

**STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

**Why This Goal 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.

**A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>24.A.1a</b> Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	<b>24.A.2a</b> Identify causes and consequences of conflict among youth.	<b>24.A.3a</b> Describe possible causes and consequences of conflict and violence among youth in schools and communities.	<b>24.A.4a</b> Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.	<b>24.A.5</b> Compare and contrast strategies to prevent conflict and resolve differences.
<b>24.A.1b</b> Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	<b>24.A.2b</b> Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	<b>24.A.3b</b> Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	<b>24.A.4b</b> Formulate strategies to prevent conflict and resolve differences.	
		<b>24.A.3c</b> Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.		

**B. Apply decision-making skills related to the protection and promotion of individual health.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>24.B.1</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).	<b>24.B.2</b> Describe key elements of a decision-making process.	<b>24.B.3</b> Apply a decision-making process to an individual health concern.	<b>24.B.4</b> Explain how decision making affects the achievement of individual health goals.	<b>24.B.5</b> Explain immediate and long-term impacts of health decisions to the individual, family and community.

**C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<p><b>24.C.1</b> Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).</p>	<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>	<p><b>24.C.3</b> Apply refusal and negotiation skills to potentially harmful situations.</p>	<p><b>24.C.4</b> Formulate a plan to achieve individual health goals.</p>	<p><b>24.C.5</b> Evaluate progress toward the attainment of a health goal.</p>