills helps individuals access school and community resources for mental and emotional health	
<b>Teacher Resources:</b>	<a href="http://www.mcduffie.k12.ga.us">www.mcduffie.k12.ga.us</a> (Steps to finding credible resources) <a href="http://www.nami.org">http://www.nami.org</a> (Credible resources) <a href="http://www.mcduffie.k12.ga.us">www.mcduffie.k12.ga.us</a> (Steps to finding credible resources) <a href="http://teenmentalhealth.org/resources/">http://teenmentalhealth.org/resources/</a> (Valid internet resource) <a href="http://www.whytry.org">www.whytry.org</a> (Lessons on mental illnesses) <a href="http://sourcesofstrength.org/resources/links/9-mental-health-organizations.html">http://sourcesofstrength.org/resources/links/9-mental-health-organizations.html</a> (Mental health organizations) <a href="http://www.pbs.org/wnet/cryforhelp">www.pbs.org/wnet/cryforhelp</a> (PBS-Resource for teens) <a href="http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth">http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth</a> (Teen support for mental health issues) <a href="http://www-tc.pbs.org/wgbh/caringforyourparents/handbook/pdf/cfyp_resourcefair.pdf">http://www-tc.pbs.org/wgbh/caringforyourparents/handbook/pdf/cfyp_resourcefair.pdf</a> (Creating resource fairs) <a href="http://voices.yahoo.com/how-plan-resource-fair-2975525.html">http://voices.yahoo.com/how-plan-resource-fair-2975525.html</a> (How to plan a resource fair)	
<b>Student Resources:</b>	<a href="http://www.nami.org">http://www.nami.org</a> (Community resources) <a href="http://mason.gmu.edu">http://mason.gmu.edu</a> (Steps to find credible resources) <a href="http://www.mcduffie.k12.ga.us">www.mcduffie.k12.ga.us</a> (Steps to find credible resources) <a href="http://teenmentalhealth.org/resources/">http://teenmentalhealth.org/resources/</a> (Valid internet resource) <a href="http://www.pbs.org/wnet/cryforhelp">www.pbs.org/wnet/cryforhelp</a> (Resources for teens) <a href="http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth">http://www.nami.org/template.cfm?section=For_Parents,_Caregivers,_and_Youth</a> (Teen support for mental health issues)	
<b>Assessment:</b>	Students will develop a “describing wheel” using “credible mental health resources” as the center and then identifying the criteria for assessing reliability. <a href="http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a> (Describing wheel graphic organizer)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eduplace.com/graphicorganizer/pdf/cluster_web_3.pdf">http://www.eduplace.com/graphicorganizer/pdf/cluster_web_3.pdf</a> (Cluster/word web)	Students may work with a student partner to research and show evidence of a credible resource and the services they provide within the school and/or community to determine if it is a reliable resource
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www-tc.pbs.org/wgbh/caringforyourparents/handbook/pdf/cfyp_resourcefair.pdf">http://www-tc.pbs.org/wgbh/caringforyourparents/handbook/pdf/cfyp_resourcefair.pdf</a> (Creating resource fairs) <a href="http://voices.yahoo.com/how-plan-resource-fair-2975525.html">http://voices.yahoo.com/how-plan-resource-fair-2975525.html</a> (How to plan a resource fair)	Students may create a “mock resource fair” for peers that provides mental health information from credible resources within the school and community



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Reliable sources available for help with mental and emotional health problems, such as depression, mood disorders, and anxiety</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Access valid school and community resources to help with mental and emotional concerns</li> </ul>
<b>Critical Language:</b>	Media, analyze, strategy, valid, resources, mental health professional

**Learning Experience # 10**

The teacher may provide the critical elements of personal and community action plans so students can begin to understand the ways in which planning can facilitate goal setting and goal attainment.

<b>Generalization Connection(s):</b>	The analysis of media, culture, peers, (etc.) can increase understanding of what and who shapes/influences a person’s mental and emotional health	
<b>Teacher Resources:</b>	<a href="http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main">http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main</a> (Action plan development) <a href="http://colegacy.org/initiatives/health-and-wellness/safeschools/youthengagement/">http://colegacy.org/initiatives/health-and-wellness/safeschools/youthengagement/</a> <i>Differentiating Reading Instruction How to teach Reading to Meet the Needs of Each Student</i> by: Laura Robb <a href="http://www.voicesofyouth.org/">http://www.voicesofyouth.org/</a> (Action planning examples for students) <a href="http://www.actionforhealthykids.org/storage/documents/parent-toolkit/parent-leadership-series/actionplanvfinalx2.pdf">http://www.actionforhealthykids.org/storage/documents/parent-toolkit/parent-leadership-series/actionplanvfinalx2.pdf</a> (Developing and Implementing an action plan)	
<b>Student Resources:</b>	<a href="http://www.atchison.ksu.edu/doc41428.ashx">http://www.atchison.ksu.edu/doc41428.ashx</a> (Students taking charge- template :letter to administrator) <a href="http://www.voicesofyouth.org/">http://www.voicesofyouth.org/</a> (Action planning examples for students) <a href="http://www.actionforhealthykids.org/storage/documents/parent-toolkit/parent-leadership-series/actionplanvfinalx2.pdf">http://www.actionforhealthykids.org/storage/documents/parent-toolkit/parent-leadership-series/actionplanvfinalx2.pdf</a> (Developing and Implementing an action plan)	
<b>Assessment:</b>	Students will begin to develop an action plan that will include the following criteria: <ol style="list-style-type: none"> <li>Planned Initiative</li> <li>Action step or change to be accomplished</li> <li>Actions or changes to occur</li> <li>Involved parties</li> <li>Timeline</li> <li>Necessary resources</li> <li>Communication methods/goals</li> </ol> <a href="http://library.leeds.ac.uk/skills-smart-planning">http://library.leeds.ac.uk/skills-smart-planning</a> (SMART action plan guidelines)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://library.leeds.ac.uk/skills-smart-planning">http://library.leeds.ac.uk/skills-smart-planning</a> (SMART action plan guidelines)	Students may begin to develop an action plan with peer support and use of a SMART action plan organizer

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.forbes.com/sites/patrickhull/2013/01/10/answer-4-questions-to-get-a-great-mission-statement/">http://www.forbes.com/sites/patrickhull/2013/01/10/answer-4-questions-to-get-a-great-mission-statement/</a> (How to write a great mission statement)	Students may create a mission statement that corresponds to their action plan
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Factors of culture, media, and other people who can influence them</li> <li>• Strategies to minimize negative influences on mental and emotional health, including the ability to effectively communicate</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Analyze how culture, media, and others influence personal feelings and emotions</li> <li>• Employ skills to minimize negative influences on mental and emotional health, which could include stress/anger management skills and communication skills</li> <li>• Access valid school and community resources to help with mental and emotional health concerns</li> </ul>	
<b>Critical Language:</b>	Action plan, analyze, media, internal influences, external influences, strategy, resources	