

Helena Public Schools
Grade 9-12
School Counselor
Health and Wellness

Health Maintenance & Enhancement

School Counselors support the following:

- Can recognize the signs of an eating disorder or unhealthy dieting and know who to ask for help with concerns
- Begin to recognize the signs of an eating disorder or unhealthy dieting
- Aware of eating disorder support groups, counseling resources, and web resources
- Understand when to ask an adult for help with body image issues
- Create a plan using life management skills to address personal & social concerns that are a part of daily living (i.e., learning to manage time & stress, setting goals, dealing with conflicts, working collaboratively).
- Apply practices that preserve & enhance the safety & health of others (i.e., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision- making, resisting peer pressure, asset development)
- Analyze the importance of safety rules & procedures on a positive school climate
- Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape which is a crime and should be reported to authorities and/or a trusted adult
- Develop intervention skills that can be used to prevent violence
- Recognize the signs of depression and be aware that it is treatable with counseling, medical expertise or exercise

Functions & Interrelationships of Systems

School Counselors support the following:

- Research individual and community right when making social health decision
- Describe patterns of physical, social, & mental/emotional health that promote healthy long-term relationships (i.e., dating, work environment, friendship, & marriage)
- Demonstrate respect for the diversity of values & beliefs of other people
- Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money
- Explore problems that gender role stereotypes can lead to for both men & women (i.e., poor body image, low aspirations, low paying jobs, relationship conflict, stress-related illness, anxiety about sexual performance, sexual harassment, & date rape)
- Develop a list of attributes needed to live effectively with others
- Compare & contrast constructive versus destructive defense mechanisms as a means for handling one's emotions
- Predict how the dynamics of relationships with family, groups, & community change as the individual matures
- Develop interpersonal social skills (i.e., team member, problem-solving, following directions, job applications, appropriate dress, appropriate behavior with others)
- Respect the rights & feelings of others
- Demonstrate peaceful conflict resolution
- Demonstrate cooperation, teamwork & show concern for the progress of others
- Describe ways to use movement activities to deal with feelings of stress & help with conflict management
- Recognize that communication about feelings, desires, & boundaries can improve relationships
- Evaluate how manipulation, trying to unfairly control someone's decision or behavior without consideration of their feelings or needs, is different from negotiation
- Understand asking questions to a parent, trusted adult, teacher, or counselor is usually a wise decision
- Understand seeking professional help can be a sign of strength when people are in need of guidance
- Identify many community resources can help individuals who have survived sexual harassment, assault, or other forms of violence
- Understand some decisions have legal implications
- Understand tools that can help protect individuals in potential sexual assault situations include learning self-defense techniques, assessing whether a situation may be dangerous, avoiding alcohol & other drugs, & developing assertiveness skills
- Understand domestic violence is psychological, physical, and/or sexual abuse between people in a relationship who are dating, living together, or married
- Explore the brain chemistry in relation to mental illness
- Identify the importance of maintaining the mental health management techniques
- Identify resources available in school and community
- Analyze the consequences of untreated mental illness

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School Counselors support the following:

- Individuals with major depression and/or anxiety can reduce symptoms and in some cases eliminate their symptoms by exercising, developing better sleep patterns, reducing stress and related activities. This is not true for everyone; some people must use medication to improve.

Risk Assessment & Reduction

School Counselors support the following:

- Describe the effects of positive lifestyle behaviors on the occurrence of disease (i.e., sunscreen, physical activity, diet, sleep, stress)
- Describe & analyze methods that can be effective in preventing societal problems affecting teens (i.e., rape, assault, homicide, & other personal safety risks, gangs)
- Assess the short & long-term effects that performance enhancing aids have on the body processes & on individuals & society
- Describe the short & long-term effects of performance enhancing drugs
- Explain why individuals need to follow label guidelines for all substances (i.e., compatibility of ingested substances)
- Evaluate the short & long term effects of alcohol, tobacco, & other substances on the body & draw conclusions on the impact of these substances on personal, social, & economic threats to society
- Review healthy alternatives to substance use & investigate effective strategies to promote individual, family, & community health
- Assess the risk of chemical dependency & locate available help if alcohol, tobacco, & other substance use becomes a problem Evaluate personal risks for chemical dependency based upon personal, family, & environmental factors