

Health II

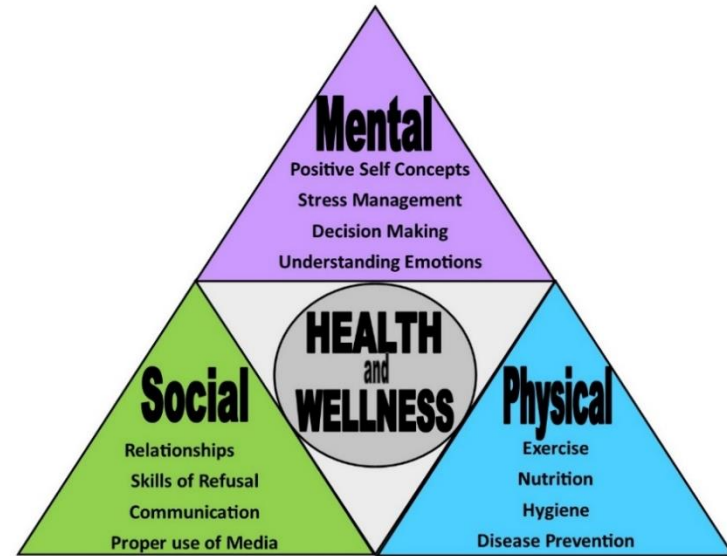
Strand 2: Mental & Emotional Health

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. 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	Possible Activities	Past, Related, and Future Standards
Standard HII.MEH.1: Apply stress management techniques to a personal stressor and evaluate their effectiveness.	<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). • Learning to Breathe. • Stress buster research: Every day, have students record in their “stress buster log” a pre-score on the Anxiety Scale (1-5). Do a “stress buster” and have them record a post-score and write a few lines about why that stress buster may or may not have worked. Examples: walk, throwing paper airplanes, music, funny videos, coloring pages, meditation. • Distinguish and examine individual stressors (eustress and distress). • Botvin LST Lesson. 	Past: Standard HI.MEH.1 Related: Standard HII.HF.4
Teacher Resources for Further Professional Learning		
Stress Management: Tips to deal with stress.		
Emotional Learning Toolkit: Social Emotional Toolkit from University of Minnesota.		
Teens Health – Stress & Coping: Teens Health resource for healthy mind.		

Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.	<ul style="list-style-type: none"> • Botvin LST Lesson. • Social Media 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. • Creating a comparative list of reasons as to why you need social media vs things you’re missing out on while spending time on technology. Media/technology detox challenge for 1 week in the classroom with students and teachers. Reflect or discuss at the end of the week. 	Past: Standard 6.MEH.3 Related: Standard HII.4a, Standard HII.SDP.3, Standard HII.SAP.2 Standard HII.N.3 Standard HII.HD.8d
Teacher Resources for Further Professional Learning		
Social Media and Adolescents’ and Young Adults’ Mental Health: National Center for Health Research article on social media and adolescents’ mental health.		
Collin Kartchner TEDxSaltLakeCity: Can flip phones end our social media addiction?		

Health II Strand 2 Mental and Emotional Health

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard HII.MEH.3: Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders.</p>	<ul style="list-style-type: none"> • Talk about how mental health disorders are just like a broken arm or another physical disorder. • Guided worksheet for <i>Front of the Class</i> movie (Allyce Jones). • Community school-based meetings discussing mental health awareness. Identifying the need to get help, and where to find it. • Develop a plan to change the stigma associated with mental disorders. • NAMI packet resources of common mental illness. • Create posters that have facts and helpful information like numbers and resources. Then, place posters around the classroom or school. • Mental Health Lesson Plans. • Stigma and Mental Health. 	<p>Past: Standard HI.MEH.2</p> <p>Related: Standard HII.MEH.4 Standard HII.N.6</p>
Teacher Resources for Further Professional Learning		
<p>9 Ways to Fight Mental Health Stigma: National Alliance on Mental Illness resource for fighting the stigmas around mental illness.</p>		
<p>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.</p>		

Standard	Possible Activities	Past, Related, and Future Standards
<p>Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required.</p>	<ul style="list-style-type: none"> • Research paper – tie to ELA standards. • 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). • Scenario cards with common mental health illnesses with instruction on how to facilitate getting the individual help. • QPR or ACT. • NUHOPE Guest Speaker. 	<p>Past: Standard HI.MEH.2b</p> <p>Related: Standard HII.MEH.3 Standard HII.SDP.6, Standard HII.SAP.6, Standard.HII.HD.7</p>
Teacher Resources for Further Professional Learning		
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		

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Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.MEH.5: Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.	<ul style="list-style-type: none"> • School counselor or guest speaker. • Warning signs and risk factors related to suicide through a presentation. • In the Mix: Suicide Prevention. • Students write a letter to a real or fictional friend they are worried are considering suicide. Students point out risk factors and warning signs they may have noticed and direct them to a resource where they could get help. 	Past: Standard HI.MEH.3 Related: Standard HII.HF.4a Standard HII.MEH.6 Standard HII.SAP.4
Teacher Resources for Further Professional Learning		
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.		
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.		

Standard	Possible Activities	Past, Related, and Future Standards
Standard HII.MEH.6: Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.	<ul style="list-style-type: none"> • School counselor or guest speaker. • Create PSA, graphic, posters, MEME, etc. to promote mental health. • Outline your body with chalk and write health enhancing messages in chalk outline. • Student presentations – research illnesses, treatments, & resources. • Brochure Activity. 	Past: Standard HI.MEH.3 Related: Standard HII.MEH.5
Teacher Resources for Further Professional Learning		
Suicide Prevention Resource Center: Effective suicide prevention resource.		
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		