Health Promotion
Students comprehend concepts related to health promotion and disease prevention.

*Students demonstrate the previous and following skills/knowledge:*
  - explain the interrelationships among the mental, emotional, psychological and physical realities that occur throughout the life cycle. (CH1-P2)
  - explain the impact of personal health behaviors on the functioning of body systems and describe how to delay onset and reduce risks of potential health problems. (CH1-P3)
  - analyze how the family, peers and community influence the health of individuals. (CH1-P4)
  - understand the physiological effects of drug usage. (CH1-P6)
  - identify the location and function of the reproductive organs, the fertility cycle, the process of conception, and emphasizing factors that contribute to the birth of a health child. (CH1-P8)
  - explain the association of personal risk factors of chronic and communicable diseases, risk reduction and disease prevention components. (CH1-P10)

Health-Enhancing Behaviors
Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

*Students demonstrate the previous and following skills/knowledge:*
  - analyze the role of individual responsibility for health enhancement and wellness. (CH3-P1)
  - analyze the short-term and long-term consequences of responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: safety equipment, alcohol, tobacco, drugs). (CH3-P3)

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

*Students demonstrate the previous and following skills/knowledge:*
  - evaluate the impact of media and technology on personal, family and community health. (CH4-P2)

Interpersonal Skills
Students demonstrate the ability to use interpersonal communication skills to enhance health.

*Students demonstrate the previous and following skills/knowledge:*
  - select ways to communicate care, consideration and respect for self and others to enhance health. (CH5-P1)
• analyze the causes of conflict among youth and adults in school and community and demonstrating refusal, negotiation and collaboration skills to manage the conflict. (CH5-P2)

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

*Students demonstrate the previous and following skills/knowledge:*

• demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults. (CH6-P1)

• predict immediate and long-term impact of health decisions on the individual. (CH6-P3)

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

*Students demonstrate the previous and following skills/knowledge:*

• demonstrate the ability to influence and support others in making positive health choices. (CH7-P4)
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.