

# HECAT: Module MEH

## MENTAL AND EMOTIONAL HEALTH CURRICULUM

**Description:** This module contains the tools to analyze and score curricula that are intended to promote mental and emotional health.

### Healthy Behavior Outcomes

**A pre-K–12 mental and emotional health curriculum should enable students to**

- *Express feelings in a healthy way.*
- *Engage in activities that are mentally and emotionally healthy.*
- *Prevent and manage conflict and stress in healthy ways.*
- *Use self-control and impulse-control strategies to promote health.*
- *Seek help for troublesome feelings.*
- *Be empathetic toward others.*
- *Carry out personal responsibilities.*
- *Establish and maintain healthy relationships.*

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote mental and emotional health.

The concepts and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain behaviors that promote mental and emotional health. Appendix 4 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and to add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other

topic modules to see if there are any related concepts or skill examples that might be added for the review of mental and emotional health promotion curricula.

If a curriculum focuses on additional topics, such as violence prevention or safety, use the chapters that address those topics as well.

### **Overall Instructions**

- Determine the desired Healthy Behavior Outcomes (box on left) that you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet community needs or to conform to the curriculum requirements of the state or school district and meet the identified healthy behavior outcomes.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis items for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

## Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected mental and emotional health behavior outcomes (MEH-1). This module lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade groups: pre-K–2; 3–5; 6–8; and 9–12, starting on page MEH–3.

### Directions for Standard 1

- Review the applicable grade level concepts (MEH–3 through MEH–9).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be included in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might also be found in other health topic modules. Review other related topic modules for concepts that might be added or edited to apply to the review of mental and emotional health curricula.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and complete the *Concept Coverage Score*. (A concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.)
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

**Directions for Standards 2–8 are provided on page MEH-10.**

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 2, students will be able to:**

**MENTAL AND EMOTIONAL HEALTH (Check all that are given attention in the curriculum)**

- Identify the importance of talking with parents about feelings.
- Identify appropriate ways to express and deal with emotions and feelings.
- Explain the relationship between feelings and behavior.
- Explain the importance of respecting the personal space and boundaries of others.
- Identify the benefits of healthy family relationships.
- Describe the difference between bullying and teasing.
- Explain why it is wrong to tease others.

**Additional Concepts**

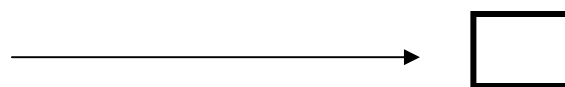
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

**The curriculum addresses:**

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 5, students will be able to:**

**MENTAL AND EMOTIONAL HEALTH (Check all that are given attention in the curriculum)**

- Explain what it means to be mentally or emotionally healthy.
- Identify characteristics of a mentally and emotionally healthy person.
- Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- Analyze the relationship between feelings and behavior.
- Explain the importance of talking with parents about feelings.
- Describe appropriate ways to express and deal with emotions and feelings.
- Explain that anger is a normal emotion.
- Describe non-violent ways to manage anger.
- Identify feelings and emotions associated with loss and grief.
- Identify feelings of depression, sadness, and hopelessness for which someone should seek help.
- Identify examples of self-control.
- Identify characteristics of someone who has self-respect.
- Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- Summarize the importance of respecting the personal space and boundaries of others.
- List healthy ways to express affection, love, friendship, and concern.

**Mental and Emotional Health, Grades 3–5 continued on next page**

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 5, students will be able to:**

**MENTAL AND EMOTIONAL HEALTH (Check all that are given attention in the curriculum)**

- Identify models of healthy relationships.
- Identify personal stressors at home, in school, and with friends.
- List physical and emotional reactions to stressful situations.
- Identify positive and negative ways of dealing with stress.
- Describe a variety of non-violent ways to respond when angry or upset.
- Acknowledge the value of others' talents and strengths.
- Describe the difference between bullying and teasing.
- Describe the benefits of healthy family relationships.
- Identify characteristics of a responsible family member.
- Identify role models who demonstrate positive mental and emotional health.

**Additional Concepts**

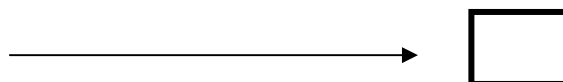
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0)

**CONCEPT COVERAGE SCORE**



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3)**.

**NOTES:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 8, students will be able to:**

**MENTAL AND EMOTIONAL HEALTH (Check all that are given attention in the curriculum)**

- Describe characteristics of a mentally and emotionally healthy person.
- Describe what it means to be a responsible person.
- Discuss how emotions change during adolescence.
- Explain the interrelationship of physical, mental, emotional, social, and spiritual health.
- Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
- Summarize the benefits of talking with parents or other trusted adults about feelings.
- Explain appropriate ways to express needs, wants, and feelings.
- Explain how the expression of emotions or feelings can help or hurt oneself and others.
- Summarize feelings and emotions associated with loss and grief.
- Explain the causes, symptoms, and effects of depression.
- Explain the causes, symptoms, and effects of anxiety.
- Analyze the risks of impulsive behaviors.
- Describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence.
- Describe healthy ways to express affection, love, friendship, and concern.
- Describe models of healthy relationships.
- Explain the qualities of a healthy dating relationship.
- Describe personal stressors at home, in school, and with friends.
- Explain causes and effects of stress.
- Explain positive and negative ways of dealing with stress.

**Mental and Emotional Health, Grades 6-8 continued on next page**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 8, students will be able to:**

**MENTAL AND EMOTIONAL HEALTH (Check all that are given attention in the curriculum)**

- Explain how intolerance can affect others.
- Explain why it is wrong to tease others based on their body type or other personal characteristic.
- Compare and contrast healthy and unhealthy relationships.
- Analyze characteristics of a responsible family member.
- Describe role models that demonstrate positive mental and emotional health.
- Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
- Identify a variety of non-violent ways to respond when angry or upset.
- Explain why it is important to understand the perspectives of others in resolving a conflict situation.
- Describe ways to manage interpersonal conflict nonviolently.
- Describe how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- Explain the importance of a positive body image.
- Describe the signs, symptoms, and consequences of common eating disorders.
- Recognize that people with eating disorders need professional help.

**Additional Concepts**

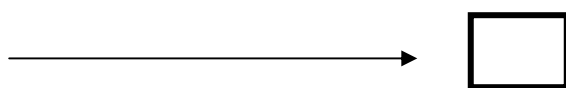
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**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0%)

**CONCEPT COVERAGE SCORE**



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 12, students will be able to:**

**MENTAL AND EMOTIONAL HEALTH (Check all that are given attention in the curriculum)**

- Analyze characteristics of a mentally and emotionally healthy person.
- Analyze the interrelationship of physical, mental, emotional, social, and spiritual health.
- Summarize healthy ways to express affection, love, friendship, and concern.
- Describe how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- Summarize strategies for coping with loss and grief.
- Analyze the causes, symptoms, and effects of depression.
- Analyze the causes, symptoms, and effects of anxiety.
- Explain impulsive behaviors and strategies for controlling them.
- Summarize non-violent ways to respond when angry or upset.
- Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.
- Summarize characteristics of someone who has self-respect.
- Analyze why pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) can help prevent violence.
- Analyze models of healthy relationships.
- Summarize the qualities of a healthy dating relationship.
- Summarize personal stressors at home, in school, and with friends.
- Explain the body's physical and psychological responses to stressful situations.
- Evaluate effective strategies for dealing with stress.
- Summarize how intolerance can affect others.

**Mental and Emotional Health, Grades 9-12 continued on next page**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.



Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

**After implementation of this curriculum, by grade 12, students will be able to:**

**MENTAL AND EMOTIONAL HEALTH (Check all that are given attention in the curriculum)**

- Acknowledge that people have different body shapes and sizes and other personal characteristics that make them unique.
- Explain how to build and maintain healthy family and peer relationships.
- Analyze strategies for managing and reducing conflict.
- Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- Differentiate between a positive and negative body image.
- Explain the effects of eating disorders on healthy growth and development.
- Acknowledge that people with eating disorders need professional help.

**Additional Concepts**

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- \_\_\_\_\_

**CONCEPT COVERAGE SCORING:** Complete the score based on the criteria listed below.

<p><b>The curriculum addresses:</b>  <b>4 = all of the concepts.</b> (100%)  <b>3 = most of the concepts.</b> (67-99%)  <b>2 = some of the concepts.</b> (34-66%)  <b>1 = a few of the concepts.</b> (1-33%)  <b>0 = none of the concepts.</b> (0%)</p>	<p><b>CONCEPT COVERAGE SCORE</b></p> <p>—————→</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p><b>TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE <i>OVERALL SUMMARY FORM (CHAP. 3)</i>.</b></p>
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**NOTES:**

**Reminder:** The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

## Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards 2–8* describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to broaden the list of sub-skills that are important for each standard. A list of these sub-skills is provided on the next page (MEH-11).

Following each score page is a list of examples that explain how the skill and sub-skills may be accomplished by students by grades 2, 5, 8, and 12. The examples are listed by grade groups (pre-K–2, 3–5, 6–8, and 9–12). These examples can help identify skills that are relevant to mental and emotional health promotion. They are not intended to be a comprehensive list of all the skills to be taught and should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Look in other related health topic modules for skill examples that might be added or edited to apply to the review of mental and emotional health promotion curricula.

Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and meet the curriculum requirements of the school district.

## Directions for Standards 2–8

- For each standard, review the list of examples for each grade group. Decide if any of the examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

**Sub-skills for Standards 2–8**

**St. 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** Students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

**St. 3: Students will demonstrate the ability to access valid health information and products and services to enhance health.**

Students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

**St. 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health.** Students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

**St. 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

Students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

**St. 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

Students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for practicing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

**St. 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** Students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Take responsibility for personal health.

**St. 8: Students will demonstrate the ability to advocate for personal, family, and community health.** Students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote societal norms that are health-enhancing.
- Provide support for others.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -13 and MEH -14 for Standard 2 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -13 and MEH -14 for Standard 2 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **2** Skill Examples

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Explain why making fun of others is harmful to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify internal factors that influence mental and emotional health.</li> <li>• Identify external factors that influence mental and emotional health.</li> <li>• Explain how families can influence mental and emotional health.</li> <li>• Identify how media can influence mental and emotional health.</li> <li>• Identify characteristics of a positive role model.</li> <li>• Describe how culture, media and others influence what we think about attractiveness and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe internal factors that influence mental and emotional health.</li> <li>• Describe external factors that influence mental and emotional health.</li> <li>• Analyze how personal, family and cultural values can influence mental and emotional health.</li> <li>• Explain how ethnic and cultural diversity both enriches and challenges society.</li> <li>• Discuss how media can influence mental and emotional health.</li> <li>• Describe characteristics of a positive role model.</li> <li>• Identify socio-economic influences that affect mental and emotional health.</li> <li>• Summarize how culture, media and others influence what we think about attractiveness and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how mental and emotional health is influenced by peers, family, and cultural values.</li> <li>• Analyze how ethnic and cultural diversity both enriches and challenges society.</li> <li>• Analyze how media convey accurate and inaccurate messages that affect mental and emotional health.</li> <li>• Explain how socio-economic influences affect mental and emotional health.</li> <li>• Analyze how personal values and feelings influence choices.</li> <li>• Analyze strategies to minimize negative influences on mental and emotional health.</li> <li>• Conclude that most young people do not use violence to deal with problems.</li> </ul>

**Additional examples for Standard 2 are listed on the next page.**

Standard **2** Skill Examples (continued)

**After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on mental and emotional health.**

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> <li>• Explain that most young people do not use violence to deal with problems.</li> <li>• Describe how culture, media, and others influence what a person thinks about people who have infectious or chronic diseases (e.g., HIV infection, AIDS, cancer).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how personal values and feelings influence choices.</li> <li>• Describe strategies to minimize negative influences on mental and emotional health.</li> <li>• Describe how alcohol use affects a person’s ability to effectively deal with emotional and mental health issues.</li> <li>• Summarize that most young people do not use violence to deal with problems.</li> <li>• Discuss how values influence decisions about sexual behavior and relationships.</li> <li>• Explain why stereotypes exist about people with mental disabilities and illness.</li> <li>• Explain why stereotypes exist about people with infectious diseases (e.g., HIV, tuberculosis).</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize how personal values and feelings influence choices.</li> <li>• Examine personal values and how these influence relationships and sexual decision-making.</li> <li>• Evaluate how alcohol use affects a person’s ability to effectively cope with emotional and mental health issues.</li> <li>• Analyze why stereotypes exist about people with mental disabilities and illness.</li> <li>• Analyze why stereotypes exist about people with infectious diseases (e.g., HIV, tuberculosis).</li> </ul>

**Notes:**

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -17 for Standard 3 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -17 for Standard 3 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form*- Chap. 3.

**Notes:**



Standard  Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to enhance mental and emotional health.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Identify people who are caring and supportive.</li> <li>• Demonstrate ways to seek help from trusted adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify accurate sources of information about mental and emotional health.</li> <li>• Demonstrate the ability to access appropriate people in school who can help with mental and emotional health concerns.</li> <li>• Identify when a person would benefit from asking for help for a mental and emotional health problem.</li> <li>• Demonstrate ways to seek help from trusted adults or friends.</li> <li>• Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish accurate information about mental and emotional health products and services from inaccurate information.</li> <li>• Demonstrate the ability to access accurate sources of information about mental and emotional health.</li> <li>• Demonstrate the ability to access school and community resources to help with mental and emotional health concerns.</li> <li>• Explain when a person would benefit from asking for help for an emotional health problem.</li> <li>• Explain when it is necessary to seek help for mental and emotional health problems (e.g., depression, mood disorders, and anxiety disorders).</li> <li>• Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary.</li> <li>• Demonstrate the ability to access sources of accurate information about eating disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to evaluate the accuracy of information, products and services related to mental and emotional health.</li> <li>• Demonstrate the ability to access accurate sources of information about mental and emotional health issues.</li> <li>• Demonstrate the ability to access school and community resources to help with mental and emotional health concerns.</li> <li>• Summarize when it is necessary to seek help for mental and emotional health problems (e.g., depression, mood disorders, and anxiety disorders).</li> <li>• Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary.</li> <li>• Demonstrate the ability to access sources of accurate information about eating disorders.</li> </ul>

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -19 and MEH -20 for Standard 4 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -19 and MEH -20 for Standard 4 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**


Standard  Skill Examples

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote mental and emotional health.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Identify techniques of effective listening.</li> <li>• Demonstrate verbal and non-verbal ways to ask for help from trusted adults.</li> <li>• Demonstrate empathy for others.</li> <li>• Demonstrate how to express emotions in healthy ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe techniques of effective listening.</li> <li>• Demonstrate communication skills necessary to express personal needs and wants appropriately.</li> <li>• Demonstrate ways to communicate directly, respectfully, and assertively.</li> <li>• Demonstrate appropriate ways to respond to feedback from others.</li> <li>• Demonstrate verbal and non-verbal ways to ask for help from trusted adults or friends.</li> <li>• Demonstrate empathy for others.</li> <li>• Demonstrate how to express emotions in healthy ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate techniques of effective listening.</li> <li>• Demonstrate ways to communicate respect for diversity.</li> <li>• Demonstrate effective communication skills to express feelings appropriately.</li> <li>• Demonstrate how to communicate clear expectations, boundaries, and personal safety strategies.</li> <li>• Demonstrate appropriate ways to respond to feedback from others.</li> <li>• Demonstrate ways to ask for help with mental and emotional health problems from trusted adults or friends.</li> <li>• Demonstrate methods for responding to problems of others with empathy and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate communication skills necessary to express personal needs and wants appropriately.</li> <li>• Demonstrate ways to communicate respect for diversity.</li> <li>• Demonstrate effective communication skills to express feelings appropriately.</li> <li>• Demonstrate appropriate ways to respond to feedback from others.</li> <li>• Demonstrate ways to ask for help with mental and emotional health problems from trusted adults or friends.</li> <li>• Demonstrate actions that express personal values.</li> <li>• Demonstrate methods for responding to problems of others with empathy and support.</li> </ul>

**Additional examples for Standard 4 are listed on the next page.**

Standard  Skill Examples (continued)

**After implementing this curriculum, students will be able to use interpersonal communication skills to promote mental and emotional health.**

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
		<ul style="list-style-type: none"> <li>• Describe steps for effective negotiation.</li> <li>• Demonstrate effective strategies for resolving conflicts with another person in non-violent ways.</li> <li>• Demonstrate communication skills necessary to maintain a healthy relationship.</li> <li>• Demonstrate how to express emotions in healthy ways.</li> <li>• Demonstrate ways to communicate support for a peer with suspected eating disorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate techniques for negotiating and compromising.</li> <li>• Demonstrate effective strategies for resolving conflicts with another person in non-violent ways.</li> <li>• Demonstrate communication skills necessary to maintain a healthy relationship.</li> <li>• Demonstrate how to express emotions in healthy ways.</li> <li>• Demonstrate ways to communicate support for a peer with suspected eating disorder.</li> </ul>

**Notes:**

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -23 for Standard 5 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -23 for Standard 5 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **5** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to promote mental and emotional health.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Describe the importance of thinking about the effects of one’s actions on other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the importance of thinking about the effects of one’s actions on other people.</li> <li>• Discuss methods for making decisions to avoid conflicts or violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how mental and emotional health affects decision-making.</li> <li>• Discuss the short- and long-term consequences of the decision to choose a violent or non-violent solution to a problem.</li> <li>• Explain how decisions regarding alcohol and drug use affect relationships with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how mental and emotional health affects decision-making.</li> <li>• Suggest safe alternatives to risky situations at home, at school, and in the community that might lead to injury.</li> <li>• Summarize how decisions regarding alcohol and drug use affect relationships with friends and family.</li> </ul>

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -25 for Standard 6 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -25 for Standard 6 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**



Standard **6** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to improve mental and emotional health, take steps to achieve these goals, and monitor their progress in achieving them.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>Set a goal to spend more time with people who are respectful, supportive, and positive and less time with people who engage in negative behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Set a goal to spend more time with people who are supportive and positive and less time with people who engage in negative behaviors.</li> <li>Demonstrate the ability to identify signs when becoming upset or angry.</li> <li>Demonstrate the ability to set goals to prevent and manage stress.</li> <li>Demonstrate the ability to monitor personal stressors and reactions to stress.</li> <li>Demonstrate the ability to set a goal for helping at home and show responsibility as a family member.</li> <li>Make a personal commitment to show respect and consideration for others.</li> </ul>	<ul style="list-style-type: none"> <li>Set a goal to spend more time with people who engage in positive behaviors and less time with people who engage in negative behaviors.</li> <li>Describe barriers to mental and emotional health and ways to address those barriers.</li> <li>Demonstrate the ability to monitor personal feelings.</li> <li>Demonstrate the ability to set goals to prevent and manage stress.</li> <li>Demonstrate ways to monitor personal stressors and techniques for managing them.</li> <li>Demonstrate ability to set goals to be successful in school.</li> <li>Make a personal commitment to show respect and consideration for others.</li> <li>Describe steps needed to reach personal goals for the future.</li> </ul>	<ul style="list-style-type: none"> <li>Set a goal to spend more time with people who engage in positive behaviors and less time with people who engage in negative behaviors.</li> <li>Describe barriers to mental and emotional health and ways to address those barriers.</li> <li>Demonstrate the ability to set goals to prevent and manage stress.</li> <li>Demonstrate the ability to monitor personal stressors and techniques for managing them.</li> <li>Demonstrate the ability to set goals to prevent and manage difficult relationships.</li> <li>Make a personal commitment to show respect and consideration for others.</li> <li>Demonstrate ability to set goals for the future.</li> <li>Monitor progress on attaining goals to be successful in the future.</li> </ul>

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH -27 for Standard 7 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH-27 for Standard 7 skill examples.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

# Standard 7 Skill Examples

**After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain positive mental and emotional health.**

**Skill Examples:** Examples that illustrate how a curriculum might address this standard are listed below and on the next page. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Demonstrate techniques to manage stress.</li> <li>• Demonstrate the ability to use self-control when angry.</li> <li>• Demonstrate ways to show respect, consideration, and caring for classmates.</li> <li>• Demonstrate pride in personal qualities and accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate ways to accept and carry out personal and family responsibilities.</li> <li>• Demonstrate techniques to manage stress.</li> <li>• Demonstrate how to express feelings appropriately.</li> <li>• Demonstrate the ability to use self-control when angry.</li> <li>• Demonstrate strategies to manage loss and grief.</li> <li>• Demonstrate ability to use nonviolent alternatives to conflict (e.g., walking away, negotiation).</li> <li>• Express intentions to resolve conflicts non-violently.</li> <li>• Express intentions to treat others with caring and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate ways to accept and carry out personal and social responsibilities.</li> <li>• Demonstrate techniques to manage stress.</li> <li>• Demonstrate strategies for expressing feelings appropriately.</li> <li>• Demonstrate actions that express personal values.</li> <li>• Demonstrate the ability to use self-control.</li> <li>• Demonstrate tolerance for individual differences.</li> <li>• Demonstrate methods for coping with disappointment and loss.</li> <li>• Demonstrate ways to replace negative thoughts with positive ones.</li> <li>• Demonstrate ability to use multiple nonviolent alternatives to conflict (e.g., walking away, negotiation).</li> <li>• Describe the perspectives of all sides in a conflict situation.</li> <li>• Express intentions to resolve conflicts non-violently.</li> <li>• Express intentions to treat others with caring and respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate ways to accept and carry out personal, family, and community responsibilities.</li> <li>• Demonstrate techniques to manage stress.</li> <li>• Demonstrate actions that express personal values.</li> <li>• Demonstrate techniques for managing anger appropriately.</li> <li>• Demonstrate tolerance for individual differences.</li> <li>• Demonstrate methods for coping with disappointment and loss.</li> <li>• Demonstrate ways to replace negative thoughts with positive ones.</li> <li>• Demonstrate ways of solving conflicts nonviolently (e.g., conflict resolution, diffusion).</li> <li>• Demonstrate the ability to take the perspectives of others in a conflict situation.</li> <li>• Express intentions to resolve conflicts non-violently.</li> <li>• Express intentions to treat others with caring and respect.</li> </ul>

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

**Student Skill Learning/Application Scoring:** Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH-29 for Standard 8 skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

**Student Skill Learning and Application Score (total number of “yes” checks)**

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

**Teacher Instruction and Skill Assessment Scoring:** Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page MEH-29 for Standard 8 skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach necessary skills?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model skills?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform skills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills that meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Instruction and Assessment Score (total number of “yes” checks)**

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

**Notes:**

Standard **8** Skill Examples

**After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to improve or maintain positive mental and emotional health.**

**Skill Examples:** Below are examples that illustrate how a curriculum might address this standard. These examples are not intended to be a comprehensive list of all the skills to be taught to reach the standard. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> <li>• Object to teasing of peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate support and respect for people with differences (e.g., cultural, disabilities, gender, religious).</li> <li>• Explain how to be supportive to peers.</li> <li>• Object to teasing of peers based on their body types.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate support and respect for people with differences (cultural, disabilities, gender, and sexual orientation).</li> <li>• Identify strategies to advocate for needs and rights of others effectively and respectfully.</li> <li>• Object to teasing of peers based on their body type or other personal characteristic.</li> <li>• Identify ways to advocate for an emotionally healthy social environment at school.</li> <li>• Advocate for a positive and respectful school environment that supports pro-social behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect and support for diversity.</li> <li>• Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others.</li> <li>• Advocate for adequate community mental health and social services.</li> <li>• Object to teasing of peers based on their body type or other personal characteristic.</li> <li>• Demonstrate ways to advocate for friends and family members who need support and treatment of eating disorders.</li> <li>• Advocate for a positive and respectful school environment that supports pro-social behavior.</li> </ul>

## Mental and Emotional Health

This concludes the health education curriculum analysis items related to mental and emotional health. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

**Additional Notes:**