

WELLNESS CURRICULUM

DUCHESNE ACADEMY OF THE SACRED HEART

Vision Statement:

Duchesne Academy commits itself to helping every student recognize components of physical, spiritual and emotional health as well as ways to build her own capacity for loving relationships with God, self, others, and creation.

Standards:

Standard 1

- 1.1 Students will experience the transforming power of the Spirit of God, compassion, gratitude, and forgiveness.
 - 1.1.1 Students will read the founding mothers of the Sacred Heart order as well as other great spiritual writers who promote lifestyles based on compassion, generosity, gratitude and forgiveness
 - 1.1.2 Students will reflect upon the lives of holy women and apply the lessons to their own lives
- 1.2 Students will know there is meaning and value in life that fosters a sense of hope in the individual and in the school community
 - 1.2.1 Students will experience their own dignity as humans and when applicable will be gently guided toward actions and words that affirm the dignity of others and self
- 1.3 Students will acquire the knowledge and skills necessary to develop mindfulness, a prayer life, and deepen their interior life.
 - 1.3.1 Students will be taught mindfulness and meditation and practice it during the school year
 - 1.3.2 Students will learn different ways to pray alone and with others
 - 1.3.3 Students, along with the entire community, will practice *espacio*
 - 1.3.4 Students will be offered the sacrament of reconciliation and learn about forgiveness within the Catholic tradition

Standard 2

- 2.0 Students will analyze the influence of family, peers, culture, media, technology and other factors on the interconnectedness of physical and emotional health
 - 2.1 Students will study the psychology of happiness and self-actualization
 - 2.2 Students will be able to identify the traits of healthy relationships and unhealthy relationships
 - 2.3 Students will set personal goals for self-care and healthy boundaries in relationships
 - 2.4 Students will be able to identify signs of emotional abuse and dating violence and possible methods for ending a relationship

- 2.5 Students will be able to identify signs of depression, anxiety, suicide prevention, and name positive actions they can take to address in self and others
- 2.6 Students will be able to name signs of drug/alcohol abuse and name positive actions they can take to address it in self and others
- 2.7 Students will be able to identify the dangers of distracted driving and set goals to avoid the behavior for themselves and in support of peers
- 2.8 Students will be able to identify traits of perfectionism and its dangers and apply new coping mechanisms to perfectionist tendencies in school work and body image
- 2.9 Students will understand the impact social media has on their personal well-being with topics such as digital footprint, online safety, and critical thinking about information shared on social media

Standard 3

- 3.1 Students will practice service to animate the love of the Spirit that empowers, inspires, builds, and strengthens us
- 3.2 Students will reflect on the values of society and acquire the knowledge and skills necessary to defend justice, peace, and the integrity of creation
 - 3.2.1 Students will understand their relationship with nature and have opportunities to experience and reflect upon the peace and joy of time spent there
 - 3.2.2 Students will be encouraged to become advocates for the marginalized in our world through awareness raising campaigns, fund raisers, and other methods
 - 3.2.3 Students will understand issues of sustainable food production, mindful consumption, just working conditions and just wages for food preparers at all levels of the food chain.

Standard 4

- 4.1 Students will incorporate community improvement into their daily physical activities
 - 4.1.1 Students will be aware of our school neighborhood during outdoor activity and offer ways to be engaged in any needs they identify there
- 4.2 Students will practice skills needed to build community and practice clear, direct, and open communication.
 - 4.2.1 Students will be encouraged to address all conflict and concerns within our school community and beyond to the right person, in the right way, and at the right time
 - 4.2.2 Students will reflect on the power of nurturing relationships for spiritual, physical and emotional health
- 4.3 Students will learn principles of nonviolence, conflict resolution and peacemaking.
 - 4.3.1 Students will have the opportunity to take an elective on conflict engagement and students from the class will share their skills with classmates in an assembly
- 4.4 Students will share in the responsibility to help create a safe and welcoming environment in which each person is valued, cared for and respected.

Standard 5

- 5.1 Students will develop the mental, emotional, physical, and social realms of wellness necessary to promote lifelong healthy and active living.
 - 5.1.1 Students will display that they know how to use the school weight room as well as how to access exercise equipment in their home from every day goods.
 - 5.1.2 Students will set personal goals for physical exercise
 - 5.1.3 Students will learn to play a variety of games that encourage lifelong activity
- 5.2 Students will experience the effects of working on improving their mental, physical, and spiritual wellness.
 - 5.2.1 Students will establish personal goals for time management, stress management, and exercise
 - 5.2.2 Students will understand the implications of research on sleep deprivation and apply the lessons to their own lives
- 5.3 Students will be able to share the importance of mental, physical, and spiritual wellness with others.
 - 5.3.1 Students will read or research on the developing mental and social health issues affected by technology
 - 5.3.2 Students will study research on nutrition to develop and implement a nutritional plan for a healthy lifestyle
- 5.4 Students will practice wellness in regard to skills of self-advocacy and boundary-setting as respectful and assertive young women.
- 5.5 Students will practice positive body image messages and critically analyze negative body image messaging from various sources
- 5.6 Student athletes will receive instruction on nutrition and caloric intake needed to maintain peak performance athletically

TEACHER/SCHOOL STANDARD: the adults are committed to building a school culture that encourages and allows for balance between school, family, community involvement, and self-care and to building capacity to recognize and effectively respond to the wellness needs of others.

The teachers and school will provide:

- 1 Nutritional food options from just and sustainable sources
- 2 Limits on daily expectations to protect student quiet time and ensure opportunity for adequate sleep for the teenage health
 - 2.1 The daily schedule will be reviewed to find opportunities to slow down the day
 - 2.2 Periodic review of the homework load will be conducted
 - 2.3 Students will be limited on the number of AP/Honors classes, particularly in conjunction with the total number of classes taken each semester
- 3 Opportunities to practice Espacio regularly as well as all school/all-class meditation
- 4 Active modeling of healthy lifestyles that encourage the same in our students
- 5 Discipline and counseling based on Christian forgiveness of self and others
- 6 Parent communication on topics of teen health will be facilitated by the school

7 Teachers and staff will build a safe and welcoming environment in which each person is valued, cared for, and respected.

8 The discipline practiced by every adult will focus on gentle and loving redirection toward actions and choices that affirm dignity, health, and hope.

9 Abstinence values and boundary-setting skills will be covered annually in every grade through Circle of Grace and other all-school opportunities.

10 Pet therapy options will continue to be available

11 Every opportunity to build awareness, reflection, and to practice wellness will be woven throughout the academic, relational, campus ministry, counseling, and every aspect of the Sacred Heart experience.