

Skill-Based Instruction for Health II, 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 HII.MEH.1: Apply stress management techniques to a personal stressor and evaluate their effectiveness.

Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.

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.MEH.4: Research school and community mental health resources and determine when professional health services may be required.

Standard HII.MEH.5: Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.

Standard HII.MEH.6: Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.

Steps and Elements to Demonstrate Competency

- Students will be able to identify and apply various types of stress management techniques.
- Students will be able to compare the advantages and disadvantages of social media and technology and analyze the impact on their mental, emotional, and physical health.
- Students will be able to outline and develop a plan to change the stigma associated with mental disorders.
- Students will be able to evaluate different types of mental health disorders and identify how and when to get help.

Health Skills Needed to Demonstrate Competency

- Use functional health information to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Demonstrate practices and behaviors 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. Define types of stress (eustress and distress) and list various stress management techniques [Self-Guided Meditation Video](#), [Yoga for Stress](#)
2. Discuss current modes of technology and media use and how they impact

mental and emotional health.

3. Introduce what a stigma is and how they affect individuals with mental health disorders. Review common mental health disorders.
4. Review school and community mental health resources and determine when professional health services may be required.
5. Review the warning signs of suicide.
 - a. [Suicide Prevention - KidsHealth](#)
6. Discuss ways to advocate for mental health and suicide prevention.
 - a. [NAMI resource](#) on what it means to be a mental health advocate.

Step 2: Present Skills, Cues, and Critical Elements

1. Discuss how different stress management techniques support different people and situations.
2. Connect the impact of media use on mental health and present advantages and disadvantages of social media and technology.
 - a. [Use Botvin LifeSkills Lesson: The Media and Health](#)
3. Discuss the various stigmas surrounding mental health. Explain how mental health disorders are similar to physical disorders and the need for medical attention is the same. Investigate ways of getting individual help.
4. Discuss the various health resources available regarding mental health.
5. Discuss how to ask for or offer help when needed.
6. Present accurate information about health-enhancing messages.

Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. Model different stress management techniques
 - a. Determine when and how these techniques can be applied.
 - b. [Botvin Lifeskills Training Lesson: Managing Stress, Anger and Other Emotions.](#)
 - c. Show video clip [Inside Out-Feelings.](#)
2. Give examples and/or statistics of how mental health has been affected by social media.
3. Model various ways we as individuals can reduce the stigma of individuals with mental health disorders.

- a. Demonstrate how to advocate for ourselves and others' mental health.
 - b. Review common mental health illnesses and how to facilitate getting the individual help.
4. Identify various sources for reliable health information regarding mental health.
 5. Model how to ask for or offer help.
 6. Model a variety of ways we can advocate for mental health and suicide prevention. [Nami resource](#) on what it means to be a mental health advocate.

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.
- Analyze influences that affect health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Demonstrate practices and behaviors 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
Sample: Create a Suicide Prevention Magnet	Sample: Create a Suicide Prevention Magnet

Magnet lists 3 credible resources/numbers that can be contacted in an emergency situation.	Magnet lists less than 3 credible resources/numbers that can be contacted in an emergency situation or resources are not credible. 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 HII.MEH.1

- Evaluate the effectiveness of a stress management prevention technique for example, stress articles, CALM app, exercises, art therapy, music, funny videos, coloring pages, or meditation.
- Examine individual stressors (eustress and distress) using a think-pair-share activity, in a storytelling atmosphere that deals with personal experiences.
- Create a stress management kit that will enhance their protective factors and lower their risk factors.

Skill(s) Analyze influences that affect health and well-being of self and others.

Standard HII.MEH.2

- Research current modes of technology and media use and how they impact mental and emotional health. Present it to the class.
- Assemble a PSA/pamphlet/poster: 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 (for example, social interactions, sleep, anxiety, depression, poor eating habits, physical activity) and create a personal plan that promotes positive mental and emotional health.

Skill(s): Analyze influences that affect health and well-being of self and others.

Demonstrate practices and behaviors to support health and well-being of self and others.

Standard HII.MEH.3

- Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders and make a presentation for the class.
- Create a game, for example Jeopardy, with questions on mental disorders that includes a discussion of how mental health disorders are similar to physical disorders and the need for medical attention is needed.

Skill(s): Access valid and reliable resources to support health and well-being of self and others.

Standard HII.MEH.4

- Create a poster, media message, or advertisement for mental health resources such a suicide hotline, local crisis service, SafeUT.
- Research common mental health illnesses and how to facilitate getting individuals help. (Could use research paper to tie to ELA standards) Create a skit modeling the skills they have learned.

Skills(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 HII.MEH.5

- Create a list of questions to ask a school counselor or guest speaker about suicide prevention.
- Research warning signs and risk factors related to suicide through a presentation.
- Identify local resources and trusted adults to seek help when needed. Create a magnet to hang on the fridge of important numbers.

Skill(s): Access valid and reliable resources to support health and well-being of self and others. 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 HII.MEH.6

- Use research from previous MEH standards to formulate a poster to support mental health and suicide prevention.
- Create a brochure using accurate information about mental health and suicide and locate local resources that support suicide prevention.

<https://standforthesilent.org/>

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.	
Analyze influences	Shows depth of analyzes of influences on health and well-being.	Shows solid analysis of influences on health and well-being.	Shows some analysis of influences on health and well-being.	Demonstrates limited analysis of influences on health and well-being.	



Access valid and reliable resources	Shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.	Shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.	Shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.	Shows little or no evidence of the ability to apply health skills.	
Practices and behaviors	Consistently engages in practices and behaviors that promote health and well-being. Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies.	Often engages in practices and behaviors that promote health and well-being. Demonstrates some commitment to the skill and uses basic healthy strategies.	Sometimes engages in practices and behaviors that promote health and well-being. Uses healthy strategies, but the skill may have some inaccuracies or be incomplete.	Demonstrate practices and behaviors to promote health and well-being.	
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.	