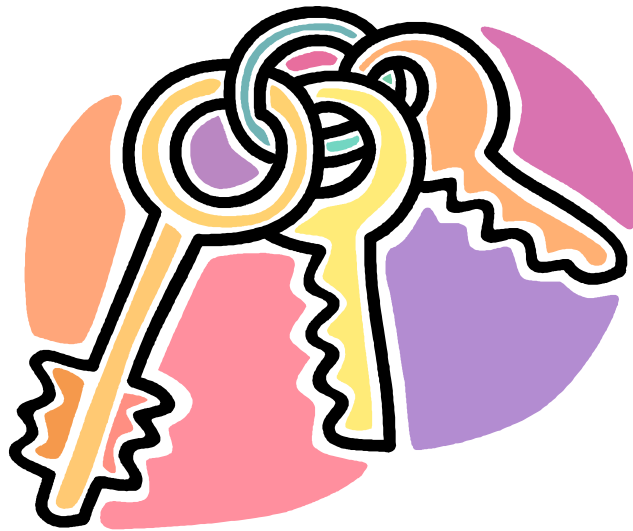


Health Education Key Concepts

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.

