



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: Mental and Emotional Health (MEH)

Grade Band: 6-8

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S1.1.8. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.MEH.1.6 1.1.MEH.2.6 1.1.MEH.3.6 1.1.MEH.4.6 1.1.MEH.5.6 1.1.MEH.6.6 1.1.MEH.7.6 1.1.MEH.8.6 1.1.MEH.9.6 1.1.MEH.10.6 1.1.MEH.11.6 1.1.MEH.12.6 1.1.MEH.13.6	1.1.MEH.1.7 1.1.MEH.2.7 1.1.MEH.3.7 1.1.MEH.4.7 1.1.MEH.5.7 1.1.MEH.6.7 1.1.MEH.7.7	1.1.MEH.1.8 1.1.MEH.2.8 1.1.MEH.3.8 1.1.MEH.4.8 1.1.MEH.5.8 1.1.MEH.6.8
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.	2.1.MEH.1.6	2.1.MEH.1.7	2.1.MEH.1.8
S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	2.2.MEH.2.6	2.2.MEH.2.7	2.2.MEH.2.8
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	2.3.MEH.3.6	2.3.MEH.3.7	2.3.MEH.3.8
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	2.4.MEH.4.6	2.4.MEH.4.7	2.4.MEH.4.8
S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.MEH.5.6	2.5.MEH.5.7	2.5.MEH.5.8
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	2.6.MEH.6.6	2.6.MEH.6.7	2.6.MEH.6.8



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S2.7.8.	Analyze how relevant influences of school and community affect personal health practices and behaviors.	2.7.MEH.7.6	2.7.MEH.7.7	2.7.MEH.7.7
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	2.8.MEH.8.6	2.8.MEH.8.7	2.8.MEH.8.7
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.	2.9.MEH.9.6	2.9.MEH.9.7	2.9.MEH.9.8
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S3.1.8.	Analyze the validity and reliability of health information.	3.1.MEH.1.6	3.1.MEH.1.7	3.1.MEH.1.8
S3.2.8.	Analyze the validity and reliability of health products.			
S3.3.8.	Analyze the validity and reliability of health services.	3.3.MEH.2.6	3.3.MEH.2.7	3.3.MEH.2.8
S3.4.8.	Describe situations that call for professional health services.	3.4.MEH.3.6	3.4.MEH.3.7	3.4.MEH.3.8
S3.5.8.	Determine the availability of valid and reliable health products.	3.5.MEH.4.6		3.5.MEH.4.8
S3.6.8.	Access valid and reliable health information from home, school or community.	3.6.MEH.5.6	3.6.MEH.4.7	3.6.MEH.5.8
S3.7.8.	Locate valid and reliable health products.	3.7.MEH.6.6		3.7.MEH.6.8
S3.8.8.	Locate valid and reliable health services.	3.8.MEH.7.6	3.8.MEH.5.7	3.8.MEH.7.8
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	4.1.MEH.1.6	4.1.MEH.1.7	4.1.MEH.1.8
S4.2.8.	Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.			
S4.3.8.	Demonstrate effective peer resistance skills to avoid or reduce health risks			
S4.4.2.	Demonstrate effective negotiation skills to avoid or reduce health risks.			
S4.5.8.	Demonstrate healthy ways to manage or resolve conflict.			
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	4.6.MEH.2.6	4.6.MEH.2.7	4.6.MEH.2.8 4.6.MEH.3.8 4.6.MEH.4.8
S4.7.8.	Demonstrate how to effectively communicate empathy and support for others.	4.7.MEH.3.6	4.7.MEH.3.7	
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.		Grade Level INDICATORS		



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<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S5.1.8. Identify circumstances that help or hinder healthy decision making.	5.1.MEH.1.6	5.1.MEH.1.7	5.1.MEH.1.8
S5.2.8. Determine when situations require a health-related decision.	5.2.MEH.2.6	5.1.MEH.2.7	5.2.MEH.2.8
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	5.3.MEH.3.6	5.3.MEH.3.7	5.3.MEH.3.8
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.MEH.4.6	5.4.MEH.4.7	5.4.MEH.4.8
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	5.5.MEH.5.6	5.5.MEH.5.7	5.5.MEH.5.8
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	5.6.MEH.6.6	5.6.MEH.6.7	5.6.MEH.6.8
S5.7.8. Choose a healthy alternative when making a health-related decision.	5.7.MEH.7.6	5.7.MEH.7.7	5.7.MEH.7.8
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	5.8.MEH.8.6	5.8.MEH.8.7	5.8.MEH.8.8
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S6.1.8. Assess personal health practices.	6.1.MEH.1.6	6.1.MEH.1.7	6.1.MEH.1.8
S6.2.8. Set a realistic personal health goal.	6.2.MEH.2.6	6.1.MEH.2.7	6.2.MEH.2.8
S6.3.8. Assess the barriers to achieving a personal health goal.	6.3.MEH.3.6	6.3.MEH.3.7	6.3.MEH.3.8
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	6.4.MEH.4.6	6.4.MEH.4.7	6.4.MEH.4.8
S6.5.8. Use strategies and skills to achieve a personal health goal.	6.5.MEH.5.6	6.5.MEH.5.7	6.5.MEH.5.8
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S7.1.8. Explain the importance of being responsible for personal health behaviors.	7.1.MEH.1.6	7.1.MEH.1.7	
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	7.2.MEH.2.6	7.1.MEH.2.7	
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.MEH.3.6	7.3.MEH.3.7	7.3.MEH.1.8
S7.4.8. Make a commitment to practice healthy behaviors.	7.4.MEH.4.6	7.4.MEH.4.7	
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S8.1.8. State a health-enhancing position, supported with accurate information, to improve the health of others.	8.1.MEH.1.6	8.1.MEH.1.7	8.1.MEH.1.8
S8.2.8. Persuade others to make positive health choices.	8.2.MEH.2.6	8.2.MEH.2.7	8.2.MEH.2.8
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	8.3.MEH.3.6	8.3.MEH.3.7	8.3.MEH.3.8
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	8.4.MEH.4.6	8.4.MEH.4.7	8.4.MEH.4.8

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CONTENT ELABORATION

Content Elaboration for 6-8 Grade Band: Students in grades 6-8 focus on the functional knowledge that would assist with analyzing influences, accessing valid and reliable resources, effective interpersonal communication skills, and practicing healthy behaviors to enhance mental emotional health. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to identify factors that impact their mental/emotional health. Because information will change from year to year, students will learn to access valid and reliable mental/emotional health resources when needed. Additionally, when students need help with their mental/emotional health, it is important they feel comfortable and confident to talk to a trusted adult. Interpersonal communication skills help students in challenging situations and build confidence with what to say if the need should arise. Lastly, practicing healthy behaviors at home to enhance mental/emotional health are essential. Students can identify family bonding activities that can provide opportunities to talk with one another.

Previous Grade Band (Grades 3-5) Progression Statement: In grades 3-5 students continue to investigate feelings and emotions, particularly those related to stress, loss/ grief, as well as feelings of sadness and depressed thoughts. After exploring personal stressors and the effects of stress, students learn and practice healthy stress management skills. In addition to demonstrating how to be empathetic and compassionate, students re-visit how to effectively ask trusted adults for help, especially when they are feeling threatened or harmed. Throughout the grade band student progressively hone the skill of accessing valid resources, including becoming proficient in describing the characteristics of accurate, trustworthy MEH information and services as well as demonstrating how to locate these resources.

Next Grade Band (High School) Progression Statement: Students in high school focus on the functional knowledge that continues the development of accessing valid and reliable mental health information and practicing healthy mental emotional health behaviors, but also includes advocacy skills to give students the opportunity to persuade and support others to make positive mental and emotional health choices. Students at this developmental age have higher demands that require additional practice accessing valid, reliable resources, practicing healthy behaviors at home, and advocating for positive mental emotional health choices. Students can use valid and reliable information to support their advocacy efforts that can take place at home, in school, or in the community to enhance the mental emotional health for self or others. Students who advocate for healthy behaviors are more likely to practice those healthy behaviors. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.

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FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Describe characteristics of a responsible and mentally/emotionally healthy person.
- Explain the interrelationship of physical, mental, emotional, social, and spiritual health.
- Explain causes and effects of stress.
- Examine personal stressors at home, in school, and with friends and describe how to effectively manage the stress.
- Explain appropriate ways to express needs, wants, emotions, and feelings.
- Summarize the benefits of talking with parents and other trusted adults about feelings.
- Analyze the risks of impulsive behaviors and how to exert self-control.
- Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- Describe warning signs of people who are in danger of hurting themselves or others.
- Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.
- Explain the causes, symptoms, and effects of depression and anxiety.
- Explain the importance of a positive body image and self-perception.
- Describe the signs, symptoms, and consequences of common eating disorders and how to seek help when needed.
- Summarize feelings and emotions associated with loss and grief and how to seek help when needed.
- Analyze how influences of personal values, family, peers, culture, media, technology, and social expectations affect mental/emotional health.
- Demonstrate effective verbal and nonverbal communication skills to enhance mental/emotional health.
- Demonstrate how to seek assistance for themselves or others to address feelings of distress.
- Locate and analyze the validity and reliability of mental/emotional health information.
- Demonstrate how to prevent and manage stress in healthy ways.

INSTRUCTIONAL RESOURCES

Electronic Resources

- <https://www.mentalhealth.gov/>
- <https://nami.org/Find-Support/Teens-and-Young-Adults>
- <http://teenmentalhealth.org/>
- <https://www.adolescenthealth.org/Resources/Clinical-Care-Resources/Mental-Health/Mental-Health-Resources-For-Adolesc.aspx>
- <https://www.sprc.org/>

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CONNECTIONS

Skill Connections within Health Education

- ATOD – Building empathy for people in recovery; impact of substance use on the mind
- Healthy Relationships – Impact of mental health on relationships with others
- Personal Health and Wellness – Effects of stress on chronic disease
- Violence Prevention – Increased risk of violence towards self or others when not exerting self-control behaviors
- Healthy Eating – Discussion of risk factors for eating disorders

Interdisciplinary Connections:

- Science – The effect of stress on the body
- Mathematics – examine trend data graphs of substance use
- History – examine changes in attitudes towards the mentally ill over time and how science has helped to improve our understanding of mental illness.
- ELA – Read a book about a person who has successfully managed a mental health problem and overcome the struggle to be successful. Discuss resiliency.
- Physical Education – Physical activity as healthy way to manage stress and enhance mental/emotional health.