

ACCESSING RELIABLE RESOURCES FOR ONE'S EMOTIONAL HEALTH & MENTAL HEALTH

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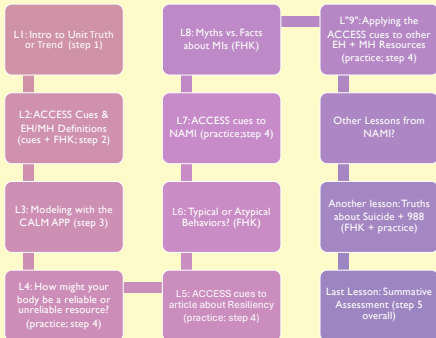
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Steps for Skill Development include:

- Step 1: Introduce the importance, relevance, and relationship to other skills (just did that...)
- Step 2: Present the skill cues
- Step 3: Model the skill (teacher provides example)
- Step 4: Practice and rehearse the skill (students)
- Step 5: Assess by providing feedback + reinforcement

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OVERALL UNIT:



3

Introduction to the unit (skill) (step 1)

LESSON 1: TRUTH OR TREND?

Introduction to NHES 3:

- Students will demonstrate the ability to accessing valid and reliable information, products, and services.
- MEH 1.12.5 Describe situations that can trigger different thoughts, feelings, and emotions.

Student Learning Objectives:

- Recognize how seeing the advertisement of health products can impact someone's emotional and mental health.
- By the end of the lesson, students will explain why accessing valid and reliable information on products is important.

Guiding Question:

- How easily are you fooled into buying products instead of ensuring they are valid and reliable (and truly needed)?

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LESSON 1: TRUTH OR TREND

Summary:

This lesson introduces students to the importance of evaluating the validity and reliability of information, products, and services before making health decisions. Every day, we see health products like energy drinks, supplements, or skin creams that promise quick fixes or improvements. But are they legit?

In this lesson, students will learn how to tell if health information, products and services are valid and reliable. Using real examples students will practice asking the right questions before making health decisions.



WHAT IS VALID AND RELIABLE?



- Valid = Based on evidence or facts (scientific studies, FDA approval)
- Reliable = Comes from a trustworthy source (e.g., Mayo Clinic, CDC, doctor)

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Introducing/ explaining the skill cues (step 2) + FHK

LESSON 2: TERMINOLOGY FOR OUR UNIT (DEFINING WORDS/PHRASES BEFORE WE CONTINUE....)

- NHES 3: Students will demonstrate the ability to accessing valid and reliable information, products, and services
- NHES 1.12.1 Analyze interrelationships among physical, social, emotional, intellectual health, and well-being.

Student Learning Objectives:

- Differentiate between emotional health and mental health
- Identify the ACCESS cues for accessing valid and reliable resources

Summary:

This activity allows students to learn the ACCESS cues and to better recognize that emotional health and mental health are related yet have basic differences.

Guiding Question: What are two ways you can differentiate emotional health and mental health?

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WHAT DOES ACCESS STAND FOR?

- Share with a shoulder partner
- With students, the cues can be introduced in a fun manner.
- Most of you know the basics of these cues.

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LESSON 2 CONT'D: ACCESS CUES

- FYI- The ACCESS acronym encompasses all the performance indicators for NHES 3 and can be applied to information, products, and services. (Alperin & Benes. 2016. p.68)
- Is it **Accurate**? (Is the information being shared correct and supported by facts?)
- Is it **Credible**? (Who provides the information?)
- Is it **Current**? (Is the information up to date?)
- Is it **Easy** to use and access? (Is it user friendly and widely available?)
- What **Situations** is it best used in?
- Are claims or information **Supported**?

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WHAT IS THE DIFFERENCE BETWEEN EMOTIONAL HEALTH AND MENTAL HEALTH?

- In small groups:
- Matching Activity
- Do you agree with our answers?

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Teacher modeling the skill cues (step 3)

LESSON 3: SCROLL, CLICK, TRUST?

NHES: 3.12.1 Demonstrate functional health literacy (e.g., reading, writing, and speaking) to evaluate valid and reliable health information about a health behavior.

Student Learning Objective:

Students will describe the six steps of the ACCESS model and explain how each step helps determine the validity and reliability of health information.

Guiding question:

- How do we know when websites are valid and reliable?

Summary:

Students observe how to apply each ACCESS cue (Accurate, Credible, Current, Easy to Use, Support) as the teacher models analyzing an emotional health website (Calm.com).



NYSUT: for free to educators

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Practicing the skill cues (step 4)

LESSON 4: BEFORE WE CONTINUE... LET'S PONDER THIS QUESTION: HOW MIGHT YOUR BODY BE A RELIABLE OR UNRELIABLE RESOURCE?

Step 4 : Practice using skill cues and ACCESS table/ FHK (stress) to oneself

NHES: 1.12.4 Evaluate the effectiveness of personal practices and behaviors to reduce or prevent health risks.

Student Learning Objective(s):

By the end of the lesson, students will evaluate their ability to recognize and assess their emotional and mental health by completing a self-assessment using the ACCESS model.

Guiding Question: How reliable am I when it comes to understanding my own emotional and mental health?

Summary:

This lesson focuses on self-awareness as a critical skill for supporting emotional and mental health. Students will use the ACCESS model to evaluate themselves as valid and reliable sources—reflecting on how accurately they recognize and respond to stress and emotional shifts. By examining how stress affects their ability to self-assess, students will explore when they can trust their internal cues and when outside support may be needed.

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Reflection questions:

- What was most surprising or interesting point from the video?
- How can this perspective change the way you handle stress?

Students take notes while viewing video.

"Now that we see how stress perception influences how we handle challenges, let's think about whether we can always trust our own judgment about our emotions and mental health."

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PLEASE NOTE: THIS MIGHT REQUIRE MORE THAN ONE LESSON PERIOD.

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Practicing the skill cues (step 4)

LESSON 5: BECOMING MORE RESILIENT?

Practice using the ACCESS skill cues

Guiding question: How can you be a reliable resource to increase your resiliency with stress?

- NHES: 3.12.1 Demonstrate functional health literacy (e.g., reading, writing, and speaking) to evaluate valid and reliable health information about a health behavior.
- 1.12.5 Analyze how individual responsibility enhances personal, family, peer, school, and community health.

Student Learning Objective(s):

- Students will correctly apply the ACCESS cues to one valid and reliable resource.
- Students will provide two examples of resiliency that many teenagers can use for their wellness.

Summary:

All students will apply the ACCESS cues to an article already checked by the HE teacher. This article focuses on resiliency for teens. Students will also watch a short video on one's person's experience – a person who explains how he copes and is resilient.

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LESSON 5 CONT'D:

AMERICAN PSYCHOLOGICAL ASSOCIATION

TOPICS PUBLICATIONS & DATABASES RESEARCH & PRACTICE EDUCATION & CAREER NEWS & ADVOCACY

Home > Psychology Topics > Resilience >

Resilience for teens: 10 tips to build skills on bouncing back from rough times

The ability to adapt well in the face of hard times is a valuable skill for young adults. The good news is that resilience is something that can be learned.

Last updated: June 1, 2020 Date created: May 1, 2011 6 min read

Link:
<https://www.apa.org/topics/resilience/for-teens>

Additional questions students would answer:

1. What does it mean to build resilience?
2. Of the 10 items listed, what are the top two or three items you would recommend to a friend?
3. What is your top skill for keeping resilient?

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LESSON 6: TYPICAL OR ATYPICAL BEHAVIORS?

Functional Health Knowledge/s III Affective

NHES: 3.12.1 Demonstrate functional health literacy (e.g., reading, writing, and speaking) to evaluate valid and reliable health information about a health behavior.

1.12.7 Assess the risk of situations that can contribute to unhealthy behaviors and outcomes.

Student Learning Objective(s):

- Students will differentiate typical and atypical behaviors relating to emotional health and mental health.
- Students will identify at least two types of behaviors when support is needed.

Summary:

This lesson helps students recognize typical and atypical behaviors in young people. Through a movement activity, students will discuss and differentiate between typical and atypical behaviors. The lesson concludes with an emphasis on seeking support when they notice concerning behaviors in themselves or others.

Guiding Question: Why is it important to notice when a friend (or you) starts acting differently?

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TYPICAL OR ATYPICAL BEHAVIORS?

1. You cannot enter a classroom without counting to a hundred. - **ATYPICAL**
2. You have trouble sleeping because you worry about passing your math exam the next day. **TYPICAL**
3. You are up most of the night because your partner dumped you. **TYPICAL**
4. Sometimes you burst into tears for what seems to be no reason at all. - **DEPENDS**

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Practicing the skill cues (step 4)

LESSON 7: APPLYING ACCESS CUES TO NAMI.ORG

NHES 3.12.1: Evaluate the validity of health information, products, and services.

Student Learning Objectives:

- By the end of this lesson, students will evaluate the reliability of NAMI.org by applying each step of the ACCESS model to specific pages on the site.
- By the end of this lesson, students will define a truthful definition for the term "mental illness."

Summary:

- Begin lesson by completing the "mind map" for the phrase "Mental Illness."
- Provide a definition for MI as well as potential causes
- Have students apply the ACCESS model to evaluate the credibility and usefulness of **NAMI.org**, a leading emotional and mental health resource. Students will practice identifying trustworthy health information and reflect on when and why this website could be used to support their own or others' mental health.

Guiding Question:

- How can the ACCESS model help us determine if a mental health website like NAMI.org is a reliable source of information and support?

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LESSON 8: DEBUNKING MYTHS ON MENTAL ILLNESS (USING NAMI)

Student Learning Objectives:

- By the end of the lesson, students will identify at least two myths and two facts about mental illness and explain how stigma and misinformation contribute to negative beliefs, using examples from real mental health conditions.
- By the end of the lesson, students will apply the ACCESS model to investigate mental health claims and determine whether they are valid or contribute to misinformation.

Summary:

This lesson helps students understand and challenge mental health myths by exploring how misinformation and misconceptions shape the way society views mental illness. Working in groups, students will use the ACCESS model to analyze common myths and claims about mental health, determining which are supported by credible evidence.

Guiding question:

How does misinformation spread false beliefs?

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Examples of Myth vs Fact statements

- ✗ Myth:** Mental illness is caused by bad parenting.
- ✓ Fact:** Mental illness is influenced by genetics, brain chemistry, trauma, and environmental factors, not parenting alone.
- ✗ Myth:** People develop mental illness because they are weak or can't handle stress.
- ✓ Fact:** Mental illnesses are medical conditions that have biological and psychological components.
- ✗ Myth:** You can just "snap out of" mental illness with positive thinking.
- ✓ Fact:** Mental illness often requires professional treatment, therapy, medication, or support, not just mindset changes.
- ✗ Myth:** People with mental illness are violent and dangerous.
- ✓ Fact:** People with mental illness are more likely to be victims of violence than perpetrators.
- ✗ Myth:** Most people with depression are just sad all the time.
- ✓ Fact:** Depression affects mood, energy levels, sleep, appetite, and daily functioning, not just sadness.
- ✗ Myth:** People with anxiety just worry too much and need to relax.
- ✓ Fact:** Anxiety disorders involve excessive worry that interferes with daily life and cannot simply be turned off.

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Practicing the skill cues (step 4)

LESSON "9": OTHER RELIABLE RESOURCES

Student Learning Objectives:

- By the end of the lesson, students will be able to identify valid and reliable emotional and mental health resources and/or services using the ACCESS model.
- By the end of the lesson, students will reflect on their personal comfort level with seeking emotional and mental health support and identify one action they could take to help themselves or someone else access reliable emotional and mental health resources.

Summary:

- This lesson helps students identify valid and reliable emotional and mental health resources, understand barriers to accessing support, and explore realistic solutions. Many students may not know where to turn when they or someone they know needs help, and stigma, cost, or location. IN small groups, students will apply the ACCESS cues to one emotional and/or mental health resources/services to determine which is credible and reliable. Their findings will be shared.

Guiding Question : What other resources would you recommend for people seeking emotional health and mental health help? Why these?

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WHERE CUES CAN ALSO BE APPLIED: PEOPLE/PLACES/ONLINE

- School counselor
- Social worker
- Teacher
- Administrator
- Local YMCA
- [Healthy minds app](#)
- Mayo clinic
- [Society for Adolescent Health and Medicine](#)
- [Mental Health Literacy](#)
- [The Center for Youth Mental Health with NY Presbyterian](#)
- [Anxiety in Youth](#)
- The Center for Youth Mental Health with NY Presbyterian
- Anxiety in Youth

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Practicing the skill cues with FHK (step 4)

ANOTHER LESSON: FHK SUICIDE PREVENTION

Standards:

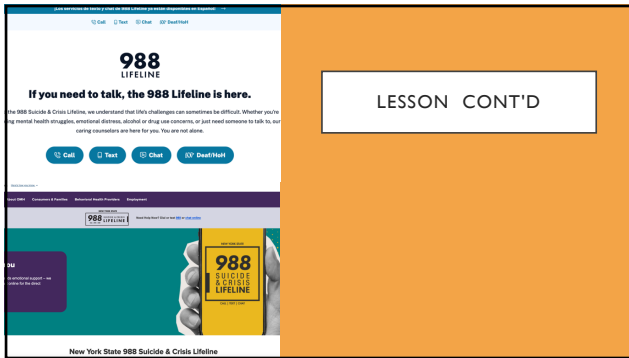
- NHES 1.12.1 – Analyze the relationship between behaviors and personal health (in reference to suicide warning signs and risk factors).
- NHES 1.12.5 – Propose ways to reduce or prevent health risks (identifying ways to support someone showing warning signs of suicide).
- NHES 3.12.2 – Use resources from home, school, and community to access valid and reliable health information (identifying resources for suicide prevention).

Summary:

In this lesson, students will apply the ACCESS skill cues to evaluate the 988 Suicide & Crisis Lifeline website. After exploring the site, students will identify key facts about suicide prevention, warning signs, and available resources.

Guiding Question: How can recognizing warning signs in other people help you access a valid/reliable resource?

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LESSON CONT'D

LAST LESSON IN UNIT: **STEP 5: ASSESSMENT**

REMEMBER
THIS RUBRIC IS
SPECIFIC TO
THE ACCESS CUES

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Video Modeling NYS 3 SKILL (8 pts. total)

Directions: Modeling is a critical step for ensuring one's health skill development. This assignment allows the student to model the Accessing Valid and Reliable Skill to something dealing with teenage/young adult mental health and/or mental health. Or

Web 3 reads: "Standard 5: Students demonstrate health literacy by assessing valid and reliable health information, products, and services to enhance health." (National Curriculum for School Health Education, 2022)

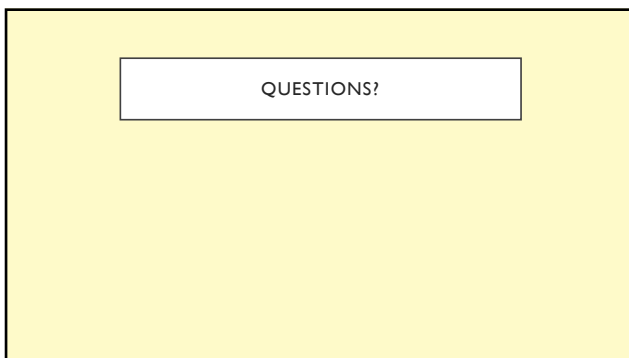
Overall, a video is needed to complete this assignment. Requirements include:

- Each NYS 3 SKILL can be being explained and implemented.
- Modeling of the skill/cues to use reliable information source, product, or service dealing with teenage/young adult mental health.
- Reference to at least one (1) reliable resource.
- A video clip representing a model to be taught, including a "hook" of the application of the skill.
- Professionalism, including accurate conversation, being neat.
- An explanation in your own words of why this skill is important to learn.

Category/Criteria	WOODDIE 3 pts	Other 2 pts	Woo Waa 1 pt
Modeling of Skill	All skill cues were referred to and explained in detail in your own words. The application of the skill cues was provided.	All skill cues were referred to and explained in detail in your own words. The application of the skill cues was provided.	Did not use all skill cues or was unclear in explanation of the skill.
Reference to Health Information (HHS)	At least two correct health facts were referred to. Appropriate and reliable reference was provided including citing with these facts (including the year it was released).	Two correct health facts were referred to. Some reference information was missing for the facts.	No reference information was provided or was not accurate.
Professionalism	Appropriate/professional attire and background was shown. The video was neat. Appropriate body language, tone, volume and words were heard. Background was heard.	Appropriate/professional attire and background was shown. The video was neat. Appropriate body language, tone, volume and words were heard. Background was heard.	Appropriate/professional attire and background was shown. The video was neat. Appropriate body language, tone, volume and words were heard. Background was heard.

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QUESTIONS?



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NYS AHPERD
PRESENTATION:
ACCESSING RELIABLE
RESOURCES FOR
ONE'S EMOTIONAL
HEALTH & MENTAL
HEALTH

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