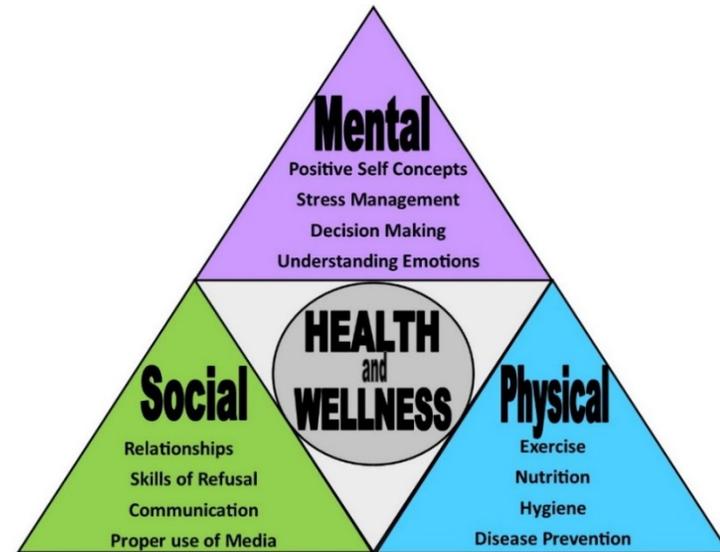


Health II

Strand 2: Mental & Emotional Health

Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. Students will explore resources for mental health and suicide prevention.

Goal: Students will apply knowledge to reduce risk factors and enhance factors that promote positive mental and emotional health.



The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

Health II Strand 2 Mental and Emotional Health

Standard HII.MEH.1
Apply stress management techniques to a personal stressor and evaluate their effectiveness.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Students select a stress management prevention technique to practice all week and then share the effectiveness (e.g., Stress articles, CALM app, exercises, art therapy, music, funny videos, coloring pages, meditation). • Distinguish and examine individual stressors (eustress and distress). • Botvin LST Lesson.
Critical Background Knowledge
Standard HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress
Related Standards: Current Grade Level
Standard HII.HF.4: Develop resiliency skills.
Standard HII.MEH.2
Research current modes of technology and media use and how they impact mental and emotional health.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Botvin LST Lesson. • PSA/pamphlet/posters: Effects of technology on mental and emotional health of self, peers, or family. • Evaluate personal electronic use and analyze the impact on mental, emotional, and physical health (e.g., social interactions, sleep, anxiety, depression, poor eating habits, physical activity) and create a personal plan that promotes positive mental and emotional health. • Create a comparative list of advantages and disadvantages of social media and technology. Evaluate personal use and reflect or discuss at the end of the time period.
Critical Background Knowledge
Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.
Related Standards: Current Grade Level
<p>Standard HII.SDP.3: Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.</p> <p>Standard HII.SAP.2: Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.</p> <p>Standard HII.N.3: Describe how family, peers, media, and day-to-day activities influence food choices.</p> <p>Standard HII.HD.8d: Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.</p>
Standard HII.MEH.3
Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders.

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Concepts and Skills to Master
<ul style="list-style-type: none"> • Talk about how mental health disorders are similar to physical disorder and the need for medical attention is the same. • Identify the need to get help, and where to find it. • Develop a plan to change the stigma associated with mental disorders.
Critical Background Knowledge
Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.
Related Standards: Current Grade Level
Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required. Standard HII.N.6: Explain the effects of disordered eating and eating disorders on healthy growth and development.
Standard HII.MEH.4
Research school and community mental health resources and determine when professional health services may be required.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Resource Health List- Have students write down the resources, create a poster, store numbers in phone, or download apps (e.g., Suicide Hotline, local crisis service, SafeUT). • Research common mental health illnesses and how to facilitate getting the individual help. (Could use research paper to tie to ELA standards)
Critical Background Knowledge
Standard HI.MEH.2b: Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.
Related Standards: Current Grade Level
Standard HII.MEH.3: Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders. Standard HII.SDP.6: Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society. Standard HII.SAP.6: Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications. Standard.HII.HD.7: Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).
Standard HII.MEH.5
Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.
Concepts and Skills to Master
<ul style="list-style-type: none"> • School counselor or guest speaker may be a useful resource for this standard. • Research warning signs and risk factors related to suicide through a presentation. • Identify local resources and trusted adults to seek help when needed.
Critical Background Knowledge

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Standard HI.MEH.3: Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.
Related Standards: Current Grade Level
Standard HII.HF.4a: Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes). Standard HII.MEH.6: Use accurate information to formulate a health-enhancing message for mental health and suicide prevention. Standard HII.SAP.4: Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.
Standard HII.MEH.6
Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.
Concepts and Skills to Master
<ul style="list-style-type: none"> Use research from previous MEH standards to formulate a message to support mental health and suicide prevention.
Critical Background Knowledge
Standard HI.MEH.3: Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.
Related Standards: Current Grade Level
Standard HII.MEH.5: Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.
Academic Language
<p>Advocate: Person who pleads or speaks on another person’s behalf. Includes supporting, helping, seeking help, and standing up for self and others.</p> <p>Coping Skills: Methods used to deal with stressful situations. These learned skills may help a person face a situation, take action, and be flexible and persistent in solving problems.</p> <p>Distress: Negative stress that can interfere with mental/emotional, physical, and social health.</p> <p>Eustress: Positive stress that can motivate or improve performance leading to success.</p> <p>Protective Factors: Any action or condition that reduces the likelihood of injury, disease, or other outcome.</p> <p>Risk Factors: Any action or condition that increase the likelihood of injury, disease, or other outcome.</p> <p>Self-Injury: Refers to a variety of behaviors in which an individual intentionally inflicts harm to his or her body for purposes not socially recognized or sanctioned and without suicidal intent. Self-injury can include: cutting, carving puncturing of the skin, scratching, burning, ripping or pulling skin or hair, and self-bruising.</p> <p>Self-Talk: The act or practice of talking to oneself, either aloud or silently. Self-talk impacts how we feel about ourselves, our achievements, and how we interact with others.</p> <p>Signs and Symptoms: A sign is something that can be detected by someone other than the individual affected by the disease and symptom is described and experienced by the individual affected by the disease.</p> <p>Stigma: Negative attitudes and beliefs towards people. Stigmas can lead to discrimination, bullying, or not seeking help for health needs.</p> <p>Stressor: Anything that triggers the stress response.</p>
Assessment Exemplars
Students will make a stress management kit that will enhance their protective factors and lower their risk factors.