

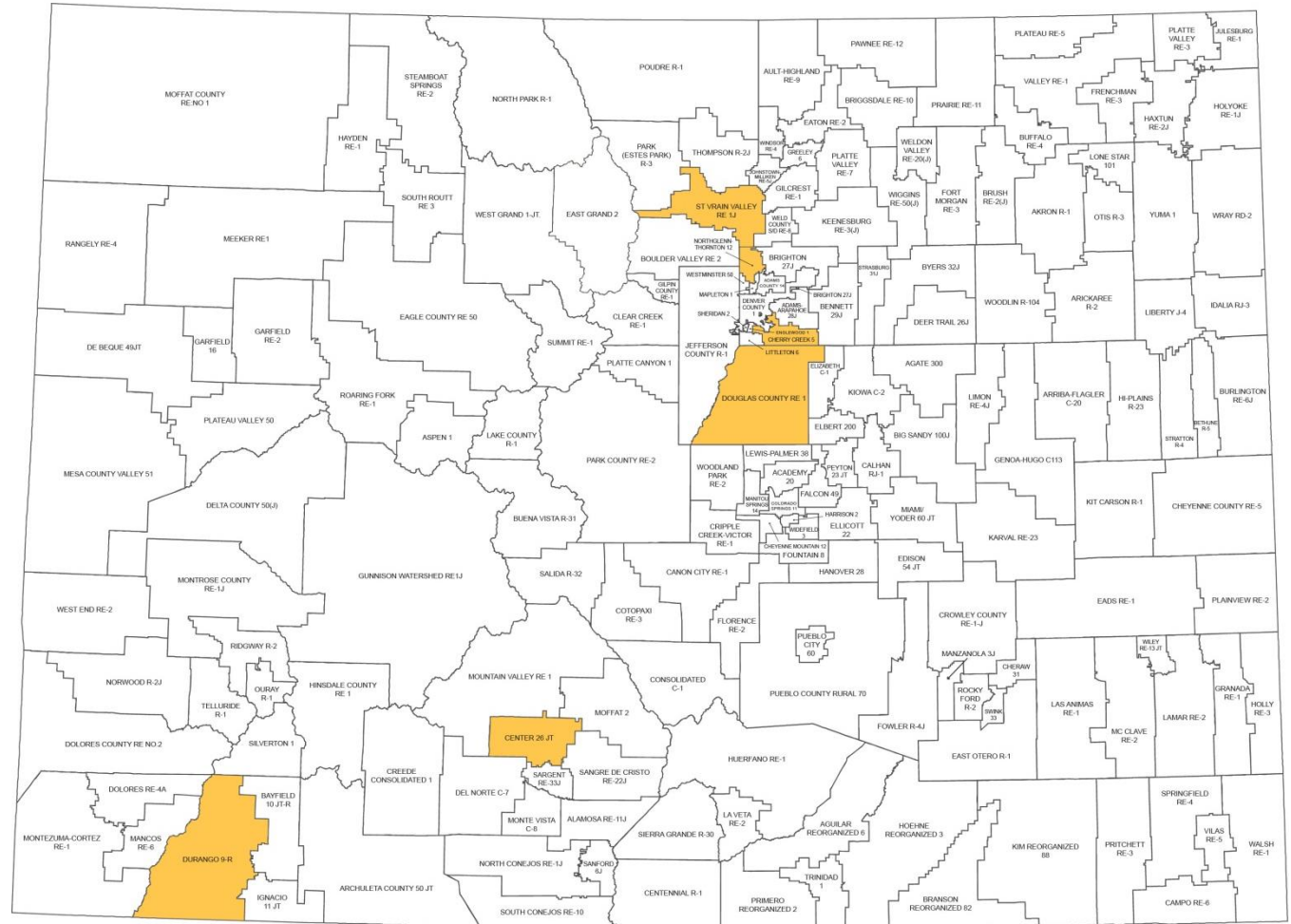
Unit Title: Setting and Respecting Personal Boundaries

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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 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	
Setting and Respecting Personal Boundaries	2 weeks	5	

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Unit Title	Setting and Respecting Personal Boundaries		Length of Unit	2 weeks
Focusing Lens(es)	Decision Making	Standards and Grade Level Expectations Addressed in this Unit	CHO9-GR.8-S.2-GLE.1, CHO9-GR.8-S.2-GLE.2, CHO9-GR.8-S.2-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why is it important to make the decisions to stand up for what you believe? (CHO9-GR.8-S.2-GLE.2;IQ.4) • What future goals are impacted by sexual decisions now? (CHO9-GR.8-S.2-GLE.1-EO.a;IQ.1) • Why is it important to have valid and reliable information about your sexual health? (CHO9-GR.8-S.2-GLE.3;IQ.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Inter-personal Communication, Decision Making, Goal Setting, Advocacy, Abstinence, Transmission, Prevention, Personal Boundaries, Refusal Skills, Valid and Reliable Resources, Risk			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Poor decisions around alcohol and drug use and other high-risk behaviors can increase the chances of unintended sexual activity and unwanted pregnancies. (CHO9-GR.8-S.2-GLE.2-EO.c)	Why might a personal be more likely to engage in risky behaviors such as sexual activity when under the influence of alcohol or other drugs? (CHO9-GR.8-S.2-GLE.2-EO. c)	How is a person’s sexual health dependent on the ability to apply related concepts and skills in everyday situations? (CHO9-GR.8-S.2-GLE.2-EO.a;N.1)
Self-advocacy identifies peer pressure, personal rights, boundaries, and goals that minimize exposure to risky situations. (CHO9-GR.8-S.2-GLE.1-EO. a;IQ.1-5;N.2)	Why is it important to be aware of long term health effects that may occur from risky behavior? (CHO9-GR.8-S.2-GLE.2;IQ.1)	How do affection, love, commitment, and sexual attraction play a part in setting boundaries and expressing personal rights? (CHO9-GR.8-S.2-GLE.1-EO.c;IQ.2)
Abstinence and the use of contraceptives promotes overall health and wellness, prevents the transmission of STIs, and decreases the likelihood of unintended pregnancies(CHO9-GR.8-S.2-GLE.2-EO.a,b)	How does cost and product reliability influence the use of various methods of contraception? (CHO9-GR.8-S.2-GLE.2-EO.b)	How would you set personal and boundaries to minimize risky sexual behavior? (CHO9-GR.8-S.2-GLE.1-EO. a;IQ.1;N.2)
Medically accurate information enhances the prevention, reduction, and treatment of STIs and HIV. (CHO9-GR.8-S.2-GLE.3-EO.c;IQ.1))	How can you find more information about STIs and abstinence? (CHO9-GR.8-S.2-GLE.3;IQ.1)	Historically and globally how have STIs evolved throughout the years? (CHO9-GR.8-S.2-GLE.3-EO.c-RA.1) How does abstinence promote healthier adolescents? (CHO9-GR.8-S.2-GLE.2-EO a)and(CHO9-GR.8-S.2-GLE.1-EO. a)

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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"> • High-risk situations, include alcohol and other drugs use, and the risks to sexual health (CH09-GR.8-S.2-GLE.1-EO.a-IQ.1,5;N.2,3)and(CH09-GR.8-GLE.2-EO.c;IQ.2;N.1) • Verbal and non-verbal skills for sexual and personal boundaries (CH09-GR.8-S.2-GLE.1-EO.b,e;IQ.1,5;N.2,3)and CH09-GR.8-GLE.2.-EO.d;IQ.3,4;N.1,2) • Individual rights and standards for sexual behavior and dating situations (CH09-GR.8-S.2-GLE.1-EO.c,d,e;IQ.1,2,3,4;RA.1;N.1,2,3) • Benefits and effectiveness of abstinence for prevention of HIV, STIs and unintended pregnancies (CH09-GR.8-S.2-GLE.2;EO.a;IQ.1,3,4;N.1,2)and(GR.8-GLE.1;IQ.4) • Signs, symptoms, transmission, treatment and prevention of common STIs, including HIV, HPV, and Chlamydia (CH09-GR.8-S.2-GLE.1-IQ.1;N.1)and(CH09-GR.8-S.2-GLE.2-IQ.1)and(CH09-GR.8-S.2-GLE.3-EO.a,b,c;IQ.1,2,3) • Benefits, effectiveness and potential side effects of contraceptives pertaining to HIV, other STIs, and unintended pregnancies (CH09-GR.8-S.2-GLE.2-EO.b;IQ.1,5;RA.1,2;N.1,2;)and(CH09-GR.8-S.2-GLE.1;IQ.1,4;N.1,2,3) 	<ul style="list-style-type: none"> • Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs (CH09-GR.8-S.2-GLE.1-EO.a;IQ.1,5;N.2,3)and(CH09-GR.8-GLE.2-EO.c;IQ.2;N.1) • Demonstrate strong verbal and non-verbal inter-personal communication skills, including refusal skills and boundary setting. (CH09-GR.8-S.2-GLE.1-EO.b,e;IQ.1,5;N.2,3;)and(CH09-GR.8-GLE.2;EO.d;IQ.3,4;N.1,2) • Advocate for personal rights, values, dating boundaries, and support for wellness in regards to sexual health (CH09-GR.8-S.2-GLE.1-EO.c,d,e;IQ.1,2,3,4,5;RA.1;N.1,2,3) • Access information to make decisions in regards to their sexual health (CH09-GR.8-S.2-GLE.1-IQ.1,4;N.1,2,3)and(CH09-GR.8-GLE.2-EO.a;IQ.1,3,4,5;RA.1,2;N.1,2;)and(CH09-GR.8-GLE.3-EO.a,b,c;IQ.1,2;RA.1;N.1) • Set goals to make positive decisions to support healthy relationships and healthy sexuality (CH09-GR.8-S.2-GLE.2-IQ.4;N.1,2)

<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 can effectively analyze risky social situations, access valid information, and use strategies to reduce unwanted or unplanned sexual activity that could negatively impact goals, result in STDs, and unintended pregnancies.</i></p>
<p>Academic Vocabulary:</p>	<p>Verbal and Non-verbal Communication, Influences, Decision-making, Goal Setting, Anticipation, Advocate, Personal Rights, Valid, Reliable, Prevention, Risk</p>
<p>Technical Vocabulary:</p>	<p>Abstinence, Contraceptives, HIV, HPC, Chlamydia, STIs, Vaccines, Virus, Bacteria, Transmission, Sexual Activity, Refusal Skills, Personal Boundaries</p>

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Unit Description:	This unit analyzes high-risk situations faced by adolescents and the decision-making skills needed to establish personal boundaries and develop strategies to combat risky behaviors such as drug use, underage drinking and unwanted or unplanned sexual activity that could negatively impact personal health and goals. The unit culminates with students designing a PSA for teens that will demonstrate an understanding of decision making and self-advocacy skills to maintain personal boundaries in order to minimize risky situations.
Considerations:	Most if not all 8th graders have been faced with many different types of decisions in their lives. However, adolescents at this age have a varying range of decision-making skills that potentially impact relationships, goals and the ability to distinguish between “risky behaviors” and good choices. Additionally, the authors recognize that some schools/districts require signed parental permission forms before students can participate in discussions related to some of the content of this unit.
Unit Generalizations	
Key Generalization:	Self-advocacy identifies peer pressure, personal rights, boundaries, and goals that minimize exposure to risky situations
Supporting Generalizations:	Poor decisions around alcohol and drug use and other high-risk behaviors can increase the chances of unintended sexual activity and unwanted pregnancies
	Abstinence and the use of contraceptives promote overall health and wellness, prevents the transmission of STIs, and decreases the likelihood of unintended pregnancies
	Medically accurate information enhances the prevention, reduction, and treatment of STIs and HIV

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Self-advocacy identifies peer pressure, personal rights, boundaries, and goals that minimize exposure to risky situations.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	<p>As a group of community health care professionals you and your fellow peers have been asked to design a Public Service Announcement (PSA) for teens using one of the following scenarios that will demonstrate an understanding of decision making and self-advocacy skills to maintain personal boundaries in order to minimize risky situations.</p> <ul style="list-style-type: none"> • A best friend is sneaking alcohol into school in soda bottles. • A boyfriend/girlfriend is pressuring someone to be sexually active. • Friends are going to a party without parent supervision and pressure others to attend • A social group wants a peer to lie to parents’ (about where they are going/what they will be doing) <p>You and your group members will create a PSA (e.g., video, power point, Prezi, brochure etc.) that would be shared school wide using one of the scenarios to illustrate personal boundaries, peer influence and decision-making skills.</p> <p>Your PSA must address and revolve around this question: How do individual set and maintain personal boundaries that minimize risky behavior?</p>

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Product/Evidence: (Expected product from students)	Students will develop a story board outline (Introduction must include the type of advertising technique, 5 – 7 concise assertions), and produce a Public Service Announcement (script and recorded presentation) for a target audience that: <ul style="list-style-type: none"> • Models effective boundary-setting skills • Provides examples of effective personal boundary maintenance strategies • Presents key information related to risky behaviors that can result from a lack of or inability to maintain personal boundaries
Differentiation: (Multiple modes for student expression)	Written response (report); one on one with teacher

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>From Binge To Blackout</i> by Chris Volkmann and Toren Volkmann – Binge drinking (Lexile level 1000 +)</p> <p><i>Tweak</i> by Nic Sheff – Developing addictions (Lexile level 770)</p> <p><i>We All Fall Down</i> by Nic Sheff – Living with Addiction Lexile level 870</p> <p><i>The 7 Habits of Highly Effective Teens</i> by Sean Covey (timeless principles of the 7 Habits to teens and the tough issues and life-changing decisions they face.) (Lexile 870)</p> <p><i>Self-Advocacy: The Ultimate Teen Guide</i> by Cheryl Gerson Tuttle, JoAnn Augeri Silva (Teaching self-advocacy) (Lexile range 800-1200)</p> <p><i>Communication Skills</i> by Kalpit Jain (Developing communication skills) (Lexile range 800-1000)</p> <p><i>Alcohol</i> by Rachel Lynette (Lexile range 850-920)</p> <p><i>Say No and Know Why: Kids Learn About Drugs</i> by Wendy Wax (Lexile range 850-920)</p> <p><i>The 6 Most Important Decisions You'll Ever Make: A Guide for Teens</i> by Sean Covey (Lexile range 800-1200)</p> <p><i>Sexual Decisions: The Ultimate Teen Guide</i> by L. Kris Gowen (Lexile range 800-1200)</p> <p><i>Exploring Human Sexuality: Making Healthy Decisions</i> by Richard D. McAnulty (Lexile range 800-1200)</p> <p><i>Do You Love Me?: Making Healthy Dating Decisions</i> by Ashley Rae Harris (Lexile range 800-1200)</p>	<p><i>Lockdown</i> by Walter Dean Myers – Consequences of drug use & abuse (Lexile level 730)</p> <p><i>Go Ask Alice</i> – author is anonymous Lexile level 1010)</p> <p><i>Finding Home</i> by Lauren McKellar Lexile level 1000)</p> <p><i>My Incredibly Wonderful, Miserable Life: An Anti-Memoir</i> by Adam Nimoy (Lexile range 850-920)</p>

Ongoing Discipline-Specific Learning Experiences							
1.	Description:	Think/work like a health advocate- Decision-making	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Teacher Resources:</td> <td>http://www.hrmvideo.com (Dangerous decisions: “Learning to Think Before You Act”)</td> </tr> <tr> <td>Student Resources:</td> <td>http://www.ncdps.gov (Five step decision-making process worksheet)</td> </tr> </table>	Teacher Resources:	http://www.hrmvideo.com (Dangerous decisions: “Learning to Think Before You Act”)	Student Resources:	http://www.ncdps.gov (Five step decision-making process worksheet)
Teacher Resources:	http://www.hrmvideo.com (Dangerous decisions: “Learning to Think Before You Act”)						
Student Resources:	http://www.ncdps.gov (Five step decision-making process worksheet)						

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	Skills:	Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs	Assessment:	Students will develop three possible options they could choose from in order to avoid peer pressure situations that would expose them to alcohol or drug use or pose a risk to their sexual health e.g., graphic organizer http://www.eduplace.com/graphicorganizer/pdf/echart.pdf (E-chart)
2.	Description:	Think/work like a health advocate- Personal Boundaries	Teacher Resources:	Home Alive Boundary Setting (real time role-play exercises in boundary setting and refusal skills) http://www.teachhomealive.org/boundary-setting/
			Student Resources:	https://www.youtube.com/watch?v=ZuDBRnI56MQ You Tube - (teen refusal skills scenarios)
	Skills:	Demonstrate strong verbal and non-verbal inter-personal communication skills, including refusal skills and boundary setting	Assessment:	While evaluating teacher-driven scenarios, students will work one-on-one with another student partner to demonstrate verbal and nonverbal communication and refusal skills that develop healthy boundaries.
3.	Description:	Think/work like a health advocate to review the male and female reproductive systems and make connections of the reproductive anatomy to sexual activity, contraception and STIs	Teacher Resources:	http://kidshealth.org/teen/ (Articles on teens and sexual health) http://kidshealth.org/teen/sexual_health/changing_body/male_repro.html (Male reproductive system) http://instruction.cvhs.okstate.edu/Histology/fr/HiFRp01.htm (Female reproductive system) http://emedicine.medscape.com/article/1898919-overview (Female reproductive anatomy)
			Student Resources:	http://kidshealth.org/teen/ (Articles on teens and sexual health)
	Skills:	Access information to make decisions in regards to their sexual health	Assessment:	Students will use graphic organizers to identify structures in the male & female reproductive system and describe the function of each. http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the concepts of relationships, refusal skills and systems. This unit will provide opportunities for students to develop stronger decision-making skills in order to establish personal boundaries, set positive personal goals and manage peer pressure.

Learning Experience # 1

The teacher may provide a description of a fictional (even stereotypical) teenage “ideal weekend” (e.g., parties, sleeping late, staying out all night, etc.) so students can evaluate the potential positive and negative outcomes of this “ideal weekend.”

Generalization Connection(s): Poor decisions around alcohol and drug use and other high-risk behaviors can increase the chances of unintended sexual activity and unwanted pregnancies

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Teacher Resources:	http://www.decision-making-confidence.com (Developing decision-making skills)	
Student Resources:	N/A	
Assessment:	Students will create their own “ideal weekend” and identify the possible decisions made throughout the weekend and the impact of their decisions (e.g., Prezi, poster, story board). http://www.postermywall.com/index.php/p/classroom-posters (Classroom Poster creator)	
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 examples of teenage scenarios for an “ideal weekend” (e.g., a weekend at the beach with friends, a weekend party at a friend’s house without parents etc.) http://www.eduplace.com/graphicorganizer/pdf/cluster_web_3.pdf (Cluster web)	Students may select a scenario and use a graphic organizer to identify possible decisions made in the scenario and the impacts the decisions may have on the teens
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students will create and perform a skit of a choice made during an “ideal weekend” and analyze the impact of their choice
Critical Content:	<ul style="list-style-type: none"> High-risk situations, include alcohol and other drugs use, and the risks to sexual health 	
Key Skills:	<ul style="list-style-type: none"> Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs 	
Critical Language:	Decision-making, consequences, risky behavior	

Learning Experience # 2		
The teacher may provide an example of a decision making model so students can begin to analyze how this model may facilitate positive health choices.		
Generalization Connection(s):	Self-advocacy identifies peer pressure, personal rights, boundaries, and goals that minimize exposure to risky situations	
Teacher Resources:	http://ohioline.osu.edu/hyg-fact/5000/pdf/5301.pdf (Six steps to decision-making) http://www.hrmvideo.com (Dangerous decisions: “Learning to Think Before You Act”)	
Student Resources:	http://ohioline.osu.edu/hyg-fact/5000/pdf/5301.pdf (Six steps to decision-making)	
Assessment:	Students will use a graphic organizer to analyze a possible decision an adolescent may make when influenced by peers pertaining to one of the following risky situations <ul style="list-style-type: none"> Drinking at a teen party Riding in a car with someone who is intoxicated Possibly having unprotected sex http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf (Sequencing template)	

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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)
	http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf (Sequence chart)	Students may work with a peer to develop a decision using a graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of how to provide support for a peer/friend. (e.g., school counselor, resource material, peer support etc.) http://www.integration.samhsa.gov/pbhci-learning-community/peer_wellness_coaching_supervisor_manual.pdf (Wellness coaching for peers) http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf (problem/solution chart)	Students may use peer teaching/coaching techniques to analyze possible decisions adolescents face pertaining to unprotected sex or drug or alcohol use when influenced by peers
Critical Content:	<ul style="list-style-type: none"> • High-risk situations, include alcohol and other drugs use, and the risks to sexual health • Verbal and non-verbal skills for sexual and personal boundaries • Individual rights and standards for sexual behavior and dating situations 	
Key Skills:	<ul style="list-style-type: none"> • Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs • Demonstrate strong verbal and non-verbal inter-personal communication skills, including refusal skills and boundary setting 	
Critical Language:	Personal boundaries, decision-making, communication skills, refusal skills, peer pressure, risky behaviors	

Learning Experience # 3		
The teacher may provide examples of positive character traits/models (e.g., model positive choice-making, think aloud, apologize and admit mistakes, follow through, show respect) so students can determine the positive healthy role models in their lives.		
Generalization Connection(s):	Poor decisions around alcohol and drug use and other high-risk behaviors can increase the chances of unintended sexual activity and unwanted pregnancies	
Teacher Resources:	http://menudourovision.blogspot.com/2012/08/what-makes-good-role-model-7.html#/2012/08/what-makes-good-role-model-7.html (Good role models) www.charactercounts.org (Character Counts) www.randomactsofkindness.org (Random acts of Kindness)	
Student Resources:	www.charactercounts.org (Character Counts) http://menudourovision.blogspot.com/2012/08/what-makes-good-role-model-7.html#/2012/08/what-makes-good-role-model-7.html (Good role models)	

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Assessment:	Students will reflect on four different role models in their lives and identify positive character traits each of those role models possess http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart)	
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 select one role model in their lives and identify one positive character trait that person possesses (e.g., exit ticket)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.randomactsofkindness.org (Random acts of kindness)	Students may complete one “random act of kindness” for (e.g., peers, school, family etc.) that illustrates a positive character trait they possess
Critical Content:	<ul style="list-style-type: none"> High-risk situations, include alcohol and other drug use, and the risks to sexual health 	
Key Skills:	<ul style="list-style-type: none"> Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs 	
Critical Language:	Decision-making, consequences, risky behavior	

Learning Experience # 4	
The teacher may brainstorm/create valid criteria for resources so students can begin to identify credible resources that delineate the causes and consequences of personal risky behaviors.	
Generalization Connection(s):	Medically accurate information enhances the prevention, reduction, and treatment of STIs and HIV Poor decisions around alcohol and drug use and other high-risk behaviors can increase the chances of unintended sexual activity and unwanted pregnancies
Teacher Resources:	http://www.wikihow.com/Evaluate-the-Credibility-of-a-Source (Elements of credible resources)
Student Resources:	http://www.cdc.gov (Center for Disease Control - example of a credible health resource) http://www.teenhealthandwellness.com/ (Teen health) http://kidshealth.org/?gclid=COS43uuRp74CFRQmMgodVI4AeA – (Health education resource)
Assessment:	Students will begin to research and identify credible health resources that will provide facts about potential physical, emotional and social effects of alcohol and drug use http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart)

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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) The teacher may provide two pre-selected resources: http://www.cdc.gov (Center for Disease Control) https://www.atf.gov/ (Bureau of Alcohol, Tobacco, Firearms and Explosives) http://kidshealth.org/?gclid=COS43uuRp74CFRQmMgodVl4AeA – (Health education resource) http://kidshealth.org/?gclid=COS43uuRp74CFRQmMgodVl4AeA – (Health education resource) http://www.bing.com/images/search?q=Pros+and+Cons+Graphic+Organizer&FORM=RESTAB#view=detail&id=507DAB1B10066B58EACBEB129AC1454A87F3C07A&selectedIndex=4 (Pros & Cons chart)	Expression (Products and/or Performance) Students may use the pros & cons chart to evaluate two teacher selected health resources and determine what elements in the resource are credible or not credible
Extensions for depth and complexity:	Access (Resources and/or Process) N/A	Expression (Products and/or Performance) Students will design an advertisement that provides credible information about prevention, reduction and treatment of STIs
Critical Content:	<ul style="list-style-type: none"> • High-risk situations, include alcohol and other drugs use, and the risks to sexual health • Benefits, effectiveness and potential side effects of contraceptives pertaining to HIV, other STIs, and unintended pregnancies 	
Key Skills:	<ul style="list-style-type: none"> • Access information to make decisions in regards to their sexual health 	
Critical Language:	Credible resources, alcohol and drug use, abuse	

Learning Experience # 5	
The teacher will use student-identified credible health resources (from previous Learning Experience) so students can begin making personal connections to (factual) information on potential physical, emotional and social effects of alcohol and drug use/abuse.	
Generalization Connection(s):	Poor decisions around alcohol and drug use and other high-risk behaviors can increase the chances of unintended sexual activity and unwanted pregnancies
Teacher Resources:	http://www.cdc.gov/ (Center for Disease Control) www.drugfree.org www.kidshealth.org/teen/drug_alcohol/ (Health resource site for teens, articles that provide data and risks of substance use and abuse) www.abovetheinfluence.org (Drugs and alcohol prevention site)

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Student Resources:	http://www.cdc.gov/ (Center for Disease Control) www.kidshealth.org/teen/drug_alcohol/ (Health resource site for teens, articles that provide data and risks of substance use and abuse) 1-800-QuitNow www.coquitline.org www.abovetheinfluence.org (Drugs and alcohol prevention site) www.compelledtoact.com/tragic_listing/spady.htm (Article about a young college girl's binge drinking death)	
Assessment:	Students will create a visual illustration to identify and explain potential physical, emotional and social effects of alcohol and drug use (e.g., poster, collage, word/picture wall) http://www.postermywall.com/index.php/p/classroom-posters (Classroom Poster creator)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.postermywall.com/index.php/p/classroom-posters (Classroom Poster creator)	Students may work with a peer to create a visual illustration of five examples that identify potential physical, emotional and social effects of alcohol and drug use (e.g., poster, collage)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of PSAs http://saloproductions.com/public-service-announcements/psa-samples.php	Students may create a PSA (video, brochure, poster, etc.) to identify potential physical, emotional and social effects of alcohol and drug use. These PSAs will be shared with students throughout the school
Critical Content:	<ul style="list-style-type: none"> High-risk situations, include alcohol and other drugs use, and the risks to sexual health 	
Key Skills:	<ul style="list-style-type: none"> Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs 	
Critical Language:	Valid health resources, PSA	

Learning Experience # 6	
The teacher may bring in (resources, data, etc.) to illustrate the connections between teen alcohol/drug use and decision-making around sexual activity so students can begin to analyze the potential (negative) consequences.	
Generalization Connection(s):	Medically accurate information enhances the prevention, reduction, and treatment of STIs and HIV
Teacher Resources:	http://www.firemountainprograms.com (Teen Drug abuse and Its Consequences) http://www.coloradoyouthmatter.org (Sex Education Matters) http://www.thenationalcampaign.org (Promising Approaches To Preventing Teen Pregnancies) http://www.teendrugaddiction.com/content/substance-abuse-and-risky-behaviors.html (Substance abuse and risky behaviors)

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Student Resources:	http://www.firemountainprograms.com (Teen Drug abuse and Its Consequences) http://www.coloradoyouthmatter.org (Sex Education Matters) https://www.youtube.com/ (“High Risk Behavior” by Ashley Terr) https://www.youtube.com/ (“Beyond The Bell by T onthetop films – teen parties) https://www.youtube.com/ (D’cisions – National Institute on Drug Abuse)	
Assessment:	Students will a view video clip of characters drinking alcohol and/or using drugs and make connections with other risky behaviors and poor decisions. http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may have students create a scenario of teens making the choices involved with a risky situation	Students may work in groups of three to create a teen scenario of students involved in a risky situation. Students may evaluate the outcome of the scenario if the teens had made different choices
Critical Content:	<ul style="list-style-type: none"> Benefits, effectiveness and potential side effects of contraceptives pertaining to HIV, other STIs, and unintended pregnancies 	
Key Skills:	<ul style="list-style-type: none"> Access information to make decisions in regards to their sexual health 	
Critical Language:	Reproductive anatomy, sexual activity, contraception and STIs, HIV	

Learning Experience # 7		
The teacher may invite a guest speaker (e.g., nurse, doctor) to provide valid information pertaining to sexual health so students can analyze what constitutes informed decision-making around sexual activity.		
Generalization Connection(s):	Medically accurate information enhances the prevention, reduction, and treatment of STIs and HIV	
Teacher Resources:	http://www.advocatesforyouth.org (Lesson plans) http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1595043/ (Empowering Teens: Real Talk About Real Life)	
Student Resources:	http://www.Teenshavechoices.org (Information on healthy choices)	
Assessment:	Students will develop three appropriate questions related to unprotected sex, STIs and contraception. These could be turned in via an anonymous question box.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher will provide approved questions for students to develop a data base of content related questions and answers to be used in future class discussions http://www.coloradoyouthmatter.org (Sex Education Matters) http://www.thenationalcampaign.org (Promising Approaches To Preventing Teen Pregnancies)	Students may build a data base of approved questions and research the answers
Critical Content:	<ul style="list-style-type: none"> • Benefits and effectiveness of abstinence for prevention of HIV, STIs and unintended pregnancies • Benefits, effectiveness and potential side effects of contraceptives pertaining to HIV, other STIs, and unintended pregnancies 	
Key Skills:	<ul style="list-style-type: none"> • Access information to make decisions in regards to their sexual health 	
Critical Language:	Unprotected sex, STIs, contraception, valid information	

Learning Experience # 8		
The teacher may model effective self-advocacy strategies so students can begin to advocate for setting and maintaining personal boundaries. (e.g., around substance use/abuse, sexual decision-making).		
Generalization Connection(s):	Self-advocacy identifies peer pressure, personal rights, boundaries, and goals that minimize exposure to risky situations	
Teacher Resources:	http://www.youtube.com/results?search_query=Peer+pressure-Adolescent+Issues&sm=3 (Peer pressure) http://www.youtube.com/results?search_query=Refusal+Skills+%26+Real-Life+Situations&sm=3 (Refusal Skills & Real-Life Situations)	
Student Resources:	http://Kidshealth.org (Strategies for resistance to risky behaviors)	
Assessment:	Students will select two “risky behavior” scenarios (e.g., drinking at a party, riding in a vehicle with a driver who is intoxicated, being pressured by a boy/girl to be sexually active, etc.) provided by the teacher and use self-advocacy skills in order to determine a positive outcome for each of the scenarios. http://www.eduplace.com/graphicorganizer/pdf/probsol.pdf (Problem/solution chart)	
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 choose one scenario to analyze. Students may present one- on – one to a teacher or peer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with a partner to develop a skit which illustrates a risky behavior scenario and a strategy that promotes self-advocacy and a positive outcome

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Critical Content:	<ul style="list-style-type: none"> • Verbal and non-verbal skills for sexual and personal boundaries
Key Skills:	<ul style="list-style-type: none"> • Demonstrate strong verbal and non-verbal inter-personal communication skills, including refusal skills and boundary setting • Advocate for personal rights, values, dating boundaries, and support for wellness in regards to sexual health
Critical Language:	Peer pressure, personal rights, boundaries, goals, self-advocacy

Learning Experience # 9		
The teacher may brainstorm possible options for avoiding risky sexual situations so students can analyze their own (positive) decision-making processes and self-advocacy skills.		
Generalization Connection(s):	Abstinence and the use of contraceptives promotes overall health and wellness, prevents the transmission of STIs, and decreases the likelihood of unintended pregnancies	
Teacher Resources:	http://www.kidznpower.net/peerTwo.html (10 Ways To Help Your children Deal With Peers) http://www.teenshealth.org (Sexual Health and Sexual Bullying) http://www.teenadvice.about.com/library/SOS/blSOS_071001a.htm (S.O.S. For Teens)	
Student Resources:	http://www.teenshealth.org (Sexual Health and Sexual Bullying) http://www.teenadvice.about.com/library/SOS/blSOS_071001a.htm (S.O.S. For Teens)	
Assessment:	Students will create an example of a diversion, excuse or effective refusal skill (Just Say No) to avoid potential situations/pressures (e.g., role plays, scenarios, “what if” situations, 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 will provide a “risky behavior scenario” and a list of different excuses or diversions	Students may analyze the teacher-selected scenario and choose from a list of diversions/excuses that would be most appropriate for that situation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide examples of resources that may be available in some communities. (CDC, hospitals, Youth services, Substance Abuse services, school counselor, etc.)	Students may research and create a brochure of school & community resources and services for teens that provide support and help with drug, alcohol or sexual abuse situations
Critical Content:	<ul style="list-style-type: none"> • Verbal and non-verbal skills for sexual and personal boundaries • Benefits and effectiveness of abstinence for prevention of HIV, STIs and unintended pregnancies 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate strong verbal and non-verbal inter-personal communication skills, including refusal skills and boundary setting. • Set goals to make positive decisions to support healthy relationships and healthy sexuality 	
Critical Language:	HIV, STIs, unintended pregnancies, refusal skills, contraceptives	

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Learning Experience # 10		
The teacher may bring in examples of boundary setting behaviors related to dating and sexual activity so students can begin to develop verbal and non-verbal communication strategies for establishing their own personal boundaries.		
Generalization Connection(s):	Self-advocacy identifies peer pressure, personal rights, boundaries, and goals that minimize exposure to risky situations Abstinence and the use of contraceptives promote overall health and wellness, prevents the transmission of STIs, and decreases the likelihood of unintended pregnancies	
Teacher Resources:	https://www.youtube.com/watch?v=2COLCWkHLRE (Refusal skills scenarios) “The Sex Talk Home Alive Boundary Setting (real time role-play exercises in boundary setting and refusal skills) http://www.teachhomealive.org/boundary-setting/ (Developing boundaries) https://www.Amandaspeaks.com (Dating rules for teenage girls) https://www.Amandaspeaks.com (Dating rules for teenage boys)	
Student Resources:	Teenhealth.org – resources on drugs, alcohol and sexual health	
Assessment:	Students will submit anonymous responses that identify verbal and/or non-verbal communication strategies related to the following scenario: Your boyfriend/girlfriend is pressuring you to be sexually active. How would you communicate and establish your personal boundaries? How could you handle the situation if your boyfriend/girlfriend continues to push your boundaries? What sources would you rely upon to provide support for you in this situation?	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may work with a peer group to create their own video about setting personal dating boundaries
Critical Content:	<ul style="list-style-type: none"> • Verbal and non-verbal skills for sexual and personal boundaries • High-risk situations, including alcohol and other drug use, and the risks to sexual health • Individual rights and standards for sexual behavior and dating situations 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate strong verbal and non-verbal interpersonal communication skills, including refusal skills and boundary setting • Set goals to make positive decisions to support healthy relationships and healthy sexuality • Anticipate and make decisions to minimize exposure to situations that pose a risk to their sexual health, including those involving alcohol and other drugs • Advocate for personal rights, values, dating boundaries, and support for wellness in regards to sexual health 	
Critical Language:	Sexual activity, refusal skills, personal boundaries, self-advocacy, communication, abstinence, personal rights	