

# Skill-Based Instruction for Health I, Strand 2: Mental and Emotional Health (MEH)

## Introduction

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. A skills-based approach is a best practice for delivering high-quality health education. Educators should have a goal of no more than one-third instructional time on content and concepts and at least two-thirds of class time for student skill practice or demonstration.

These skill-based instruction guides outline the standards, key skills, and model instructional practices and assessments for Health Education. Please see the [Health Education Core Skills Model](#) for more support with implementation and design.

## Standards

**Standard HI.MEH.1:** Explore a variety of stress management techniques and choices that will manage and reduce stress.

**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.

- a. Distinguish types of mental health disorders (for example, depression, anxiety disorders, bipolar, schizophrenia, OCD, ADD/ADHD, phobias, PTSD) by identifying signs and symptoms.
- b. Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.

**Standard HI.MEH.3:** Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.

## Steps and Elements to Demonstrate Competency

- Students will be able to identify and apply various types of stress, anxiety, and anger management techniques.
- Students will be able to evaluate different types of mental health disorders and identify how and when to get help.
- Students will be able to recognize the warning signs and risk factors related to self-harming behaviors and suicide. They will be able to identify local resources and trusted adults to seek help when needed.

## Health Skills Needed to Demonstrate Competency

- Use functional health information to support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Use a decision-making process to support health and well-being of self and others.
- Advocate to promote health and well-being of self and others.

## Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously. The numbering throughout this section aligns to the corresponding standard number in the strand. Educators may utilize [the model scope and sequence](#) between LifeSkills Training and Health Education for pacing and order.

### Step 1: Introduce the Skill - Teach relevant content, terms, and outcomes.

1. Discuss the different types of stress. Explain how stress management techniques can affect our stress levels and overall health.
  - a. Eustress and Distress
  - b. How stress affects our mental, emotional, social and physical health.
  - c. Define anxiety and anger. Identify physical symptoms of each (refer to [Botvin LifeSkills Lessons: Coping with Anxiety, Coping with Anger](#))
2. Discuss the different types of mental health disorders. Discuss the value of

seeking help and intervention for self and others affected by mental disorders:

- a. <https://walkinourshoes.org>
3. Explain the relevant facts about self-harming behaviors, along with the warning signs of suicide. May use local mental health professional guest speakers for example, social worker, counselor, health department professional to assist.
  - a. [PBS In the Mix - Suicide Prevention Lesson](#)

## Step 2: Present Skills, Cues, and Critical Elements

1. Present various stress management techniques. Identify and describe individual stressors (eustress and distress). Discuss the potential short and long-term impact on overall well-being.
2. Identify the signs and symptoms of various mental health disorders such as depression, anxiety disorders, bipolar, schizophrenia, OCD, ADD/ADHD, phobias, and PTSD and predict the potential short and long-term impact on overall well-being.
  - a. [NAMI Teaching Kids About Mental Health](#)
3. Lead class discussions about risk factors and warning signs of self-harm and suicide. May use local mental health professional guest speakers, for example social worker, counselor, health department professional to assist. Identify areas, agencies, and community resources they can turn to for help, including phone numbers, apps, websites, and addresses. Resources may include: Suicide Hotline, Utah Suicide Prevention Coalition, [SafeUT](#).
  - a. <https://988lifeline.org/>
  - b. <https://liveonutah.org/>
  - c. <https://reach4hopeutah.org/>
  - d. <https://hopesquad.com/>

## Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. Explore different stress management techniques. Model how to determine what type of technique works best for you as an individual and how and when to access those techniques.

- a. Stress management rotations for example, coloring, yoga, mediation, music, video games, humor, texting, and other choices.
  - b. Botvin LifeSkills Lessons: Coping with Anxiety and Coping with Anger
2. Explore when and how to seek help and intervention for self and others affected by mental disorders.
3. Model how to ask for or offer help for self-harming and suicidal behaviors. Model how to use the [SafeUT](#) app and discuss the possible questions that might be asked if an individual was to call or access a suicide prevention hotline. May use a teacher generated script for practice. [988 lifeline questions](#)

## Skill Practice

In this section, students will be leading the discussions and activities. The educator will monitor and give feedback.

### Step 4: Practice and Feedback.

Students will practice health skills in a variety of learning activities. Teachers will monitor and give feedback as needed. Students will also give peer feedback. For listed standards, assess the competency in these skills:

- Use functional health information to support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- Use a decision-making process to support health and well-being of self and others.
- Advocate to promote health and well-being of self and others.

#### Sample Peer Feedback Rubric

*Educators, please create rubrics that meet your lesson objectives. Below is a simple sample that students may use to give clear feedback to peers.*

Meets the Skill	Does Not Meet the Skill - Need to Revise
<b>Sample:</b> Positive Support System Tree Tree has at least three support branches with a clear explanation for each support	<b>Sample:</b> Positive Support System Tree Tree has less than 3 branches and does not adequately explain the support each

branch.	branch provides. Still practicing. Try again!
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## Skill Performance

### Step 5: Assess the skill(s) and support transfer.

Reinforce real life application, relevance, and transfer outside of the classroom. This can be a student project, summative assessments, or other demonstration of competency of the standard. Examples include PSA, brochures, social media campaign, research paper, journal, or log with reflection. Educators may allow students to choose from any skill/standard below or choose to assess only one of the skills/standards and ask students to choose the assessment from that area.

**Skill(s):** Use functional health information to support health and well-being of self and others.

#### Standard: HI.MEH.1

- Create and implement a plan to reduce and deal with individual stressors. Create a presentation about your success with your chosen technique(s).
- Role play (in-person or using media) scenarios that model effective stress management skills.
- Research a variety of different stress, anxiety, and/or anger management techniques and create a public service announcement or brochure documenting your findings.

**Skill(s):** Use functional health information to support health and well-being of self and others.

#### Standard: HI.MEH.2a

- Research types of mental health disorders: name, definition, signs & symptoms, and management. Student choice on how to present their findings.

**Skill(s)** Use interpersonal communication skills to support health and well-being of self and others. Advocate to promote health and well-being of self and others.

#### Standard: HI.MEH.2b

- Design a positive support system tree for dealing with depression and other

mental illnesses.

- Have students create a safety pyramid with the people and local resources they feel would be helpful to them in harmful situations.
- Role play or create a drawing about positive strategies for supporting and respecting individuals with mental health disorders to reduce the stigma associated with mental health.
- Create a public service announcement advocating for the early intervention and treatment of mental health disorders.

**Skill(s):** Use functional health information to support health and well-being of self and others. Advocate to promote health and well-being of self and others.

**Standard: HI.MEH.3**

- Students research and identify areas, agencies, and community resources they can turn to for help, including phone numbers, apps, websites, and addresses. (for example, Suicide Hotline, Utah Suicide Prevention Coalition, SafeUT).
- Create a help brochure for an individual that may be struggling with suicidal thoughts.

## Model Assessment Rubric

Educators should add details to ensure elements from school or district approved curriculum are measured and adequate feedback to students is provided. This rubric is the base model for evaluating health skills. Each health skill statement begins with “Students will be able to...”

Access, download, and customize this [linked rubric in Google Sheets](#). You can only edit after being saved as a copy to the educator’s drive or by downloading to a computer.



Health Skill	Advanced (4)	Effective (3)	Developing (2)	Emerging (1)	Notes
Functional health information	Demonstrates a deep understanding of health information with critical thinking and problem-solving skills and the impact on personal well-being.	Uses basic critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Demonstrates limited critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Does not demonstrate critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	
Communication skills	Consistently uses effective strategies to resolve conflicts, such as active listening, compromise, and finding common ground.  Consistently shows respect and empathy towards others by considering personal boundaries.	Usually uses strategies to resolve conflicts, such as active listening, compromise, and finding common ground.  Usually shows respect and empathy towards others by considering personal boundaries.	Sometimes uses strategies to resolve conflicts but may occasionally struggle with active listening, compromise, or finding common ground.  Sometimes shows respect and empathy towards others but may occasionally overlook personal boundaries.	Rarely uses strategies to resolve conflicts, frequently struggling with active listening, compromise, or finding common ground.  Rarely shows respect and empathy towards others, frequently overlooking personal boundaries.	
Decision-making skills	Construct a well-reasoned decision using strategies that consider multiple relevant factors and predict potential consequences.	Decision based on strategies that consider few relevant factors and predict potential consequences.	Decision may lack thorough consideration of relevant factors or overlook potential consequences.	Lacks clear reasoning, consideration of relevant factors, and awareness of potential consequences.	

Advocacy	Shows evidence of the ability to advocate for self and others health and well-being in a variety of ways. The demonstration is thorough and exhibits proficiency in the skill.	Shows basic evidence of the ability to advocate for self and others health and well-being but does not demonstrate this skill in a variety of ways.	Shows limited evidence of the ability to advocate for self and others health and well-being.	Shows little to no evidence of the ability to advocate for health and well-being.	
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