

Linking Service Learning with California Academic Content Standards *Health Education*

**Developed with the
Kellogg *Learning In Deed* Initiative
Service Learning and Standards Study Group
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Prepared by
Michelle M. Herczog, Ed.D.
Consultant History-Social Science
Los Angeles County Office of Education
Division of Curriculum and Instructional Services
9300 Imperial Highway, ECC 236
Downey, California 90242
(562) 922-6908
Herczog_Michelle@lacoedu

Linking California Health Education Challenge Standards and Service Learning

Team Members: Elaine Atherton-Wilder, Michelle Herczog

As stated in the Challenge Standards for Student Success: Health Education, developed by the California Department of Education in 1998:

A health education program involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the "Health Framework for California Public Schools":

- *Acceptance of personal responsibility for lifelong health;*
- *Respect for and promotion of the health of others;*
- *An understanding of the process of growth and development; and*
- *Informed use of health-related information, products, and services.*

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement.

Ideally, the health education curriculum will include rich, extended assignments that address multiple standards and several different content areas of health education, incorporate many components of the comprehensive school health system, and integrate other curricular subjects.

Learning about and promoting life practices for healthful living are inherent in the goals of the California Health Education Challenge Standards. Using service learning as an instructional strategy provides opportunities for K-12 students to become health literate as they learn health-related concepts and content, skills and behaviors. Service learning also enables students to meet the California Health Education Challenge Standards and promote health literacy among peers, younger students, and members of the community. Few strategies exist that provide such a meaningful context for health education to occur. High quality service learning activities also foster civic responsibility, are easily linked to academic disciplines, and assist students in meeting other academic content and challenge standards.

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
K	<p><u>Working Together to Promote Health and Safety Practices</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i> Standard: 2. <i>The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.</i> <i>Students in kindergarten who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate behaviors that prevent the spread of disease.</i> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i> Standard: 5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i> <i>Students in kindergarten who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Understand and follow school practices relating to health.</i> <p>Service Learning Activity: Demonstrate to preschool children and peers safe and healthy school practices, such as covering coughs and sneezes, disposing of tissues, washing hands properly, and following safety rules. Design and display posters that promote health and safety practices.</p>	English/Language Arts, Science, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
1	<p><u>Addressing Local Health and Environmental Issues</u></p> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i></p> <p>Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i></p> <p><i>Students in grade one who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Participate in school and community efforts to address local health and environmental issues.</i> <p>Service Learning Activity:</p> <p>Participate in a class project to support a community need. Plan and participate in a classroom recycling program for paper, plastic, aluminum, and glass.</p> <p>AND/OR</p> <p>Learn about the human/health needs of the homeless in the community and participate in a canned food drive.</p>	<p>English/Language Arts, History/Social Science, Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
2	<p><u>Beginning DATE: Drug, Alcohol, Tobacco Education</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i></p> <p><i>Students in grade two who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify ways that alcohol, tobacco, and other drugs are harmful to the body.</i> <p>Service Learning Activity:</p> <p>Learn about the harmful effects of alcohol, tobacco, and other drugs on the body. Share information with students in other classrooms and make posters illustrating these harmful effects to be placed in a window at their home, at school, or in the community.</p>	English/Language Arts, Science, Visual and Performing Arts
2	<p><u>Promoting Beautiful, Healthy Neighborhoods</u></p> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i></p> <p>Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i></p> <p><i>Students in grade two who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> - <i>Participate in school and community efforts to address local health and environmental issues.</i> <p>Service Learning Activity:</p> <p>Identify examples of local graffiti and suggest ways to prevent it in the neighborhood. Share suggestions with school PTA, “neighborhood watch groups”, homeowner associations, and other local agencies. Participate in age-appropriate activities to eliminate graffiti.</p>	English/Language Arts, History/ Social Science, Science, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
3	<p><u>Bicycle Safety Education</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i></p> <p><i>Students in grade three who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate safe behavior and the proper use of helmets when riding bicycles.</i> <p>Service Learning Activity:</p> <p>Learn about safe behavior for bicycle riding (i.e. wearing a properly fitted helmet, walking a bicycle in a crosswalk, following relevant laws, using appropriate hand signals). Create and perform a skit that illustrates bicycle safety behavior to students in other classrooms.</p>	English/Language Arts, Physical Education, Visual and Performing Arts
3	<p><u>911 for Beginners</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i></p> <p><i>Students in grade three who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Recognize emergencies and respond appropriately.</i> <p>Service Learning Activity:</p> <p>Identify situations that may be determined to be emergencies. Learn about appropriate responses to emergency situations. Write a paragraph and/or develop a role-play situation about an emergency and how to respond, including how and when to call 911. Share information with students in other classrooms.</p>	English/Language Arts, Science, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
3	<p><u>How to Refuse</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i> Standard:</p> <p>3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i> <i>Students in grade three who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify ways to appropriately refuse alcohol, tobacco, and other drugs.</i> • <i>Identify the dangers of alcohol, tobacco, or other drug use.</i> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i> Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i> <i>Students in grade three who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Participate in school and community efforts to address local health and environmental issues.</i> <p>Service Learning Activity: Learn about the harmful effects of alcohol, tobacco, and other drugs on the body. Identify billboards and campaigns against the use of tobacco and drugs in the community. Organize a campaign to educate students in other classrooms about the harmful effects of alcohol, tobacco, and other drugs on the body. AND/OR Identify and practice skills for refusing alcohol, tobacco, and other drugs. Create and perform a skit for students in other classrooms showing skills for refusing when given a hypothetical situation.</p>	<p>English/Language Arts, Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
3	<p><u>School Beautification</u></p> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i></p> <p>Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i></p> <p><i>Students in grade three who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Participate in school and community efforts to address local health and environmental issues.</i> <p>Service Learning Activity:</p> <p>Identify, plan, and participate in a school beautification project (i.e. trash pick-up, tree planting, planting and maintenance of school gardens).</p>	<p>Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
4	<p><u>Wishing You a Speedy Recovery...</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>2. <i>The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.</i></p> <p><i>Students in grade four who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Describe symptoms of common illnesses.</i> • <i>Identify good health habits, including personal hygiene habits that prevent the spread of disease.</i> • <i>Recognize behaviors that speed recovery from illness.</i> <p>Service Learning Activity:</p> <p>Learn about symptoms of common illnesses, preventative health habits, and behaviors that speed recovery. Create a storybook to read aloud to students in other classrooms which illustrates these learnings. Distribute copies of the book to local hospitals, health clinics, and/or doctors' offices for use in waiting rooms.</p>	English/Language Arts, Science, Visual and Performing Arts
4	<p><u>Health Hazards in Your Home</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i></p> <p><i>Students in grade four who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify harmful substances and their effects on the body.</i> • <i>Identify hazards in the home and suggest ways to remove them.</i> <p>Service Learning Activity:</p> <p>Identify harmful substances commonly found in the home and their effects on the body. Complete a home inventory of health hazards and make recommendations for improvement. Share with family members.</p>	English/Language Arts, Science

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
4	<p><u>Energy Conservation</u></p> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i></p> <p>Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i></p> <p><i>Students in grade four who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify ways to improve the environment.</i> • <i>Participate in school or community efforts that promote health and environmental issues</i> <p>Service Learning Activity:</p> <p>Learn about the importance of conserving energy resources. Create colorful light-switch plate covers with electricity conservation slogans to use at home.</p> <p>AND/OR</p> <p>Participate in a class project involving a schoolwide recycling program.</p>	<p>English/Language Arts, Mathematics, Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
5	<p data-bbox="235 201 569 228"><u>A Pocketful of Resources</u></p> <p data-bbox="235 269 1171 302">Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p data-bbox="235 306 373 334">Standard:</p> <p data-bbox="235 342 1509 440">3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i></p> <p data-bbox="289 448 1041 475"><i>Students in grade five who meet this standard will be able to:</i></p> <ul data-bbox="289 483 1509 548" style="list-style-type: none"> • <i>Identify ways to seek assistance if concerned, abused, or threatened, including how to overcome the fear of telling.</i> <p data-bbox="235 589 583 617">Service Learning Activity:</p> <p data-bbox="235 625 1514 722">Identify personal, school, and local community resources to address health and safety issues. Compile a Pocket-size list of these resources with phone numbers. Distribute copies to family members, friends, senior citizens, and other members of the community.</p>	<p data-bbox="1587 201 1818 261">English/Language Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
5	<p data-bbox="235 203 705 232"><u>A Storybook for Changing Families</u></p> <p data-bbox="235 272 1075 302">Unifying Idea: <i>Respect for and Promotion of the Health of Others</i></p> <p data-bbox="235 310 369 339">Standard:</p> <p data-bbox="235 347 1478 409">4. <i>The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.</i></p> <p data-bbox="289 417 1041 446"><i>Students in grade five who meet this standard will be able to:</i></p> <ul data-bbox="289 453 1079 514" style="list-style-type: none"> • <i>Identify effective strategies to cope with change in the family.</i> • <i>Develop activities that support family health.</i> <p data-bbox="235 521 1436 583">5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i></p> <p data-bbox="289 591 1041 620"><i>Students in grade five who meet this standard will be able to:</i></p> <ul data-bbox="289 626 1566 756" style="list-style-type: none"> • <i>Identify acceptable methods of gaining attention.</i> • <i>Identify acceptable methods of showing and expressing feelings.</i> • <i>Identify ways to resolve conflicts in a positive, constructive way.</i> • <i>Participate in school or community efforts that promote health and positive environmental outcomes.</i> <p data-bbox="235 802 583 831">Service Learning Activity:</p> <p data-bbox="235 837 1560 1003">Identify various changes that can occur within a family that may require court mediation (i.e. divorce, neglect, abandonment). Learn about potential stressors, age-appropriate expressions of feelings and coping skills. Identify age-appropriate responses to various conflict situations. Create a storybook that describes and illustrates these learnings. Distribute copies of the book to court mediators, child advocates, and/or mental health care professionals.</p>	English/Language Arts, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6	<p><u>School/Community Health and Fitness Fair</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>1. <i>The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.</i></p> <p><i>Students in grade six who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Evaluate the benefits of good personal health habits.</i> • <i>Describe sources and roles of nutrients in food.</i> • <i>Set personal fitness goals.</i> • <i>Identify ways to deal with stress.</i> • <i>Develop coping strategies to enhance mental health.</i> <p>Service Learning Activity:</p> <p>Working collaboratively with local health agencies, plan and participate in a school/community health and fitness fair. Activities (i.e. surveys, demonstrations, displays, posters) can include information regarding:</p> <ul style="list-style-type: none"> • The effects of health habits on social, mental, and physical health. • Nutrient composition of a variety of food products. • The benefits of physical fitness. • Stressors and stress relievers. • Resources of trusted adults from whom to seek help. 	<p>English/Language Arts, Mathematics, Science, Physical Education, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6	<p><u>Babysitters' Emergency Resource Guide</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i> Standard:</p> <p>3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i> <i>Students in grade six who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>React appropriately to potentially dangerous situations.</i> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i> Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i> <i>Students in grade six who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Locate and interview a community resource that promotes health.</i> <p>Service Learning Activity: Learn about the health needs of young children and infants. Create a grid that describes various first-aid scenarios and categorizes the types of care into self/adult, medical, or emergency. Contact local resources/agencies to gain information about the services offered and the role each agency plays in health promotion. Create a "Babysitters' Emergency Resource Guide" that includes the grid and contact information of local agencies available to respond to medical/emergency situations. Distribute copies of the guide to peers and others responsible for taking care of young children and infants.</p>	English/Language Arts, Science, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6	<p><u>Healthy Generations</u></p> <p>Unifying Idea: <i>An Understanding of the Process of Growth and Development</i></p> <p>Key Education Code Sections Regarding Health Education Instruction: <i>The Education code sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the Health Framework for California Public Schools (1994).</i></p> <p>§51201.5 <i>Requires that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See Education Code sections 51240, 51550, 51553, and 51820 for parent notification requirements.)</i></p> <p>§51240 <i>Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.</i></p> <p>§51262 <i>Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.</i></p> <p>§51550 <i>Requires that:</i></p> <ul style="list-style-type: none"> • <i>Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.</i> • <i>Instructional materials must be available for inspection.</i> • <i>Parents and guardians must be given the opportunity to exclude their child from this education.</i> <p>§51553 <i>Establishes criteria for the course content of sex education to include:</i></p> <ul style="list-style-type: none"> • <i>Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy.</i> • <i>Failure rates of condoms and other methods of contraception</i> • <i>Emotional consequences of unintended pregnancies and adolescent sexual activity</i> <p><i>Instructional materials and information must be age appropriate.</i></p> <p>§51820 <i>Requires a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.</i></p>	<p>English/Language Arts, Mathematics, Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6	<p><u>Healthy Generations, cont.,</u></p> <p>§60614 <i>Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavior characteristics.</i></p> <p>Standard:</p> <p>6. <i>The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.</i></p> <p><i>Students in grade six who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify the structure of male and female reproductive parts and use correct terminology.</i> • <i>Understand the impact of tobacco, alcohol, and other substance abuse on the developing fetus during pregnancy.</i> <p>Service Learning Activity:</p> <p>Research the effects of alcohol, tobacco, or another drug on the various stages of fetal development. Design and illustrate a storybook or informational brochure that contains research findings. Distribute copies to local hospitals, teen health clinics, and/or doctors' offices for use in waiting rooms.</p>	
6	<p><u>health.com</u></p> <p>Unifying Idea: <i>Informed Use of Health-Related Information, Products, and Services</i></p> <p>Standard:</p> <p>9. <i>The student will know how to identify products, services, and information that may be helpful or harmful to his or her health.</i></p> <p><i>Students in grade six who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify services and resources that may be beneficial to their health.</i> <p>Service Learning Activity:</p> <p>Develop a list of web site addresses for organizations that provide reliable health information. Distribute copies of the list to family members, students in other classrooms, teen health clinics, and senior citizen agencies.</p>	English/Language Arts, Science

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6-9	<p><u>STD Facts and Myths</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Key Education Code Sections Regarding Health Education Instruction: <i>The Education code sections described briefly below highlight parent notification requirements associated With the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The Full text of all except Section 60614 can be found in the Health Framework for California Public Schools (1994).</i></p> <p>§51201.5 <i>Requires that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See Education Code sections 51240, 51550, 51553, and 51820 for parent notification requirements.)</i></p> <p>§51240 <i>Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.</i></p> <p>§51262 <i>Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.</i></p> <p>§51550 <i>Requires that:</i></p> <ul style="list-style-type: none"> • <i>Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.</i> • <i>Instructional materials must be available for inspection.</i> • <i>Parents and guardians must be given the opportunity to exclude their child from this education.</i> <p>§51553 <i>Establishes criteria for the course content of sex education to include:</i></p> <ul style="list-style-type: none"> • <i>Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy.</i> • <i>Failure rates of condoms and other methods of contraception</i> • <i>Emotional consequences of unintended pregnancies and adolescent sexual activity</i> <p><i>Instructional materials and information must be age appropriate.</i></p> <p>§51820 <i>Requires a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.</i></p>	<p>English/Language Arts, Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6-9	<p><u>STD Facts and Myths, cont..</u></p> <p>§60614 <i>Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavior characteristics.</i></p> <p>Standard:</p> <p>2. <i>The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.</i></p> <p><i>Students in middle school who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Understand the prevention of sexually transmitted diseases (STDs), including HIV.</i> <p>Service Learning Activity:</p> <p>Identify situations or behaviors that may lead to STDs and HIV. Brainstorm and chart facts and myths of HIV transmission. Create an informational brochure, poster, or storybook that describe findings. Distribute copies to family members, students in other classrooms, and teen health clinics.</p>	

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6-9	<p><u>Resolving Conflicts and Avoiding Risks</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>3. <i>The student will understand and demonstrate knowledge of behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.</i></p> <p><i>Students in middle school who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Analyze emergencies and respond appropriately.</i> • <i>Analyze appropriate strategies to avoid, resolve, and cope with conflicts.</i> • <i>Identify behaviors that decrease the risk of becoming involved in potentially dangerous situations.</i> • <i>Recognize and avoid situations that can increase risk of abuse.</i> <p>Service Learning Activity:</p> <p>Develop strategies and skills to avoid, resolve, and cope with conflicts. Role-play conflict situations to demonstrate resisting negative peer pressure and using conflict resolution skills. Create a plan to escape dangerous situations including the identification of safe havens and safe persons. Participate in the implementation of a conflict resolution/peer mediation program designed to assist peers and/or younger students in developing appropriate strategies and skills.</p>	English/Language Arts, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6-9	<p><u>New Student Handbook</u></p> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i></p> <p>Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers. Students in middle school who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Interact effectively with people, including both males and females and members of different ethnic and cultural groups.</i> • <i>Know appropriate ways to make new friends.</i> • <i>Know how to help friends recognize when they should seek help from a trusted adult.</i> <p>Service Learning Activity:</p> <p>Identify elements of an ideal friendship. Investigate how involvement in clubs, sports, organizations, and volunteer service/service learning experiences in the school community provides opportunities for students to meet and make new friends. Identify high-risk situations that require adult assistance. Compile this information in a “New Student Handbook”. Include a resource list of activities (i.e. clubs, sports, organizations, service opportunities) for meeting others and developing long-lasting friendships. Also include a list of trusted adults recognized by the school/district to contact when needed.</p>	<p>English/Language Arts, History/Social Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6-9	<p data-bbox="233 206 541 228"><u>Healthful Body Images</u></p> <p data-bbox="233 272 1220 295">Unifying Idea: <i>An Understanding of the Process of Growth and Development</i></p> <p data-bbox="233 342 1171 365">Key Education Code Sections Regarding Health Education Instruction:</p> <p data-bbox="233 378 1545 509"><i>The Education code sections described briefly below highlight parent notification requirements associated With the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The Full text of all except Section 60614 can be found in the Health Framework for California Public Schools (1994).</i></p> <p data-bbox="233 522 1539 654">§51201.5 <i>Requires that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See Education Code sections 51240, 51550, 51553, and 51820 for parent notification requirements.)</i></p> <p data-bbox="233 662 1497 721">§51240 <i>Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.</i></p> <p data-bbox="233 729 1493 787">§51262 <i>Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.</i></p> <p data-bbox="233 795 1514 1036">§51550 <i>Requires that:</i></p> <ul data-bbox="373 834 1514 1036" style="list-style-type: none"> • <i>Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.</i> • <i>Instructional materials must be available for inspection.</i> • <i>Parents and guardians must be given the opportunity to exclude their child from this education.</i> <p data-bbox="233 1044 1352 1214">§51553 <i>Establishes criteria for the course content of sex education to include:</i></p> <ul data-bbox="373 1083 1436 1214" style="list-style-type: none"> • <i>Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy.</i> • <i>Failure rates of condoms and other methods of contraception</i> • <i>Emotional consequences of unintended pregnancies and adolescent sexual activity</i> <p data-bbox="373 1222 1178 1245"><i>Instructional materials and information must be age appropriate.</i></p> <p data-bbox="233 1253 1514 1357">§51820 <i>Requires a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.</i></p>	English/Language Arts, Science, Physical Education, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
6-9	<p><u>Healthful Body Images, cont..</u></p> <p>§60614 <i>Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavior characteristics.</i></p> <p>Standard:</p> <p>7. <i>The student will understand individual differences in growth and development. Students in middle school who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Understand the harmful effects of alcohol, tobacco, and other drugs, including performance-altering substances, on the body.</i> • <i>Identify consequences of not having a realistic body image, such as dieting and eating disorders.</i> <p>Service Learning Activity:</p> <p>Recognize media and peer influence on the perception of an “ideal” body image. Research the negative effects of inappropriate dieting, eating disorders, and steroid use. Create posters depicting these harmful practices. Distribute posters to be displayed in classrooms, teen health clinics, school locker rooms, and community gyms.</p>	

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
9-12	<p><u>Party Safe and Smart</u></p> <p>Unifying Idea: <i>Acceptance of Personal Responsibility for Lifelong Health</i></p> <p>Standard:</p> <p>3. <i>The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and will know how to react to situations in ways that help to protect his or her health</i></p> <p><i>Students in high school who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Examine the influence of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.</i> • <i>Select ways that reduce the risk of becoming involved in potentially dangerous situations.</i> • <i>Understand that assertiveness and decision-making skills are useful in resolving conflicts.</i> • <i>Identify ways to seek assistance if concerned, abused, or threatened.</i> <p>Service Learning Activity:</p> <p>Work with local law enforcement officers to learn about current drugs in use and potentially dangerous situations, such as riding with drivers under the influence of drugs and/or alcohol and attending rave parties. Develop and practice conflict resolution, decision-making, and refusing skills needed to reduce the risk of becoming involved in these situations. Create and conduct a role-play assertiveness skills program to educate peers and students in middle school classes.</p>	English/Language Arts, Science, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
9-12	<p><u>Healthy Communities for Healthy Living</u></p> <p>Unifying Idea: <i>Respect for and Promotion of the Health of Others</i></p> <p>Standard:</p> <p>5. <i>The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.</i></p> <p><i>Students in high school who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Describe the role of a responsible citizen.</i> • <i>Demonstrate ways to advocate responsibility for the environmental health of the school and community.</i> • <i>Examine how laws, policies, and practices influence human health locally, nationally, and internationally.</i> <p>Service Learning Activity:</p> <p>Working with the local/county department of health services, law enforcement agencies, and fire department, identify potential environmental hazards in the community that influence human health. Plan and organize a campaign to improve the environment of the school community. Activities may include:</p> <ul style="list-style-type: none"> • Alcohol/tobacco “sting operation” to enforce laws prohibiting the sale of alcohol and tobacco products to minors. • Hazardous waste collection and clean-up project. • School beautification/safety project. 	<p>English/Language Arts, Science, Visual and Performing Arts</p>

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
9-12	<p data-bbox="233 206 764 228"><u>Straight Talk About Sexual Harassment</u></p> <p data-bbox="233 272 1220 295">Unifying Idea: <i>An Understanding of the Process of Growth and Development</i></p> <p data-bbox="233 342 1171 365">Key Education Code Sections Regarding Health Education Instruction:</p> <p data-bbox="233 378 1545 509"><i>The Education code sections described briefly below highlight parent notification requirements associated With the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The Full text of all except Section 60614 can be found in the Health Framework for California Public Schools (1994).</i></p> <p data-bbox="233 522 1539 654">§51201.5 <i>Requires that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See Education Code sections 51240, 51550, 51553, and 51820 for parent notification requirements.)</i></p> <p data-bbox="233 662 1497 721">§51240 <i>Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.</i></p> <p data-bbox="233 729 1493 787">§51262 <i>Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.</i></p> <p data-bbox="233 795 1514 1036">§51550 <i>Requires that:</i></p> <ul data-bbox="373 834 1514 1036" style="list-style-type: none"> • <i>Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.</i> • <i>Instructional materials must be available for inspection.</i> • <i>Parents and guardians must be given the opportunity to exclude their child from this education.</i> <p data-bbox="233 1044 1352 1214">§51553 <i>Establishes criteria for the course content of sex education to include:</i></p> <ul data-bbox="373 1083 1436 1214" style="list-style-type: none"> • <i>Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy.</i> • <i>Failure rates of condoms and other methods of contraception</i> • <i>Emotional consequences of unintended pregnancies and adolescent sexual activity</i> <p data-bbox="373 1222 1178 1245"><i>Instructional materials and information must be age appropriate.</i></p> <p data-bbox="233 1253 1514 1354">§51820 <i>Requires a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.</i></p>	English/Language Arts, Science, Visual and Performing Arts

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
9-12	<p data-bbox="233 204 850 235"><u>Straight Talk About Sexual Harassment, cont.,</u></p> <p data-bbox="233 272 1507 407">§60614 <i>Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavior characteristics.</i></p> <p data-bbox="233 448 373 479">Standard:</p> <p data-bbox="233 483 1495 548">8. <i>The student will understand his or her developing sexuality, the benefits of abstinence from sexual activity, and how to be respectful of the sexuality of others</i></p> <p data-bbox="289 553 1060 584"><i>Students in high school who meet this standard will be able to:</i></p> <ul data-bbox="289 589 1333 760" style="list-style-type: none"> <i>• Explain human sexuality and analyze the effects of social and cultural influences.</i> <i>• Identify influences and pressures to become sexually active.</i> <i>• Apply communication/refusal skills as they relate to responsible decision making.</i> <i>• Understand how to be respectful of the sexuality of others, including personal and social characteristics of sexual harassment.</i> <p data-bbox="233 800 583 831">Service Learning Activity:</p> <p data-bbox="233 836 1564 971">Analyze and evaluate unhealthy relationships/situations as they relate to sexual activity, abuse, harassment, and violence. Learn and practice assertive refusal skills. Create and conduct a role-play assertiveness program to educate peers and students in middle school classes. Develop and distribute a resource directory of community agencies and hotlines that can be utilized in case of need.</p>	

GRADE LEVEL	STANDARDS/SERVICE LEARNING ACTIVITIES	LINKS TO OTHER CONTENT AREA(S)
9-12	<p><u>Informed Consumers</u></p> <p>Unifying Idea: <i>Informed Use of Health-Related Information, Products, and Services</i></p> <p>Standard:</p> <p>9. <i>The student will know how to identify products, services, and information that may be helpful or harmful to his or her health.</i></p> <p><i>Students in high school who meet this standard will be able to:</i></p> <ul style="list-style-type: none"> • <i>Apply criteria for selecting health services, products, and information.</i> • <i>Develop strategies for identifying and combating fraudulent health products, services, and Information.</i> • <i>Analyze the influence of advertising and marketing on the selection of healthful and nutritional products.</i> • <i>Analyze how individual citizens and communities can promote a healthy and safe environment.</i> <p>Service Learning Activity:</p> <p>Develop criteria for selecting reliable and valid health services, products (i.e. over-the-counter medications, vitamins, food supplements), and information. Select a variety of advertisements and evaluate their influences on consumer choices. Create and air a public service announcement that promotes a safe and healthy environment.</p>	<p>English/Language Arts, Science, Visual and Performing Arts</p>