



# I decide for me

## Student Health Smarts



Answer the following questions using the information from the I Decide For Me program.

\_\_\_\_\_1. Which choice would have the greatest impact on your future?

- A. Doing your homework
- B. Your hairstyle choice
- C. Which shoes to buy
- D. What color shirt to wear

\_\_\_\_\_2. Why is it important to have good direction when making choices?

- A. Some choices have long term consequences
- B. Not all sources of information are trustworthy
- C. Every person is unique and valuable and worthy of good direction
- D. All the above

\_\_\_\_\_3. Which is not a critical health behavior?

- A. Physical Activity
- B. Tobacco use
- C. Listening to music
- D. Sexual Activity



\_\_\_\_\_4. Sexual Abstinence is...

- A. Never dating before age 21
- B. Choosing to save all sexual activity until marriage
- C. Ignoring puberty changes
- D. An unhealthy lifestyle choice

\_\_\_\_\_5. Which is a benefit of a faithful marriage relationship?

- A. Protection from STD's
- B. Healthy and positive sexual activity
- C. Benefits in all areas of the whole person circle
- D. All the above

\_\_\_\_\_6. A healthiest best choice is to...

- A. Experiment with illegal drugs
- B. Drive without a seatbelt
- C. Choose sexual abstinence until marriage
- D. Smoke tobacco products

7. Match the five areas of the whole person with the examples.

- |           |                           |
|-----------|---------------------------|
| Physical  | Stopping at a red light   |
| Emotional | Studying for a final exam |
| Mental    | Going to a birthday party |
| Ethical   | Running a timed race      |
| Social    | Crying during a movie     |

8. Write four qualities that you look for in a true friend:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_



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## Go-to Adult Follow-up Activities



Research confirms that you, as a Go-to Adult, can have a great positive impact on the success of your student in making healthy choices. During the past two days our class has been learning about decision making, critical health behaviors, boundary setting, the whole person circle, sexual activity and sexual abstinence. Please continue these conversations to decrease risks and encourage healthy lifestyles.

Together with your student complete as many of the following activities as possible.

- Help your student complete a family tree on a separate sheet of paper.  
For help visit: <http://family-tree-template.org> or [www.ancestry.com](http://www.ancestry.com).  
Discuss relationships, marriages, and future family trees.
- Explore ways to increase self-esteem and self-confidence with one or more of the following suggestions.
  - Establish a weekly time to spend together one on one with your student.
  - Complete a safety check of the home environment, discuss emergency preparedness plans, and identify safe neighbors in the neighborhood.
  - Plan and complete a project that will help others in the community such as collecting food for a local food pantry, raking leaves for a neighbor, recycling, adopting a sidewalk to keep clean.
  - Explore and get involved in extra-curricular school activities and/or faith community activities such as a sporting activity, Big Brothers/Big Sisters, church activities, 4-H clubs, etc.
  - Develop a new skill outside of school such as painting, playing an instrument, crafting, woodworking, dancing, gymnastics, etc.
- Visit website: [ProtectYoungMinds.org](http://ProtectYoungMinds.org)  
Learn about the CAN DO strategy to avoid the dangers of pornography.
- Practice role playing saying "No" to peer pressure.  
Scenario examples:
  - A group of students surround you at your locker. One student offers you candy that he/she promises will make you feel "out of this world." What could you do?
  - Friends at a party are taking pictures of private body parts with and without clothes. The friends ask you to take your turn. What happens next?

My student and I completed the above checked activities.

Signed: \_\_\_\_\_ Go-to Adult \_\_\_\_\_ Date: \_\_\_\_\_