Linking Service Learning with
California Academic Content Standards

*Health Education*

Developed with the
Kellogg *Learning In Deed* Initiative

Service Learning and Standards Study Group

2001

*Prepared by*
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Linking California Health Education Challenge Standards and Service Learning

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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.
<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STANDARDS/SERVICE LEARNING ACTIVITIES</th>
<th>LINKS TO OTHER CONTENT AREA(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Working Together to Promote Health and Safety Practices</td>
<td>English/Language Arts, Science, Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Unifying Idea:** Acceptance of Personal Responsibility for Lifelong Health

**Standard:**
2. The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.
   - Students in kindergarten who meet this standard will be able to:
     • Demonstrate behaviors that prevent the spread of disease.

**Unifying Idea:** Respect for and Promotion of the Health of Others

**Standard:**
5. 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 kindergarten who meet this standard will be able to:
     • Understand and follow school practices relating to health.

**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.
<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STANDARDS/SERVICE LEARNING ACTIVITIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Addressing Local Health and Environmental Issues</strong></td>
<td>English/Language Arts, History/Social Science, Science, Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Unifying Idea:** *Respect for and Promotion of the Health of Others*

**Standard:**

5. *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 grade one who meet this standard will be able to:*

- Participate in school and community efforts to address local health and environmental issues.

**Service Learning Activity:**

Participate in a class project to support a community need. Plan and participate in a classroom recycling program for paper, plastic, aluminum, and glass.

AND/OR

Learn about the human/health needs of the homeless in the community and participate in a canned food drive.
<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Beginning DATE: Drug, Alcohol, Tobacco Education</strong></td>
<td>English/Language Arts, Science, Visual and Performing Arts</td>
</tr>
<tr>
<td></td>
<td><strong>Unifying Idea: Acceptance of Personal Responsibility for Lifelong Health</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Standard:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. 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. Students in grade two who meet this standard will be able to: • Identify ways that alcohol, tobacco, and other drugs are harmful to the body.</td>
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<tr>
<td></td>
<td><strong>Service Learning Activity:</strong></td>
<td></td>
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<tr>
<td></td>
<td>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.</td>
<td></td>
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<tr>
<td>2</td>
<td><strong>Promoting Beautiful, Healthy Neighborhoods</strong></td>
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<tr>
<td></td>
<td><strong>Unifying Idea: Respect for and Promotion of the Health of Others</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Standard:</strong></td>
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<tr>
<td></td>
<td>5. 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 grade two who meet this standard will be able to: • Participate in school and community efforts to address local health and environmental issues.</td>
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<td><strong>Service Learning Activity:</strong></td>
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<tr>
<td></td>
<td>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.</td>
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</tr>
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</tr>
<tr>
<td>3</td>
<td>Bicycle Safety Education</td>
<td>English/Language Arts, Physical Education, Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Unifying Idea:** Acceptance of Personal Responsibility for Lifelong Health

**Standard:**
3. 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.
   
   Students in grade three who meet this standard will be able to:
   - Demonstrate safe behavior and the proper use of helmets when riding bicycles.

**Service Learning Activity:**
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.

| 3           | 911 for Beginners                    | English/Language Arts, Science, Visual and Performing Arts |

**Unifying Idea:** Acceptance of Personal Responsibility for Lifelong Health

**Standard:**
3. 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.
   
   Students in grade three who meet this standard will be able to:
   - Recognize emergencies and respond appropriately.

**Service Learning Activity:**
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.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standards/Service Learning Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How to Refuse</td>
<td>English/Language Arts, Science, Visual and Performing Arts</td>
</tr>
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</table>

**Unifying Idea:** Acceptance of Personal Responsibility for Lifelong Health

**Standard:**
3. *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.*

*Students in grade three who meet this standard will be able to:*
- Identify ways to appropriately refuse alcohol, tobacco, and other drugs.
- Identify the dangers of alcohol, tobacco, or other drug use.

**Unifying Idea:** Respect for and Promotion of the Health of Others

**Standard:**
5. *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 grade three who meet this standard will be able to:*
- Participate in school and community efforts to address local health and environmental issues.

**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.
<table>
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<tbody>
<tr>
<td>3</td>
<td><strong>School Beautification</strong></td>
<td>Science, Visual and Performing Arts</td>
</tr>
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</table>

**Unifying Idea: Respect for and Promotion of the Health of Others**

**Standard:**
5. 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 grade three who meet this standard will be able to:
- Participate in school and community efforts to address local health and environmental issues.

**Service Learning Activity:**
Identify, plan, and participate in a school beautification project (i.e. trash pick-up, tree planting, planting and maintenance of school gardens).
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4</td>
<td><strong>Wishing You a Speedy Recovery...</strong></td>
<td>English/Language Arts, Science, Visual and Performing Arts</td>
</tr>
<tr>
<td></td>
<td><strong>Unifying Idea:</strong> <em>Acceptance of Personal Responsibility for Lifelong Health</em></td>
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</tr>
<tr>
<td></td>
<td><strong>Standard:</strong> 2. <em>The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.</em></td>
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<tr>
<td></td>
<td>Students in grade four who meet this standard will be able to:</td>
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<tr>
<td></td>
<td>• Describe symptoms of common illnesses.</td>
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<td></td>
<td>• Identify good health habits, including personal hygiene habits that prevent the spread of disease.</td>
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<tr>
<td></td>
<td>• Recognize behaviors that speed recovery from illness.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Service Learning Activity:</strong></td>
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<tr>
<td></td>
<td>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.</td>
<td></td>
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<tr>
<td>4</td>
<td><strong>Health Hazards in Your Home</strong></td>
<td>English/Language Arts, Science</td>
</tr>
<tr>
<td></td>
<td><strong>Unifying Idea:</strong> <em>Acceptance of Personal Responsibility for Lifelong Health</em></td>
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</tr>
<tr>
<td></td>
<td><strong>Standard:</strong> 3. <em>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.</em></td>
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<tr>
<td></td>
<td>Students in grade four who meet this standard will be able to:</td>
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<tr>
<td></td>
<td>• Identify harmful substances and their effects on the body.</td>
<td></td>
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<tr>
<td></td>
<td>• Identify hazards in the home and suggest ways to remove them.</td>
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<tr>
<td></td>
<td><strong>Service Learning Activity:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>GRADE LEVEL</td>
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</tr>
<tr>
<td>4</td>
<td><strong>Energy Conservation</strong></td>
<td>English/Language Arts, Mathematics, Science, Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Unifying Idea:** *Respect for and Promotion of the Health of Others*

**Standard:**

5. *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 grade four who meet this standard will be able to:*

- Identify ways to improve the environment.
- Participate in school or community efforts that promote health and environmental issues

**Service Learning Activity:**

Learn about the importance of conserving energy resources. Create colorful light-switch plate covers with electricity conservation slogans to use at home.

AND/OR

Participate in a class project involving a schoolwide recycling program.
A Pocketful of Resources

Unifying Idea: Acceptance of Personal Responsibility for Lifelong Health

Standard:
3. 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.
   Students in grade five who meet this standard will be able to:
   • Identify ways to seek assistance if concerned, abused, or threatened, including how to overcome the fear of telling.

Service Learning Activity:
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.

Links to Other Content Area(s):
English/Language Arts
<table>
<thead>
<tr>
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<th>LINKS TO OTHER CONTENT AREA(S)</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>A Storybook for Changing Families</td>
<td>English/Language Arts, Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Unifying Idea:** Respect for and Promotion of the Health of Others

**Standard:**

4. The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.
   - Students in grade five who meet this standard will be able to:
     - Identify effective strategies to cope with change in the family.
     - Develop activities that support family health.

5. 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 grade five who meet this standard will be able to:
     - Identify acceptable methods of gaining attention.
     - Identify acceptable methods of showing and expressing feelings.
     - Identify ways to resolve conflicts in a positive, constructive way.
     - Participate in school or community efforts that promote health and positive environmental outcomes.

**Service Learning Activity:**

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.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>6</td>
<td><strong>School/Community Health and Fitness Fair</strong></td>
<td>English/Language Arts, Mathematics, Science, Physical Education, Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Unifying Idea:** *Acceptance of Personal Responsibility for Lifelong Health*

**Standard:**

1. The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.
   
   Students in grade six who meet this standard will be able to:
   
   • Evaluate the benefits of good personal health habits.
   • Describe sources and roles of nutrients in food.
   • Set personal fitness goals.
   • Identify ways to deal with stress.
   • Develop coping strategies to enhance mental health.

**Service Learning Activity:**

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:

• 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.
<table>
<thead>
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<tr>
<td>6</td>
<td>Babysitters’ Emergency Resource Guide</td>
<td>English/Language Arts, Science, Visual and Performing Arts</td>
</tr>
</tbody>
</table>

**Unifying Idea: Acceptance of Personal Responsibility for Lifelong Health**

**Standard:**
3. 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.

*Students in grade six who meet this standard will be able to:*
- React appropriately to potentially dangerous situations.

**Unifying Idea: Respect for and Promotion of the Health of Others**

**Standard:**
5. 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 grade six who meet this standard will be able to:*
- Locate and interview a community resource that promotes health.

**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.
### Healthy Generations

**Unifying Idea:** *An Understanding of the Process of Growth and Development*

**Key Education Code Sections Regarding Health Education Instruction:**

*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).*

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>§51201.5</td>
<td>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.)</td>
</tr>
<tr>
<td>§51240</td>
<td>Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.</td>
</tr>
<tr>
<td>§51262</td>
<td>Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.</td>
</tr>
</tbody>
</table>
| §51550 | Requires that:  
  - 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.  
  - Instructional materials must be available for inspection.  
  - Parents and guardians must be given the opportunity to exclude their child from this education. |
| §51553 | Establishes criteria for the course content of sex education to include:  
  - Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy.  
  - Failure rates of condoms and other methods of contraception  
  - Emotional consequences of unintended pregnancies and adolescent sexual activity  
Instructional materials and information must be age appropriate. |
| §51820 | 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. |

**Links to Other Content Area(s):** English/Language Arts, Mathematics, Science, Visual and Performing Arts
<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STANDARDS/SERVICE LEARNING ACTIVITIES</th>
<th>LINKS TO OTHER CONTENT AREA(S)</th>
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<tbody>
<tr>
<td>6</td>
<td>Healthy Generations, cont.</td>
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</tr>
</tbody>
</table>

§60614 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.

**Standard:**
6. The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.
   Students in grade six who meet this standard will be able to:
   - Identify the structure of male and female reproductive parts and use correct terminology.
   - Understand the impact of tobacco, alcohol, and other substance abuse on the developing fetus during pregnancy.

**Service Learning Activity:**
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.

| 6           | health.com                           | English/Language Arts, Science |

**Unifying Idea:** Informed Use of Health-Related Information, Products, and Services

**Standard:**
9. The student will know how to identify products, services, and information that may be helpful or harmful to his or her health.
   Students in grade six who meet this standard will be able to:
   - Identify services and resources that may be beneficial to their health.

**Service Learning Activity:**
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.
### GRADE LEVEL
6-9

### STANDARDS/SERVICE LEARNING ACTIVITIES

**STD Facts and Myths**

**Unifying Idea:** Acceptance of Personal Responsibility for Lifelong Health

**Key Education Code Sections Regarding Health Education Instruction:**
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).

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Requires that</th>
<th>Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.</th>
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<tr>
<td>§51201.5</td>
<td>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.</td>
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<td>• Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy.</td>
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<td></td>
<td>• Instructional materials must be available for inspection.</td>
<td>• Failure rates of condoms and other methods of contraception</td>
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<td>• Parents and guardians must be given the opportunity to exclude their child from this education.</td>
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**Links to Other Content Area(s):**
English/Language Arts, Science, Visual and Performing Arts
§60614. 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.

2. The student understands and demonstrates behaviors that prevent disease and speed recovery from HIV transmission, including HIV.

Service Learning Activity:

- Understand the prevention of sexually transmitted disease (STDs), including HIV.

Students in middle school who meet this standard will be able to:

- Identify situations or behaviors that may lead to STDs and HIV.
- Brainstorm and chart facts and myths of AIDS.
- Distribute copies to family members, students in other classrooms, and teen health clinics.

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<td>6-9</td>
<td><strong>Resolving Conflicts and Avoiding Risks</strong></td>
<td>English/Language Arts, Visual and Performing Arts</td>
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**Unifying Idea:** *Acceptance of Personal Responsibility for Lifelong Health*

**Standard:**

3. *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.*

   *Students in middle school who meet this standard will be able to:*

   - Analyze emergencies and respond appropriately.
   - Analyze appropriate strategies to avoid, resolve, and cope with conflicts.
   - Identify behaviors that decrease the risk of becoming involved in potentially dangerous situations.
   - Recognize and avoid situations that can increase risk of abuse.

**Service Learning Activity:**

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.
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</table>

**Unifying Idea:** *Respect for and Promotion of the Health of Others*

**Standard:**

5. *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:

- *Interact effectively with people, including both males and females and members of different ethnic and cultural groups.*
- *Know appropriate ways to make new friends.*
- *Know how to help friends recognize when they should seek help from a trusted adult.*

**Service Learning Activity:**

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.
### Healthful Body Images

**Unifying Idea:** *An Understanding of the Process of Growth and Development*

**Key Education Code Sections Regarding Health Education Instruction:**
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).

<table>
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<tr>
<th>Section</th>
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<tr>
<td>§51201.5</td>
<td>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.)</td>
</tr>
<tr>
<td>§51240</td>
<td>Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.</td>
</tr>
<tr>
<td>§51262</td>
<td>Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.</td>
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<tr>
<td>§51550</td>
<td>Requires that: • 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. • Instructional materials must be available for inspection. • Parents and guardians must be given the opportunity to exclude their child from this education.</td>
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<td>§51553</td>
<td>Establishes criteria for the course content of sex education to include: • Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy. • Failure rates of condoms and other methods of contraception • Emotional consequences of unintended pregnancies and adolescent sexual activity Instructional materials and information must be age appropriate.</td>
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<tr>
<td>§51820</td>
<td>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.</td>
</tr>
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**Links to Other Content Area(s):**
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<td>6-9</td>
<td><strong>Healthful Body Images, cont.</strong></td>
<td></td>
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<td></td>
<td>§60614 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.</td>
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<td></td>
<td><strong>Standard:</strong></td>
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<td></td>
<td>7. The student will understand individual differences in growth and development.</td>
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<tr>
<td></td>
<td>Students in middle school who meet this standard will be able to:</td>
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<tr>
<td></td>
<td>• Understand the harmful effects of alcohol, tobacco, and other drugs, including performance-altering substances, on the body.</td>
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<td></td>
<td>• Identify consequences of not having a realistic body image, such as dieting and eating disorders.</td>
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<td></td>
<td><strong>Service Learning Activity:</strong></td>
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<td></td>
<td>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.</td>
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<td>9-12</td>
<td><strong>Party Safe and Smart</strong></td>
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**Unifying Idea:** *Acceptance of Personal Responsibility for Lifelong Health*

**Standard:**
3. *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.*

*Students in high school who meet this standard will be able to:*
- Examine the influence of tobacco, alcohol, and other drug use on performing physical tasks and making judgments.
- Select ways that reduce the risk of becoming involved in potentially dangerous situations.
- Understand that assertiveness and decision-making skills are useful in resolving conflicts.
- Identify ways to seek assistance if concerned, abused, or threatened.

**Service Learning Activity:**
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.
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<td><strong>Healthy Communities for Healthy Living</strong></td>
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**Unifying Idea:** *Respect for and Promotion of the Health of Others*

**Standard:**

5. 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 high school who meet this standard will be able to:

- Describe the role of a responsible citizen.
- Demonstrate ways to advocate responsibility for the environmental health of the school and community.
- Examine how laws, policies, and practices influence human health locally, nationally, and internationally.

**Service Learning Activity:**

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:

- 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.
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**Unifying Idea:** *An Understanding of the Process of Growth and Development*

**Key Education Code Sections Regarding Health Education Instruction:**

*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).*

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- **§51240** Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.
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  - 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.
  - Instructional materials must be available for inspection.
  - Parents and guardians must be given the opportunity to exclude their child from this education.
- **§51553** Establishes criteria for the course content of sex education to include:
  - Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy.
  - Failure rates of condoms and other methods of contraception
  - Emotional consequences of unintended pregnancies and adolescent sexual activity Instructional materials and information must be age appropriate.
- **§51820** 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.*
### Grade Level
9-12

**Standards/Service Learning Activities**

**Straight Talk About Sexual Harassment, cont.**

| §60614 | 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. |

**Standard:**
8. 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

   Students in high school who meet this standard will be able to:
   - Explain human sexuality and analyze the effects of social and cultural influences.
   - Identify influences and pressures to become sexually active.
   - Apply communication/refusal skills as they relate to responsible decision making.
   - Understand how to be respectful of the sexuality of others, including personal and social characteristics of sexual harassment.

**Service Learning Activity:**
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.
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**Unifying Idea:** *Informed Use of Health-Related Information, Products, and Services*

**Standard:**

9. *The student will know how to identify products, services, and information that may be helpful or harmful to his or her health.*

   *Students in high school who meet this standard will be able to:*
   
   - Apply criteria for selecting health services, products, and information.
   - Develop strategies for identifying and combating fraudulent health products, services, and information.
   - Analyze the influence of advertising and marketing on the selection of healthful and nutritional products.
   - Analyze how individual citizens and communities can promote a healthy and safe environment.

**Service Learning Activity:**

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.