



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: MENTAL & EMOTIONAL HEALTH (MEH)

HIGH SCHOOL

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

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.		
<i>BENCHMARK</i>	<i>ESSENTIAL INDICATORS</i>	
S1.1.HS. 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.HS 1.1.MEH.2.HS 1.1.MEH.3.HS 1.1.MEH.4.HS 1.1.MEH.5.HS 1.1.MEH.6.HS 1.1.MEH.7.HS	1.1.MEH.8.HS 1.1.MEH.9.HS 1.1.MEH.10.HS 1.1.MEH.11.HS 1.1.MEH.12.HS 1.1.MEH.13.HS
SUPPORTIVE INDICATORS	SUPPORTIVE INDICATORS	
	1.1.MEH.14.HS 1.1.MEH.15.HS 1.1.MEH.16.HS	1.1.MEH.17.HS 1.1.MEH.18.HS 1.1.MEH.19.HS

Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S2.1.HS. Explain the influence of public health policies on health practices and behaviors.	2.1.MEH.1.HS
S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.	2.2.MEH.2.HS
S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	
S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	
S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	
S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.	
S2.7.HS. Analyze how school and community affect personal health practices and behaviors.	2.7.MEH.3.HS
S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.	
S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.	2.9.MEH.4.HS
S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.	2.10.MEH.5.HS

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Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S3.1.HS. Evaluate the validity and reliability of health information.	3.1.MEH.1.HS
S3.2.HS. Evaluate the validity and reliability of health products.	
S3.3.HS. Evaluate the validity and reliability of health services.	
S3.4.HS. Determine the accessibility of valid and reliable health products.	
S3.5.HS. Determine when professional health services may be required.	3.5.MEH.2.HS
S3.6.HS. Determine the accessibility of valid and reliable health services.	
S3.7.HS. Use resources that provide valid and reliable health information.	3.7.MEH.3.HS
S3.8.HS. Use valid and reliable health products.	
S3.9.HS. Use valid and reliable health services.	
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S4.1.HS. Demonstrate effective communication skills to enhance health.	4.1.MEH.1.HS
S4.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.	
S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	4.3.MEH.2.HS
S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	4.4.MEH.3.HS
S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.	4.5.MEH.4.HS
S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.	
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S5.1.HS. Examine barriers to healthy decision making.	
S5.2.HS. Determine the value of applying thoughtful decision making.	5.2.MEH.1.HS
S5.3.HS. Justify when individual or collaborative decision making is appropriate.	5.3.MEH.2.HS
S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	
S5.5.HS. Generate alternatives when making a health-related decision.	
S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.	
S5.7.HS. Choose a healthy alternative when making a health-related decision.	
S5.8.HS. Evaluate the effectiveness of health-related decisions.	



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Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S6.1.HS. Assess personal health practices and behaviors.	
S6.2.HS. Set a realistic personal health goal.	
S6.3.HS. Assess the barriers to achieving a personal health goal.	
S6.4.HS. Develop a plan to attain a personal health goal.	
S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.	
S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.	6.6.MEH.1.HS
S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	6.7.MEH.2.HS
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S7.1.HS. Analyze the role of individual responsibility in enhancing personal health.	
S7.2.HS. Evaluate personal practices and behaviors that reduce or prevent health risks.	
S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.MEH.1.HS
S7.4.HS. Make a commitment to practice healthy behaviors.	7.4.MEH.2.HS
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.	8.1.MEH.1.HS
S8.2.HS. Persuade and support others to make positive health choices.	8.2.MEH.2.HS
S8.3.HS. Collaborate with others to advocate for improving personal, family and community health.	
S8.4.HS. Encourage school and community environments to promote the health of others.	8.4.MEH.3.HS
S8.5.HS. Adapt health messages and communication techniques for a specific target audience.	
S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.	

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CONTENT ELABORATION

Content Elaboration for HS Grade Band: 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.

Previous Grade Band Progression Statement: Students in grades 6-8 focused 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. While all skills are important, these skills are essential for grades 6-8 because of the developmental age and time available for health education. 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. Students need to practice accessing valid and reliable mental emotional health resources when needed. When students need help with their mental emotional health it is important 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.

Next Grade Band Progression Statement. Applying Health Behaviors:

Students will be able to determine how their choices lead to positive or negative outcomes. They will develop skills to promote a lifelong, healthy lifestyle.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- The interrelationship of physical, mental, emotional, social, and spiritual health.
- Characteristics of a mentally and emotionally healthy person.
- The impact of mental and emotional health on health-related behaviors.
- Strategies for coping with loss and grief.
- Strategies for conflict management.
- Stress responses and stress management strategies.
- The benefits of pro-social behaviors.

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- Impulse behaviors and strategies for controlling them.
- Recognizing warning signs of suicide.
- Seeking help for mental and emotional health problems.
- Connecting those who need help with mental health professionals.
- Locating and evaluating valid and reliable mental and emotional health information and services.
- Practicing healthy mental and emotional health behaviors.
- Helping others to make positive mental and emotional health choices.

Supportive Understandings

- Causes, symptoms, and the effects of depression and anxiety.
- Seeking help for eating disorders.
- Characteristics that make people unique.
- Building and maintaining healthy family and peer relationships.
- Effective strategies for dealing with difficult relationships.
- Effective communication to enhance mental and emotional health.
- Making thoughtful decisions regarding a mental and emotional health problem.
- Overcoming barriers to achieve a goal to improve or maintain positive mental and emotional health.

Mental Emotional Health Terminology

Pro-social Behavior — Behaviors that are positive, helpful, and intended to promote social acceptance and friendship.

INSTRUCTIONAL RESOURCES

Electronic Resources

- National Institute of Health <https://www.nih.gov/health-information>
- Teen Mental Health: <http://teenmentalhealth.org/>
- Mental Health America: <http://www.mentalhealthamerica.net/conditions/depression-teens>
- Healthy Children (American Academy of Pediatrics): <https://www.healthychildren.org/english/ages-stages/teen/pages/mental-health-and-teens-watch-for-danger-signs.aspx>
- National Institute of Mental Health: www.nimh.nih.gov
- American Psychological Association: www.apa.org
- National Institutes of Health, National Institute of Mental Health: www.nimh.nih.gov
- Substance Abuse and Mental Health Services: www.SAMHSA.gov
- Kids Health: www.kidshealth.org



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- Walk in our Shoes: <https://walkinourshoes.org/>
- Committee for Children: <https://www.cfchildren.org/>

CONNECTIONS

Skill Connections within Health Education:

- ATOD – The impact of drug use on mental health
- Nutrition – The correlation of the foods we eat and how we feel; stress eating
- Violence – The impact of our emotions; the negative outcome of unmanaged emotions that can result in violence.

Interdisciplinary Connections:

- Physical Education - Incorporate activities to relieve stress such as yoga or meditation
- Science - Psychosomatic illnesses related to interrelationship of stress (e.g., tension headache, IBS, backache); effects of neurotransmitters on health and healthy ways to release them (i.e., healthy friendships, physical activity, volunteering, etc.)
- ELA – Have students analyze characters mental & emotional health from a story they read; evaluate valid and reliable resources for mental and emotional health information and services in your community or online to help the character(s) in the book they are analyzing.
- Math – Students log their hours of sleep for 5 days (include at least 1 weekend day). Then have students plot and graph their sleep patterns. To include ELA, students could write a reflection about things that impact the amount of sleep they have each night and how their health is impacted from the amount of sleep they receive each night.
- Social Studies (cultural influences and stress) - Have students analyze the ways in which chronic stressors such as poverty and/or prejudice affect individual and community health.