Unit Title: Suicide Prevention (Positive Choices and Options)

Colorado's District Sample Curriculum Project

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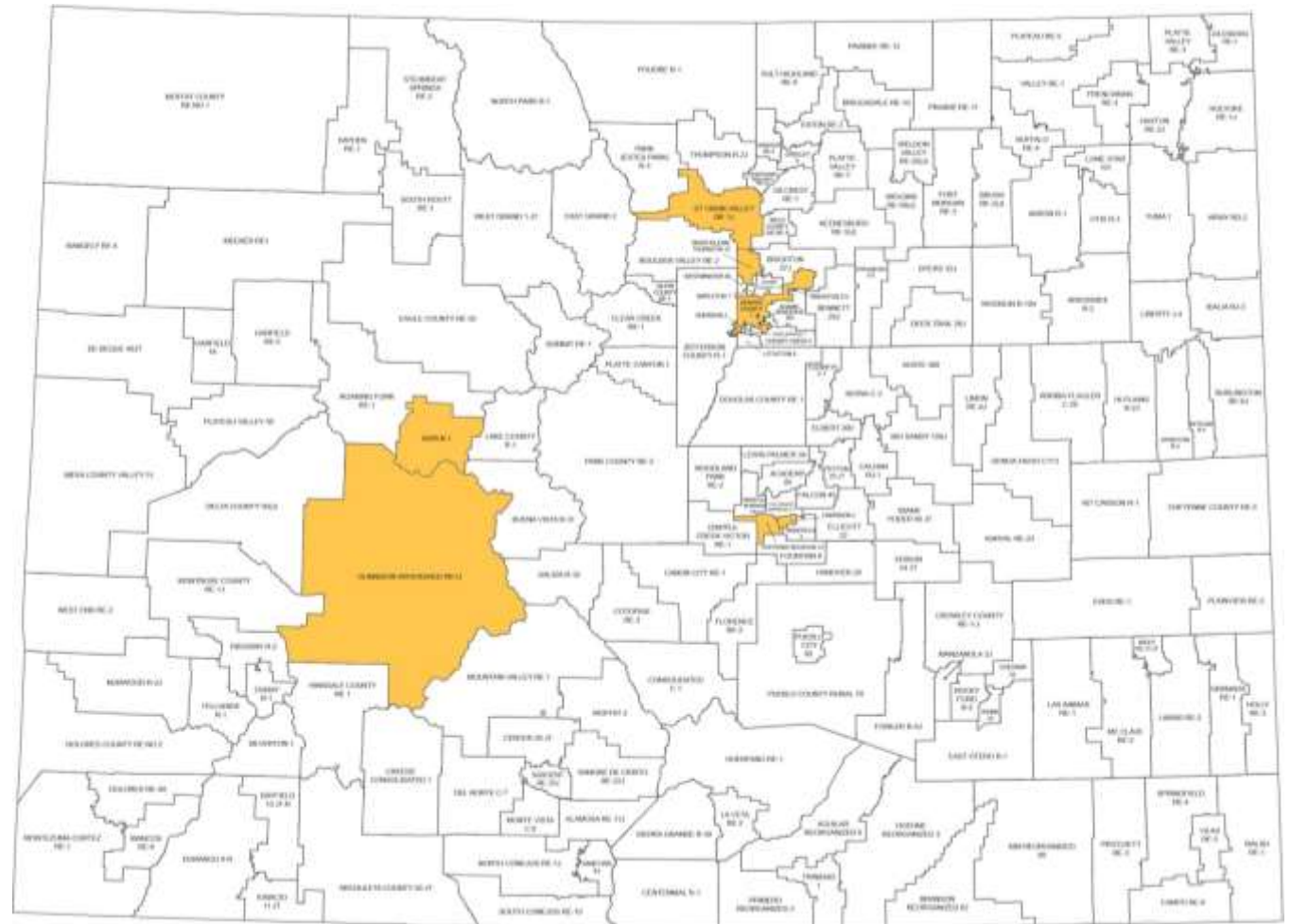
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their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

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Content Area	Comprehensive Health		Grade Level	High School
Course Name/Course Code				

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

Colorado 21st Century Skills
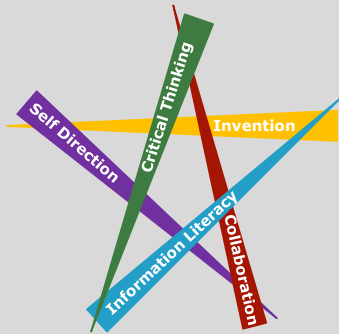
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.

Physical
Social
Colorado's Comprehensive Health and Physical Education Standards
Mental and Emotional
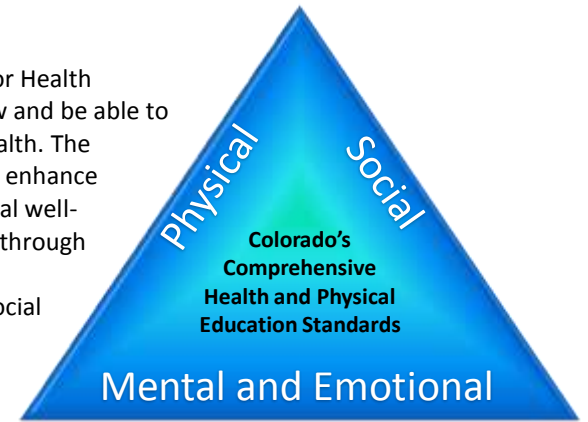
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Suicide Prevention (Positive Choices and Options)	1 week	3

Unit Title	Suicide Prevention (Positive Choices and Options)		Length of Unit	1 weeks
Focusing Lens(es)	Awareness	**Standards and Grade Level Expectations Addressed in this Unit**	CH09-GR.HS-S.3-GLE.1 CH09-GR.HS-S.4-GLE.6	
Inquiry Questions (Engaging-Debatable):	• How could a school and community increase the awareness of teen suicide? (CH09.GR.HS-S.3-GLE.1) • What are key risk factors to be aware of that increase someone's chance for self-harm? (CH09.GR.HS-S.4-GLE.6.-EO.a,b) • How can my mental health affect the people around me? (CH09.GR.HS-S.3-GLE.1) • What can I do to keep my mental and emotional health at my best? (CH09.GR.HS-S.3-GLE.1-EO.a,b,c,d)			
Unit Strands	Emotional and Social Wellness, Prevention and Risk Management			
Concepts	Resources, Self-advocacy, Communication Skills, Inter-personal Communication, Stress Management, Respect, Prevention, Awareness, Diversity, Empowerment			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Advocacy for self and others requires effective communication skills and increases a person's willingness to seek help for mental and emotional problems. (CH09.GR.HS-S.3-GLE.3-EO.a,c,d;N.1) and (CH09.GR.HS-S.4-GLE.6-EO.c)	What are effective communication skills when advocating for others? What types of mental and emotional problems require you to seek help? (CH09.GR.HS-S.3-GLE.1-EO.b,d)	What would I do if my best friend was showing signs of suicide?(CH09.GR.HS-S.3-GLE.3;IQ.3) Why are effective communication skills important when seeking help? Why should I care about others mental and emotional health?(CH09.GR.HS-S.3-GLE.3-EO.a,b,c,d)
Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm.(CH09.GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) and (CH09.GR.HS-S.3-GLE.1-EO.b)	What are types of self-harm? (CH09.GR.HS-S.4-GLE.6-EO.a,b) How do you determine the validity and reliability of specific resources? (CH09.GR.HS-S.3-GLE.1-EO.b) and (CH09.GR.HS-S.3-GLE.3-EO.c,d)	What does a strong support system look like? (CH09.GR.HR.S.3-GLE.3-EO.c,d) What is my support system? How do I protect myself and my peers from the risk of suicide?(CH09.GR.HS-S.4-GLE.6-EO.a,b,c;RA.1;N.1) and (CH09.GR.HS-S.3-GLE.1-EO.c,d)
Self-advocacy for mental and emotional health is a communication skill that potentially reduces the risk of stress and self-harm. (CH09.GR.HS-S.4-GLE.6-EO.a,b)	What mental and emotional problems are likely to lead to extreme stress and self-harm? (CH09.GR.HS-4-GLE.6-EO.b) Why are teen boys less likely than girls to seek help when having thoughts of suicide? (CH09.GR.HS- 4-GLE.6-EO.b)	How can I self-advocate to prevent minor problems associated with stress from escalating to more serious and possibly deadly problems? (CH09.GR.HS-S.4-GLE.6-RA.1)

The respect for diversity creates a positive school environment that supports pro-social behavior. (CH09.GR.HS-S.3-GLE.3-EO.b,c;IQ.1)	What does a positive school environment look like? (CH09.GR.HS-S.3-EO.c)	How can I respect diversity to possibly minimize a person's thoughts of suicide? (CH09.GR.HS-S.3-GLE.3-EO.b) What can I do to create a positive school environment that supports pro-social behavior? (CH09.GR.HS-S.3-GLE.1;IQ.1;RA.1)

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
- Characteristics of a mentally and emotionally healthy person. (CH09.GR.HS-S.3-GLE. 1-EO.a) - The impact of a person's mental and emotional health on behaviors and relationships. (CH09.GR.HS-3-GLE.1.-EO.b) - Effective strategies for stress management. (CH09.GR.HS-S.3-GLE. 1. c.) - Causes, symptoms, and effects of depression and anxiety (CH09.GR.HS-S.3-GLE1-EO.d) - Strategies improvement or maintenance for positive mental and emotional health for self and others. (CH09.GR.HS-S.3-GLE.3) - Signs and symptoms of people who are in danger of self-harm. (CH09.GR.HS-S.4-GLE.6-EO.a) - Self-directed violence is the result of the accumulation of multiple problems rather than just one problem (CH09.GR.HS-S.4-GLE.6-EO.b)	- Analyze the causes, symptoms, and effects of depression and anxiety (CH09.GR.HS-S.3-GLE.1.d) - Analyze signs or patterns of behavior that identify people at risk for harming themselves or others. (CH09.GR.HS-S.4-GLE.6-EO.a,b) - Express potential stressors in their daily life and use effective strategies for managing stress. (CH09.GR.HS-S.3-GLE.1-EO.c) - Identify the role of mental and emotional health in affecting health related behaviors. (CH09.GR.HS-S.3-GLE.1-EO.a,b.) - Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others (CH09.GR.HS-S.3-GLE.3-EO.a) - Demonstrate support and respect for others (CH09.GR.HS-S.3-GLE.3-EO.b) - Advocate for positive and respectful school environment that supports pro-social behavior (CH09.GR.HS-S.3-GLE.3-EO.c) - Demonstrate how to communicate the importance of seeking help for mental and emotional problems (CH09.GR.HS-S.3-GLE.3-EO.d) - Utilize family, school and community resources for adolescent mental and emotional health services that provide support from a trusted adult for those in need. (CH09.GR.HS-S.4-GLE-6-RA.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*I understand the risk factors that lead to self-harm and how to utilize resources and support systems to seek help for self and others.*
Academic Vocabulary:	Diversity, Respect, Advocacy, Interpersonal Communication, Support Systems, Resources, Intervention, Awareness, Emotions, Communication Skills, Empowerment
Technical Vocabulary:	Depression, Anxiety, Stress, Self-harm, Violence, Mental Health, Suicide

Unit Description:	This unit allows students to develop an awareness of suicide prevention and become advocates for themselves and others by using effective communication skills to connect with emotions such as depression, anxiety and stress. During this 1-2 week unit, students will integrate prior knowledge of these emotions in order to recognize when distress may potentially become a warning sign for suicide. The unit culminates with a performance assessment that requires students to demonstrate effective communication and advocacy skills by creating a public service announcement to increase high school students' awareness of suicide prevention.
Considerations:	High school students should have a working knowledge of concepts such as communication, emotions and advocacy with an understanding that continued development of inter-personal communication skills will enhance the development of positive relationships. Additionally, an awareness and understanding of the respect for others and acceptance for diversity will lead to individual empowerment and overall health and wellness.

Unit Generalizations	
Key Generalization:	Advocacy for self and others requires affective communication skills and increases a person's willingness to seek help for mental and emotional problems
Supporting Generalizations:	Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm
	Self-advocacy for mental and emotional health is a communication skill that potentially reduces the risk of stress and self-harm
	The respect for diversity creates a positive school environment that supports pro-social behavior

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Advocacy for self and others requires effective communication skills and increases the person's willingness to seek help for mental and emotional problems.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a school counselor/psychologist, you will demonstrate effective communication and advocacy skills by creating a public service announcement to present to the student body in order to increase high school students' awareness of suicide prevention. http://www.janegoodall.ca/documents/MakingaPSA.pdf (PSA creator) http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the Perfect-Public-Service-Announcement.html (PSA creator) Your presentation should revolve around and address this essential question: When you or someone you care about is distressed, what do you do? How can you advocate for a person dealing with emotions (stress, anxiety, depression, sadness, fear) in order to prevent their feelings from escalating to thoughts of suicide?
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: • Models effective communication skills • Provides examples of verbal and non-verbal signs of suicide • Presents key information related to suicide • Provides resources for and examples of intervention skills

Differentiation: (Multiple modes for student expression)	Students may work in groups to produce the PSA and take on various roles: • Script writer • Story board illustrator/creator • Presenter • Subtitle/captioning author • Director • Visual/graphic artist Resources: http://www.Animoto.com (How to make a video) http://www.Prezi.com (Developing prezis)

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
Mental Health Information for Teens by Karen Belliner (960-1115 Lexile range) *The Anxiety Workbook for Teens - Activities to Help You Deal with Anxiety and Worry* by Lisa M. Schab, LCSW (960-1115 Lexile range) *Beyond the Blues - A Workbook to Help Teens Overcome Depression* by Lisa M. Schab, LCSW (960-1115 Lexile range) *Straight Talk About Suicide* by Rachel Eagen (Teen suicide) (960-1100 Lexile range) *The Drama Years: Real Girls Talk About Surviving Middle School - Bullies, Brands, Body Image, and More* by Haley Kilpatrick and Whitney Joiner (960-1100 Lexile range) *Cutting and Self-Harm* by Heather Barnett Veague (880-1100 Lexile range) *Self-Harm* by Cath Senker (1010 Lexile level) *Too Stressed to Think?: A Teen Guide to Staying Sane When Life Makes You Crazy* by Annie Fox and Elizabeth Verdick (960-1100 Lexile range)	*Dear Bully* by Carrie Jones & Megan Helley Hall (850 Lexile level) *Burned* by P.C. Cast & Kristin Cast (790 Lexile level) *Impulse* by Steven Gould (HL730 Lexile level) *Cut* by Patricia McCormich (660 Lexile level) *The Pinballs* by Betsy Byars (600 Lexile level) *Thirteen Reasons Why* by Jay Asher (550 Lexile level) *Freak* by Marcella Pixley (750 Lexile level) *BULLIES: Monologues on Bullying for Teens and Adults* by Jim Chevallier (880-1100 Lexile range)

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Think/work like a health self-advocate to develop effective communication skills and strategies	Teacher Resources:	www.pamf.org/teen/abc/buildingblocks/toughconversations.html (Development of communication skills)
			Student Resources:	www.pamf.org/teen/abc/buildingblocks/toughconversations.html (Development of communication skills)
	Skills:	Demonstrate how to communicate the importance of seeking help for mental and emotional problems	Assessment:	Students will conduct role plays that demonstrate effective communication with peers dealing with various adolescent issues (e.g., stress, loss of a boyfriend/girlfriend, bullying, substance abuse, friendships etc.)

2.	Description:	Think/work like a health advocate to develop advocacy skills for self and others' mental and emotional health	Teacher Resources:	www.outfluence.com/pearl-of-the-week/the-power-of-silence-communication-skills-teenagers-can-use/ (Development of communication skills)
			Student Resources:	www.outfluence.com/pearl-of-the-week/the-power-of-silence-communication-skills-teenagers-can-use/ (Development of communication skills) http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart)
	Skills:	Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others	Assessment:	Students will collect family, school and community resources in a t-chart http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (Graphic organizers) and assess what type of support each of those sources may provide for self and others

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of the concepts such as respect, awareness, interpersonal communication, stress management and prevention. This unit will scaffold from these concepts to develop and improve skills and knowledge in the areas of conflict resolution, advocacy, diversity, self-harm and suicide.

Learning Experience # 1

The teacher may bring in health related Public Service Announcements (PSAs) so students can brainstorm the elements of quality PSAs.

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and increases the person's willingness to seek help for mental and emotional problems
Teacher Resources:	https://sites.google.com/site/teacherquality/psa (Examples of quality PSAs) http://www.health.state.mn.us/news/psa/ (Examples of health-related PSAs) http://www.heart.org/HEARTORG/News/PublicServiceAnnouncements/PublicServiceAnnouncements_UCM_312002_SubHomePage.jsp (American Heart Association PSAs) http://www.drugabuse.gov/news-events/public-education-projects/public-service-announcements (Drug prevention PSAs) https://www.suicidepreventionlifeline.org/about/psa.aspx (Suicide prevention PSAs)
Student Resources:	https://sites.google.com/site/teacherquality/psa (Examples of quality PSAs) http://www.health.state.mn.us/news/psa/ (Examples of health-related PSAs) http://www.heart.org/HEARTORG/News/PublicServiceAnnouncements/PublicServiceAnnouncements_UCM_312002_SubHomePage.jsp (American Heart Association PSAs) http://www.drugabuse.gov/news-events/public-education-projects/public-service-announcements (Drug prevention PSAs) https://www.suicidepreventionlifeline.org/about/psa.aspx (Suicide prevention PSAs)
Assessment:	Students will use a Venn diagram to review three teacher-selected health related PSAs in order to compare and contrast the similarities and differences of the PSAs http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram)

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 select two PSAs for students to use http://www.health.state.mn.us/news/psa/ (Examples of health-related PSAs)	Students may work one-on-one with a peer to compare and contrast the similarities and differences of two health-related PSAs (e.g., Venn diagram)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	• Strategies for improvement or maintenance for positive mental and emotional health for self and others	
Key Skills:	• Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others • Demonstrate support and respect for others	
Critical Language:	Advocacy, resources, intervention, awareness, empowerment, reliable, valid, public service announcements, effective communication, prevention, strategies	

Learning Experience # 2
The teacher may introduce potential predictors of suicide (e.g., severe depression, loss, loneliness, stress, sense of not belonging) so students can investigate specific behaviors that may lead to suicide.

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and increases a person's willingness to seek help for mental and emotional problems	
Teacher Resources:	http://www.suicide.org/suicide-warning-signs.html (Teen suicide warning signs) www.kidshealth.org (Articles on suicide prevention) www.suicidepreventioncolorado.org (Suicide signs & prevention) http://www.apa.org/research/.../suicide.asp (Suicide prevention for teens) http://kidshealth.org/parent/emotions/ (Emotions and behavior)	
Student Resources:	http://www.suicidepreventionlifeline.org/gethelp/someone.aspx (Signs & predictors of suicide) http://www.afsp.org/preventing-suicide/risk-factors-and-warning-signs (Risk factors and warning signs)	
Assessment:	Students will identify five possible behaviors that are potential warning signs of teen suicide (e.g. Disinterest in favorite extracurricular activities, problems at school or home, substance abuse, behavioral changes, withdrawing from family and friends, hard time concentrating and paying attention, risk taking behaviors, etc.) (e.g. exit ticket)	
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 present verbally one-on-one to the teacher

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://listverse.com/2010/06/02/10-bizarre-and-tragic-celebrity-suicides/ (Celebrity suicides)	Students may research a factual case of a famous person (e.g. actors, athletes, musicians etc.) who committed suicide to identify the warning signs associated with that specific person
Critical Content:	• Causes, symptoms and effects of depression and anxiety • Signs and symptoms of people who are in danger of self-harm	
Key Skills:	• Analyze signs or patterns of behavior that identify people at risk for harming themselves or others • Analyze the causes, symptoms and effects of depression and anxiety	
Critical Language:	Awareness, suicide, anxiety, stress, depression, grief, isolation, withdrawal, hopelessness, exposure, risk factors, access, guilt, intent, means	

Learning Experience # 3
The teacher may pose the question: "Can bullying lead a person to want to commit self-harm?" so students can explore types of bullying that may impact a teen the most. (e.g., body image, clothes, possessions, friends, hobbies, cyber bullying).

Generalization Connection(s):	Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm	
Teacher Resources:	http://ezinearticles.com/?Does-Bullying-Lead-to-Self-Harm?&id=8084266 (Bullying and self-harm) http://health.usnews.com/health-news/news/articles/2012/04/27/bullied-children-at-greater-risk-for-self-harm-study-finds (Bullied children) http://www.kidpower.org (Anti-bullying) http://www.stompoutbullying.org (Anti-bullying of adolescents)	
Student Resources:	http://sourcesofstrength.org/ (Youth suicide prevention) www.theconnectprogram.org/understanding-suicide/protective-factors-suicide-prevention (Protective factors for students and families)	
Assessment:	Students will use the classroom "word wall" to construct examples of different ways teens may be bullied.	
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
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	www.essentiallifeskills.net/supportsystem.html (Resources for support) http://sourcesofstrength.org/ (Resources for support)	Students may create a questionnaire for their peers to gather information about positive support systems and resources available for guidance in dealing with stressful situations
Critical Content:	• Effective strategies for stress management and characteristics of a mentally and emotionally healthy person	

Key Skills:	• Express potential stressors in their daily life and use effective strategies for managing stress
Critical Language:	Attributes, analyze, strengths, resources, positive support systems, stressors, strategies

Learning Experience # 4

The teacher may provide risk scenarios (i.e., bullying, stress, depression) so students can differentiate the level of response needed in order to reduce the risk of self-harm.

Generalization Connection(s):	Self-advocacy for mental and emotional health is a communication skill that potentially reduces the risk of stress and self-harm	
Teacher Resources:	www.youthliteracy.ca/documents/who_we_are/now_what_do_we_do_teacher_notes.pdf (Problem-solving scenarios) www.pbs.org/inthemix/educators/lessons/depression2/ (Look for "What's Going On" stories) http://209.184.141.5/westwood/academ/depts/Health/Depression.htm (Depression) http://www.parkhurstexchange.com/clinical-reviews/oct10/adolescent-self-harm (Adolescent depression and self-harm)	
Student Resources:	www.adolescentselfinjuryfoundation.com/ (Self injury) http://kidshealth.org/teen/your_mind/friends/friend_cuts.html (Being an informed friend) http://kidshealth.org/teen/expert/depression/cutting_relapse.html (Teen depression)	
Assessment:	Students will analyze and rank teacher generated scenarios based on level of distress and identify the type of help needed (e.g., your brother ate the last slice of pizza; your partner of three years cheats on you; you are moving to a new town & school your senior year; your best friend has gossiped and told lies about you; a student has a parent who has died; etc.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide translation dictionaries http://lifegard.tripod.com/index-2.html (The Vocabulary of Loss: A Glossary of Suicide-related Terminology) http://www.cal.org/caela/esl_resources/health/healthindex.html (Picture Stories for ESL Health Literacy)	Students may work with a peer to create and defend their rankings
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.stopbullying.gov (Anti-bullying programs) http://www.nobully.com (Anti-bullying programs) http://www.atas.k12.ca.us/ausd/ahs/teachers/FacultySites/Bradley_video_online/project_3_develop.html (Developing a PSA)	Students may develop a PSA for an "anti-bullying" campaign to be used on the school campus (e.g., poster, video, pamphlet etc.)
Critical Content:	• Self-directed violence is the result of the accumulation of multiple problems rather than just one problem	
Key Skills:	• Analyze signs or patterns of behavior that identify people at risk for harming themselves or others	
Critical Language:	Scenarios, advocacy, analyze, stress, risk factors, depression, access, intent, self-harm, distress, rank, reduce, support systems, differentiate, response, self-harm	

Learning Experience # 5		
The teacher may discuss how respect for diversity creates a positive school environment/culture so students can consider the impacts of pro-social behavior.		
Generalization Connection(s):	The respect for diversity creates a positive school environment that supports pro-social behavior	
Teacher Resources:	www.p12.nysed.gov/dignityact/rgsection1.html (School climate education) www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Creating-a-Climate-of-Respect.aspx (Positive school climate) www.ndt-ed.org/TeachingResources/ClassroomTips/Diversity.htm (Diversity education for teens) http://respectdiversity.org/ (Diversity education for teens)	
Student Resources:	http://www.whoyouwant2be.org/how-do-i-respond/diversity/ (Diversity education) http://www.violencepreventionworks.org (School violence prevention) *Thirteen Reasons Why* by Jay Asher (Teen suicide)	
Assessment:	Students will create a visual or audio representation (e.g. poster, video, song, poem, rap etc.) of the types of pro-social behavior (e.g. respect, empathy, patience, acceptance, etc.) that can impact themselves and their peers. 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)
	N/A	Students may work with a peer to create a visual representation of one example of pro-social behavior they have seen demonstrated in their school (e.g. poster)
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• Strategies for improvement or maintenance of positive mental and emotional health for self and others • The impact of a person's mental and emotional health on behaviors and relationships	
Key Skills:	• Demonstrate support and respect for others • Advocate for positive and respectful school environment that supports pro-social behavior	
Critical Language:	Bullying, consequences, diversity, school culture, school environment, respect, awareness, pro-social behavior, consider	

Learning Experience # 6	
The teacher may introduce strategies that focus on understanding differences and aiding those in need so students can begin exploring ways advocate for the mental and emotional well-being of others.	
Generalization Connection(s):	Advocacy for self and others requires effective communication skills and increases a person's willingness to seek help for mental and emotional problems

Teacher Resources:	http://www.coloradouplift.org (A non-profit, youth service organization teaching character, leadership and life skills to urban youth in Denver, Colorado) www.suicidepreventioncolorado.org (Newsletter: suicide prevention strategies) http://www.namimass.org/resources/teens (Teen self-advocacy tools and resources) http://www.greatschools.org (Self-advocacy for teens) http://www.ncld.org/ld-insights/blogs/ (Help-teens-self-advocate) http://www.ncld.org/ld-insights/blogs/ (Help-teens-self-advocate) http://www.bellevuecollege.edu/adcurriculum/Module4/student_scenarios.pdf (At-risk teen scenarios to consider)	
Student Resources:	http://www.namimass.org/resources/teens (Teen self-advocacy tools and resources) https://docs.google.com/document/d/1zol90ua0eS370_nkxRlUI8W8sZHPZXIYMtlASPo3NC0/edit?pli=1 (Action plan template) http://www.greatschools.org (Self-advocacy for teens) http://www.ncld.org/ld-insights/blogs/ (Help-teens-self-advocate) http://www.ncld.org/ld-insights/blogs/ (Help-teens-self-advocate)	
Assessment:	Students will create an advocacy "action plan" based on teacher provided scenarios for students who are struggling with some aspect of school/personal lives. http://www.wikihow.com/Create-an-Effective-Action-Plan (How to create an effective action plan)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process) http://www.cal.org/caela/esl_resources/health/healthindex.html#Depress (Article on mental health awareness) http://www.eslflow.com (Strategies for language instruction for all learners) www.safe2tell.org (Suicide prevention)	**Expression** (Products and/or Performance) Students may orally describe the action plan to a peer or a teacher
Extensions for depth and complexity:	**Access** (Resources and/or Process) https://www.pdesas.org/module/content/resources/22512/view.ashx (This lesson provides a simple brochure template)	**Expression** (Products and/or Performance) Students may create a guideline brochure for steps to take when advocating for a struggling peer Students may create and perform a teacher-approved scenario to illustrate a response and support for a friend who has shared with the friend that he/she is considering self-harm
Critical Content:	• Strategies improvement or maintenance for positive mental and emotional health for self and others • Signs and symptoms of people who are in danger of self-harm • Self-directed violence is the result of the accumulation of multiple problems rather than just one problem	
Key Skills:	• Demonstrate support and respect for others • Demonstrate how to communicate the importance of seeking help for mental and emotional problems • Utilize family, school and community resources for adolescent mental and emotional health services that provide support from a trusted adult for those in need	
Critical Language:	Advocacy, self-advocacy, pro-social behavior, diversity, respect Interpersonal communication, support systems, resources, intervention, awareness, emotions, communication skills, empowerment	

Learning Experience # 7	
The teacher may showcase the importance of communication as it relates to pro-social behavior so students can analyze effective strategies for safeguarding themselves and others.	

Generalization Connection(s):	Advocacy for self and others requires effective communication skills and increases a person's willingness to seek help for mental and emotional problems
Teacher Resources:	http://www.pamf.org/teen/abc/buildingblocks/communication.html (Communication & Teens) http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Promoting-Adolescents'-Prosocial-Behavior.aspx (Pro-social behavior of teens)
Student Resources:	http://futureofchildren.org/publications/journals/article/index.xml?journalid=32&articleid=58&sectionid=271 (Media and pro-social behavior) http://www.pamf.org/teen/abc/buildingblocks/communication.html (Communication & Teens)
Assessment:	Students will complete a graphic organizer depicting the effects of effective communication /pro-social behaviors on school environment. http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_star.pdf (Cause & Effect graphic organizer)

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 graphic organizer with either causes or effects filled in. http://www.eslflow.com (Strategies for language instruction for all learners) http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_star.pdf (Cause & Effect graphic organizer)	Students may complete a partially filled in graphic organizer. (e.g. an organizer with one or two effects already listed)

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.SurveyMonkey.com (Survey development tool)	Students may create a survey that asks students to assess the prevalence of particular pro-social behaviors within their school

Critical Content:	• Self-advocacy for overall health and wellness • Pro-social behavior and diversity in a school environment
Key Skills:	• Describe self-advocacy skills to maintain and improve overall health and wellness • Express examples of pro-social behavior as it is related to diversity
Critical Language:	Advocacy, self-Advocacy, pro-social behavior, effective communication, diversity, respect

Learning Experience # 8	
The teacher may introduce the importance of positive support systems and community resources so students can evaluate support systems and resources in their own lives.	

Generalization Connection(s):	Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm

Teacher Resources:	www.nasponline.org/publications/cq/cq354suicide.aspx ("Preventing Suicide: Tips for educators and parent") www.mentalhealthscreening.org/ (Mental Health Screening) www.essentiallifeskills.net/supportsystem.html (Resources for support) http://sourcesofstrength.org/ (Resources for support)	
Student Resources:	www.yellowribbon.org/Lifeskill.html (Yellow Ribbon Card) www.save.org/index.cfm?fuseaction=home.viewPage&page_id=705E1907-C4DD-5D32-2C7087CE5924CCA4 ("Someone You Know is Suicidal") www.safe2tell.org (Suicide prevention)	
Assessment:	Students will use a sorting graphic organizer to identify two family members, two friends, two adults in the school and two community resources for support e.g., http://www.edhelperclipart.com/clipart/teachers/org-web.pdf (Sorting graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may create a collage with pictures of people/resources that provide support in their lives
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• School, family and community resource for suicide prevention services.	
Key Skills:	• Utilize family, school and community resources for adolescent mental and emotional health services that provide support from a trusted adult for those in need.	
Critical Language:	Resources, access, support, reliable, risk, advocate, communicate, support systems, self-harm, anxiety, depression, stress, community, credible, valid, meaningful	

Learning Experience # 9
The teacher may brainstorm/create valid criteria for accessing resources so students can identify credible resources to support understanding of potential suicidal behaviors and deterrent strategies.

Generalization Connection(s):	Valid resources and meaningful support systems can provide help with mental and emotional problems and lessen the risk of self-harm
Teacher Resources:	http://www.library.illinois.edu/ugl/howdoi/webeval.html (Credible resource evaluation tool) http://owl.english.purdue.edu/owl/resource/553/01/ (Credible resource evaluation tool) http://www.loc.gov/rr/business/beonline/selectbib.html (Credible resource evaluation tool) http://teenmentalhealth.org/resources/ (Articles on teen mental health issues) http://www.cerias.purdue.edu/education/k-12/teaching_resources/lessons_presentations/SITECREDIBILITY2.pdf (Activities for teaching site credibility) http://blogs.slj.com/neverendingsearch/2013/05/22/thinking-about-credibility-and-about-turnitins-seer-the-source-educational-evaluation-rubric/ (Credible resource evaluation tool)

Student Resources:	http://pages.turnitin.com/rs/iparadigms/images/Turnitin_SEER_Rubric.pdf (Credible resources evaluation rubric)	
Assessment:	Students will develop a thinking map using "credible mental health resource" as the center and then defining the criteria for assessing reliability.	
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 work with a partner to list 3 criteria to evaluate the credibility of a mental health resource
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://teenmentalhealth.org/resources/ (Valid internet resource)	Students may develop a thinking map using "credible mental health internet resources" as the center, defining the criteria for assessing reliability, and then presenting their map to the class
Critical Content:	• Credible resources and support systems for mental and emotional problems and violent behavior	
Key Skills:	• Identify credible resources and support systems for mental and emotional problems and violent behavior	
Critical Language:	Credible resources, support systems, resources, decision-making, advocacy	