

## PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM PROJECT

**GOAL 24:** Promote and enhance health and well-being through the use of effective communication and decision-making skills.  
**Standard A:** Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

### CATHOLIC IDENTITY

**Standard A:** Demonstrate Christian integrity by communicating in positive ways, resolving differences and preventing conflict.

*As a result of their schooling students will be able to...*

| <b>EARLY ELEMENTARY (PREK-2)</b>   | <b>LATE ELEMENTARY (3-5)</b>  | <b>MIDDLE/JUNIOR HIGH SCHOOL (6-8)</b>  |
|--|---|---|
| <p><b>24.A.1a</b> Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).</p> <p><b>24.A.1b</b> Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).</p> <ol style="list-style-type: none"> <li>1. Explain how good listening skills can help avoid conflict.</li> <li>2. Practice good communication techniques.</li> <li>3. Demonstrate good manners.</li> <li>4. Tell how to make good choices.</li> <li>5. Play games in appropriate space.</li> <li>6. Respect the space of others.</li> <li>7. <u>Show kindness toward others during work and play remembering that all of us are brothers and sisters of Christ.</u></li> </ol> | <p><b>24.A.2a</b> Identify causes and consequences of conflict among youth.</p> <p><b>24.A.2b</b> Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).</p> <ol style="list-style-type: none"> <li>1. Use conflict resolution techniques to resolve problems.</li> <li>2. Practice polite behavior in words and deeds.</li> <li>3. Discuss rules for communicating in a group situation.</li> <li>4. <u>Display a sense of tolerance for others by making good decisions in school and in the community remembering that all God's people are wonderful in their uniqueness.</u></li> </ol> | <p><b>24.A.3a</b> Describe possible causes and consequences of conflict and violence among youth in schools and communities.</p> <p><b>24.A.3b</b> Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p> <p><b>24.A.3c</b> Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p> <ol style="list-style-type: none"> <li>1. Use conflict resolution techniques to resolve problems.</li> <li>2. Practice polite behavior in words and deeds.</li> <li>3. Define methods for addressing interpersonal differences in a positive manner.</li> <li>4. <u>Demonstrate courage to stand up for convictions through conflict management remembering that God wants everyone to be peace makers.</u></li> </ol> |

Goal 24 is covered in all classes and through Gospel values. Physical education will complement this instruction.

**Why Goal 24 Is Important:** From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

## PHYSICAL DEVELOPMENT AND HEALTH CURRICULUM PROJECT

**GOAL 24:** Promote and enhance health and well-being through the use of effective communication and decision-making skills.  
**Standard B:** Apply decision-making skills related to the protection and promotion of individual health.

### CATHOLIC IDENTITY

**Standard B:** *Apply decision-making skills that promote the concept that God has given us the gift of life that calls us to respect and protect our individual health.*

*As a result of their schooling students will be able to...*

| <b>EARLY ELEMENTARY (PREK-2)</b>  | <b>LATE ELEMENTARY (3-5)</b>  | <b>MIDDLE/JUNIOR HIGH SCHOOL (6-8)</b>  |
|---|---|---|
| <p><b>24.B.1</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).</p> <ol style="list-style-type: none"> <li>1. List good personal hygiene practices.</li> <li>2. Give examples of good and poor health choices.</li> <li>3. Discuss and recognize consequences of actions (e.g., good choices and bad choices).</li> <li>4. <u>Respect their body by choosing good health practices.</u></li> </ol> | <p><b>24.B.2</b> Describe key elements of a decision-making process.</p> <ol style="list-style-type: none"> <li>1. Describe how basic cleanliness protects your health.</li> <li>2. Recommend safe choices to positively affect health.</li> <li>3. List possible positive and negative consequences of health-related choices.</li> <li>4. <u>Recognize the connection between body and soul and nurture the spirit by making healthy life choices.</u></li> </ol> | <p><b>24.B.3</b> Apply a decision-making process to an individual health concern.</p> <ol style="list-style-type: none"> <li>1. Use the decision-making process to assess and solve an individual health problem.</li> <li>2. Discuss how individuals can control their responses to other people's choices.</li> <li>3. Compare and contrast consequences for good and bad health choices.</li> <li>4. <u>Promote a persistent attitude toward the task of healthy living and remember that a healthy person can serve God more actively.</u></li> </ol> |

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GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.  
 Standard C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.

**CATHOLIC IDENTITY**

**Standard C: Demonstrate responsibility through action, respecting and protecting our bodies by avoiding dangerous situations.**

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|---|--|--|
| <p><b>24.C.1</b> Demonstrate basic refusal skills (e.g., “Just Say No”, etc.”).</p> <ol style="list-style-type: none"> <li>1. Discuss who strangers are and why there is a need to be cautions around them.</li> <li>2. Identify uncomfortable and dangerous situations.</li> <li>3. Define ‘safe’ and ‘unsafe’ touch.</li> <li>4. <u>Ask themselves, “What would Jesus do?”</u></li> </ol> | <p><b>24.C.2</b> Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).</p> <ol style="list-style-type: none"> <li>1. Establish a plan of action for avoiding dangerous situations.</li> <li>2. Discuss peer pressure.</li> <li>3. Practice refusal skills.</li> <li>4. Discuss ‘safe’ and ‘unsafe’ touch. Tell what to do when touched inappropriately.</li> <li>5. <u>Respect mind, body and soul because God made them.</u></li> </ol> | <p><b>24.C.3</b> Apply refusal and negotiation skills to potentially harmful situations.</p> <ol style="list-style-type: none"> <li>1. Establish a plan of action for avoiding dangerous situations.</li> <li>2. Practice refusal skills in order to avoid potentially harmful situations (e.g., substance abuse, peer pressure).</li> <li>3. Discuss peer pressure in terms of needing to use refusal skills.</li> <li>4. <u>Be stewards of the Lord by living the Gospel.</u></li> <li>5. <u>Recognize the command to “love your neighbor as yourself,” then protect self and others from harm.</u></li> </ol> |

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