

# Health Education Key Concepts

**A Topic Specific Guide for Curriculum Development**



**Mental Health  
Sexual Assault Prevention**

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# Mental Health

## Key Concepts

### Grades Pre-K – 2

#### A. Health Concepts

\_\_\_\_\_ Respecting the personal space and boundaries of self and others promotes positive health.

*LINK: A.1. Students recognize that healthy behaviors impact personal health.*

\_\_\_\_\_ Cooperation skills foster positive social interactions.

*LINK: A.1. Students recognize that healthy behaviors impact personal health.*

\_\_\_\_\_ Respect and acceptance are characteristics of healthy relationships.

*LINK: A.6. Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

#### C. Health Promotion and Risk Reduction

\_\_\_\_\_ Practicing good daily health care habits will lead to healthier bodies and minds.

*LINK: C.1. Students demonstrate age appropriate healthy practices to maintain or improve personal health.*

*b. Demonstrate personal hygiene skills, including hand-washing.*

#### E. Communication Skills

\_\_\_\_\_ Expressing feelings in a healthy way promotes personal well-being.

*LINK: E.1. Students demonstrate healthy ways to communicate.*

# Mental Health

## Grades 3-5

### A. Health Concepts

\_\_\_\_\_ Personal health habits (sleep, diet, physical activity) impact attitudes and how people behave.

*LINK: A.1. Students explain the relationship between healthy behaviors and personal health.*

\_\_\_\_\_ Recognizing and managing one's own emotions is important to personal health.

*LINK: A.1. Students explain the relationship between healthy behaviors and personal health.*

\_\_\_\_\_ A person's emotional state of mind affects their decision making, problem solving and conflict resolution skills.

*LINK: A.1. Students explain the relationship between healthy behaviors and personal health.*

\_\_\_\_\_ Everyone has a right to have feelings and opinions and to express them appropriately.

*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

\_\_\_\_\_ Positive self-esteem promotes one's well-being.

*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

\_\_\_\_\_ Diversity and differences among people are a part of life.

*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

### C. Health Promotion and Risk Reduction

\_\_\_\_\_ Effective coping skills can help when dealing with loss, disappointment, trauma and stress.

*LINK: C.3. Students demonstrate strategies that can be used to manage stress, anger or grief.*

# Mental Health

## Grades 3-5

### D. Influences on Health

\_\_\_\_\_ The media can affect and influence one's mental health.

*LINK: D.2. Students describe how a variety of factors influence personal health behaviors.*

*c. Explain how media influences thoughts, feelings, and health behaviors.*

\_\_\_\_\_ Mental health is impacted by verbal and non-verbal communication, including communication conveyed via technology.

*LINK: D.2. Students describe ways technology can influence personal health.*

*E. 1. Students demonstrate effective verbal and non-verbal interpersonal communication skills to enhance health.*

### E. Communication Skills

\_\_\_\_\_ People are accountable for how and what they communicate in person, as well as, what they convey via technology.

*LINK: E. 1. Students demonstrate effective verbal and non-verbal interpersonal communication skills to enhance health.*

# Mental Health

## Grades 6-8

### A. Health Concepts

- \_\_\_\_\_ Healthy and unhealthy relationships affect mental/emotional well-being.  
*LINK: A.1. Students examine the relationship between behaviors and personal health.*  
    *b. Examine the relationship between healthy and unhealthy behaviors and personal health.*
- \_\_\_\_\_ Self-harming behaviors can result in disabling and fatal consequences.  
*LINK: A.1. Students examine the relationship between behaviors and personal health.*  
    *b. Examine the relationship between healthy and unhealthy behaviors and personal health.*
- \_\_\_\_\_ Participation in positive activities that one enjoys can benefit multiple aspects of health.  
*LINK: A.2. Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.*
- \_\_\_\_\_ Both protective factors and risk factors influence one's mental health.  
*LINK: A.4. Students determine how environment and other factors impact personal health.*  
    *a. Analyze how environment impacts personal health.*  
    *b. Describe how family history can impact personal health.*
- \_\_\_\_\_ Medications, therapy and other treatment options make management of and/or recovery from mental disorders possible.  
*LINK: A.4. Students determine how environment and other factors impact personal health.*  
    *c. Explain how appropriate health care can promote personal health.*
- \_\_\_\_\_ Mental health disorders/illnesses affect people in a variety of ways.  
*LINK: A.6. Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

# Mental Health

## Grades 6-8

### **B. Health Information, Products, and Services**

\_\_\_\_\_ School and community resources are available for a variety of mental health concerns.

*LINK: B.2. Students locate valid and reliable health information, products, and services.*

### **C. Health Promotion and Risk Reduction**

\_\_\_\_\_ Recognizing the warning signs of suicide and knowing how to get help can save a life.

*LINK: C.2. Students demonstrate behaviors to avoid or reduce health risks to self and others.*

*a. Demonstrate ways to recognize, avoid or change situations that threaten the safety of self and others.*

\_\_\_\_\_ Coping skills assist people in dealing with positive and negative life events.

*LINK: C.3. Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.*

# Mental Health

## Grades 9-Diploma

### A. Health Concepts

- \_\_\_\_\_ Take responsibility for personal choices and actions.  
*LINK: A.1. Students predict how behaviors can impact health status*
  - a. *Analyze individual responsibility for enhancing health.*
  
- \_\_\_\_\_ Assuming increased independence is essential for healthy development.  
*LINK: A.5. Students describe the characteristics of human growth and development throughout the various stages of life.*
  
- \_\_\_\_\_ Biases and prejudices influence one's mental health and impact the community.  
*LINK: A.6. Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention.*
  
- \_\_\_\_\_ Accepting one's own sexuality is crucial to one's mental well-being.  
*LINK: A.6. Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol and other drug use prevention.*

### B. Health Information, Products, and Services

- \_\_\_\_\_ Recognize the signs of mental illness/distress and know how to get help for a person in need.  
*LINK: B.2. Students access valid and reliable health information, products, and services.*
  
- \_\_\_\_\_ Access mental health resources as needed to maintain mental well-being.  
*LINK: B.2. Students access valid and reliable health information, products, and services.*

### D. Influences on Health

- \_\_\_\_\_ Social media has a psychological impact on one's health.  
*LINK: D.1. Students analyze and evaluate influences on health and health Behaviors.*
  - b. *Evaluate the effect of the media on personal and family health.*

# Mental Health

## Grades 9-Diploma

### **F. Decision-making and Goal Setting**

\_\_\_\_\_ Effective decision making includes examining personal beliefs, values and the possible consequences of one's actions.

*LINK: F.1. Students apply a decision-making process to enhance health.*

\_\_\_\_\_ Healthy individuals set realistic goals based on personal examination.

*LINK: F.2. Students develop and analyze a plan to attain a personal health goal.*

\_\_\_\_\_ Differentiating between one's needs and wants helps to prioritize goals.

*LINK: F.2. Students develop and analyze a plan to attain a personal health goal.*

# Sexual Assault Prevention

## Key Concepts

### Grades Pre K – 2

#### A. Health Concepts

\_\_\_\_\_ Everyone's personal space and boundaries should be recognized and respected.  
*LINK: A.1 Students recognize that healthy behaviors impact personal health.*

\_\_\_\_\_ Students recognize and identify all kinds of feelings.  
*LINK: A.2. Students recognize that there are multiple dimensions of health.*

\_\_\_\_\_ Self-esteem and self-awareness can influence personal health.  
*LINK: A.6 Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

\_\_\_\_\_ There is a difference between safe and unsafe situations.  
*LINK: A.6 Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

\_\_\_\_\_ A person's body belongs to him or her.  
*LINK: A.6 Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

\_\_\_\_\_ People have public and private body parts with correct names.  
*LINK: A.6 Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.*

#### B. Health Information, Services, and Products

\_\_\_\_\_ Situations that threaten personal safety should be communicated to a trusted adult.  
*LINK: B.1. Students identify trusted adults and professionals who can help promote health.*

\_\_\_\_\_ There are individuals in your school and community who can help with unsafe situations.  
*LINK: B.1. Identify which school and community health helpers are needed in given situations.*

# Sexual Assault Prevention

## Grades Pre K – 2

### C. Health Promotion and Risk Reduction

- \_\_\_\_\_ Students need personal safety skills to better protect themselves in different situations.  
*LINK: C.2. Students demonstrate behaviors to avoid or reduce personal health risks.*
  - a. *Demonstrate a variety of safety skills for different situations.*
  
- \_\_\_\_\_ Situations that threaten personal safety should be communicated to a trusted adult.  
*LINK: C.2. Students demonstrate behaviors to avoid or reduce personal health risks.*
  - a. *Demonstrate a variety of safety skills for different situations.*
  
- \_\_\_\_\_ There are many positive ways of dealing with stressful situations.  
*LINK: C.3. Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.*

### D. Influences on Health

- \_\_\_\_\_ Cultural and family differences can affect personal health decisions.  
*LINK: D.1 Students describe how a variety of factors influence personal health behaviors.*
  - a. *Describe how family, school and community influence and support personal health practices and behaviors.*

### E. Communication Skills

- \_\_\_\_\_ Children should express their feelings to trusted adults.  
*LINK: E.1. Students demonstrate healthy ways to communicate.*
  - a. *Demonstrate appropriate listening skills to enhance health.*
  
- \_\_\_\_\_ Situations that threaten personal safety should be communicated to a trusted adult.  
*LINK: E.1. Students demonstrate healthy ways to communicate.*
  - e. *Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed.*

# Sexual Assault Prevention

## Grades 3 – 5

### A. Health Concepts

- \_\_\_\_\_ Establishing and expressing personal space and boundaries helps to promote personal health.  
*LINK: A.1. Students explain the relationship between healthy behaviors and personal health.*
  
- \_\_\_\_\_ Positive interpersonal skills are important for healthy relationships, including friendships.  
*LINK: A.1. Students explain the relationship between healthy behaviors and personal health.*
  
- \_\_\_\_\_ Healthy relationships have certain characteristics.  
*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*
  
- \_\_\_\_\_ A child is not at fault if someone touches him or her in a way that is inappropriate.  
*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*
  
- \_\_\_\_\_ Harassment and bullying are forms of violence.  
*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*
  
- \_\_\_\_\_ There are appropriate and inappropriate kinds of touch.  
*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*
  
- \_\_\_\_\_ There is a difference between aggressive and assertive behavior.  
*LINK: A.6. Students define basic health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*

# Sexual Assault Prevention

## Grades 3 – 5

### **C. Health Promotion and Risk Reduction**

\_\_\_\_\_ Everyone, including children, has a right to tell others not to touch their body.  
*LINK: C.2. Students demonstrate a variety of behaviors to avoid or reduce personal health risks.*

\_\_\_\_\_ Unsafe situations should be recognized and communicated to a trusted adult.  
*LINK: C.2. Students demonstrate a variety of behaviors to avoid or reduce personal health risks.*

\_\_\_\_\_ It is important to identify and practice personal safety skills.  
*LINK: C.2. Students demonstrate a variety of behaviors to avoid or reduce personal health risks.*  
*a. Demonstrate healthful and safe ways to recognize, and deal with or avoid threatening situations.*

### **E. Communication Skills**

\_\_\_\_\_ Respectful verbal and non-verbal communication skills should be used.  
*LINK: E.1. Students demonstrate effective verbal and nonverbal interpersonal communication skills to enhance health.*  
*a. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.*

\_\_\_\_\_ Differentiate between aggressive and assertive behavior.  
*LINK: E.1. Students demonstrate effective verbal and nonverbal interpersonal communication skills to enhance health.*  
*b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.*  
*e. Demonstrate non-violent strategies to manage or resolve conflict.*

# Sexual Assault Prevention

## Grades 6 – 8

### **A: Health Concepts**

- \_\_\_\_\_ There is a difference between flirting and sexual harassment.  
*LINK: A.6. Students explain fundamental health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*
- \_\_\_\_\_ Sexual harassment, sexual abuse and sexual assault have negative impacts and consequences for the victim/survivor, those who care for them, and others.  
*LINK: A.6. Students explain fundamental health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*
- \_\_\_\_\_ Sexual behavior should always be consensual.  
*LINK: A.6. Students explain fundamental health concepts related to family life; nutrition; personal health; safety & injury prevention; and tobacco, alcohol, & other drug use prevention.*

### **B: Health Information, Products, and Services**

- \_\_\_\_\_ School and community resources are available to provide information and support for sexual harassment and sexual assault issues.  
*LINK: B.2. Students locate valid and reliable health information, products, and services.*

### **C: Health Promotion and Risk Reduction**

- \_\_\_\_\_ Adolescents who experience an uncomfortable situation should know how to remove themselves and communicate the situation to a trusted adult.  
*LINK: C.2. Students will be able to demonstrate behaviors to avoid or reduce health risks to self and others.*  
*a. Demonstrate ways to recognize and avoid or change situations that threaten the safety of self and others.*
- \_\_\_\_\_ Sometimes confidentiality for those affected by sexual violence must be broken in order to keep them safe.  
*LINK: C.2. Students will be able to demonstrate behaviors to avoid or reduce health risks to self and others.*  
*a. Demonstrate ways to recognize and avoid or change situations that threaten the safety of self and others.*

## Sexual Assault Prevention

### Grades 6 – 8

#### **D: Influences on Health**

\_\_\_\_\_ Some cultural beliefs and media messages condone aggressive sexual behaviors.

*LINK: D.1. Students explain and analyze influences on adolescent health behaviors.*

\_\_\_\_\_ It is important to support students affected by sexual violence.

*LINK: D.1. Students explain and analyze influences on adolescent health behaviors.*

\_\_\_\_\_ Many factors including individual, peer, and family values may influence decisions about sexual behaviors and relationships.

*LINK: D.1. Students explain and analyze influences on adolescent health behaviors.*

\_\_\_\_\_ Perpetrators using the internet can sexually exploit individuals.

*LINK: D.2. Students analyze the influence of technology, including medical technology, on personal and family health.*

\_\_\_\_\_ Risky behaviors such as drinking alcohol and taking drugs may make adolescents more vulnerable to sexual assault.

*LINK: D.3. Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.*

*b. Describe the influence of alcohol and other drug use on judgment and self control.*

#### **E: Communication Skills**

\_\_\_\_\_ Effective assertiveness skills can assist in dealing with sexually aggressive behavior.

*LINK: E.1. Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.*

\_\_\_\_\_ Personal space and boundaries need to be clearly established, communicated, and respected.

*LINK: E.1. Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.*

\_\_\_\_\_ Sexually harassed individuals should report the harassment to a trusted adult.

*LINK: E.1. Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.*

*b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others.*

## Sexual Assault Prevention

Grades 6 – 8

### **F: Decision-Making and Goal Setting**

\_\_\_\_\_ A personal decision is needed to report sexual abuse and assault to a trusted adult and/or the authorities and to seek immediate medical attention.

*LINK: F.1. Students apply decision-making skills to enhance health.*

