

## Social and Emotional Health

Teaching the student learning objectives in the lessons of in the left column contribute to meeting the Michigan Credit Guidelines for Health Education Credit Guidelines in the right column.	
Student Learning Objectives	Michigan Credit Guidelines for Health Education- Strand 4: Social and Emotional Health
<p><i>Michigan Model for Health®</i> does not have a specific high school module for social and emotional health. Many of the credit guidelines (numbers in parenthesis below) for this strand are addressed age appropriately in:</p> <ul style="list-style-type: none"> <li>• <i>Managing Conflicts and Preventing Violence</i>: 4.5, 4.7, 4.8, 4.9, 4.10, Recommended 4.11</li> <li>• <i>Teens Voice Solutions to Alcohol, Tobacco, and Other Drugs</i> and <i>Teens Campaign Against Tobacco</i>: 4.9, 4.11, 4.14</li> <li>• Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention: 4.1, 4.6, 4.9, 4.11</li> </ul> <p>Some of the credit guidelines, particularly those addressing character traits, suicide, and depression, are addressed in <i>Building Character in Ourselves and Our School</i>: 4.2, 4.3, 4.4, 4.12, 4.13</p> <p>In addition, kindergarten through grade 6 and several middle school <i>Michigan Model for Health®</i> modules build a foundation for the high school social and emotional credit guidelines:</p> <ul style="list-style-type: none"> <li>• <i>The Two “Rs” for Stopping Assault and Preventing Violence</i>;</li> <li>• <i>Choosing Who I AM-Choosing Who I Become</i>;</li> <li>• <i>Protect a Friend-Share Your Skills-Alcohol, Tobacco, and Other Drug Prevention</i> and <i>It’s No Mystery: Tobacco Is a Killer</i>;</li> <li>• <i>Protect a Friend-Share Your Skills: Alcohol, Tobacco, and Other Drug Prevention</i>;</li> <li>• <i>HIV, AIDS, and Other STDs: A Module for Grades 7-8</i>.</li> </ul>	<p>4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family and community health.</p> <p>4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.</p> <p>4.3 Locate resource in one’s community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.</p> <p>4.4 Demonstrate how to seek help for others when suicide may be a risk.</p> <p>4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.</p> <p>4.6 Develop short- and long-term personal goals and aspirations.</p> <p>4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health or safety at risk.</p> <p>4.8 Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).</p> <p>4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals.</p> <p>4.10 Demonstrate how to respond constructively to the anger of others.</p>

Teachers will need to supplement the credit guidelines not addressed at any level and those introduced at elementary level with age appropriate instruction using supplemental instructional resources.

**Recommended**

- 4.11 Describe the impact of showing empathy for another person's emotions and point of view.
- 4.12 Assess one's personal behavior and how one demonstrates character traits.
- 4.13 Develop a personal plan for maintaining or improving one's demonstration of character traits.
- 4.14 Evaluate the effectiveness of health-related decisions.