

## **Health, Wellness, and Safety**

“Do you not know that your body is a temple of the holy Spirit within you, whom you have from God, and that you are not your own? For you have been purchased as a price. Therefore, glorify God in your body.” 1 Corinthians 6:19-20

The health, wellness and safety education curriculum is integral to the mission of Catholic schools within the Catholic Diocese of Green Bay. The standards, skills and concepts within the health curriculum promote the spiritual, intellectual, social, emotional and physical well-being of each student. The goal is to introduce and provide students with knowledge of Catholic teachings and living a virtuous lifestyle in relation to health topics. There are a variety of opportunities and experiences embedded within the health curriculum for students to develop essential life skills to become healthy, faith filled members of society.

The health, wellness and safety education curriculum complements religion, science, guidance and technology. Students learn to know, understand and appreciate their bodies, mindful decision making, and concern for others as God given gifts.

***Health, Wellness and Safety should be taught in conjunction with Theology of the Body.***

### **Standard 1 Health Promotion and Disease Prevention**

Students understand the principles of spiritual, physical, and mental health promotion, illness prevention, and safety.

### **Standard 2 Family , Community and Other Influences on Health Behaviors**

Students discern the influence of family, peers, community, culture, media and technology and other factors on health behaviors.

### **Standard 3 Health Information and Services to Enhance Health**

Students demonstrate the ability to access accurate, valid health information from reliable sources that promote Catholic teachings.

#### **Standard 4 Interpersonal Communication to Enhance Health**

Students demonstrate the ability to use interpersonal skills to enhance health.

#### **Standard 5 Goal Setting and Decision-making Skills to Enhance Health**

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

#### **Standard 6 Behavior to Reduce Health Risks**

Students demonstrate the ability to practice health-enhancing behaviors and avoid and reduce health risks.

#### **Standard 7 Advocate for Personal, Family and Community Health**

Students demonstrate the ability to advocate for personal, family and community health.

## Standard 1: Health Promotion and Disease Prevention

Students understand the principles of spiritual, physical, and mental health promotion, illness prevention, and safety.

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. Identify the components of health promotion and disease prevention</li> <li>2. Identify a virtuous lifestyle as a way of health promotion and safety</li> <li>3. Distinguish between communicable and non-communicable diseases.</li> <li>4. Identify specific behaviors that can reduce or prevent injuries and communicable or chronic diseases.</li> <li>5. Explain the role nutrition, hydration and nutrients play in building strong bodies</li> <li>6. Read and interpret food labels in making healthy choices</li> <li>7. Identify risk factors for heart disease</li> <li>8. Identify behavioral choices that can reduce the risk of heart disease</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the components of health promotion and disease prevention.</li> <li>2. Adopt a virtuous lifestyle as a way of health promotion and safety</li> <li>3. Describe negative consequences of engaging in unhealthy behaviors</li> <li>4. Identify communicable, chronic, and degenerative disease processes and the differences</li> <li>5. Discuss how the body fights infection</li> <li>6. Describe how genetics and family history can affect personal health</li> <li>7. Examine healthy behaviors and consequences related to a health issue</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the components of health promotion and disease prevention</li> <li>2. Adopt a virtuous lifestyle as a way of health promotion and safety</li> <li>3. Describe how physical and social environments can affect personal health.</li> <li>4. Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. (refrain from alcohol, tobacco, other drug use, engage in physical activity, virtuous living, healthy eating...)</li> <li>5. Analyze the relationships between healthy behaviors and personal health</li> <li>6. Predict outcomes, short and long term, of a variety of unhealthy behaviors</li> <li>7. Identify the causes and effects of viruses and how to prevent the</li> </ol>

<p>9. Identify disorders and diseases that may harm the circulatory and respiratory systems</p> <p>10. Describe physical, social, and emotional benefits of regular exercise, fitness and health practices</p>		<p>spread</p> <p>8. Examine the interrelationships of various dimensions of health (spiritual, emotional, mental, physical, social, environmental and occupational)</p> <p>9. Analyze how environment and personal health are interrelated</p>
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## Standard 2 Family , Community and Other Influences on Health Behaviors

Students discern the influence of family, peers, community, culture, media, technology and other factors on health behaviors.

Sixth Grade	Seventh Grade	Eighth Grade
<p>1. Know that parents are present to guide you to choose what is good. The 4<sup>th</sup> Commandment tells us to honor our fathers and our mothers.</p> <p>2. Describe how God wants humans to form friendships which are gifts precious to each person (ToB)</p> <p>3. Understand that a true friend wants what is best for our body and soul (ToB)</p>	<p>1. Know that parents are present to guide you to choose what is good. The 4<sup>th</sup> Commandment tells us to honor our fathers and our mothers.</p> <p>2. Examine how one’s Catholic values and beliefs influence personal health behaviors</p> <p>3. Understand God gives us the freedom to choose what is right and good.</p>	<p>1. Know that parents are present to guide you to choose what is good. The 4<sup>th</sup> Commandment tells us to honor our fathers and our mothers.</p> <p>2. Understand and identify the dangerous effects of commercials, TV programs, music, video games and internet websites that do not promote the dignity of human life and life giving relationships</p>

<ol style="list-style-type: none"> <li>4. Realize that a true friend wants what is best for our body and soul (ToB)</li> <li>5. Understand that we show friendship by treating others with respect, kindness, loyalty and compassion (ToB)</li> <li>6. Understand the harmful effects gossip has on individuals and groups and violates the 8<sup>th</sup> commandment.</li> <li>7. Understand the harmful effects of bullying, teasing and making fun of others.</li> <li>8. Identify ways to stop bully behavior</li> <li>9. Examine how internal and external factors can influence health behaviors</li> <li>10. Demonstrate effective ways to resist peer pressure to use drugs</li> <li>11. Analyze the influence of peer pressure on health choices</li> <li>12. Identify physical and emotional effects of stress and constructive ways to reduce stress</li> </ol>	<ol style="list-style-type: none"> <li>4. Provide examples of how factors can interact to influence physical, mental, emotional, social and community health</li> <li>5. Understand and identify the dangerous effects of commercials, TV programs, music, video games and internet websites that do not promote the dignity of human life</li> </ol>	<ol style="list-style-type: none"> <li>3. Examine how social policies can influence health behaviors</li> <li>4. Examine the effects of personal, spiritual, social and emotional health on the greater community</li> </ol>
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### Standard 3 Health Information and Services to Enhance Health

Students demonstrate the ability to access accurate, valid health information from reliable sources that promote Catholic teachings.

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"><li>1. Identify sources of reliable health information and services</li><li>2. Explain why professional medical advice and medical prescriptions must be followed carefully</li><li>3. Identify situations that require professional health care or a 911 call</li></ol>	<ol style="list-style-type: none"><li>1. Identify sources of reliable health information and services</li><li>2. Describe criteria for evaluating reliable resources</li><li>3. Describe situations that require accurate health information</li><li>4. Identify situations that require professional health care or a 911 call</li><li>5. Identify resources for Catholic teachings</li></ol>	<ol style="list-style-type: none"><li>1. Identify sources of reliable health information and services</li><li>2. Describe situations that require accurate health information</li><li>3. Describe criteria for evaluating</li><li>4. Understand the costs and validity of common health products, services and information</li><li>5. Identify resources for Catholic teachings</li></ol>

## Standard 4 Interpersonal Communication to Enhance Health

Students demonstrate the ability to use interpersonal skills to enhance health.

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. Examine and demonstrate communication strategies that enhance health and avoid health risks</li> <li>2. Identify communication techniques and practices</li> <li>3. Understand that communication comes through words and actions</li> <li>4. Understand body language communicates what we are feeling and intending.</li> <li>5. Demonstrate refusal and limit setting skills that avoid health risks</li> <li>6. Demonstrate effective conflict resolution skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Examine and demonstrate communication strategies that enhance health and avoid health risks</li> <li>2. Demonstrate refusal and limit setting skills that avoid health risks</li> <li>3. Demonstrate effective conflict resolution skills</li> <li>4. Demonstrate ways, such as restorative justice practices to manage or resolve interpersonal conflicts without harming self or others</li> <li>5. Explain the differences between infatuation and love</li> <li>6. Identify strategies for coping with stress</li> </ol>	<ol style="list-style-type: none"> <li>1. Examine communication strategies for effective interactions among family, peers, and other others to enhance health</li> <li>2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks</li> <li>3. Demonstrate ways, such as restorative justice practices to manage or resolve interpersonal conflicts without harming self or others</li> <li>4. Describe the different types of love. eg: storge (affection for persons or things), philia (friendship), eros (romantic), agape (sacrifice/self giving) (ToB)</li> <li>5. Understand how to apply the four types of love. (ToB)</li> <li>6. Explain that friendships should cultivate trust, love, and honor</li> </ol>

		<p>among people. (ToB)</p> <ol style="list-style-type: none"><li>7. Describe that the purpose of dating is to discern the right person to marry (ToB)</li><li>8. Demonstrate ways, such as restorative justice practices to manage or resolve interpersonal conflicts without harming self or others</li></ol>
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## Standard 5 Goal Setting and Decision-making Skills to Enhance Health

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. Understand God gives us the freedom to choose what is right and good. This is called free will.</li> <li>2. Understand that because of free will, each person is responsible for the decisions one makes</li> <li>3. Explain the significance of the decision making process in making health related choices.</li> <li>4. Explain the potential outcomes of constructive and destructive decisions.</li> <li>5. Compare immediate and long term effects of personal healthcare choices.</li> <li>6. Identify personal health goals, personal, physical, spiritual emotional and social</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand God gives us the freedom to choose what is right and good. This is called free will.</li> <li>2. Understand that because of free will, each person is responsible for the decisions one makes</li> <li>3. Determine when individual or collaborative decision-making is appropriate</li> <li>4. Predict the impact of each decision on self and others</li> <li>5. Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan</li> <li>6. Identify personal health goals, personal, physical, spiritual emotional and social</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand God gives us the freedom to choose what is right and good. This is called free will.</li> <li>2. Understand that because of free will, each person is responsible for the decisions one makes</li> <li>3. Determine when individual or collaborative decision-making is appropriate</li> <li>4. Predict the impact of each decision on self and others</li> <li>5. Analyze how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan</li> <li>6. Identify the impact of personal health goals, personal, physical, spiritual emotional and social on self and others</li> </ol>

## Standard 6 Behavior to Reduce Health Risks

Students demonstrate the ability to practice health-enhancing behaviors and avoid and reduce health risks.

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. Examine the importance of personal responsibility in maintaining or improving health of self and others</li> <li>2. Evaluate behaviors and situations that maintain or improve the health of self and others</li> <li>3. Describe hazards associated with the use of drugs, alcohol, and tobacco</li> <li>4. Identify reasons some people abuse drugs, alcohol, and tobacco</li> <li>5. Identify basic first aid procedures</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of personal responsibility in maintaining or improving health of self and others</li> <li>2. Evaluate the effects of behaviors and situations that maintain or improve the health of self and others</li> <li>3. Understand that when the gift of our sexuality is used out of context or the way it was designed, unwanted diseases, hurt feelings, and emotional problems could result (ToB)</li> <li>4. Describe the importance of following appropriate first aid in different situations</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the importance of personal responsibility in maintaining or improving health of self and others</li> <li>2. Evaluate the effects of behaviors and situations that maintain or improve the health of self and others (tobacco, substance abuse, alcohol...)</li> <li>3. Demonstrate a variety of health practices that will maintain or improve the health of self and others including appropriate preventative health care services and first aid (Basic First Aid, CPR, AED...)</li> <li>4. Understand that when the gift of our sexuality is used out of context or the way it was designed, unwanted diseases, hurt feelings, and emotional problems could result (ToB)</li> </ol>

## Standard 7 Advocate for Personal, Family and Community Health

Students demonstrate the ability to advocate for personal, family and community health.

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"><li>1. Plan ways to advocate for healthy individuals, families, communities and environment</li><li>2. Discuss barriers and solutions to having healthy individuals, families, communities and environment</li><li>3. Explain the role of community health agencies in protecting and promoting the health and safety of community members</li></ol>	<ol style="list-style-type: none"><li>1. Predict how an advocacy plan will influence and support the health status of others</li><li>2. Apply a plan to advocate for a health issue for people that experience health disparities</li><li>3. Defend a position relating to a health issue</li><li>4. Describe ways to adapt health messages for different audiences</li></ol>	<ol style="list-style-type: none"><li>1. Analyze how an advocacy plan will influence and support the health status of others</li><li>2. Apply a plan to advocate for a health issue for people that experience health disparities</li><li>3. Defend a position relating to a health issue</li><li>4. Describe ways to adapt health messages for different audiences</li></ol>

## Standard 8 Human Growth and Development

Students understand that the human body and its systems are a gift from God and all systems work intricately together. Internal and external factors influence growth and development and the structure and function of human body systems.

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. Explain the interrelationship of body systems</li> <li>2. Understand the male and female reproductive system and name the biological characteristics of each</li> <li>3. Describe that human life begins at conception when all the human DNA is combined and present from the uniting of a sperm and egg. (ToB)</li> <li>4. Describe how unique a human life is due to combination of chromosomes (ToB)</li> <li>5. Introduce the stages of human development and the maturation of organs including blastula, zygote, implantation, and gestation (ToB)</li> <li>6. Describe the progression of pregnancy through the timeframes of trimesters (describe miscarriages, progesterone levels</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify all human body systems and their role in the body</li> <li>2. Explain ways to keep each of the systems healthy</li> <li>3. Explain the progression of pregnancy and development of human life beginning with conception through the timeframes of trimesters (describe miscarriages, progesterone levels decrease and a baby's life ends early) (ToB)</li> <li>4. Identify strategies for coping with concerns related the changes that occur during adolescence</li> <li>5. Understand the Catholic teaching on human sexuality, Theology of the Body</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the Catholic teaching on human sexuality, Theology of the Body</li> <li>2. Understand that any impediments to fertility go against our openness to life (different types of contraception are not to be explained, shown, or described.)</li> <li>3. Explain the Catholic teaching that we must be open to all life so our decisions have to be aware of the purpose of the action). (ToB)</li> </ol>

decrease and a baby's life ends early) (ToB)		
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### References

Diocese of Green Bay Theology of the Body content (2016)

Diocese of Green Bay Health Education Standards (2001)

Wisconsin Standards for Health Education (2011)

National Health Education Standards