

Health I

Strand 2: Mental and Emotional Health

Notice: In utilizing the Core Guides be aware that all hyper-links are meant as separate resources and not as approval or alignment to an entire website's domain.

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.

Goal: Students will develop a foundation of knowledge related to reducing risk factors and enhancing 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.

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Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress.</p>	<ul style="list-style-type: none"> • Use a list of possible stressors and have students put (+) if they have experienced it in the last year and (-) if they haven't. • Use car ghost videos or other clip to give students an understanding of fight, flight, and freeze. • Class discussion on stressors and stress relievers (e.g. meditation, exercise, mood log, hobbies, time management, organization, music, mindfulness, guided imagery, PMR, breathing exercises). • Identify and describe individual stressors (eustress and distress) and predict the potential short and long-term impact on overall well-being. • Create and implement a plan to reduce and deal with individual stressors. • Botvin LST Lessons • Stress reduction activities for students from Healthier SF. 	<p>Past: Standard 6.MEH.1 Related: Standard HI.HF.3b Future: Standard HII.MEH.1</p>
Teacher Resources for Further Professional Learning		
<p>Stress Management: Tips to deal with stress from Help Guide.</p>		
<p>Emotional Learning Toolkit: Social Emotional Toolkit from University of Minnesota.</p>		
<p>Teens Health – Stress & Coping: Teens Health resource for healthy mind.</p>		
<p>Calm App: This app is free to educators. Variety of meditation and stress relief activities. Also has modules for reducing anxiety, improving self-image, gratitude, easing depression, mindfulness, and more.</p>		

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Standard	Possible Activities	Past, Related, and Future Standards
<p>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.</p>	<ul style="list-style-type: none"> • Construct a brochure that identifies risk factors for a mental illness disorder and present it to a group • Inside Out - Disney Inside Out worksheet. • Create Foldable on types of Mental Disorders: Name, Definition, Signs & Symptoms, and Management. • Voices of Hope -KUED Documentary with guided discussion. • Recognize risk factors for development of mental disorders (e.g., genetics, family history, trauma, abuse). • Assess and reflect on personal mental and emotional health practices and identify strategies for improvement. • TeenMentalHealth.org Lesson plans about understanding mental illness and mental health. • WalkinOurShoes.org lessons on mental health and mental illness (personal stories of those with mental health disorders). 	<p>Past: Standard 6.MEH.4 Related: Standard HI.SDP 6 & 7 Standard HI.SAP.5 Standard HI.N.5 Standard HI.HD.7 Future: Standard HII.MEH.3</p>
<p>Standard HI.MEH.2a: Distinguish types of mental health disorders (for example, depression, anxiety disorders, bipolar, schizophrenia, OCD, ADD/ADHD, phobias, PTSD) by identifying signs and symptoms.</p>	<ul style="list-style-type: none"> • Choose a mental health disorder, research it and how many people are impacted by it. Create a poster to raise awareness. Organize mental illnesses into the correct classification. • Group Slide Show or Mental Health Disorder Gallery Walk with demonstration of each various mental health disorders. • From various scenarios have students identify the warning signs of a suicidal person. • Mental Illness PPT shared from Utah teachers. 	<p>Past: Standard 6.MEH.4</p>
<p>Standard HI.MEH.2b: Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.</p>	<ul style="list-style-type: none"> • Design a positive support system for dealing with depression and other mental illnesses. • QPR, NuHope Presentation, or school counselor lesson. • Discuss positive strategies for supporting and respecting individuals with mental health disorders to reduce the stigma associated with mental health disorders and suicide. • Have students create a safety pyramid with the people and local resources they feel would be helpful to them in harmful situations. Design pyramid with strongest resources on bottom and a description of what situations each would be best in. • Discuss the value of seeking help and intervention for self and others affected by mental disorders and suicidal thoughts. • 10 Ways to Have a Better Conversation: TedTalk. 	<p>Past: Standard 6.MEH.5 Future: Standard HI.MEH.4</p>

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Teacher Resources for Further Professional Learning

[Teen Mental Health](#): The Mental Health and High School Curriculum Guide provides a complete set of evidence-based, online modular resources proven to increase the understanding of mental health and mental disorders, decrease the stigma of mental illness, and enhance help-seeking efficacy among both students and teachers.

[Utah 211](#): 2-1-1 provides people with ways to get help and give help. Callers are connected to health and human resources they need.

[SafeUT](#): The SafeUT Crisis Chat and Tip Line is a statewide service that provides real-time crisis intervention to youth through live chat and a confidential tip program – right from your smartphone.

[Trevor Project 2019 National Survey on LGBTQ Mental Health](#): This survey provides new insights into the challenges that LGBTQ youth across the country face every day, including suicide, feeling sad or hopeless, discrimination, physical threats, and exposure to conversion therapy.

[Utah SHARP Survey](#): View the 2019 SHARP Survey data, which indicates LGBTQ students are at higher risk for suicidal ideation & feeling sad and hopeless.

[The Jason Foundation](#): The Jason Foundation's programs and services teach the warning signs associated with suicide, suicide facts & statistics, and how to find help for at-risk youth.

[Prevent Child Abuse Utah School Based Programs](#): Prevent Child Abuse Utah prevention programs educate children to recognize abuse, engage children to learn safety strategies, and empower children to report abuse. PCAU in-school programs are FREE, age appropriate, and typically taught in the classroom with visual aids, videos, and other interactive activities such as role playing. The programs also teach adult community members how to prevent child abuse, how to identify signs of possible abuse, and how to report abuse.

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<p>Standard HI.MEH.3: Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.</p>	<ul style="list-style-type: none"> • Group and class discussions about risk factors and warning signs. • Local mental health professional guest speaker (e.g. social worker, health department professional). • Students research and identify areas, agencies, and community resources they can turn to for help, including phone numbers, websites, and addresses. • Lifelines Program. • Have students write down the resources, store numbers in phone, or download apps (e.g., Suicide Hotline, local crisis service, SafeUT). 	<p>Past: Standard 6.MEH.5 Related: Standard HI.HF.3c Future: Standard III.MEH.5 & 6</p>
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Youth Suicide Warning Signs: Learn the warning signs for suicide from the National Suicide Prevention Lifeline.
How to Deal with Self-Harm: Information and ways to cope with self-harm behaviors from Crisis Text Line.
Suicide Prevention Lifeline: The National Suicide Prevention Lifeline resource for suicide prevention.
American Foundation for Suicide Prevention: Risk factors and warning signs of suicide.
Teen Mental Health: U.S. National Library of Medicine resource on teen mental health.
Utah Youth Suicide Prevention Crisis Toolkit: A service of the Utah State Board of Education in partnership with The Utah Education Network