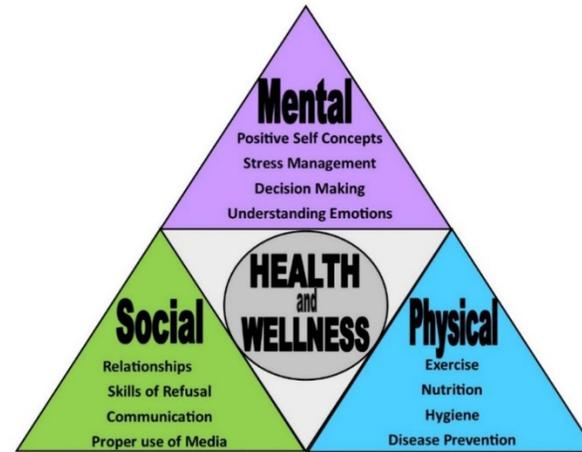


Health I

Strand 2: Mental and Emotional Health (MEH)

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 HI.MEH.1
Explore a variety of stress management techniques and choices that will manage and reduce stress.
Concepts and Skills to Master
<ul style="list-style-type: none"> • 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
Critical Background Knowledge
Standard 6.MEH.1: Explore common life changes (e.g., moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.
Related Standards: Current Grade Level
Standard HI.HF.3b: Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.
Related Standards: Future Grade Level
Standard III.MEH.1: Apply stress management techniques to a personal stressor and evaluate their effectiveness.
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.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Identify risk factors for a mental health disorders and types of mental health disorders: name, definition, signs & symptoms, and management. • Recognize risk factors for development of mental health disorders (e.g., genetics, family history, trauma, abuse). • Assess and reflect on personal mental and emotional health practices and identify strategies for improvement.
Critical Background Knowledge
Standard 6.MEH.4: List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (e.g., parent, guardian, relative, teacher, counselor, clergy) is needed.
Related Standards: Current Grade Level
Standard HI.SDP.6: Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases. Standard HI.SDP.7: Demonstrate how to access valid and reliable health information, products, and services. Standard HI.SAP.5: Explain how addiction is a disease and understand the need for professional intervention. Standard HI.N.5: Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care. Standard HI.HD.7: Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (e.g., parent, relative, clergy, health care provider, teacher, counselor).
Related Standards: Future Grade Level

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Standard HII.MEH.3: Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders.
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.
Concepts and Skills to Master
<ul style="list-style-type: none">• Research types of mental health disorders: name, definition, signs & symptoms, and management.• From various scenarios, students identify the warning signs of a suicidal person.
Critical Background Knowledge
Standard 6.MEH.4: List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (e.g., parent, guardian, relative, teacher, counselor, clergy) is needed.
Standard HI.MEH.2b
Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.
Concepts and Skills to Master
<ul style="list-style-type: none">• Design a positive support system for dealing with depression and other mental illnesses.• 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. <p>*QPR, NuHope Presentation, or school counselor may be helpful to assist this standard.</p>
Critical Background Knowledge
Standard 6.MEH.5: Discuss strategies to help self and others affected by mental and emotional health issues (e.g., depression, anxiety, violence, bullying, self-harm, suicidal thoughts).
Related Standards: Future Grade Level
Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required.
Standard HI.MEH.3
Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.
Concepts and Skills to Master
<ul style="list-style-type: none">• Group and class discussions about risk factors and warning signs of self-harm and suicide.• Students research and identify areas, agencies, and community resources they can turn to for help, including phone numbers, apps, websites, and addresses. (e.g., Suicide Hotline, Utah Suicide Prevention Coalition, SafeUT). <p>*Local mental health professional guest speaker (e.g. social worker, health department professional) may be helpful to assist.</p>
Critical Background Knowledge

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Standard 6.MEH.5: Discuss strategies to help self and others affected by mental and emotional health issues (e.g., depression, anxiety, violence, bullying, self-harm, suicidal thoughts).

Related Standards: Current Grade Level

Standard HI.HF.3c: Develop coping skills by learning from mistakes or perceived failures of self and others.

Related Standards: Future Grade Level

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

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

Academic Language

Advocate: Person who pleads or speaks on another person's behalf. Includes supporting, helping, seeking help, and standing up for self and others.

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.

Distress: Negative stress that can interfere with mental/emotional, physical, and social health.

Eustress: Positive stress that can motivate or improve performance leading to success.

Protective Factors: Any action or condition that reduces the likelihood of injury, disease, or other outcome.

Risk Factors: Any action or condition that increase the likelihood of injury, disease, or other outcome.

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.

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.

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.

Stigma: Negative attitudes and beliefs towards people. Stigmas can lead to discrimination, bullying, or not seeking help for health needs.

Stressor: Anything that triggers the stress response.

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.

Assessment Exemplars

Students will know their own risk factors and list different protective factors.

Students will practice a variety of different stress management techniques and identify one that works well for them.