

Boulder Valley School District

K-12 Health Education Curriculum

Approved May 25, 2004

Mental Health and Emotional Wellness-related
Performance Indicators
for Grades 6 – High School

Boulder Valley School District Health Education Curriculum

Secondary health education places a strong emphasis on skill development in the areas of acquiring health knowledge, accessing health resources, practicing healthy behaviors, analyzing the influence of media and other cultural influences on health decisions, developing communication skills, setting goals and making health-related decisions, and advocating for personal, family and community health. Topics in health are used as subject matter in teaching the skills. The learning results are identified as essential, desired, or optional. While all of the identified results are important, priority is given to making sure that students have the opportunity to learn those identified as essential. . The Health Education learning materials (lesson plans, student activities, parent newsletters, assessment tools) utilized to teach the curriculum emphasize experiential learning and reinforce parent-student communication and parent involvement in health education. The BVSD policy on exclusion from Health Education (IGAE) states that parents or guardians of students may exclude their children from *specific portions* of health instruction on the grounds that the instruction is contrary to the child's or parents religious beliefs and teachings, or contrary to closely held personal beliefs. Parents will be provided an exclusion request at the beginning of the school year (File IGAE-E).

OUTLINE OF TOPICS AND ESSENTIAL LEARNING RESULTS Mental Health and Emotional Wellness

Sixth Grade

B. Mental Health and Emotional Wellness Essential Learning Results:

1. Demonstrate understanding of core concepts related to dealing with loss and change by
 - a. describing methods of coping with life changes, e.g., transition to middle school, changes in friendships.

2. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
 - a. explaining the impact positive and negative peer relationships have on self-esteem;
 - b. explaining how feeling valued and connected enhances self-esteem; and
 - c. discussing the mental and emotional health effects of a positive self image.

3. Demonstrate an ability to access information about mental health and emotional wellness by
 - a. locating school/community resources available to students dealing with change/transition, relationships, peer, self-esteem issues or other mental or emotional health problems.

4. Demonstrate the ability to practice healthy behaviors with respect to mental health

and emotional wellness by

- a. establishing a support group of family, friends, and others for mental and emotional health;
- b. demonstrating strategies for maintaining friendships;
- c. demonstrating healthy “self-talk” for mental and emotional health; and
- d. describing the short- and long-term benefits of forming friendships and establishing support networks and the consequences of lacking support.

5. Demonstrate the ability to analyze influences on mental health and emotional wellness by

- a. discussing the influence of culture on self-image and body image; and
- b. describing how family, peers, and important adults can support mental health and emotional wellness.

6. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by

- a. demonstrating strategies to resist pressure to spread rumors;
- b. demonstrating ways of talking about problems and issues that concern us; and
- c. using language that is inclusive of all groups and that avoids bias and prejudice.

7. Demonstrate the ability to set goals and make decisions about mental health and emotional wellness by

- a. demonstrating strategies that enhance health when faced with emotional challenges such as loss or when things do not go as planned.

8. Demonstrate the ability to advocate for self and others with regard to mental health and emotional wellness by

- a. discussing methods and resources to support peers, family, and community members who are experiencing loss, depression, or other mental health and emotional wellness issues.

Seventh Grade

B. Mental Health and Emotional Wellness Essential Learning Results:

1. Demonstrate understanding of core concepts related to dealing with loss and change by
 - a. describing the stages of grief; and
 - b. identifying healthy methods of coping with loss and change (e.g., divorce, moving, and death).

2. Demonstrate understanding of core concepts related to stress by
 - a. defining and describing helpful and harmful stressors and their effects.

3. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
 - a. explaining that connecting with and asking for support from trusted adults is an essential part of coping.

4. Demonstrate the ability to access information about mental health and emotional wellness by
 - a. locating BVSD and community resources for help with loss, transition, and other mental or emotional health problems;
 - b. identifying trusted adults who can provide support and help with personal problems; and
 - c. identifying services available to assist with stress management.

5. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. identifying the ways in which life changes affect mental and emotional health;
 - b. demonstrating strategies for managing and reducing stress;
 - c. discussing the affects of stress on short- and long-term illnesses;
 - d. identifying strategies for maintaining a support group of family, friends, and others for mental and emotional health; and
 - e. demonstrating healthy ways to handle and express emotions.

6. Demonstrate the ability to analyze influences on mental health and emotional wellness by
 - a. identifying positive models for expressions of emotions;
 - b. describing internal and external influences on interpersonal communication skills;
 - c. discussing the effects of adolescent development on emotions and behaviors; and
 - d. explaining how gender role expectations affect expression of emotion.

7. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. expressing needs and feelings in respectful and assertive ways;
 - b. showing how to ask for help with a problem; and
 - c. using language that is inclusive of all groups and that avoids bias and prejudice.

8. Demonstrate the ability to use goal-setting and decision-making skills to enhance mental health and emotional wellness by

- a. describing barriers to mental and emotional wellness and strategies to overcome them;
- b. developing a plan for forming relationships with parents, trusted adults, and community members; and
- c. developing a plan for managing stress.

9. Demonstrate the ability to advocate for self and others with regard to wellness by

- a. identifying barriers to positive health;
- b. identifying ways to cope with loss and stress;
- c. describing ways to work with others in increasing school awareness about mental health issues such as eating disorder prevention, suicide prevention, and counseling for depression; and
- d. explaining what to do if a friend is showing signs, behaviors, or symptoms of a mental health issue.

Eighth Grade

B. Mental Health and Emotional Wellness Essential Learning Results:

1. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
 - a. describing the characteristics and behaviors in healthy vs. unhealthy relationships.

2. Demonstrate understanding of core concepts related to mental illness by
 - a. defining an eating disorder and the types of eating disorders including anorexia, bulimia, and compulsive overeating;
 - b. discussing the emotional issues that lead to eating disorders and the treatment required for a healthy recovery;
 - c. defining self-injury; describing the emotional issues that lead to self-injury, and the coping skills needed to stop self-injury;
 - d. defining depression and identify causes, symptoms, prevention, and treatment; and
 - e. describing the warning signs of suicide and the essential responses to these warning signs.

3. Demonstrate the ability to access information about mental health and emotional wellness by
 - a. locating school/community resources available to youth/families regarding eating disorders, depression, relationships, and other mental or emotional health problems.

4. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. describing the emotional changes and challenges encountered in high school and devising a plan to prepare for those challenges;
 - b. demonstrating healthy “self-talk” for mental and emotional health;
 - c. practicing strategies for dealing with difficult emotions; and
 - d. describing methods for early intervention of mental illness in self or others.

5. Demonstrating the ability to analyze influences on mental health and emotional wellness by
 - a. identifying misleading coping strategies portrayed in the media, e.g., drinking, overeating, having sex;
 - b. describing the influence of media, family, and peer messages on body image and eating disorders; and
 - c. identifying the role of alcohol and other drug use in mental health and emotional wellness.

6. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by
 - a. demonstrating how language and actions can help or hurt friendships;
 - b. showing how to talk with someone about whom you are concerned; and
 - c. using language that is inclusive of all groups and that avoids bias and prejudice.

7. Demonstrate the ability to use goal-setting and decision making skills to enhance mental health and emotional wellness by
 - a. identifying steps to take in getting personal help or in helping a friend with a serious health issue such as an eating disorder or severe depression; and
 - b. developing a plan for managing stress and new challenges presented by the transition to high school.

8. Demonstrate the ability to advocate for self and others with regard to wellness by
 - a. explaining what to do if a friend is showing signs and symptoms of a serious mental health issue such as an eating disorder or severe depression; and
 - b. designing an activity that would promote communication between students, parents, and teachers about mental health and emotional wellness issues and prevention strategies.

Tenth Grade

B. Mental Health and Emotional Wellness Essential Learning Results:

1. Demonstrate understanding of core concepts related to general mental health and emotional wellness by
 - a. describing characteristics of mentally healthy people.

2. Demonstrate understanding of core concepts related to dealing with loss and change by
 - a. reviewing stages of grief and healthy methods of coping with loss and change.

3. Demonstrate understanding of core concepts related to dealing with stress by
 - a. reviewing the concept of stress and its related terms;
 - b. identifying situations or circumstances that cause distress; and
 - c. evaluating mental, emotional, and physical effects of stress.

4. Demonstrate understanding of core concepts related to relationships/feeling valued/being connected/self-esteem by
 - a. identifying factors that contribute to positive self-esteem; and
 - b. analyzing the role of developmental assets in building resiliency and self-esteem.

5. Demonstrate understanding of core concepts related to mental illness by
 - a. describing common mental disorders/illnesses including symptoms and possible;
 - b. describing physical and psychological symptoms of anorexia, bulimia, and compulsive overeating;
 - c. exploring causes, treatments, and long-term consequences of eating disorders;
 - d. explaining the relationship between body image, eating disorders, and mental health;
 - e. reviewing the warning signs of suicide and the essential responses to those warning signs; and
 - f. discussing stigmas and stereotypes commonly associated with mental illnesses.

6. Demonstrate an ability to access information about mental health and emotional wellness by
 - a. identifying personal and community support systems for mental health and emotional wellness;
 - b. evaluating the accuracy of sources of information and resources for stress management and mental health; and
 - c. evaluating the accuracy, validity, and accessibility of mental health information and resources (e.g., suicide hot lines, counseling options, etc).

7. Demonstrate the ability to practice healthy behaviors with respect to mental health and emotional wellness by
 - a. demonstrating appropriate strategies for improving and maintaining mental health;

- b. analyzing the short and long-term consequences of stress; and
- c. explaining how personal decisions and behaviors affect relationships and long-term self-esteem.

8. Demonstrate the ability to analyze influences on mental health and emotional wellness by

- a. evaluating the influence culture and the media have on personal and social mental health;
- b. differentiating between the perceived and intended messages in media and culture that influence mental health; and
- c. explaining psychological techniques used in the media and their effect on health choices.

9. Demonstrate the ability to use interpersonal communication skills to enhance mental health and emotional wellness by

- a. demonstrating healthy ways to express needs and emotions;
- b. demonstrating strategies for conflict resolution and anger management;
- c. practicing effective mediation techniques;
- d. demonstrating healthy expression of emotions with regard to building healthy relationships and avoiding destructive relationships;
- e. demonstrating how to ask for help from reliable sources about a personal question or problem;
- f. demonstrating how to talk with someone about whom you are concerned; and
- g. using language that is inclusive of all groups and that avoids bias and prejudice.

10. Demonstrate the ability to set goals and make decisions about mental health and emotional wellness by

- a. setting short- and long-term goals to enhance and maintain self-esteem and maintain mental health;
- b. developing decision-making strategies to enhance and maintain self-esteem and mental health; and
- c. collaborating with others to set goals and problem-solve various mental health issues (suicide prevention, stress management, etc.).

11. Demonstrate the ability to advocate for self and others with regard to mental health and emotional wellness by

- a. discussing personal views regarding discrimination and stereotypes about mental illness;
- b. discussing societal attitudes about individuals living with mental illness;
- c. explaining how attitudes create barriers to the promotion of personal, family, and community mental health;
- d. demonstrating how to advocate for forming healthy relationships with peers, parents, trusted adults, and community members;
- e. designing an activity that increases awareness about mental and emotional health issues; and

f. demonstrating how to help peers who are experiencing emotional and mental health challenges.

Desired Learning Results:

1. Demonstrate understanding of core concepts related to mental health and emotional wellness by
 - a. identifying concepts in Maslow's Hierarchy of Needs; and
 - b. reviewing healthy methods of coping with loss and change.

2. Demonstrate an ability to access information about mental health and emotional wellness by
 - a. assembling and evaluating resources for grief and loss.