



Questions to Ask When Choosing A Health Education Curriculum¹

	<u>YES</u>	<u>NO</u>
1. Does the curriculum focus on reducing the risk behaviors that are most critical to the health of young people?		
▪ Nutrition.....	<input type="radio"/>	<input type="radio"/>
▪ Physical activity.....	<input type="radio"/>	<input type="radio"/>
▪ Alcohol and other drug use.....	<input type="radio"/>	<input type="radio"/>
▪ Tobacco use.....	<input type="radio"/>	<input type="radio"/>
▪ Violence and accidental injury.....	<input type="radio"/>	<input type="radio"/>
▪ Sexual activity that leads to unintended pregnancy, HIV, STDs.....	<input type="radio"/>	<input type="radio"/>
2. Does it provide basic, accurate information about the possible short- and long-term consequences of risky behavior?	<input type="radio"/>	<input type="radio"/>
3. Does the curriculum focus on increasing young people’s personal perception of risk and harmfulness of engaging in specific health risk behaviors?	<input type="radio"/>	<input type="radio"/>
4. Does it address personal and group values and norms that help support healthy behaviors?	<input type="radio"/>	<input type="radio"/>
5. Does it address personal and social pressures to engage in risky behaviors (e.g., media influences, peer pressure, social barriers)?	<input type="radio"/>	<input type="radio"/>
6. Does the curriculum build essential skills (e.g., communication, decision-making, planning/goal-setting, stress management) through the following steps?		
▪ Teacher and students discuss the importance of the skill, how it is relevant, and how it related to other learned skills.....	<input type="radio"/>	<input type="radio"/>
▪ Teacher presents the steps for developing the skill.....	<input type="radio"/>	<input type="radio"/>
▪ Teacher models the skill.....	<input type="radio"/>	<input type="radio"/>
▪ Students practice and rehearse the skill using real-life scenarios.....	<input type="radio"/>	<input type="radio"/>
▪ Students receive feedback and reinforcement.....	<input type="radio"/>	<input type="radio"/>
7. Does it include a variety of teaching methods that are interactive and experiential, encourage higher-order thinking skills and link to the world outside the classroom?		

	<u>YES</u>	<u>NO</u>
▪ Substantive conversation or discussion	<input type="radio"/>	<input type="radio"/>
▪ Cooperative learning groups	<input type="radio"/>	<input type="radio"/>
▪ Peer-led activities	<input type="radio"/>	<input type="radio"/>
▪ Role plays	<input type="radio"/>	<input type="radio"/>
▪ Parent involvement	<input type="radio"/>	<input type="radio"/>
▪ Student advocacy campaigns	<input type="radio"/>	<input type="radio"/>
8. Does it provide information, learning strategies, teaching methods, and instructional materials that are appropriate to the students' needs, interests, concerns, maturity level, and current knowledge and skill levels?	<input type="radio"/>	<input type="radio"/>
9. Does the curriculum incorporate learning strategies, teaching methods, and materials that are culturally inclusive (gender, race, ethnicity, religion, age, physical/mental ability, and appearance)?	<input type="radio"/>	<input type="radio"/>
10. Does it last long enough (a minimum of 50 hours per year) to give students multiple opportunities to practice critical health skills?	<input type="radio"/>	<input type="radio"/>
11. Will the teachers who will be using this curriculum receive curriculum-focused professional development ?		
▪ Will they receive training in how to use this specific curriculum?	<input type="radio"/>	<input type="radio"/>
▪ Can they access technical assistance during implementation?	<input type="radio"/>	<input type="radio"/>
▪ Is follow-up curriculum training available?	<input type="radio"/>	<input type="radio"/>



The state-developed *Michigan Model for Comprehensive School Health Education* is one curriculum that meets these criteria. To learn more about the *Michigan Model*, or for assistance in evaluating another curriculum, contact:

Your Comprehensive School Health Coordinator at http://www.michigan.gov/documents/Coordinators-2pg_Revised_July_2004_98769_7.pdf

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¹ These criteria are adapted from

- research cited in the Michigan State Board of Education Policy on Comprehensive School Health Education at http://www.michigan.gov/documents/Health_Education_Policy_final_94135_7.pdf;
- the *Health Education Curriculum Assessment Tool (draft)*, developed by the Centers for Disease Control and Prevention, Division of Adolescent and School Health; and
- Kirby, D. (2001). *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy*. The National Campaign to Prevent Teen Pregnancy: Washington, D.C.