

Unit Title: Strategies for Self-Advocacy

INSTRUCTIONAL UNIT AUTHORS

East Grand 2 School District

Kathy Kopp
Darcee Kissler
Carla Potts
Alex Romanyshyn

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Adams 12 Five Star School District

Pam Gibble

Center 26J School District

Katrina Ruggles

Cherry Creek School District

Jill Caplan

Douglas County School District

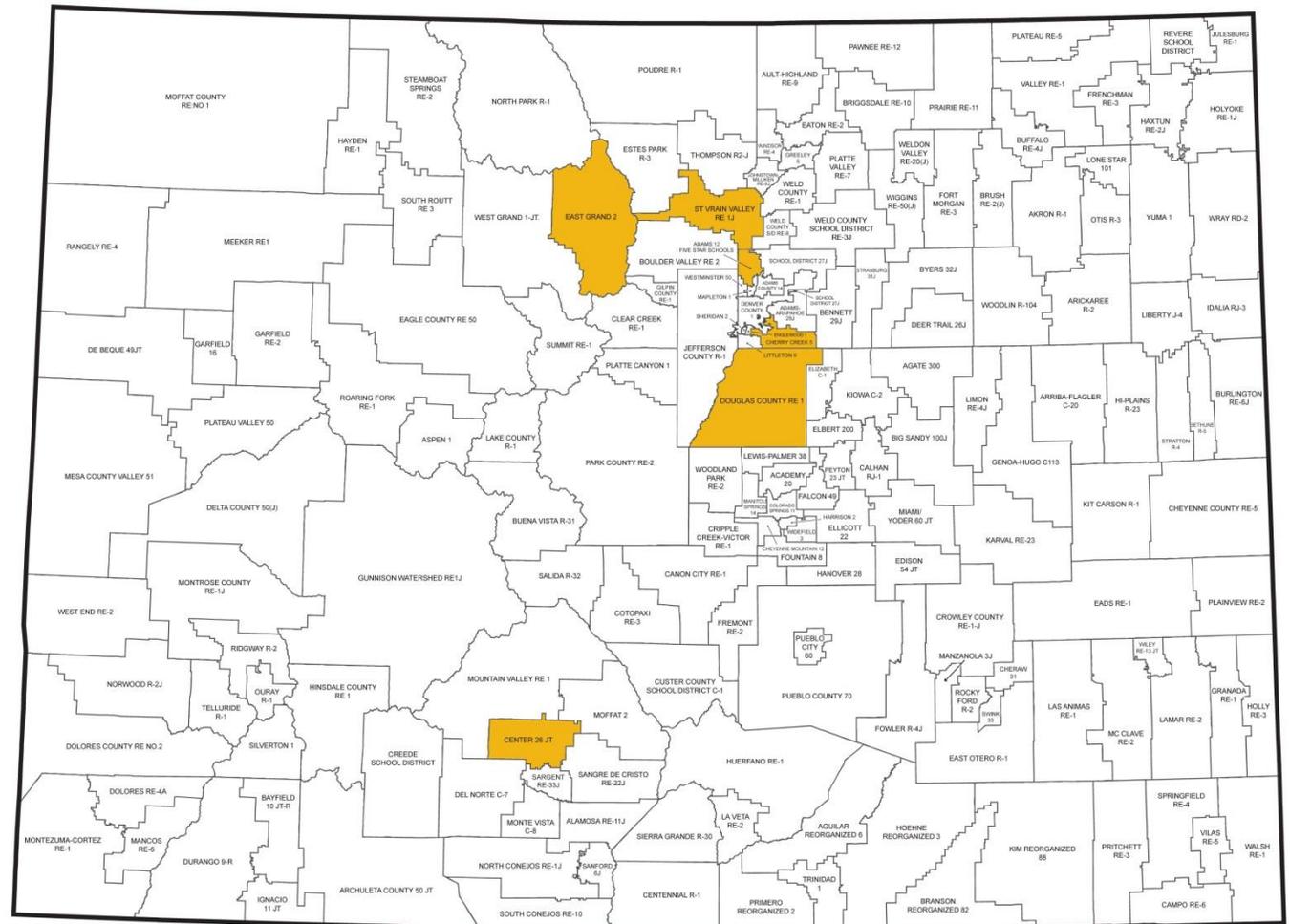
Jennifer Maggiore

St Vrain Valley RE 1J School District

Kenny Wildenstein

Rocky Mountain Health

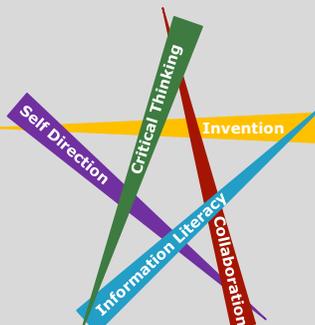
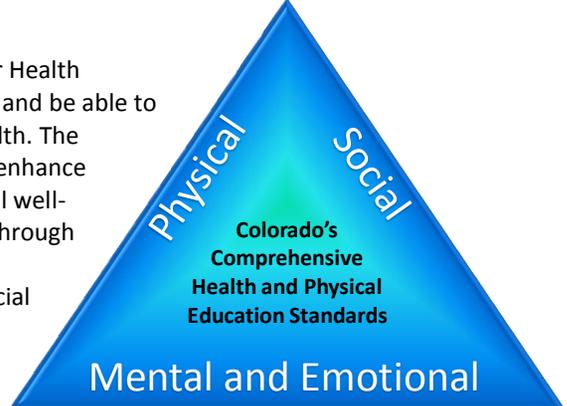
Jamie Hurley



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

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Analyze factors that influence healthy eating behaviors	CH09-GR.7-S.2-GLE.1	
	2. Demonstrate the ability to make healthy food choices in a variety of settings	CH09-GR.7-S.2-GLE.2	
	3. Compare and contrast healthy and unhealthy relationships (family, peer, and dating)	CH09-GR.7-S.2-GLE.3	
	4. Analyze the internal and external factors that influence sexual decision-making and activity	CH09-GR.7-S.2-GLE.4	
	5. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS)	CH09-GR.7-S.2-GLE.5	
3. Emotional and Social Wellness	1. Demonstrate effective communication skills to express feelings appropriately	CH09-GR.7-S.3-GLE.1	
	2. Develop self-management skills to prevent and manage stress	CH09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Analyze the consequences of using alcohol, tobacco and other drugs	CH09-GR.7-S.4-GLE.1	
	2. Demonstrate safety procedures for a variety of situations	CH09-GR.7-S.4-GLE.2	

<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
Strategies for Self-Advocacy	2 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Strategies for Self-Advocacy		Length of Unit	2 Weeks
Focusing Lens(es)	Self-advocacy	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.7-S.3-GLE.1, CH09-GR.7-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do my healthy choices exemplify self-advocacy and how are they influenced by my environment? (CH09-GR.7-S.3-GLE.2) • When is stress a good thing? (CH09-GR.7-S.3-GLE.2-EO.b) • How do I know when to self advocate or seek help when under stress? (CH09-GR.7-S.3-GLE.2-EO.e) 			
Unit Strands	Emotional and Social Wellness			
Concepts	Communication, Advocacy, Negotiation, Boundaries, Self Management, Well-being, Feelings, Support Systems			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Advocacy skills contribute to well-being and the development of healthy boundaries necessary for academic and personal success. (CH09-GR.7-S.3-GLE.1-EO.b,d)	What advocacy skills are needed to be safe? (CH09-GR.7-S.3-GLE.1-EO.d,e)	In what ways does peer pressure influence choices made in regard to self advocacy?
Active listening enhances the negotiation process necessary for healthy communication. (CH09-GR.7-S.3-GLE.1-EO.a,c)	What is needed for active listening to occur? What does negotiation mean?	When will negotiation skills possibly be used in your life? What is the connection between negotiation and active listening?
The development of strategies to reduce stress and manage daily challenges may help determine and maintain physical and emotional well-being (CH09-GR.7-S.3-GLE.2-EO.a,e)	What are the physical signs of stress on the body? (CH09-GR.7-S.3-GLE.2-EO.d,e)	Why do strategies for reducing stress and managing daily challenges need to be individualized? (CH09-GR.7-S.3-GLE.2-EO.c,e;IQ.4;N.1)
Trusted relationships with adults or friends offer a lifelong support system for healthy wellbeing.(CH09-GR.7-S.3-GLE.1-EO.e)	What communication skills are needed to build trusting relationships? (CH09-GR.7-S.3-GLE.1-EO.a,e)	How would a person know who to trust with personal, emotional, and/or health issues?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The definition of stress (CH09-GR.7-S.3-GLE.2-EO.b) • The appropriate use of “I” statements (CH09-GR.7-S.3.-GLE1-EO.b) • The characteristics of self-advocacy (CH09-GR.7-S.3. GLE.1-EO.d,e) • Negotiation skills (CH09-GR.7-S.3-GLE.1-EO.b, c) • The body’s response to stress (CH09-GR.7-S.3-GLE.2-EO.c,d) • Strategies for stress relief (CH09-GR.7-S.3-GLE.2-EO.e,f) • Healthy boundaries (CH09-GR.7-S.2-GLE.3-EO.a,b,c) • Healthy relationships (CH909-GR.7-S.2-GLE.3-EO.a,b,c) 	<ul style="list-style-type: none"> • Compare and contrast positive and negative ways of dealing with stress (CH09-GR.7-S.3-GLE.2-EO.a,b) • Identify personal stressors and practice strategies for dealing with and reducing stress (CH09-GR.7-S.3-GLE.2-EO.c,e,f) • Identify the characteristics of self-advocacy (CH09-GR.7-S.3-GLE.1-EO.d,e) • Explain the body’s physical and psychological responses to stressful situations (CH09-GR.7-S.3-GLE.2-EO.d) • Practice the use of “I” statements (CH09-GR.7-S.3-GLE.1-EO.a,b) • Demonstrate negotiation skills to express feelings appropriately (CH09-GR.7-S.3-GLE.1-EO.a) • Identify healthy boundaries (CH09-GR.7-S.2-GLE.3-EO.a,b,c) • Describe healthy relationships (CH09-GR.7-S.2-GLE.3-EO.a,b,c)

<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 self-advocate, use support resources, identify stressors, and apply strategies to maintain my health and well-being.</i></p>
<p>Academic Vocabulary:</p>	<p>Negotiation, Stress, Limits, Boundaries, Support System, Communication, Physical, Strategies, Feelings, Relationships, Well-being</p>
<p>Technical Vocabulary:</p>	<p>Active Listening, “I” Statements, Advocacy, Self-Management, Self-Advocacy, Solutions, Compromise, Consequences, Stressor</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit allows students to develop self-advocacy skills and strategies in order to support healthy relationships and manage daily life challenges. Students will explore the use of “I” statements, negotiation skills, communication skills and active listening in order to navigate through various situations to maintain overall health and well-being. The unit culminates with a performance assessment that asks students to work with peers as a team of doctors to write a <i>Prescription Action Plan</i> for a client who struggles with communication, developing active listening skills, creating healthy boundaries, and managing daily challenges. Their goal is to increase the client’s ability of using self-advocacy skills to benefit their overall well-being.
Considerations:	Even though most if not all 7 th graders should have a working knowledge of communication skills, many may have varying personal influences and/or life experiences. Students may need to develop additional strategies for negotiation, stress management and the identification of healthy relationships and boundaries. Each district/schools will have varying lengths of time to spend on instructional units due to the structure of the health education course.
Unit Generalizations	
Key Generalization:	Advocacy skills contribute to well-being and the development of healthy boundaries necessary for academic and personal success.
Supporting Generalizations:	Active listening enhances the negotiation process necessary for healthy communication
	The development of strategies to reduce stress and manage daily challenges may help determine and maintain physical and emotional well-being
	Trusted relationships with adults or friends offer a lifelong support system for healthy wellbeing

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 skills contribute to well-being and the development of healthy boundaries necessary for academic and personal success.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a team of doctors you have been asked by the Director of the Health Advocacy Center to write a <i>Prescription Action Plan</i> for a client who struggles with communication, including active listening skills, creating healthy boundaries, and managing daily challenges. Your goal is to increase your client’s ability of using self-advocacy skills to benefit their overall well-being. Your prescription must include: <ul style="list-style-type: none"> • Specific communication skills • Strategies for creating healthy boundaries • Strategies for managing daily challenges
Product/Evidence: (Expected product from students)	Students have been hired to become a doctor on a team at the Health Advocacy Center. Each team doctor must become an expert in the core competencies of advocacy: communication, developing healthy boundaries, and strategies to manage daily challenges. The team of doctors will investigate these core competencies of advocacy. Each team will be given a client scenario to which each doctor on the team will need to write a <i>Prescription Action Plan</i> that includes all elements of advocacy. Examples of client scenarios might be: <ul style="list-style-type: none"> • Jesse comes into the clinic and says he is super stressed about his courses and family issues. He needs to find ways to manage his stressors, a way to be able to communicate and set boundaries with friends, family, and coaches. • Lindsay has an issue with her volleyball coach who is mandating that all team players practice 6 days a week. She has a knee injury that needs to be given time to heal; she has too much homework, and has work responsibilities at home that she is responsible for. Lindsay is stressed and she is having a hard time communicating her situation to her coach. She

Colorado Teacher-Authored Sample Instructional Unit

	<p>needs a Prescriptive Plan to help her out.</p> <ul style="list-style-type: none"> • Jesse’s best friend, Tory, is saying mean things behind her back and sharing some of her personal secrets with other peers in lunchroom. Jesse finds out and is stressed and doesn’t know how to confront Torey. She goes to the Clinic of Advocacy to get some help.
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may:</p> <ul style="list-style-type: none"> • Have team assistance to write <i>Prescription Action Plan</i> • Provide a verbal <i>Prescription Action Plan</i> to the client • Become lead doctor of team to facilitate learning of each component • Become lead doctor of team to articulate a more in-depth <i>Prescription Action Plan</i> to the client

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Dealing with Stuff That Makes Life Tough</i> by Jill Zimmerman Rutledge (Lexile range 800-1000)</p> <p><i>50 Activities for Teaching Relaxation and Stress Management to Teens</i> (Lexile range 800-1200)</p> <p><i>Self-Advocacy: The Ultimate Teen Guide</i> by Cheryl Gerson Tuttle, JoAnn Augeri Silva (Lexile range 800-1200)</p> <p><i>Communication Skills</i> by Kalpit Jain (Developing communication skills) (Lexile range 800-1000)</p> <p><i>Pressure: True Stories by Teens About Stress</i> edited by Al Desetta from Youth Communication (Lexile range 800-1000)</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 advocacy physicians to develop communication skills	Teacher Resources:	http://everydaylife.globalpost.com/activities-teens-developing-communication-skills-14030.html (Activities for teens on developing communication skills) http://kidshealth.org/parent/growth/communication/comm_13_to_18.html (Communication and your 13 to 18 year old) http://www.livestrong.com/article/1006830-games-teaching-conversation-skills-teens/ (Games for teaching conversation skills to teens)
			Student Resources:	http://everydaylife.globalpost.com/activities-teens-developing-communication-skills-14030.html (Activities for teens on developing communication skills) http://kidshealth.org/parent/growth/communication/comm_13_to_18.html (Communication and your 13 to 18 year old) http://www.livestrong.com/article/1006830-games-teaching-conversation-skills-teens/ (Games for teaching conversation skills to teens)

Colorado Teacher-Authored Sample Instructional Unit

	Skills:	Convey components of healthy communication skills	Assessment:	Students will complete a section of the graphic organizer titled “Doctor’s Notes” documenting evidence of active listening skills and “I” statements.
2.	Description:	Think/work like advocacy physicians to develop healthy boundaries/relationships with adults	Teacher Resources:	http://www.cdc.gov/bam/life/style.html (Ways to set healthy boundaries with peers) http://www.kristinsnowdenmft.com/healthy%20boundaries.png (Healthy vs. unhealthy boundaries)
			Student Resources:	http://www.cdc.gov/bam/life/style.html (Ways to set healthy boundaries with peers) http://www.kristinsnowdenmft.com/healthy%20boundaries.png (Healthy vs. unhealthy boundaries)
	Skills:	Evaluate effective strategies to create positive boundaries/relationships	Assessment:	Students will complete a section of the graphic organizer titled “Doctor’s Notes” documenting evidence of building trusting/safe relationships.
3.	Description:	Think/work like advocacy physicians to navigate strategies to reduce stress and manage daily challenges.	Teacher Resources:	http://alifeofproductivity.com/9-stress-relief-strategies-that-actually-work/ (Strategies for stress-relief) http://kidshealth.org/teen/your_mind/emotions/stress.html (What causes stress? Good vs bad stress)
			Student Resources:	http://alifeofproductivity.com/9-stress-relief-strategies-that-actually-work/ (Strategies for stress-relief) http://kidshealth.org/teen/your_mind/emotions/stress.html (What causes stress? Good vs bad stress)
	Skills:	Analyze strategies of stress management	Assessment:	Students will complete a section of the graphic organizer titled “Doctor’s Notes” documenting evidence of various strategies for stress reduction and managing daily challenging.

Prior Knowledge and Experiences

The individual learning experiences build upon a presumed student working knowledge of the concepts of communication, stress and feelings. However, this unit will allow students to use prior life experiences to develop skills for negotiation strategies, stress management and boundaries in healthy relationships.

Learning Experience # 1

The teacher may introduce differences between advocacy and self-advocacy so students can identify how their actions may impact outcomes of various situations (e.g. communication skills, strategies to manage challenges, creating healthy boundaries and relationships with family and friends).

Generalization Connection(s): Advocacy skills contribute to well-being and the development of healthy boundaries necessary for academic and personal success

Teacher Resources: <https://www.youtube.com/watch?v=YCziz9XGUNo> (Self-advocacy intro/steps)

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	https://www.youtube.com/watch?v=YCziz9XGUNo (Self-advocacy intro/steps)	
Assessment:	Students will share two personal experiences of advocacy or self-advocacy (e.g. sticky notes, note cards, exit tickets, journal) and describe how they created positive outcomes.	
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 discuss with a partner self-advocacy experiences
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 characteristic of self-advocacy 	
Key Skills:	<ul style="list-style-type: none"> Identify characteristics of self-advocacy 	
Critical Language:	Advocacy, Self-Advocacy, Boundaries, Communication, Relationships, Active Listening, Strategies	

Learning Experience # 2		
The teacher may provide components of healthy communication so students can demonstrate active listening skills and use “I” statements for self-advocacy.		
Generalization Connection(s):	Active listening enhances the negotiation process necessary for healthy communication	
Teacher Resources:	http://www.uen.org/Lessonplan/downloadFile.cgi?file=28906-2-35983-YoutoIMessages.pdf&filename=YoutoIMessages.pdf (Changing “You” statements to “I” statements Worksheet) http://l.llearningally.org/SiteData/docs/Benefits%20of%20Listening%20Chart/817c375ae691df188c781881ebd45278/Benefits%20of%20Listening%20Chart.pdf (Sheet for active listening activities) http://everydaylife.globalpost.com/activities-teens-developing-communication-skills-14030.html (Activities for teens on developing communication skills) http://kidshealth.org/parent/growth/communication/comm_13_to_18.html (Communication and your 13 to 18 year old) http://www.livestrong.com/article/1006830-games-teaching-conversation-skills-teens/ (Games for teaching conversation skills to teens)	
Student Resources:	http://speakingcenter.uncg.edu/resources/tipsheets/activelisting/activelisting.pdf (5 steps of active listening) https://www.youtube.com/watch?v=GoFGJ4Urv9o (Short video on “I” messages) https://www.youtube.com/watch?v=0eHxNdIyo7g (How to become an active listener) https://www.youtube.com/watch?v=WER63AY8zB8 (Active listening from a teenager) http://everydaylife.globalpost.com/activities-teens-developing-communication-skills-14030.html (Activities for teens on developing communication skills)	

Colorado Teacher-Authored Sample Instructional Unit

	http://kidshealth.org/parent/growth/communication/comm_13_to_18.html (Communication and your 13 to 18 year old) http://www.livestrong.com/article/1006830-games-teaching-conversation-skills-teens/ (Games for teaching conversation skills to teens)	
Assessment:	Students will practice using “I” statements and active listening skills by engaging in peer to peer dialogue with the director (e.g. pair/share, active listening circles) (Students may reference their ongoing Graphic Organizer/Doctor Notes).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a guiding stem (e.g. “I feel _____ when _____ because _____.”)	Students may have a pre-assigned partner Students may perform one-on-one with the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may demonstrate appropriate communication skills/ strategies to seek help by creating scenarios that address one of the following situations: <ul style="list-style-type: none"> • Teacher giving too much homework • Friends saying mean/derogatory things • Approach a coach about practice schedule
Critical Content:	<ul style="list-style-type: none"> • “I” statements 	
Key Skills:	<ul style="list-style-type: none"> • Practice the use of “I” statements 	
Critical Language:	Active Listening, “I” Statements, Feelings, Communication, Self-Advocacy	

Learning Experience # 3	
The teacher may introduce negotiation skills (e.g. compromise, consequences/outcomes, listening skills) so students can consider ways to advocate for themselves and others.	
Generalization Connection(s):	Active listening enhances the negotiation process necessary for healthy communication
Teacher Resources:	http://www.eduplace.com/activity/pdf/conflict.pdf (examples of middle-school conflicts)
Student Resources:	http://bizkids.com/episode/how-credit-affects-your-life-2 (example of win-win negotiation) http://bizkids.com/wp/wp-content/uploads/Biz_Kids_Lesson_206.pdf (Lessons on negotiation) https://4csandwomenshealth.files.wordpress.com/2013/01/six-steps-in-the-negotiation-process-poster-revised-and-updated.pdf (six steps of the negotiation process)
Assessment:	Students will complete their Graphic Organizer/Doctors Notes, and complete “The Art of Negotiation, episode # 206, Activity 3”. They will bring their “Happy Endings of Negotiation (Activity 3)” to the Director to share their personal “Happy Endings” utilizing negotiation skills. (e.g. win-win, compromise) http://bizkids.com/wp/wp-content/uploads/Biz_Kids_Lesson_206.pdf

Colorado Teacher-Authored Sample Instructional Unit

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 develop two examples of “ <i>Happy Ending, Activity #3</i> ” negotiation outcomes	Students may use a completed “ <i>Happy Endings Activity 3</i> ”
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create their own fairy tale and present their <i>happy ending</i> utilizing negotiation skills
Critical Content:	<ul style="list-style-type: none"> Negotiation skills 	
Key Skills:	<ul style="list-style-type: none"> Demonstrate negotiation skills to express feelings appropriately 	
Critical Language:	Negotiation, Self Advocacy, Solutions, Compromise, Consequences, Communication, Advocacy, Active Listening	

Learning Experience # 4

The teacher may provide appropriate personal examples of healthy and unhealthy relationships (e.g. positive role models, friends, family) so students can explore how healthy boundaries and relationships impact their lives.		
Generalization Connection(s):	Advocacy skills contribute to well-being and the development of healthy boundaries necessary for academic and personal success Trusted relationships with adults or friends offer a lifelong support system for healthy well-being	
Teacher Resources:	http://www.not-me.org/ProgressiveBoundarySettingforStudents.pdf (Info on setting boundaries)	
Student Resources:	http://www.cdc.gov/bam/life/style.html (Ways to set healthy boundaries with peers) http://www.kristinsnowdenmft.com/healthy%20boundaries.png (healthy vs. unhealthy boundaries)	
Assessment:	Students will complete graphic organizer/Doctors Notes and create a role play from scenarios of healthy boundaries/relationships. Example Scenarios: <ul style="list-style-type: none"> John is a good student who has always enjoyed school. He has always maintained good working relationships with teachers and has felt able to ask for help and advice when appropriate. Recently, John has felt that his math teacher has been treating him unfairly during class by questioning his performance in a series of tests. In fact, John would go as far to say that the teacher has been making fun of him. What should John do? The guy who sits behind you in Math has been bothering you all semester. He runs his fingers down your back and across your shoulders every day. It makes you very uncomfortable and he doesn’t respond when you ask him to stop. Your friends think it is kind of funny. What should you do? 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide scripted role plays The teacher may provide examples of healthy boundaries/relationships	Students may use a scripted role play Students may use examples of healthy boundaries/relationships

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide students with example brochures surrounding healthy relationships and well-being	Students may create a “brochure” for their counseling office on components of healthy boundaries/relationships
Critical Content:	<ul style="list-style-type: none"> • Healthy boundaries • Healthy relationship 	
Key Skills:	<ul style="list-style-type: none"> • Describe healthy boundaries • Identify characteristics of a healthy relationship 	
Critical Language:	Boundaries, Communication, Relationships	

Learning Experience # 5		
The teacher may have students brainstorm various “ <i>stressors</i> ” so students can identify strategies to manage daily challenges.		
Generalization Connection(s):	The development of strategies to reduce stress and manage daily challenges may help determine and maintain physical and emotional well-being	
Teacher Resources:	http://www.edutopia.org/blog/strategies-set-goals-manage-stress-elena-aguilar (information on managing stress)	
Student Resources:	http://www.edutopia.org/blog/strategies-set-goals-manage-stress-elena-aguilar (information on managing stress) http://www.cdc.gov/bam/life/butterflies.html (How to deal with “butterflies”) http://alifeofproductivity.com/9-stress-relief-strategies-that-actually-work/ (Strategies for stress-relief) http://kidshealth.org/teen/your_mind/emotions/stress.html (what causes stress? good vs bad stress)	
Assessment:	Students will create a bulletin board (e.g. brain wall) and list one “ <i>stressor</i> ” and one strategy to manage that “ <i>stressor</i> ”.	
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 various stressors and strategies	Students may choose from a list of stressor and strategies
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of short cartoons	Students may write and illustrate a short cartoon demonstrating a stressor and a strategy used to share with the class and post on the board
Critical Content:	<ul style="list-style-type: none"> • The definition of stress • The body’s response to stress • Strategies for stress relief 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast positive and negative ways of dealing with stress 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> Identify personal stressors and practice strategies for dealing with and reducing stress Explain the body’s physical and psychological responses to stressful situations
Critical Language:	Stress, Stressor, Support System, Communication, Physical, Strategies, Feelings, Well-being, Self-Management

Learning Experience # 6		
Teacher may provide examples of doctors prescriptions so students can summarize the characteristics of self-advocacy (refer to L.E. #1).		
Generalization Connection(s):	Advocacy skills contribute to well-being and the development of healthy boundaries necessary for academic and personal success	
Teacher Resources:	N/A	
Student Resources:	N/A	
Assessment:	Students will practice writing prescriptions for at least two components of self-advocacy (e.g. communication, negotiation, healthy boundaries/relationships, and strategies for daily stress management).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a prescription(s) for component(s) of self-advocacy	Students may use teacher written prescription Students may complete one component of self-advocacy
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may write a prescription for every component of self-advocacy to share their example with the class
Critical Content:	<ul style="list-style-type: none"> The characteristics of self-advocacy 	
Key Skills:	<ul style="list-style-type: none"> Identify characteristics of self-advocacy 	
Critical Language:	Prescription, Self-Advocacy, Negotiation, Stress limits, Boundaries, Communication, Strategies, “I” statements, Advocacy, Self-Management	