

**DIOCESE OF TOLEDO**  
**HEALTH COURSE OF STUDY**  
**HIGH SCHOOL**



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## **INTRODUCTION**

Under the direction of the superintendent, one central office staff member conducted the revision process. The review began in August 1999 and ended with publication of this document in May 2000. Members met on a monthly basis. The total committee of eight teachers represented four elementary schools and three high schools.

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## **OVERVIEW OF DOCUMENT**

The Health Course of Study for the Toledo Diocese has been developed to allow teachers to cover a topic in-depth. Therefore, the course of study has fewer topics that need to be covered at each grade level when compared to the previous Health Course of Study. The health curriculum is a building process that uses skills learned in previous grade levels as a basis for the presentation of the new material. This document contains a general topic page that allows the user to see the topics that are taught at all grade levels, a K-8 matrix, learning objectives to be covered at every grade level, a glossary, and a resource guide to support the course of study. Items that appear bold in the learning objectives are defined in the glossary.

### **HEALTH PROGRAM GOALS**

The Health Program of the Diocese of Toledo encompasses issues that are essential to an individual's ability to achieve not only quantity of years, but also quality of life. It provides a basis from which teachers can motivate young people to build healthy lifestyles. It also provides a listing of skills necessary for students as they learn to assume personal responsibility.

The Health Program incorporates a multi-dimensional approach to life, giving importance to the total person – spiritual, emotional, physical, social, and intellectual. The student can learn that he/she has the responsibility for a healthy environment and that all actions have both positive and negative consequences. Having knowledge of facts and the ability to use health skills can not only enhance one's lifestyle but also promote prevention. Learning problem-solving skills and strategies, and incorporating service to others in his/her lifestyle, will also promote a healthy environment.

## GENERAL TOPICS

Kindergarten  
**Me and My World**

Hygiene  
Senses  
Social Health  
Safety

First  
**Same & Different**

Nutrition  
Safety  
Hygiene  
Senses

Second  
**Cause & Effect**

Nutrition  
Social Health  
Growth and Development  
Safety

Third  
**Change**

Drugs  
Social Health  
Growth and Development

Fourth  
**Growth**

Diseases and Disorders  
Nutrition  
Safety

Fifth  
**Relationships**

Drugs  
Emotional Intelligence  
Social Health

Sixth  
**Interdependence**

Nutrition  
Hygiene  
Diseases and Disorders

Seventh  
**Structure**

Mental Health  
Emotional Intelligence  
Drugs

Eighth  
**Transformation**

First Aid  
Safety

## K-8 MATRIX

<u>Learning Objectives</u>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>DISEASES AND DISORDERS</b>									
DD.1 Classify diseases as communicable, non-communicable, or congenital.					x		x		
DD.2 List the characteristics of communicable diseases and how they are spread.					x		x		
DD.3 Examine common communicable diseases such as colds, influenza, strep throat, measles, chicken pox, etc. and their causes, symptoms, and treatments. **Report recommended for 4th grade.					x				
DD.4 Know how the immune system fights germs.					x		x		
DD.5 Understand that proper nutrition can help the body resist and fight certain diseases.					x		x		
DD.6 Explain the difference between a bacterial and viral infection.							x		
DD.7 Explain the nature of a vaccine.							x		
DD.8 Identify and discuss the transmission, treatment, and prevention of chlamydia, gonorrhea, syphilis, and herpes simplex.							x		
DD.9 List the characteristics of non-communicable diseases.							x		
DD.10 Examine common non-communicable diseases such as cancer, heart disease, hypertension, asthma, diabetes, etc., their causes, symptoms, and treatment.							x		
DD.11 Understand the basic facts regarding the body's immune system and the AIDS virus.							x		
DD.12 Explain the HIV infection and identify its three potential stages.							x		
DD.13 Identify the signs and symptoms of HIV and AIDS.							x		
DD.14 Explain the tests used to detect HIV.							x		
DD.15 Identify the treatments currently available to AIDS patients.							x		
DD.16 State that there is no cure for AIDS.							x		
DD.17 Identify ways the AIDS virus is transmitted and prevented.							x		

<b>Learning Objectives</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
DD.18 Explain the risk involved in the pregnancy of an HIV infected woman.							x		
DD.19 Explain that a person can feel and appear healthy while being a carrier of HIV.							x		
DD.20 Continue to replace myths with current medical and scientific facts about AIDS.							x		
<b>DRUGS</b>									
D.1 Explain the difference between prescription and over-the-counter medicine.			x		x				
D.2 Describe the safe storage of medicine.			x						
D.3 Define tobacco, alcohol, and other drugs including over-the-counter medications and prescriptions.			x						
D.4 Classify alcohol, nicotine, and caffeine as drugs.			x		x				
D.5 Identify sources of alcohol, nicotine, caffeine, etc.			x		x				
D.6 Understand differences between use, misuse, abuse, dependency upon substances.						x		x	
D.7 Explain the stages toward addiction.						x		x	
D.8 Classify the categories of drugs (depressants, stimulants, hallucinogens, inhalants) and describe their effects on the body.						x		x	
D.9 Use the decision making process to make healthy choices about tobacco, alcohol, and other drugs.			x		x			x	
D.10 Compare and contrast the health benefits of not using tobacco, alcohol, and other drugs with the consequences of using them.			x		x			x	
D.11 Practice using strategies to resist peer pressure to use tobacco, alcohol, and other drugs.						x		x	
D.12 Discuss reasons why people use drugs.	-	-	-	-	-	x	-	x	-
D.13 Be familiar with current laws regulating the use of alcohol, tobacco and other drugs.	-	-	-	-	-	x	-	x	-
<b>EMOTIONAL INTELLIGENCE</b>									
E.1 Discuss that people are diverse due to heredity, experiences, influences, and emotional intelligence.	-	-	-	-	-	x	-	x	-
	-	-	-	-	-	-	-	-	-

<b>Learning Objectives</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
E.2 Understand that all people have emotional intelligence that includes academic learning as well as emotional learning ( <b>self-awareness, mood management, motivation, empathy, and social skills</b> ).	-	-	-	-	-	x	-	x	-
E.3 Evaluate awareness of self through the discussion of various emotions.	-	-	-	-	-	x	-	x	-
E.4 Realize that depression, anxiety, and anger hinder the growth of intelligence while absence of threat, acceptance, and happiness foster the development of intelligence.	-	-	-	-	-	x	-	x	-
E.5 Discuss ways to develop emotional intelligence.	-	-	-	-	-	x	-	x	-
E.6 Discuss how emotion drives attention which in turn develops learning, memory, problem solving, etc.	-	-	-	-	-	x	-	x	-
E.7 Focus on building <b>life skills</b> .	-	-	-	-	-	x	-	x	-
E.8 Examine the role that motivation plays in intelligence and life choices.	-	-	-	-	-	x	-	x	-
E.9 Recognize that others give clues as to how they are feeling and be able to respond appropriately in a variety of situations (home, school, sporting events, etc.).	-	-	-	-	-	x	-	x	-
E.10 Understand that the ability to interact with others requires effort and discuss ways that stressful relationships can be managed (conflict resolution methods, negotiation, compromise, working together, etc.).	-	-	-	-	-	x	-	x	-
E.11 Research and understand the different <b>multiple intelligences</b> .								x	
E.12 Have students analyze and decide how they learn using instruments provided in the appendix as well as supplemental materials.								x	
<b>FIRST AID</b>									
FA.1 Know what to do when one gets hurt.		x			x				
FA.2 Explain proper care for a minor cut.		x			x				
FA.3 Know and be able to follow the rules for emergency care.		x			x				x
FA.4 Recognize the importance of assessing an emergency situation and responding in an appropriate manner.									x
FA.5 Evaluate a victim's condition using the ABC procedure (Airway, Breathing and Circulation).									x

<b>Learning Objectives</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
FA.6 Identify the five types of wounds and know how to implement methods to control bleeding.									x
FA.7 Demonstrate or describe first aid procedures for shock, electric shock, broken bones, muscle injuries, joint injuries, splinters, nose bleeds, fainting, bites, stings, head injuries, back injuries, and severe bleeding.									x
FA.8 Discuss the importance of not moving a victim with a possible head or spinal injury.					x				x
FA.9 List the three types of burns and the first aid required for each burn.					x				x
FA.10 Discuss the dangers of ultraviolet rays to the skin.					x				x
FA.11 Differentiate symptoms of poisoning and the importance of identifying the type of poison as well as immediately contacting the poison control center.									x
FA.12 Discuss the symptoms of weather related conditions (heat exhaustion, heat stroke, hypothermia, frost bite) and the treatment for each condition.									x
FA.13 Know when and how to perform the Heimlich maneuver for choking.									x
FA.14 Recognize signs of a heart attack and know how to provide basic care for the victims.									x
FA.15 Familiarize students with rescue breathing and CPR practices.									x
<b>GROWTH AND DEVELOPMENT</b>									
GD.1 Recognize the need for proper nutrition as related to physical growth.			x	x					
GD.2 Recognize the need for proper exercise to strengthen body systems.			x	x					
GD.3 Recognize the need for adequate rest and sleep.			x	x					
GD.4 Explore systems of the body and their functions (skeletal, muscular, circulatory, digestive, excretory, respiratory, and nervous).				x					
<b>HYGIENE</b>									
H.1 Demonstrate proper personal hygiene regarding the care of skin, hair, nails, eyes, and ears.	x	x							
H.2 Establish good dental health.	x	x							

<b>Learning Objectives</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
H.3 Prevent the spread of germs by proper hand washing and appropriate behaviors for sneezes and coughs.	x	x					x		
H.4 Recognize the need for ongoing professional medical care.	x	x					x		
H.5 Assess how one feels (headaches, upset stomach, etc.) and determine what to do.	x	x					x		
H.6 Explain the cause and treatment of acne.							x		
H.7 Know the importance of proper genital hygiene.							x		
<b>MENTAL HEALTH</b>									
MH.1 Define the hierarchy of basic human needs (physical and emotional).								x	
MH.2 Discuss ways that emotional needs can be met (appropriate and inappropriate).								x	
MH.3 Recognize that everyone has different emotional needs that will affect those around them (positive and negative).								x	
MH.4 Define stress and identify its causes.								x	
MH.5 Develop ways to handle stress in life.								x	
MH.6 Describe the effects of stress on one's emotional health.								x	
MH.7 Become familiar with stress reduction techniques such as relaxation techniques, physical activity, etc.								x	
MH.8 Identify symptoms and signs that may lead to depression.								x	
MH.9 Examine and list degrees of depression.								x	
MH.10 Identify possible outcomes of depression such as suicide and violence.								x	
MH.11 Identify possible warning signs of suicide.								x	
MH.12 Discuss appropriate actions to take when a friend exhibits warning signs of depression or suicide.								x	
MH.13 Recognize the difference between being alone and being lonely.								x	
MH.14 Evaluate your own emotional health and know when to ask for help.								x	

<b>Learning Objectives</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
MH.15 List and discuss various people and places for help.								x	
<b>NUTRITION</b>									
N.1 List the six ways food is categorized in the Food Pyramid.		x							
N.2 Explain the Food Pyramid and understand how it applies to food selections.		x							
N.3 Promote sanitary food practices and proper food care.		x	x						
N.4 Utilize personal hygiene as related to food consumption.		x	x						
N.5 Identify the foods in each food group.			x		x				
N.6 Plan a total day's balanced diet including snacks.			x		x				
N.7 Discuss and understand the importance of water in our daily diet.			x		x				
N.8 Learn the six nutrient groups, their food sources, and importance to the body.					x		x		
N.9 Describe the role of each nutrient in the body and evaluate foods for their nutritional value.					x		x		
N.10 Describe the role of fiber in the body and list sources of fiber.							x		
N.11 Identify the consequences of inadequate nutrition: mineral deficiencies, protein deficiencies, high-fat diet leading to cardiovascular disease, etc.							x		
N.12 Compare and contrast forms of food preparation (fast food, processed food, home cooking, food from the microwave, etc.).							x		
N.13 Discuss the positive and negative effects of food additives.							x		
N.14 Understand that sugars and starches are carbohydrates.							x		
N.15 Explain the difference between saturated and unsaturated fats with an emphasis on understanding cholesterol and describe how it affects the body.							x		
N.16 Examine the U.S. Recommended Daily Allowances.							x		
N.17 Learn, understand the importance of the Seven Dietary Guidelines for Americans.							x		
N.18 Explain physical and psychological consequences related to unsound weight loss.							x		

<b>Learning Objectives</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
N.19 Understand the dynamics and dangers of eating disorders (anorexia nervosa, bulimia, obesity, etc.).							x		
N.20 Understand the correlation between weight control, caloric intake, metabolism, and exercise.							x		
N.21 Calculate Body Mass Index (BMI).							x		
<b>SAFETY</b>									
S.1 Demonstrate and identify the rules to follow when crossing the street, playing near the street, riding a bicycle, riding the bus, playing with friends, etc.	x	x	x						
S.2 Explain the need for using seatbelts, locking car doors, and keeping hands and feet inside moving vehicles.	x	x	x						
S.3 Identify rules for fire prevention and describe procedures to follow to escape a fire at home or at school.	x	x	x						
S.4 Name significant adults who we can trust.	x	x	x						
S.5 Define a stranger.		x	x						
S.6 Explore alternatives and role-play responses when one is approached by a stranger.		x	x						
S.7 Explain the necessity for safety precautions when alone.		x	x		x				
S.8 Discuss ways to prevent accidents at home and play.		x	x		x				
S.9 Discuss ways to care for and prevent injury to the eyes and ears.		x	x						
S.10 Discuss safety rules around outlets, electrical appliances, and sharp objects.		x	x		x				
S.11 Identify why it is important to be cautious around animals.		x	x						
S.12 Promote avoidance of guns and discuss appropriate measures to take when one is involved in a situation where a gun is located.		x	x		x				x
S.13 Identify water safety rules for swimming, diving, and boating.		x	x		x				x
S.14 Describe safety procedures associated with severe weather conditions or natural disasters.		x	x						

<b>Learning Objectives</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>SENSES</b>									
SE.1 Identify the five senses.	x	x							
SE.2 Use the senses to explore the world.	x	x							
SE.3 Investigate how the senses send and receive messages throughout the body.	x	x							
SE.4 Experience the senses with physical contact.	x	x							
<b>SOCIAL HEALTH</b>									
SH.1 Identify one's feelings.	x		x	x					
SH.2 Develop a means by which one can feel good about oneself.	x		x	x					
SH.3 Verbalize and demonstrate feelings in acceptable ways.	x		x	x					
SH.4 Use "I" messages.	x		x	x					
SH.5 Understand emotional needs.			x	x					
SH.6 Identify and relate with the feelings of others.	x		x	x					
SH.7 Discuss the positive values about getting along well with others.	x		x	x		x			
SH.8 Practice active listening.			x	x					
SH.9 Interpret "body language."			x	x					
SH.10 Realize that all people make mistakes.			x	x					
SH.11 Discuss what makes a family unit and describe different types of family units.						x			
SH.12 Define a peer and a friend.						x			
SH.13 Explore ideas on how to get along with peers (role play, open discussions, compromising techniques, appropriate criticism, etc.).						x			
SH.14 Determine how to select friends wisely by listing attributes of a good friend.						x			
SH.15 Discuss how one can be affected by social environment and possible ways to change one's social environment when necessary.						x			
SH.16 Realize that peer pressure occurs and know how and when to go against it.						x			
SH.17 Discuss the differences between positive and negative peer pressure.						x			

**HEALTH  
HIGH SCHOOL  
LEARNING OBJECTIVES**

**MENTAL HEALTH**

1. Understand that total wellness requires a holistic approach to health (physical, mental, and social).
2. Identify causes of stress and the immediate physiological reactions to stress (release of adrenaline, increased blood pressure, increased heart rate, respiration, etc.).
3. Discuss the long-term effects on the body from exposure to chronic stress (heart disease, ulcers, migraines, etc.).
4. Differentiate between Type A and Type B personalities in handling stressful situations.
5. Understand the benefit of the effective use of coping strategies in dealing with stress.
6. Identify sleep disorders and discuss their effect on one's overall well-being.
7. Discuss mental disorders/conditions (Alzheimer's Disease, dementia, phobias, obsessions, and compulsions).
8. Recognize behavioral changes related to depression and the suicidal intentions and discuss means of intervention.

**NUTRITION**

1. Explain the Food Pyramid and understand how to apply it to food selections.
2. Learn and understand the importance of the Seven Dietary Guidelines for Americans.
3. Explain the physical and psychological consequences related to unsound weight loss
4. Understand the dynamics and dangers of eating disorders (anorexia nervosa, bulimia, obesity, etc.).
5. Understand the correlation between weight control, caloric intake, metabolism, and exercise.
6. Explain the anatomy and physiology of the digestive system including organs, accessory organs, and chemicals.
7. Understand the difference between and effect on the body of complete and incomplete protein; simple and complex carbohydrates; saturated and unsaturated fats; nutrient dense foods and empty calorie foods; HDL and LDL cholesterol; and water-soluble and fat-soluble vitamins.
8. Understand the effect of calcium, iron, cholesterol, and fiber as it pertains to disorders such as osteoporosis, anemia, cardiovascular disease, cancer, etc.
9. Analyze food labels as it pertains to daily value and understand such terms as additives, preservatives, fortified, and enriched.
10. Explain the importance of safe handling and storage of food.
11. Record and analyze one's diet for a given period of time incorporating the above objectives.

**HEALTH  
HIGH SCHOOL  
LEARNING OBJECTIVES**

**DRUGS (EXCLUDING ALCOHOL)**

1. Understand that drugs can have either a positive or negative effect on the body.
2. Learn proper consumer use of over-the-counter and prescription medication.
3. Explain the physical and psychological effects of the different classes of abused drugs.
4. Classify different types of drugs. Explain methods of use (oral, inhalation, injection, absorption into the skin, etc.) and become familiar with terminology.
5. Know and understand the various terms associated with drug use (tolerance, blackouts, flashbacks, synergistic effects, physical and psychological dependence).
6. Explain the stages toward addiction: experimentation, occasional use, regular use, and addiction.
7. Develop decision making skills and coping strategies when faced with situations where drugs are involved.
8. Describe the impact of drug use on different aspects of our society (family, employment, crime, STD's, pregnancy, etc.).

**ALCOHOL**

1. Explain that alcohol is a drug that has the potential to lead to addiction.
2. Explain the stages that lead to addiction: experimentation, occasional use, regular use, and addiction.
3. Compare the standard serving size of beer, wine, and liquor in relation to the percent of alcohol in each.
4. Classify alcohol as a depressant and explain its short-term effect on the body (heart rate, blood pressure, body temperature, etc.).
5. Discuss factors that influence BAC levels and explain alcohol's effect on the body as BAC levels increase (coordination, vision, speech, reaction time, judgement, ability to drive a vehicle, etc.).
6. Explain the process of oxidation of alcohol.
7. Explain the negative consequences associated with binge drinking.
8. Explain the long-term effects on the body of alcohol abuse.
9. Explain the signs and symptoms (increased tolerance, blackouts, etc.) of alcoholism to illustrate the progression of the disease.
10. Explain the genetic pre-disposition to alcoholism.
11. Explain Fetal Alcohol Syndrome and emphasize the fact that conditions associated with FAS are preventable.
12. Examine the role that advertising plays in the glamorization of alcohol consumption.
13. Describe the various enablers and the consequences of enabling in an alcoholic relationship/family.

**HEALTH  
HIGH SCHOOL  
LEARNING OBJECTIVES**

14. Promote awareness of the various community and treatment support groups (Alcoholics Anonymous, Alateen, Alanon, Children of Alcoholics).
15. Develop decision making skills and coping strategies when faced with situations where alcohol is involved.

**TOBACCO**

1. Explain that nicotine is a drug that has the potential to lead to addiction.
2. Explain the stages toward addiction: experimentation, occasional use, regular use, and addiction.
3. Identify the harmful substances in tobacco (nicotine, tar, carbon monoxide, etc.).
4. Classify nicotine as a stimulant and explain its short-term effect on the body (heart rate, blood pressure, body temperature, etc.).
5. Explain the anatomy and physiology of the respiratory and circulatory systems as it relates to tobacco use.
6. Examine the long term effects of chronic tobacco use (cancer, heart disease, obstructive lung diseases, etc.).
7. Describe the dangers associated with mainstream and side streamsmoke.
8. Explain that the use of smokeless tobacco will lead to addiction and discuss short-term and long-term health effects.
9. Examine the role that advertising plays in the glamorization of tobacco use.
10. Develop decision making skills when faced with situations where tobacco is involved.

**HUMAN SEXUALITY**

1. Describe the endocrine system and how it relates to the reproductive system.
2. Explain the anatomy and physiology of the male and female reproductive systems.
3. Describe each phase of the menstrual cycle and the correlating hormones influencing each phase as well as possible disorders.
4. Trace the sequential process of fertilization to birth emphasizing the importance of prenatal care and personal health decisions of the mother regarding the well-being of the unborn child.
5. Explain the immune system and the body's response to pathogens and discuss the effect of the HIV virus on the immune system.
6. Describe the cause, incidence, symptoms, transmission, medical complications, prevention, and treatment of specific sexually transmitted diseases.
7. Identify and discuss the transmission, treatment, and prevention of chlamydia, gonorrhea, syphilis, and herpes simplex.

**HEALTH  
HIGH SCHOOL  
LEARNING OBJECTIVES**

8. Discuss negative consequences associated with sexual harassment.
9. Reinforce the benefits of abstinence (health, moral, social, emotional, etc.).
10. Develop decision making skills regarding premarital sexual activity established by Catholic doctrine.

**FIRST AID**

1. Review dangers and prevention techniques concerning motor vehicles, home, work and public places.
2. Recognize the importance of assessing an emergency situation and responding in an appropriate manner.
3. Evaluate a victim's condition using the ABC procedure (Airway, Breathing, and Circulation).
4. Identify the five types of wounds and know how to implement methods to control bleeding.
5. Recognize signs of fractures and emphasize the importance of seeking immediate professional care.
6. Discuss the importance of not moving a victim with a possible head or spinal injury.
7. List the three types of burns and the first aid required for each burn.
8. Differentiate symptoms of poisoning and the importance of identifying the type of poison as well as immediately contacting the poison control center.
9. Recognize the symptoms of a victim in shock and know the appropriate treatment.
10. Discuss the symptoms of weather-related conditions (heat exhaustion, heat stroke, hypothermia, and frostbite) and the treatment for each condition.
11. Know when and how to perform the Heimlich maneuver for choking.

## GLOSSARY

Empathy: recognizing feelings in others, being tuned into cues-verbal, non-verbal that others give out

Life skills: social outcomes that we set for ourselves including

*Integrity*: to act according to a sense of what's right and wrong

*Initiative*: to do something because it needs to be done

*Flexibility*: to be willing to alter plans when necessary

*Perseverance*: to keep at it

*Organization*: to plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

*Sense of Humor*: to laugh and be playful without harming others

*Effort*: to do your best

*Common Sense*: to use good judgment

*Problem-Solving*: to create solutions in difficult situations and everyday problems

*Responsibility*: to respond when appropriate, to be accountable for your actions

*Patience*: to wait calmly for someone or something

*Friendship*: to make a keep a friend through mutual trust and caring

*Curiosity*: a desire to investigate and seek understanding of one's world

*Cooperation*: to work together toward a common goal or purpose

*Caring*: to feel and show concern for others

*Courage*: to act according to one's beliefs

*Pride*: satisfaction from doing your personal best

Mood: management: handling feeling so that they are situation appropriate and so that you react in appropriate ways

Multiple Intelligences: different ways that people process information and exhibit intelligence

Social Skills: (managing relationships): the ability to handle relationships with others: conflict resolution; negotiating; group cohesiveness

Motivation: the ability to 'gather up' your feelings and direct yourself towards a goal, in spite of self-doubt, inertia, impulsiveness

Self-awareness: knowing one's emotions, recognizing a feeling as it happens, being able to discriminate between feelings