Health-Enhancing Behaviors
Students comprehend concepts related to health promotion and disease prevention. 

*Students know and are able to do the following:*

- Explain the importance of assuming responsibility for personal health behaviors. (CH3-E1)
- Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of alcohol, tobacco, and other drugs). (CH3-E3)

Health-Influencing Factors
Students analyze the influence of culture, media, technology, and other factors on health. 

*Students know and are able to do the following:*

- Explain how messages from media and other sources influence health behaviors. (CH4-E3)
- Describe how information from peers influences health. (CH4-E4)

Interpersonal Skills
Students demonstrate the ability to access accurate health information. 

*Students know and are able to do the following:*

- Demonstrate ways to communicate care, consideration and respect of self and others. (CH5-E1)

Goal Setting and Decision-Making Skills
Students demonstrate the ability to use goal settings and decision-making skills to enhance health. 

*Students know and are able to do the following:*

- Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively. (CH6-E1)
- Explain how decisions regarding health behaviors have consequences for self and others. (CH6-E2)

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

*Students know and are able to do the following:*

- Research various media for language, subject matter and visual techniques used to influence health-related information and decision making. (CH7-E1)
- Identify barriers to effective communication of information about health issues. (CH-E3)
THE QUESTION BOX

At the beginning of the Family Life Curriculum, introduce the question box. Explain to the students that people of all ages have questions about sexual matters. Some may feel uncomfortable asking questions in public although it is very natural to have questions about sex. The question box should be available to all class members throughout the lessons to help address concerns and questions of students in a non-threatening way.

Guidelines for submitting/answering questions in the question box:

1. There is no such thing as a “dumb” question.

2. All questions are valid except for personal questions about the teacher or other students.

3. Questions are anonymous, unless the student wants to be identified.

4. If a question is not answered in class, it may be considered inappropriate for class discussion. (Questions might be answered privately should the student choose to raise this topic with the teacher.)

5. Correct and appropriate vocabulary will be used in the course, but students may use words they know or may have heard. Answers will be translated from the slang words used to correct terminology.

6. Questions will be read by the teacher daily or periodically to insure a prompt response. (The teacher may read them one day and answer the next to give time for response.)

7. Teachers may want to use the glossary provided to help answer questions. Answer questions simply and in a scientific manner.

8. Exceptional Education Inclusion Strategies
   A. Provide a tape recorder for students to leave their questions orally.
   B. Allow students to write/type questions outside of class.