CHAPTER F.

Monthly Health Awareness Asset Focus Activities

Activities to Infuse Health Awareness and Asset Building School-Wide

Chapter Highlights:
✓ Cross Level Health Curriculum to Support Students
✓ Monthly Health Awareness Activities to Build Assets in Schools

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F-3-11   Health Awareness & Asset Focus Year Long Overview
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F-17-20  November Curriculum Guide & Operation Fight Back Anti-Tobacco Campaign
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F-25-27  January Curriculum Guide & Day of Kindness, No-Name Calling Week Activities
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## School Health Programs Department
### 2007-2008 Health Awareness Event Contacts

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<td>May</td>
<td><strong>Summer Health and Activities</strong></td>
<td>• Andrea Bustamante</td>
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School Health Programs Department

Health Awareness Month Descriptions & Activities

School Health Programs Department has designated health awareness themes for each month of the school year. Teachers receive lessons, community resource lists and activity ideas to stimulate classroom discussions and to promote health awareness and asset building. Schools are encouraged to provide families with information about the specific activities schools are conducting to promote monthly health awareness events and ideas on how to build assets with their children. For more information on the Health Awareness Events, Healthy Spotlights, or a complete list of Health Awareness Asset Building Activities visit: www.healthiersf.org.

Look for each month’s Healthy Spotlight which will focus on specific health issues and an Asset Building Focus* to promote the intentional development of assets for students.

September is Start of a Healthy Year Awareness month.
This month’s School Health Program campaign focuses on starting the school year with developing healthy habits for the entire year. Good eating habits are encouraged by participating in the 5 A Day week. The National 5 A Day event encourages people to eat five servings of fruits and vegetables each day. The month also stresses that walking is a great way to keep in shape. Schools will be given suggested activities to promote walking. Students perform better academically when physically fit.

The September Healthy Spotlight is on Healthy Habits.

September Asset Building Focus: SUPPORT

★ Asset #5- Caring School Climate, Asset #6 Parent Involvement in Schooling:
School provides students with a caring, encouraging environment by smiling, greeting students, modeling positive behavior and providing students and families with resources and alternatives including after school programs.

★Asset Building Activities:
- Asset #5 (+ #12, #16) - Establish a safe and caring school climate from the start of the year. Create community agreements and youth buy-in of school rules by including students in the creation of expectations and consequences. Establish a no tolerance policy for slurs and harassment so that all students feel safe. Students can create posters illustrating the community agreements to display around the school.
- Asset #5- Establish a student incentive system to use consistently throughout the school year. Work with school staff to create criteria, rewards and how to acknowledge student successes.
- Asset #6- Start the year off on a positive note with parents and guardians: Make positive phone calls home to report on student successes, coordinate activities to help parents feel welcome at Back to School Night (potluck, icebreakers, personal invitations or phone trees), and share a way that parents can easily communicate with you. Be sure to highlight the Parent/Guardian Handbook and the San Francisco Action Guide as a reference for families.
October is Positive Alternatives to Drug Use Month. This month’s School Health Program campaign focuses on positive alternatives to drug use. During Red Ribbon Week, students participate in events such as taking a drug and alcohol free pledge and learning about substance use prevention. Wearing a red ribbon shows a commitment to a healthy, drug free lifestyle. Schools are encouraged to participate in Lights On After School, a nationwide event highlighting the importance of after school programs, which keep kids safe, help working families and improve academic achievement. Schools should emphasize tobacco and drug free policy.

The October Healthy Spotlight is on Poison Awareness.

October Asset Building Focus: BOUNDARIES AND EXPECTATIONS
- Asset #12- School Boundaries, #14- Adult Role Models, #16-High Expectations: School provides clear rules and consequences by posting rules in classrooms and hallways. School rules and expectations are distributed through the Student and Parent/Guardian Handbook. Schools make regular contact with families for positive student feedback as well as for disciplinary reasons.

- Asset Building Activities:
  - Asset #14- Encourage positive behavior and opportunities for relationship building with youth by scheduling time during the week to hold open office hours in your classroom for students to receive individual support.
  - Asset #16- Start the year on a positive and proactive note with parents and guardians- make positive phone calls home to report on student successes and share your expectations of students.

- Other Youth Development Activities to Implement Health Awareness:
  - Work with your After School Program to hold a “Lights On After School! Event” in October (National Lights On After School day) and invite parents, local businesses and politicians to participate. Connect with your school’s ExCELS After School Program Site Coordinator and check out www.afterschoolalliance.org or www.healthiersf.org/excelafterschool for resources.
  - Conduct an activity for youth to learn about support services in San Francisco. Have students access the Youthline website http://www.youthline.org/ or call the youth line hotline at 1-888-977-3399. Youthline provides callers with confidential and anonymous peer-to-peer conversation.
    Contact: Just THINK for media literacy and teen health activities (415) 561-2900
  - Conduct a youth debate this month with topics such as Steroids in Athletics to have youth research facts for the debate.
  - Work with Health Initiatives for Youth (HIFY) to plan youth panel on drug-education peer education. Have students research questions to ask the group or plan a follow up project after the youth panel to share this information with their school.
    Contact: Health Initiatives for Youth (HIFY) (415) 274-1970
November is Tobacco Free Awareness Month. This month’s School Health Program campaign focuses on tobacco prevention education highlighted by the Great American Smoke Out, where students participate in school wide events like Adopt a Smoker to encourage and support individuals to quit smoking. Schools are encouraged to publicize the District’s Tobacco Free Policy and intervention protocols. High Schools are encouraged to promote tobacco cessation programs.

💡 The November Healthy Spotlight is on Cancer Prevention.

November Asset Building Focus: SOCIAL COMPETENCIES

☆ Asset #32- Planning and Decision Making, #35- Resistance Skills:
  Young person knows how to plan ahead and make choices while learning to resist negative peer pressure and dangerous situations. Schools can teach goal setting skills and refusal strategies.

☆ Asset Building Activities:
  - Asset #32- Assist youth with planning and decision making by working with students to develop a campaign to educate local store owners on ways to reduce tobacco subsidiary products from being sold at stores.
  - Contact: Youth Leadership Institute for activities, resources and youth presenters on these projects (415) 836-9160.
  - Asset #32- Students can plan and prepare presentations for their peers; work with students to be youth presenters on a topic of their choice at the Teens Tackle Tobacco Conferences at UC Berkeley.
  - High School Teens Tackle Tobacco Conference- February, date TBD
  - Middle School Teens Tackle Tobacco Conference- March, date TBD
  - Asset #32, #35- Help students develop their resistance skills by working with them to organize a Smoke Free Pledge Drive. Have students educate their friends and family on the dangers of second hand smoke. Students can brainstorm ways to make a home safer (smoking outside, not smoking in the car, getting air filters etc.) and smoke free.

☆ Other Youth Development Activities to Implement Health Awareness:
  - Resources:
    - www.tobaccofreekids.org for statistics about tobacco, local and national tobacco education and advocacy projects and articles and updates about tobacco legislation.
    - www.thetruth.org for tobacco fact finder and tobacco education activities
    - California Smokers Helpline 1800-No-BUTTS and http://www.californiasmokershelpline.org for activities, education materials and resources.
December is World AIDS Awareness Month.
This month’s School Health Program campaign focuses on HIV prevention education. Schools participate in a variety of activities to commemorate World AIDS Day on December 1st including Names Project quilt displays, HIV prevention educational theater performances, and classroom presentations by community based organizations.

The December Healthy Spotlight is on STD and Teen Pregnancy prevention.

December Asset Building Focus: POSITIVE VALUES
★ Asset #26-Caring, #30-Responsibility, #31-Restraint:
A young person places high value on helping other people while accepting and taking responsibility for his/her actions. Schools can provide opportunity for students to show empathy for others by displaying the names quilt, writing holiday cards or get well cards for others.

★ Asset Building Activities:
• Asset #26- Foster caring by creating a safe place where youth can share their own stories of family or friends who are living with HIV/AIDS. Brainstorm with youth how the school community can create a safe and welcoming place for people living with HIV/AIDS.
• Asset #31- Discuss appropriate health education lessons and prevention strategies by contacting community based organizations to address HIV education. See the Approved Speakers List for Human Sexuality. The list was given to all Elementary Health Advocates and all members of the Middle School Healthy School Team, and High School Health Promotion Committee.

★ Other Youth Development Activities to Implement Health Awareness:
• Conduct an activity for youth to learn about local support services. Have students access the Youthline website http://www.youthline.org/ or call the youth line hotline at 1-888-977-3399. (see Youthline above)
  Contact: Mission Neighborhood Health Center, (415) 552-3870
• Submit an application to SHPD to host a panel of the Names Project AIDS quilt or have students make their own version of AIDS quilt with names of friends and family.
• Have students research the World AIDS epidemic by category (women, ancestry, culture, famous people).
• Study art that conceptualizes effects of AIDS (Truth Campaigns www.thetruth.com, Keith Haring).
January is School Safety and Violence Prevention Month. These months’s School Health Program campaign focuses on creating safe schools so all students can learn and grow. Schools are encouraged to teach lessons on diversity, tolerance, conflict resolution, bullying violence and harassment prevention. Students participate in violence prevention activities including poster contests and remembrance walls. Schools should emphasize the District’s Anti-Slur and Sexual Harassment policies.

The January Healthy Spotlight is on Mental Health Awareness.

January Asset Building Focus: EMPOWERMENT
★ Asset #7-Community Values Youth, #8-Youth as Resources, #9-Service to Others, #10-Safety, #36-Peaceful Conflict Resolution:

Young person feels safe at home, at school and connected to their neighborhood. Schools can provide students with community service opportunities, conflict resolution skills, communication skills, negotiation skills and access to community resources.

★ Asset Building Activities:
- Asset #7- Foster a community that values youth by creating “Props” boxes within school office/classroom for students to acknowledge peers’ contributions. Props can be displayed on school bulletin board.
- Asset #9- Work with students to plan “Day of Kindness” activities throughout the school year to promote positive school climate and service to others.
- Asset #36- Organize peer discussion groups on violence and violence-prevention related issues. Put aside time to talk about these issues in homeroom or health classes on a regular basis. Provide conflict resolution skills to educate all students in how to resolve conflicts.
- Assets #8, #36- Have students help organize a non-violence poetry book or poetry slam. Work from this project can be turned into an assembly for all students.
- Asset #7, #8, #9- Create a Youth Advisory Board or invite student council members to participate in the School Climate Committee to include youth opinions as part of the decision-making and planning processes for improving school climate.

★ Other Youth Development Activities to Implement Health Awareness:
- Have students create personal history stories (Who I am, Where I come from, Where I’m going) and create a presentation or book for the school.
- Middle School and High School: Coordinate with your school’s LGBTQ Support Liaison to promote the Ally Program by using materials made available by School Health Programs Department.
- Middle School and High School: Encourage school members to commit to the “Ally Pledge” and outline how they will be a caring part of the community.
  Contact: Peer Resources (415) 920-5211
- Middle School: Students can view the Let's Get Real “Bullying” video and participate in corresponding lessons.

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SFUSD- School Health Programs Department
February is Physical Activities Awareness Month. This month’s School Health Program campaign focuses on healthy hearts, both physically and symbolically. Students participate in activities designed to promote cardiovascular health including Jump Rope for Heart at elementary and middle schools. High schools focus on the development of healthy relationships and decision-making skills during the week of Valentine’s Day.

💡 The February Healthy Spotlight is on Dental Awareness.

February Asset Building Focus: CONSTRUCTIVE USE OF TIME

★ Asset #17-Creative Activities, #18-Youth Programs: Schools can encourage students to participate in clubs, provide structured physical education activities, links to after school programs and structured activities provided by community based organizations.

★ Asset Building Activities:
- Asset #17- Encourage students to set goals to increase the amount of physical activity they do each week as well as to minimize the amount of television that they watch. Have students chart their successes and share their favorite physical activity.
- Asset #17- Create a school-wide chart that illustrates the school’s physical activity success (e.g. number of students that walk to school, amount of miles that the students have run in PE class, number of reduced hours of television watching).
- Asset #17- Designate a day (e.g. Fitness Friday, Wednesday Workout) when everyone in the school will do a physical activity (e.g. jump rope for 10 minutes, walk around the school 4 times, 100 jumping jacks).
- Asset #18- Support students to participate in physical activities after school. Connect with the Site Coordinator of the ExCEL After School Program at your site, local Child Development Centers, or check with the local Beacon Center in your neighborhood. (www.sfbeacon.org)

★ Other Youth Development Activities to Implement Health Awareness:
- Build relationships and literacy skills with students after a physical activity by allowing students to debrief the successes and challenges from games and activities. Not only can this build relationships among team members, but also encourages students to practice speaking, listening and repeating what they have learned.
- Encourage students to practice using social skills during physical activities (e.g. encouragement, good sportsmanship, taking turns, accepting differences).
March is Nutrition Awareness Month.
This month’s School Health Program campaign focuses on nutrition education and physical health issues, healthy food choices, physical activity promotion and body image education. Schools can encourage healthier eating by teaching lessons and sponsoring activities that promote a diet which includes fruits & vegetables and promotes snacking on nutrient-rich foods that are low in sugar, fat and sodium. Schools are encouraged to support and promote the District’s Nutrition and Physical Fitness Policy in the prevention of obesity, diabetes and heart disease.

The March Healthy Spotlight is on Diabetes Awareness and Child Abuse Prevention.

March Asset Building Focus: COMMITMENT TO LEARNING
★ Asset #21-Achievement Motivation, #22-School Engagement, #24-Bonding to School, 
#25 Reading for Pleasure:
Young person is motivated to do well in school by having time allotted by school site or home for completing homework, reading for pleasure and caring for his/her school. Schools can provide tutoring time, homework assistance, school spirit activities and youth engaging reading opportunities.

★ Asset Building Activities:
- Asset #21 - Provide healthy incentives to students. Avoid using food as a reward and instead reward students with activities, increased privileges, praise or other incentives to acknowledge success.
- Asset #22, #24 - Provide opportunities for students to bond with their school by helping students organize School Service Activities or a “School Spirit Week”. In addition, give awards or incentives to the grade that contributes most to improving the appearance of the school.
- Asset #25 - Encourage students to read for pleasure at least three hours a week by providing time in the classroom, after school, creating classroom/school wide reading contests, or holding Family Literacy Night events.

★ Other Youth Development Activities to Implement Health Awareness:
- Post a classroom, school, or cafeteria bulletin board with student photos to highlight nutrition education activities and events.
- Invite student nutrition food workers to make classroom presentations on job duties, healthy eating or cafeteria rules.
- Create a site committee that includes students, parents, teachers, and food service staff in support of the SFUSD Nutrition & Physical Activity Policy.
- Have students set goals for healthy eating habits and monitor progress (e.g. including a fruit with morning cereal, decreasing consumption of soda).
- Middle School: Students can view Teen Files Flipped “Eating Disorders/Steroids” video.
- All Levels: Students can view the Body Talk videos.

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SFUSD - School Health Programs Department
April is *Gay Pride/Respect Promotion Month.*
This month’s School Health Program campaign celebrates the contribution of the lesbian, gay, bisexual, transgender and questioning (LGBTQ) community. District approved bulletin board materials and curriculum that recognize the civil rights movement and historical achievements of the LGBTQ community are made available to all schools. April also includes the *National Day of Silence,* which is an additional activity to create a safe school by raising awareness of the discrimination LGBTQ people face and how they are often silenced due to the fear of discrimination. Schools should promote the District’s *Anti-Slur* and *Anti-Discrimination* policies.

The April Healthy Spotlight is *Asthma Awareness.*

**April Asset Building Focus: POSITIVE IDENTITY**

- **Asset #37-Personal Power, #38-Self-Esteem, #39-Sense of Purpose, #40-Positive View of Future:**

  *Young person feels control over personal future. Schools can work with Student Government and youth leadership groups to create Town Hall meetings where students can share beliefs and discuss youth issues in a safe environment.*

- **Asset Building Activities:**
  - Asset #37- Encourage students to take a lead in organizing Gay Pride/anti-slur activities by providing space, resources and materials to coordinate events.
  - Asset #37, #39 - Create a school wide *Day of Silence* activity in April to provide students with a powerful interactive experience to raise awareness of the discrimination of lesbian, gay, bisexual, transgender persons. Some schools set aside a ten minute silent period, while many others hold activities all day. Refer to Day of Silence activities created by School Health Programs Department for activity ideas and resources.
  - Asset #37, #38, #39, #40 - Build students' sense of personal power and self esteem by working with them to identify and coordinate a community service activity for Youth Service Day. See [http://www.yscal.org/](http://www.yscal.org/) or [www.healthiersf.org/excelafterschool](http://www.healthiersf.org/excelafterschool) for resources.

- **Other Youth Development Activities to Implement Health Awareness:**
  - Promote Ally Program by using materials made available by SHPD and encourage school members commit to Ally Pledge.
  - **Middle School and High School:** Promote Gay Straight Alliance clubs on campus.
  - Post bulletin board materials created by students or those made available by SHPD.
  - Invite community based organizations to present LGBTQ issues and topics to students.
  - Have students write articles celebrating gay persons, themes and events.
  - **High School:** Students can attend the New Conservatory Theater Company’s performance of “Other Side of the Closet”.
  - **Middle School:** Students can view *Teen Files Flipped* “Tolerance” video.
  - **Elementary School:** Students can view “That’s a Family” video and read the book *And Tango Makes Three* and participate in corresponding lessons.

For more information: Contact Support Services for LGBTQ Students at 242.2615

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SFUSD - School Health Programs Department
May is Summer Safety and Activities Month.
This month’s School Health Program campaign focuses on preparing for a healthy and fun summer break. Summer fun means staying safe, active and healthy. Families will be provided information on a variety of local summer programs. Teachers will receive information on how students can stay safe and healthy during the summer months.

💡 The May Healthy Spotlight is **Sun Safety** and **Skin Cancer Awareness**.

**Asset Building Focus: SUPPORT**
- Asset #3- Other Adult Relationships, #5- Caring School Climate, #6-Parent Involvement in Schooling:
  
  *In your parent/guardian newsletter capture student successes, school highlights and inform families of end of the year events. Share Summer Resource List with students and families. End the year on a positive note by encouraging Asset Building Strategies so youth feel supported in the transition from school to the summer months.*

★ **Asset Building Activities:**
- Asset #3, #5, #6- Celebrate students' accomplishments individually and school-wide to end the year focusing on students' strengths and successes. Encourage teachers and school staff to acknowledge success through cards, awards, assemblies or letters home to parents.

- Asset #3, #5, #6- Studies show that students fall behind in academics significantly during the summer. Create summer activities lists with your students. Have students brainstorm activities they can do over the summer to build upon their skills. Compile this information and distribute it to students and families to encourage fun skill building activities over the summer.

- Asset #3, #5- Complete Transition Plans for graduating 5th and 8th graders who need extra support and caring relationships from adults at their new school. Contact School Health Programs Department (415) 242-2615 for forms and more information.

- Asset #3, #5, #6- Refer students and families to summer school and summer activities from School Health Programs Department’s summer resource list.

► Refer to the Resource Page of Health Awareness Weekly Administrative Directives (WAD) for additional curriculum and specific lessons for Health Awareness months

► Use the developed lesson plans for each Health Awareness Event located in this binder and at www.healthiersf.org.

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SFUSD - School Health Programs Department
SEPTEMBER IS START OF A HEALTHY SCHOOL YEAR
Student Asset Building Focus is Support: Asset #5 Caring School Climate

The School Health Programs Department works to ensure the academic, physical and emotional growth of San Francisco’s youth through enhancing curriculum, by providing an infrastructure which helps create a safety net for all students, and by increasing parent/caregiver and community participation.

Curriculum: Plan now on when you will be teaching Health Lessons this school year!
Contact your Health Advocate or Health Liaison to locate curriculum resources.

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<th>Middle School Curriculum</th>
<th>High School Curriculum</th>
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<td>• Actions for Health Curriculum Kit (ETR)</td>
<td>• Grade 6: Teen Health, Course 1</td>
<td>• Choosing Health High School E.T.R.</td>
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<td>• Too Good For Drugs (Mendez)</td>
<td>• Grade 7 &amp; 8: Teen Health, Course 2</td>
<td>• Personal and Social Skills Level II</td>
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<td>• Too Good For Violence (Mendez- coming out Fall 05)</td>
<td>• The Teen Files Video</td>
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<td>• Body Positive Video</td>
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<td>• Health, Wellness &amp; Physical Fitness Activity Book</td>
<td>• Jump Start Teens Nutrition Lessons</td>
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<td>• Project Alert</td>
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<td>• Second Step</td>
<td>• Health Textbook- Holt</td>
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<td>• HIV/STD Positive Prevention</td>
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Activities & Resources
Choose activities appropriate for your academic level.

- Establish calendar/schedule for parent/caregiver or staff to provide healthy snacks for classroom and site celebrations/meetings. Have students bring in healthy snacks for a class snack/party.
- Schedule Staff Wellness—e.g. Have a Staff Salad Day where each staff member brings in a salad ingredient for a gigantic, delicious, fresh salad to share at lunch and include physical activity breaks during meetings and throughout the day.
- Provide students with overview of health related policies from Parent/Student Handbook.
- Check the Weekly Administrative Directive (WAD) in the main office for the following health related resources: professional development opportunities, Quarterly Nutrition Newsletter, Harvest of the Month Information Sheet, and other health related information/updates.
- Schedule Monthly Health Awareness Events/Activities on the school calendar and include ideas for asset building for example: Walk to School Week first week in October, Red Ribbon Week, and Great American Smoke Out etc...
- Plan and teach health-related curricula grade appropriate lessons as part of the SFUSD Health Education requirement.
- Refer to the SHPD Community Based Organization resource list, and Adolescent Provider’s Guide to access resources, speakers, and further information about maintaining healthy eating habits.
- Coordinate health related activities with after school programs.
- Refer students and parents to the San Francisco Action Guide 05-06 for more nutrition resources.
- Contact your Health Advocate, Health Liaison, or PAPA for monthly Health Awareness resources.

Parent/Caregiver and Community Outreach

- Organize a parent and community Family Health Night and recruit families to participate.
- Encourage parents/guardians and students to think about health when they are planning classroom celebrations, organizing school events or planning fundraising events.
- Provide Health Information in Wednesday Envelope, parent newsletter, or other regular parent/caregiver communication—healthy snack lists, food guide pyramids, serving size information.

Infrastructure: Be sure to work with on-site SHPD staff when developing school-wide activities!

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<th>High School</th>
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<tr>
<td>Nurse, Learning Support Consultant, Site Nutrition Coordinator, Health Advocate, ExCEL Site Coordinator and Lead Teacher</td>
<td>Learning Support Consultant, Nurse, Sexual Minority Youth Liaison, ExCEL Site Coordinator and Lead Teacher, Physical Activity Positive Alternatives Coordinator, Health Liaison</td>
<td>Wellness Nurse, Community Health Outreach Worker, Wellness Coordinator, Sexual Minority Youth Liaison, Health Liaison, ExCEL Site Coordinator and Lead Teacher</td>
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September Health Awareness Activity

**Name of Activity:** Setting Agreements & Reinforcing School Wide Consistency

**Activity Objective (Link to Health Awareness/Asset Focus):**

September is **Start of a Healthy Year Awareness month.** This month’s School Health campaign focuses on starting the school year with developing healthy habits for the entire year.

**Asset Building Focus: SUPPORT**

- **Asset #5**- Caring School Climate, **Asset #6** Parent Involvement in Schooling:
  
  School provides students with a caring, encouraging environment by smiling, greeting students, modeling positive behavior and providing students and families with resources and alternatives including after school programs.

**Purpose:** Use this activity to develop classroom or school-wide community agreements to increase accountability and buy-in on expectations for student behavior.

**Materials Needed:**

- ✽ Chart
- ✽ Markers
- ✽ Copy of School Rules

**Approximate Time:**

- ✽ 1 class period + time for school staff to review, approve and announce school wide rules

**Activity Outline:**

1) Break participants into small groups to review school wide/classroom rules. Each group is responsible for reviewing the current rules and drafting new ideas towards a set of school-wide/classroom behavior agreements. You can focus this activity on agreements for teachers (**how teachers to respond to student behaviors**), or for students (**getting student buy-in on behavior expectations**). Allow at least 10 minutes for groups to brainstorm.

2) Ask groups to share out their ideas for agreements. Write their suggestions out on chart paper. If a group shares an agreement that is similar to an agreement that a previous group shared, put a check mark by that agreement.

3) After all groups have shared, circle the 5-10 agreements that have the most check marks and discuss the impact that these guidelines would have on the school/classroom. Decide on a final set of agreements.

4) Once agreements have been determined, invite participants to discuss if they feel the agreements are fair. This can also be done by a show of hands or by paper ballot.

5) Allow a few minutes for anyone who has a major objection to voice their concerns. Encourage the group to come to a compromise.

6) Immediately following the workshop, type up the agreements. If creating school-wide agreements, the school Administration will compile a set of school wide agreements from all students’ input. Distribute final school-wide/classroom community agreements to all participants, as “Our Community Agreements.”

7) Post new Community Agreements in the halls/office/classroom and review them once finalized and during the year in classrooms or assemblies. Schools/classrooms can have students, teachers, or parents sign a copy of the agreements to agree that they are understood and willing to abide by them.

**Extension Activity:**

-Schools can use this same process to discuss consequences and decide a strategy for consistent accountability.
October is **POSITIVE ALTERNATIVES TO DRUG USE** month
Student Asset Building Focus is **Boundaries and Expectations**
Asset #12 School Boundaries

The School Health Programs Department works to ensure the academic, physical and emotional growth of San Francisco’s youth through enhancing curriculum, by providing an infrastructure which helps create a safety net for all students, and by increasing parent/caregiver and community participation.

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**Curriculum: Look below for the appropriate level drug prevention lessons.**
Contact your Health Advocate or Health Liaison to locate curriculum resources.

**Elementary Level – Too Good for Drugs (Mendez), Actions for Health Curriculum Kit (ETR):**
- K – Unit V: Poisons, Medicines & other Dangerous Substances
- Grade 1 – Unit VI: No Drugs for Me
- Grade 2 – Unit IV: Communicating About Drugs
- Grade 3 – Unit V: Decision about Drugs
- Grade 4 – Unit III: Resisting Substance Use
- Grade 5 – Unit IV: Saying No to Tobacco, Alcohol and Other Drugs

**Middle School Level – Project Alert, Teen Health Course One & Two (Glencoe), and Health Education White Binder:**
- Grade 6 – Teen Health Course One Chapter 8 Drugs, Tobacco, Alcohol
- Grade 7 – Project Alert Drug Prevention Curriculum Lessons 1-11
- Grade 8 – Project Alert Lessons 12-14 (three booster lessons); and Teen Health Course Two Chapter 15 Drugs and Your Health

**High School Level – Towards No Drug Abuse (USC), Health (Holt), Choosing Health Resource Books (ETR), The Teen Files Video Series, Health Education White Binder:**
- Health – Chapter 12 The Use, Misuse and Abuse of Drugs
- Health – Chapter 13 Alcohol: A Dangerous Drug
- Health – Chapter 14 Tobacco: Hazardous and Addictive
- Health – Chapter 15 Other Drugs of Abuse; Choosing Health: Tobacco, Alcohol and Other Drugs; The Teen Files; The Truth About Drugs and The Truth About Drinking Videos; and the Binder includes: glossary of definitions and drug fact sheets

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**Activities, Resources and Asset Building Strategies**
Choose activities appropriate for your academic level.

- Check the Weekly Administrative Directive (WAD) in the main office for the following health related resources: professional development opportunities like Too Good for Drugs 10/13, Project Alert 11/08, TND 11/9; events like Red Ribbon Week 10/24 - 28, Walk to School Day/Week 10/3 - 7, Lights On After School 10/20
- Work with students to create a youth-designed Drug Education campaign (drug postcards, posters, bulletin boards, and public service announcements) to educate your school on the effects of drugs and alcohol. **Contact:** TILT for media education activities (415) 701-8458 and Just THINK for media literacy and teen health activities (415) 561-2900
- Coordinate with your After School Programs to hold a “Lights On After School! Event” on October 20th, National Lights On After School day and invite parents, local businesses and politicians to participate. Connect with your school’s Site Coordinator for after school programs and check out www. afterschoolalliance.org for resources.

**Parent /Caregiver and Community Outreach**

- Provide SF Action Guide to all students and parents/caregivers; refer to Health Education section resources
- Connect with Parent Liaison on site to brainstorm ideas for providing professional development opportunities for parents/caregivers regarding positive alternatives to drug use and look for information from the PTA
- Contact community resources through the Adolescent Provider’s Guide and SHPD Community Based Organization list to arrange presentations and services on-site for parents and/or students
- Provide substance/drug related information in Wednesday envelope, parent newsletter, or other regular parent/caregiver communication

**Infrastructure: Work with on-site SHPD staff when planning school-wide activities for drug prevention!**

**Elementary:** Nurse, Learning Support Consultant, Site Nutrition Coordinator, Health Advocate, ExCEL Site Coordinator and Lead Teacher

**Middle School:** Learning Support Consultant, Nurse, Sexual Minority Youth Liaison, ExCEL Site Coordinator and Lead Teacher, Physical Activity Positive Alternatives Coordinator, Health Liaison

**High School:** Wellness Nurse, Community Health Outreach Worker, Wellness Coordinator, Sexual Minority Youth Liaison, Health Liaison, ExCEL Site Coordinator and Lead Teacher
Creating Positive Parent and Caregiver Connections

October’s Asset Building Focus is BOUNDARIES AND EXPECTATIONS

★ Asset #12- School Boundaries, #14- Adult Role Models, #16-High Expectations:
School provides clear rules and consequences by posting rules in classrooms and hallways.
School rules and expectations are distributed through the Student and Parent/Guardian Handbook. Schools make regular contact with families for positive student feedback as well as for disciplinary reasons.

- Set aside time to make phone calls home to acknowledge student’s positive behavior, successes and to invite parents and caregivers to events.
- Offer regular family dinners, potlucks, coffees, fieldtrips for Parent/Family Appreciation.
- Hold events or meetings at times that are convenient for working parents and caregivers (e.g. Friday evenings). Provide food and childcare at events or meetings.
- Share classroom information with parents and caregivers (e.g. announcement in school’s Wednesday envelope, classroom newsletter, or post an “Announcement Board” with reminders, flyers, and updates).
- Make the most of your parents’ and caregivers’ talents and resources (e.g. invite them to sew costumes for a play, come in to speak about their profession, locate classroom resources, etc.)
- Tap in to your school’s preexisting parent groups, PTAs, SSCs, etc. Connect with the Parent Liaison to help with parent and caregiver involvement in classroom projects. Offer an orientation for parent and caregiver volunteers in your classroom including reviewing roles and expectations.
- Organize fundraising events with parents and caregivers (e.g. garage sales).
- Schedule regular showcase events with dates given well in advance.
- Hold a “Bring your Parent/Caregiver to School Day”.
- Provide resources to parents and caregivers (e.g. pamphlets about English language classes, health care, free city events, museums, etc.)

   **Acknowledge, thank, and celebrate your parents and their involvement!**

Adapted from Examples of Promising Program Practices from ExCEL After School Programs
Tobacco Awareness Month Resources
Asset Building Focus: SOCIAL COMPETENCIES
Asset #32- Planning and Decision Making, #35- Resistance Skills
(See reverse for Asset Developing Activities)

The School Health Programs Department works to ensure the academic, physical and emotional growth of San Francisco’s youth through enhancing curriculum, by providing an infrastructure which helps create a safety net for all students, and by increasing parent/caregiver and community participation.

Curriculum: Please integrate the following curriculum into your classroom:
(Contact your Health Advocate or Health Liaison to locate curriculum resources)

Elementary Curriculum
See Too Good for Drugs (Mendez)

Actions for Health Curriculum Kit (ETR):
- Kindergarten: Unit V Poisons, Medicines and other Dangerous Substances
- Grade 1: Unit VI: No Drugs for Me
- Grade 2: Unit IV: Communicating About Drugs
- Grade 3: Unit V: Decision about Drugs
- Grade 4: Unit III: Resisting Substance Use
- Grade 5: Unit IV: Saying No to Tobacco, Alcohol and Other Drugs

Middle School Curriculum
See Project Alert (BEST Foundation)

- Grade 6: Teen Health, Course One
  Chapter 8: Drugs, Tobacco, Alcohol
  Basement Bums CD Rom “Where There’s Smoke”
- Grade 7: Teen Health, Course Two
  Chapter 13: Tobacco and Your Health
  Basement Bums CD Rom “Cold Turkey”
- Grade 8: Teen Health, Course Two
  Chapter 13 and Chapter 15
  Basement Bums CD Rom “Cold Turkey”

High School Curriculum
See Towards No Drug Abuse* (USC)

- Health (Hot): Chapters 2, 7, 14
- Choosing Health High School (ETR):
  Communication and Self Esteem- All Lessons
  Tobacco, Alcohol, & Drugs; Unit 1, 2, 3, 7
- Video: The Teen Files: Smoking Truth or Dare?
- CD ROMs: Bay Net 4 Interactive Series
  Episodes 1 and 2
- Smoking Cessation Groups: Tobacco Awareness Program (TAP) and N-O-T on Tobacco (American Lung Association)

Infrastructure:
Building a Tobacco Free School

- Increase awareness and implementation of SFUSD Tobacco, Alcohol, and Drug Policy by posting and enforcing Tobacco Free & No Smoking signs (call SHPD at 242-2615 for additional posters)
- Implement Tobacco Intervention Protocols
- Collaborate with on-site SHPD field staff:
  Elementary: Nurse, Learning Support Consultant, Health Advocate, ExCEL Site Coordinator and Lead Teacher
  Middle School: Nurse, Learning Support Consultant, Healthy School Team, ExCEL Site Coordinator and Lead Teacher
  High School: Tobacco Intervention Coordinator, Wellness Nurse, Wellness Coordinator, Health Promotion Committee, Community Health Outreach Worker, ExCEL Site Coordinator and Lead Teacher
- Refer students with tobacco issues to Coordinated Service Team (CST), Student Assistance Program (SAP), and Student Success Teams (SST)

Parent, Caregiver & Community Outreach:

- Invite parents/caregivers to participate in Great American Smoke Out or other school wide events to promote tobacco awareness and prevention
- Refer parents to free community smoking cessation groups through the CA Smokers’ Hotline: 1-800-766-2888.
- Refer to SF Action Guide 2005-06 (Page 5), SHPD Community Based Organization resource list, and Adolescent Provider’s Guide to access resources, speakers, and further information about Tobacco Prevention and Awareness
- Provide tobacco-related information in Wednesday envelope, parent newsletter, or other regular parent/caregiver communication
- Encourage parents/guardians to utilize websites that share information about current movies and their depiction of tobacco
  www.scenesmoking.org

Activity Ideas:

- Critique tobacco use in movies, TV, and magazine ads and stage a class debate with your students as to the influence of tobacco in the media.
- Have students write an essay on how tobacco has affected their lives and the lives of loved ones and/or about their first experience with tobacco.
- Have students compile a list of their top 10 reasons NOT to smoke.
- Poster contest for Tobacco Free Schools – post the posters in classrooms and around school.
- Invite a Laryngotomy Survivor to speak to students (Nu Voice 587-1841).
- Set up a table for students and parents to pledge to be tobacco free, hand out resources to support this decision.
- Host a health fair or find out about community health fairs that promote healthy lifestyles.
- Have Middle School and High School Students develop presentations around tobacco prevention and present to Elementary youth.
**November Health Awareness Activity**

**Name of Activity:** Operation Fight Back

**Activity Objective (Link to Health Awareness/Asset Focus):**  
November Asset Building Focus: SOCIAL COMPETENCIES  
* Asset #32- Planning and Decision Making, #35- Resistance Skills:  
  Young person knows how to plan ahead and make choices while learning to resist negative peer pressure and dangerous situations. Schools can teach goal setting skills and refusal strategies.

**Materials Needed:**  
- Flip Chart Paper for each group  
- Pens/Markers  
- Sample tobacco ads cut from magazines (optional)  
- Advertising Campaign Cards (samples next page)

**Approximate Time:**  
45-60 minutes

**Activity Outline:**  
1. Begin the lesson by asking students to define the term “advertising hook.” The “hook” is a message which uses the needs and desires of consumers to persuade them that they need this product. Sample hooks include:  

   **WE’RE BETTER:** Product is better than the competition because of price, taste, quality, popularity.  
   **CURE YOU:** You have a problem which this product can cure. Ads usually start with a question.  
   **SEX APPEAL:** You will be more attractive and popular if you use this product and left out if you don’t.  
   **ROLE MODEL:** Celebrities endorse the product and describe how great it is. You too can be like them.

2. State: “The Tobacco industry spends at least FIVE BILLION DOLLARS each year to advertise and market tobacco-related products. In fact, every 20 minutes they spend more on advertising tobacco than we spend to prevent it. They have to. The cigarette industry needs to hook 1000 new smokers a day to replace those who die from tobacco use.”

3. Tell the group to pretend they are all executives of an anti-tobacco group. State: “We have been given five billion dollars to spend on an advertising campaign to prevent smoking among young people. The class will be divided into small groups and each group will be assigned a marketing hook to counteract the hooks the advertising industry uses. Each group has two tasks. The first one is to design one magazine ad or one TV commercial which uses that hook to discourage teens from smoking. The second task is to come up with other ways to prevent smoking among youth using that same hook as a theme. For example, your group could recommend sponsoring a series of concerts which raise funds for nonsmokers or for lung cancer research. Because we have 5 billion dollars, cost is not a barrier. The teams will have 30 minutes to plan and design their ideas. After 30 minutes, you will present your ideas to the class.”

4. Divide the class into groups of 5-7 people.

5. Give each group one “Advertising Campaign Card,” several sheets of flip chart paper, and pens/markers.

**PROCESS QUESTIONS:**  
- What do you think makes tobacco advertising so effective?  
- What did you learn about advertising techniques from this activity?  
- Since tobacco prevention programs generally do not have five billion dollars, how should they spend the limited amount of money that they have to best reach youth?

**Resources:** Adapted from *Teen Smoking - Pack it Up!* ©1997, Sharyn Weiss, The Bureau for At-Risk Youth.
Operation Fight Back Advertising Campaign Cards

TEAM A: Popularity
Design a magazine ad or a commercial which shows how teens will be more popular if they don’t smoke. Depict teens in situations which emphasize the popularity of nonsmokers over smokers. After you have designed your ad, brainstorm ways you could do an anti-smoking campaign using the theme of popularity to reach youth nationwide. You may want to come up with a slogan and events, clothing, or programs which communicate your message.

TEAM B: Attractiveness or Sex Appeal
Design a magazine ad or commercial which shows how teens will be more attractive if they don’t smoke. Depict teens in situations which emphasize the attractiveness of nonsmokers over smokers. After you have designed your ad, brainstorm ways you could do an anti-smoking campaign using the theme of attractiveness to reach youth nationwide. You may want to come up with a slogan and events, clothing, or programs which communicate your message.

TEAM C: Athletic Ability
Design a magazine ad or commercial which shows how teens will be better athletes if they don’t smoke. Depict teen in situations which emphasize the athletic prowess of non-smokers over smokers. After you have designed your ad, brainstorm ways you could do an anti-smoking campaign using this theme to reach youth nationwide. You may want to come up with a slogan and events, clothing, or programs which communicate your message.

TEAM D: Daring Rebels
Design a magazine ad or commercial which shows how teens will be seen as more daring and courageous if they don’t smoke. Depict teen in situations which emphasize the rebelliousness of non-smokers over smokers. After you have designed your ad, brainstorm ways you could do an anti-smoking campaign using the theme of cool rebels to reach youth nationwide. You may want to come up with a slogan and events, clothing, or programs which communicate your message.

TEAM E: Trendsetters
Design a magazine ad or commercial which shows how teens will be seen as leaders or trendsetters if they don’t smoke. Depict teen in situations which emphasize the leadership abilities of non-smokers over smokers. After you have designed your ad, brainstorm ways you could do an anti-smoking campaign using this theme to reach youth nationwide. You may want to come up with a slogan and events, clothing, or programs which communicate your message.

Adapted from Teen Smoking - Pack it Up!, ©1997, Sharyn Weiss, The Bureau for At-Risk Youth.
# December is World AIDS Awareness Month

This year’s international theme is: stop AIDS: keep the promise

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<table>
<thead>
<tr>
<th>Curriculum: Teach a Lesson! Contact site Health Advocate/Health Liaison to locate curriculum resources</th>
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</table>
| **Elementary Curriculum**
See K-5 Health and Education Lesson on HIV/AIDS (SHPD)

**Actions for Health Curriculum Kit (ETR)**

**Kindergarten:** Unit V Poisons, Medicines and Other Dangerous Substances

**Grade 1:** Unit IV Everybody Gets Sick Sometime

**Grade 2:** Unit IV Communication with Health Helpers

**Grade 3:** Unit III Decisions to Help You Stay Healthy

**Grade 4:** Unit II Being Special and Staying Well

**Grade 5:** Unit II Healthy Choices, Healthy Lifestyles

**Middle School Curriculum**
See Positive Prevention: HIV/STD Prevention Curriculum (American Red Cross)

**Grade 6:** Teen Health, Course One
Chapter 7: Lesson 2 — Communicable Diseases and Non-Communicable Diseases

Health Education White Binder: Lessons 13, 14, 15

**Grade 7:** Health Education White Binder
Lesson 10, 11, 12 and 13

**Grade 8:** Teen Health, Course Two
Chapters 13 and 15

**All Grades:** Preventing HIV & Other Sexually Transmitted Diseases Among Young Teens

**High School Curriculum**
See High School Health Education Lessons on HIV/AIDS (SHPD)

**Health:** Holt Textbook Chapter 23 and 24

**HIV Infection and AIDS and Non-Infectious Diseases and Disorders**

**Choosing Health Series (E.T.R): STD & HIV**
Teacher/Student Resource Book Unit 8: Understanding HIV

**Suggest using all lessons in book**

**Choosing Health Series E.T.R: Sexuality and Relationships**
Teacher/Student Resource Book Unit 10: Making Responsible Choices

**The Teen Files: The Truth About Sex Video**
And Teacher’s Lesson Plan Booklet

**New: “Bloodlines” Video**
Young people living with HIV/AIDS

## Activities & Resources

**Choose activities appropriate for your academic level.**

- Teach lessons as part of the **required** SFUSD Health Education program
- Participate in **Every Penny Counts**, AIDS Emergency Fund campaign; Information was distributed to HST/HPC and Health Advocates
- Host the **Names Project Quilt** or visit a nearby school that is hosting the Quilt. Contact SHPD for participating Schools
- Display World AIDS Commemoration **posters** provided by SHPD or have students create their own posters
- Refer to SHPD **Community Based Organization** resource list, and Adolescent Provider’s Guide to access resources, speakers, and further information about AIDS/HIV Awareness
- Contact your **Secondary Health Liaison or Elementary Health Advocate** for the SHPD packet that includes SF statistics and activities

## Parent/Caregiver and Community Outreach

- Invite **parents/caregivers** to participate in World AIDS Commemoration school wide activities
- Encourage parents/guardians and students to utilize **websites** that share information about AIDS/HIV [www.livepositive.ca](http://www.livepositive.ca)
- Provide World AIDS information in **Wednesday Envelope**, parent newsletter, or regular parent/caregiver communication

## Be sure to work with on-site SHPD staff when developing school wide activities

**Elementary:** Nurse, Learning Support Consultant, Health Advocate, ExCEL After School Programs’ Site Coordinators/Lead Teachers

**Middle School:** Nurse, Learning Support Consultant, Healthy School Team, ExCEL After School Programs’ Site Coordinators/Lead Teachers

**High School:** Nurse, Community Health Outreach Worker, ExCEL After School Programs’ Coordinators/Lead Teachers, Wellness Coordinator, and Health Liaison
Name of Activity: Smashing Myths About HIV/AIDS

Activity Objective: To distinguish between facts and misinformation about HIV and AIDS

December is World AIDS Awareness Month. This month’s School Health Program campaign focuses on HIV prevention education. Schools participate in a variety of activities to commemorate World AIDS Day on December 1st including Names Project quilt displays, HIV prevention educational theater performances, and classroom presentations by community based organizations.

Asset Building Focus: POSITIVE VALUES
* Asset #26-Caring, #30-Responsibility, #31-Restraint: A young person places high value on helping other people while accepting and taking responsibility for his/her actions. Schools can provide opportunity for students to show empathy for others by displaying the names quilt, writing holiday cards or get well cards for others.

Materials Needed:
Large sheets of butcher paper, felt tip pens

Approximate Time: Designate 30-45 minutes or one class period

Activity Outline:
- Divide the class into two equal sized groups
- Cut up and distribute the 16 statements to the two groups
- Distribute a large sheet of paper to each group with the headings ‘AGREE’, ‘DISAGREE’ and ‘DON’T KNOW’. Ask group members to sort their small pieces of paper onto each of these columns, reaching agreement on where each statement should be placed.
- When they have done this (about 20 minutes) both groups should be asked to justify their decisions to the class as a whole. Group members must be prepared to say why they made the choices they did.
- Facilitate a discussion of the scientific, medical and social issues raised by the statements and where they were placed.

Key Answers:
1. FALSE: Anybody can contract HIV through blood to blood contact or sexual contact
2. TRUE
3. FALSE: There is no one symptom of HIV or AIDS
4. FALSE
5. FALSE
6. TRUE
7. FALSE: HIV is a virus (Human Immunodeficiency Virus)
8. TRUE
9. FALSE
10. TRUE
11. TRUE: HIV is the virus that causes AIDS (Acquired Immune Deficiency Syndrome)
12. FALSE: Nearly 50% of those infected are women
13. TRUE
14. TRUE
15. TRUE
16. FALSE
<table>
<thead>
<tr>
<th>1. Only gay people can get AIDS</th>
<th>2. 40 million people are infected with HIV worldwide</th>
<th>3. You can tell if somebody has HIV or AIDS</th>
<th>4. You can get AIDS from sharing a cup of an infected person</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Birth control pills protect you from HIV</td>
<td>6. There are no specific symptoms of AIDS</td>
<td>7. HIV is a bacteria</td>
<td>8. You cannot get HIV from a mosquito</td>
</tr>
<tr>
<td>9. There is a cure for AIDS</td>
<td>10. World AIDS Day is held December 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>11. There is a difference between HIV and AIDS</td>
<td>12. 19% of those infected with HIV are women</td>
</tr>
<tr>
<td>13. Worldwide, the age range most infected with HIV are 15-24 year olds</td>
<td>14. Mothers can transmit HIV to their baby through breast milk</td>
<td>15. Globally, most women become infected with HIV through unprotected heterosexual sex</td>
<td>16. A vaccine to prevent HIV infection currently exists</td>
</tr>
</tbody>
</table>
JANUARY IS SCHOOL SAFETY AND VIOLENCE PREVENTION MONTH

The School Health Programs Department works to ensure academic, physical and emotional growth of San Francisco’s youth through enhancing curriculum, by providing an infrastructure which helps create a safety net for all students, and by increasing parent/caregiver and community participation.

**Curriculum: Teach a Lesson!** Contact your Health Advocate or Health Liaison to locate curriculum resources.

**Elementary Curriculum**
- K – 5 SHPD Developed Health Education Lessons on Diversity

**Actions for Health Curriculum Kit (E.T.R.):**
- Kindergarten: Lessons 8, 9, 10
- Grade 1: Lessons 5, 22, 23
- Grade 2: Lessons 1-8, 25, 26
- Grade 3: Lessons 6 – 9
- Grade 4: 5 – 8, 22, 23
- Grade 5: Lessons 2, 3, 24, 25

**Middle School Curriculum**
- Second Step Violence Prevention Curriculum Levels I, II and III; Grades 6-7
- Personal and Social Skills, Level I pp. 102-108
- Grades 6-7: Let’s Get Real video & curriculum, (Women’s Educational Media)
- Sexual Harassment/Bullying Videos (Sunburst)

**High School Curriculum**
- Health: Holt Annotated Teacher’s Edition
  - pp. 362: Resolving Conflict;
  - pp. 423: Expressing your Outrage
  - pp. 431: Nonviolent Conflict Resolution
  - pp. 436-437: Violence and the Media
- Choosing Health High School E.T.R.
  - pp. 18-19: Unit 2: Conflicts, Firearms, and Violence and
  - pp. 32-49: Unit 3: Family and Sexual Violence
- The Teen Files Videos: The Truth about Hate and Surviving High School

**Activities & Resources**
- Within a class or as part of a school wide event, create a “Peace Wall” with student art or essays expressing their thoughts on the realities of violence and how they may commit to helping to create a peaceful school community.
- Participate in the SFUSD Ally Program by displaying posters and educating about being an ally.
- Refer to the SHPD Community Based Organization resource list to access resources and speakers.
- When possible, coordinate activities with after school programs.
- Contact your Sexual Minority Youth Liaison or Health Advocate for SHPD packet that includes additional activity ideas.
- Celebrate Peace Makers by highlighting the work they have done to create a safer world. Consider honoring well known Peace Makers such as Martin Luther King, Jr., Gandhi, and Mother Teresa, as well as Peace Makers within the school community including students, teachers and family members.
- Have students write essays or draw pictures illustrating ways to increase and maintain school and community safety. Consider submitting pictures and essays to the school or local newspaper.

**Parent/Caregiver and Community Outreach**
- Invite parents/caregivers to participate in Violence Prevention school wide activities.
- Encourage parents/guardians and students to utilize websites that share information about safety such as: www.safetyzone.org, http://www.no-bully.com/ and www.nonamecallingweek.org
- Provide Violence Prevention information in Wednesday Envelope, parent newsletter, or other regular parent/caregiver communication
- SF Action Guide, pgs. 7-10

**Infrastructure:** Be sure to work with on-site SHPD staff when developing school wide activities!

**Elementary:** Nurse, Learning Support Consultant, Health Advocate, ExCEL After School Programs’ Site Coordinators/Lead Teachers

**Middle School:** Nurse, Learning Support Consultant, Healthy School Team, ExCEL After School Programs’ Site Coordinators/Lead Teachers

**High School:** Nurse, Community Health Outreach Worker, ExCEL After School Programs’ Coordinators/Lead Teachers, Wellness Coordinator, and Health Liaison
# January Health Awareness Activity

**Name of Activity:**
Day of Kindness

**Activity Objective:**

- **Asset Building Focus:** EMPOWERMENT
  - Asset #7 - Community Values Youth, #8 - Youth as Resources, #9 - Service to Others, #10 - Safety, #36 - Peaceful Conflict Resolution:
    - Young person feels safe at home, at school and connected to their neighborhood. Schools can provide students with community service opportunities, conflict resolution skills, communication skills, negotiation skills and access to community resources.

**Purpose:** To encourage students to engage in service to others.

**Materials Needed:**
Large Jar, Marbles or other counters, Chart Paper, Paper and Pencils

**Approximate Time:** Designate an hour for the first day’s introduction, and 10 minutes each day thereafter

**Activity Outline:**

**Preparation**
- Create a label for the jar that reads “Kindness”

**Introduction**
- Lead a group discussion on what the word “Kindness” means. Some questions to guide your brainstorm may include:
  - What are synonyms for the word “Kindness”? (compassion, benevolence, helpfulness, sympathy, consideration, etc.)
  - What are some acts of kindness you have done in the past few weeks? (helped a friend with their homework, helped out with a younger sibling at home, participated in a community service activity, etc.)
  - What are some acts of kindness that can be done at school, at home, in the community?
- Write up all answers on the board or on chart paper

**Introduce the “Kindness” Jar**
- Explain that each day for the next week (month, year), you will be asking the students in the class to share an act of kindness they have committed. For each act, you will place one marble in the jar. When the jar is filled, students may decide what type of celebration they will have.

**Extensions:**
- Encourage students to read books about heroes famous for their kindness (e.g. Mother Theresa, Gandhi, Martin Luther King, Jr., etc.)

**Resources:**
- http://www.actsofkindness.org/
10 Simple Ways to Celebrate No Name-Calling Week in Your School

1. Create a No Name-Calling Week Student Expression Contest
   Use a class period for a creative writing assignment, or encourage students to submit poems, essays, and artwork for extra credit.

2. Hold a poster contest
   Use an art class to create anti-bullying posters, or plan an after-school poster making session. Decorate hallways with the images and slogans students create.

3. Spread the message in the daily announcements
   Remind the school community of the significance of the week by advertising events and sharing student essays or poetry during morning announcements.

4. Develop a classroom anti-slash policy
   Use SFUSD’s Anti-Slash Policy as a springboard to create your own. Work with students to outline rules and expectations about classroom language and behavior. Display it prominently in the classroom.

5. Write an article for the school newspaper
   Encourage your student newspaper or newsletter to write a piece about name-calling and bullying.

6. Create a library display
   Ask the school librarian to create a display of books that deal with name-calling and bullying.

7. Discuss sportsmanship in physical education classes
   Since so much bullying occurs on the field and in the locker room, ask physical education teachers to take a few minutes to discuss the values of sportsmanship and respect in athletics.

8. Participate in the SFUSD Ally Program
   Display Ally posters in your classroom and educate students on what it means to be an Ally.

9. Share tips with parents and staff
   Check out the Curriculum sheet in the WAD to find out how to get parents involved. Remind parents to look at the SF Action Guide, pages 7-10.

10. Visit the website www.nonamecallingweek.org
    Use the website as a resource for ideas on how to organize a successful no name-calling event at your school. Download materials on bullying and name-calling to best assist you.

For more information contact Support Services for LGBTQ Students 242.2615
FEBRUARY IS Physical Activities Health Awareness Month

The School Health Programs Department works to ensure the academic, physical and emotional growth of San Francisco’s youth through enhancing curriculum, by providing an infrastructure which helps create a safety net for all students, and by increasing parent/caregiver and community participation.

Curriculum: Teach a Lesson! Contact your Health Advocate or Health Liaison to locate curriculum resources.

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<tr>
<td>Kindergarten: Lessons 25, 26</td>
<td>Grade 6: <em>Teen Health</em>, Course 1</td>
<td>Choosing Health High School E.T.R:</td>
</tr>
<tr>
<td>Grade 1: Lesson 10</td>
<td>Chapters 1, lessons 1-4, Chapter 4 lessons 4, 5</td>
<td>Fitness &amp; Health: Units 1-7</td>
</tr>
<tr>
<td>Grade 2: Lessons 13, 14</td>
<td>Grade 7: <em>Teen Health</em>, Course 2</td>
<td>Nutrition &amp; Body Image: Units 1-4</td>
</tr>
<tr>
<td>Grade 3: Lessons 10-12, 16</td>
<td>Chapters 1, lessons 1-4, Chapter 8, lessons 1-4</td>
<td>Personal and Social Skills Level II:</td>
</tr>
<tr>
<td>Grade 4: Lessons 10-12</td>
<td>Grade 8: <em>Teen Health</em>, Course 2</td>
<td>Managing Stress pp.266-268.</td>
</tr>
<tr>
<td>Grade 5: Lessons 4, 5</td>
<td>Chapter 10, lessons 1-6</td>
<td>The Teen Files Videos: Surviving High School – Body Image</td>
</tr>
<tr>
<td>Video: Body Talk 3</td>
<td>Video: Body Talk 2</td>
<td>Video: Body Talk 1</td>
</tr>
</tbody>
</table>

PEP Sites - Sports, Play & Active Recreation for Kids (SPARK)
- Health related fitness units

Activities & Resources
Choose activities appropriate for your academic level.

- Teach the above grade appropriate lessons as part of the SFUSD Health Education requirement and across subjects as appropriate.
- Within a class or as part of a school wide event, create a “Physical Activity Wall” with student art or essays expressing their ideas on ways to stay physically healthy and active.
- Refer to the SHPD Community Based Organization resource list, and Adolescent Provider’s Guide to access resources, speakers, and further information about maintaining physical fitness!
- When possible coordinate activities with after school programs.
- Organize a school-wide “Heart Healthy Day.” Include physical activity, nutrition, and other health awareness activities to further student, staff, and family knowledge about healthy hearts.
- Organize a parent and community physical activity night or family health night.
- Implement a lunch-time walking or exercise group – include students and staff.
- Refer students and parents to pages 20-21 of the San Francisco Action Guide for more physical activity information.
- Refer to Fitnessgram Test Administration Guide in preparation for Fitnessgram test
- Fitnessgram professional development on February 2, 2005 during PDI

Parent/Caregiver and Community Outreach

- Invite parents/caregivers to participate in Heart Healthy school wide activities.
- Encourage parents/guardians and students to take a walk, play a physical game, or do other fun physical activities as a family.
- Encourage parents/guardians to utilize websites that share information about nutrition and physical activity e.g. P.E. Central and American Heart Association [www.pecentral.org](http://www.pecentral.org) and [www.americanheart.org](http://www.americanheart.org)
- Provide Physical Activity information in Wednesday Envelope, parent newsletter, or other regular parent/caregiver communication
- Connect with the American Heart Association’s youth programs to highlight the importance of staying healthy (415) 433-2273

Infrastructure:
Be sure to work with on-site SHPD staff when developing school wide activities!

| Elementary: Nurse, Learning Support Consultant, Health Advocate, ExCEL Site Coordinator and Lead Teacher | Middle School: Physical Activity Positive Alternatives Coordinator, Health Liaison, Sexual Minority Youth Liaison, ExCEL Site Coordinator and Lead Teacher | High School: Wellness Nurse, Community, Health Outreach Worker, ExCEL Site Coordinator and Lead Teacher, Wellness Coordinator, Sexual Minority Youth Liaison |
# February Health Awareness Activity

**Name of Activity:**
Run California/Run America

**Activity Objective (Link to Health Awareness/Asset Focus):**
February is *Physical Activities Awareness Month*. This month’s School Health Program campaign focuses on healthy hearts, both physically and symbolically. Students participate in activities designed to promote cardiovascular and muscular endurance and knowledge of jogging/running techniques.

**Asset #17 CONSTRUCTIVE USE OF TIME**: Creative Activities - Create a chart that illustrates each class or a school-wide physical activity success (e.g. amount of steps/miles walked/jogged to reach a pre-determined destination on the California map or a USA map)

**Materials Needed:**
Chart to record loops, map of CA or USA, cones to mark section walking/running route, stopwatch, music player/music, whistle, pedometer is optional

**Approximate Time:** Designate 8-10 minutes each day or once a week or designate a school-wide period of extended time - walkathon style

**Activity Outline:**
**Preparation**
- Post map and vote on route/destination
- Using cones, lay out a route on the playground
- Depending on age/fitness of youth, designate what will determine a “map” mile (e.g. one loop = 1”map” mile or 2 loops = one “map” mile, 1000 steps or more = 1 “map” mile)
- List individuals on chart to record their laps/steps
- Later, calculate the total loops/steps (distance) the entire group completed and chart miles completed on the map to show progress

**Introduction**
- Review instructional cues for walking/jogging
  - Keep your head up, lean slightly forward, don’t look at your feet
  - Move arms forward/backward between hip and waist level
  - Land on your heels and roll forward to drive off the balls of your feet
  - Stay at an even pace with a comfortable stride
- Count your own distances (loops/steps)
- Each youth does their best to help the group reach their goal

**Warm-Up**
- Stretch or jog in place to music for 30 seconds

**Power walk or Jog and Cool-Down**
- Keep moving along route for minimum of 6 minutes (or extended time)
- At first whistle, walk for 1 minute to cool down
- Second whistle, go back to start and follow a youth leader in stretching all muscles: hamstrings quadriceps, calves, and trunk
- While youth stretch, call out student names and record loops
- Chart miles completed on the map to show progress

**Resources:**
SPARK (Sports, Play & Active Recreation for Kids)
For maps and charts, see pages 72-81 in SPARK Active Recreation Binder, “Extra Extra” Section
**March is Nutrition Awareness Month**

**Healthy Spotlights: Diabetes & Child Abuse Prevention***

The School Health Programs Department works to ensure the academic, physical and emotional growth of San Francisco’s youth through enhancing curriculum, by providing an infrastructure which helps create a safety net for all students, and by increasing parent/caregiver and community participation.

**Curriculum: Teach a Lesson!** Contact your Health Advocate or Health Liaison to locate curriculum resources.

**Elementary Curriculum**

- Actions for Health Curriculum Kit (ETR):
  - Kindergarten: Lessons 7, 11, 18-22, 28
  - Grade 1: Lesson 8, 15-17
  - Grade 2: Lessons 15, 22
  - Grade 3: Lessons 13-15, 17
  - Grade 4: Lessons 14-17
  - Grade 5: Lessons 4-8
  - Body Positive Video: *Body Talk III* (Grades 1-3)

**Middle School Curriculum**

- Grade 6: *Teen Health, Course 1*
  - Chapter 4, Lessons 1-3
- Grade 7: *Teen Health, Course 2*
  - Chapter 9, Lessons 1-2
- Grade 8: *Teen Health, Course 2*
  - Chapter 9, Lessons 3-4
- The Teen Files Video: Eating Disorders/Steroids
- Body Positive Video: *Body Talk II*
- Health, Wellness & Physical Fitness Activity Book

**High School Curriculum**

- Choosing Health High School E.T.R.:
  - Fitness & Health: Units 1-7
  - Nutrition & Body Image: Units 1-4
- Personal and Social Skills Level II:
  - Managing Stress pp. 266-269
  - The Teen Files Videos: Surviving High School – Body Image
  - Body Positive Video: *Body Talk I*
  - Jump Start Teens Nutrition Lessons

**Activities & Resources**

Choose activities appropriate for your academic level.

- Have students bring in healthy snacks for a class snack party or have Staff Salad Day where each staff member brings in a salad ingredient for a gigantic, delicious, fresh salad to share at lunch.
- Teach the above grade appropriate lessons as part of the SFUSD Health Education requirement and across subjects as appropriate.
- Refer to the SHPD Community Based Organization resource list, and Adolescent Provider’s Guide to access resources, speakers, and further information about maintaining healthy eating habits, body image or eating disorders.
- Invite a Chef from the community to do a healthy cooking demonstration for your class or take a field trip to a farmer’s market.
- When possible coordinate activities with after school programs.
- Organize a school-wide Nutrition Education Day. Include physical activity, nutrition, and other health awareness activities to further student, staff, and family knowledge about healthy eating.
- Organize a parent and community Family Nutrition Night.
- Refer students and parents to pages 22-23 of the San Francisco Action Guide for more nutrition resources.
- Contact your Health Advocate, Health Liaison, or PAPA for more Nutrition Links from the March Health Awareness packet they will receive.

**Parent/Caregiver and Community Outreach**

- Share SUSD Nutrition Policy information on fundraising guidelines & non-food alternatives ([www.sfsudfoods.tripod.com](http://www.sfsudfoods.tripod.com)).
- Invite parents/caregivers to participate in Nutrition Awareness Month school-wide activities.
- Encourage parents/guardians and students to think healthy when they are planning classroom celebrations, organizing school events or planning fundraising events.
- Encourage parents/guardians to utilize websites that share information about nutrition and physical activity e.g. American Heart Association and American Cancer Society [www.americanheart.org](http://www.americanheart.org) and [www.cancer.org](http://www.cancer.org).
- Provide Nutrition information in Wednesday Envelope, parent newsletter, or other regular parent/caregiver communication—healthy snack lists, food guide pyramids, serving size information.

**Infrastructure:**

Be sure to work with on-site SHPD staff when developing school-wide activities!

**Elementary:** Nurse, Learning Support Consultant, Site Nutrition Coordinator, Health Advocate, ExCEL Site Coordinator and Lead Teacher

**Middle School:** Learning Support Consultant, Nurse, Sexual Minority Youth Liaison, ExCEL Site Coordinator and Lead Teacher, Physical Activity Positive Alternatives Coordinator, Health Liaison

**High School:** Wellness Nurse, Community Health Outreach Worker, Wellness Coordinator, Sexual Minority Youth Liaison, Health Liaison

***REMEMBER:*** Teachers are mandated reporters for Child Abuse, if you suspect any of your students is a victim of physical/sexual abuse or neglect phone Child Protective Services 1-800-856-555
March Health Awareness Activity

Name of Activity: Writing a Health Snack Policy

Activity Objective (Link to Health Awareness/Asset Focus):
-Students will understand why we need to eat healthy snacks.
-Students will participate in the creation of a classroom snack policy.
-Students will be empowered to ask their families to support the snack policy.

Materials Needed:
-Chart paper, markers, paper, pencils

Approximate Time:
1 hour

Activity Outline:
1) Introduction:
Ask: If people run in the hallways, could that cause problems? What could happen? (People could fall and get hurt, the noise could disrupt classes)
Ask: What is it called when grown ups give you directions to follow? They make a…. (Rule)
Policy is another word for rule.
Ask: Why do we have them? (To solve problems, to keep us safe)
So, it is the school policy or rule that there is no running in the hallway, so that no one gets hurt, and the classrooms are quiet so students can do their best learning. Today, we will try to solve another problem so that students can do their best at school. What do students bring to school for snacks? I see chips, and sodas, and candy. We just did a lesson on snacks and students know which snacks are smart choices. But, the problem is that some students are still bringing in a lot of ‘sometimes’ foods. The other problem is that I see students who fall asleep in class and students who do not have energy to play at recess. We will use what we learned about healthy snacks to help us solve this problem.

2) Create a Policy
Using the policy format below, work with students to create a poster that can be hung in the classroom.
WHEREAS: (e.g. Classroom 14 knows that healthy snacks will help us do better at school.)
WHEREAS: (e.g. We believe the following snacks should only be eaten once a while.)
WHEREAS: (e.g. Students have more energy to play at recess if they eat healthy snacks.)
THEREFORE BE IT RESOLVED: (e.g. That Room 14 brings snacks from home that are from the following list of foods…)
FURTHER BE IT RESOLVED: (e.g. For classroom celebrations we will choose foods…)
BE IT FURTHER RESOLVED: (e.g. Room 14 will encourage our friends, teachers and families to eat healthier snacks and limit the amount of soda and unhealthy snacks.)

3) Extensions and Adaptations for Other Grade Levels:
Primary Grades:
- Bring in magazines and have students make a healthy snack book.
- Send home the list of healthy snacks to the students’ homes to encourage healthy snacking.
- Students can draw their favorite healthy snacks.
- Refer to snacks as always foods and sometimes foods.

Upper Grades:
- Students can do a “quick write” snack list, use that list to identify healthy snacks and compile into a class list.
- PARENT LETTER: Have the children write a letter to their parents. Let the children express their feelings about healthy snacks, with an appeal to have healthy snacks available at home and to bring to school. Let each child include his/her name along with the sentence(s) he/she wrote. Make copies of the letter to parents and include a copy of the Healthy Snack List to be sent home with students. Let the children report later in the week about the healthy food choices they make when they eat snacks.

Resources: www.healthierfsf.org

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**APRIL IS GAY PRIDE CELEBRATION MONTH**  
**AND RESPECT PROMOTION MONTH!**  
The School Health Programs Department works to ensure academic, physical and emotional growth of San Francisco’s youth through enhancing curriculum, by providing an infrastructure which helps create a safety net for all students, and by increasing parent/caregiver and community participation.

### Curriculum: Teach a Lesson! Contact site Health Advocates or Health Liaison to locate curriculum resources

**Elementary Curriculum**

- SHPD Developed Lessons that accompany children’s books
  - Grades K-1: Who’s In A Family
  - Grade 2: My Two Uncles
  - Grade 3-5: That’s A Family Video & Curriculum
  - Grades 4-5: It’s So Amazing “What’s Love?”
- Use the SHPD Diversity lessons located in the Diversity/ Sexuality/HIV/AIDS binder
- Access SHPD Community Based Organizations list for presentations

**Middle School Curriculum**

- Let’s Get Real Video and Curriculum
- The Teen Files Flipped: Tolerance Video
- In My Shoes Video and Curriculum

**Additional Resources**

- Day of Silence packet
- Out in the News newsletter
- SHPD Community Based Organizations list for classroom presentations

**High School Curriculum**

- The Teen Files Videos: The Truth about Hate and Surviving High School
- Being Gay in the 21st Century Video and Curriculum

**Additional Resources**

- Day of Silence packet
- Out in the News newsletter
- SHPD Community Based Organizations list for classroom presentations

### Activities & Resources

Choose activities appropriate for your academic level.

- Teach lessons as part of the required SFUSD Health Education program
- The Gay-Straight Alliance, Diversity clubs, student council or related clubs are encouraged to take lead in Gay Pride activities.
- Organize a voluntary Day or Hour of Silence event to acknowledge the discrimination and harassment faced in the LGBT community.
- Read and discuss the “Out in the News” newsletters in homerooms or other classes.
- Host a school wide Anti-Slur or Gay Pride poster or essay contest. Check with local vendors for prize donations.
- Create a school library book display or take a trip to the library to look up books about LGBT persons in history, literature, sports, politics, etc.
- Review some of the many school focused resources available on the web such as the CA Safe Schools Coalition website at [www.casafeschools.org](http://www.casafeschools.org) and the Gay-Straight Alliance Network website at [www.qsanetwork.org](http://www.qsanetwork.org).
- Write articles for the school newspaper or local newspaper.
- Display Gay Pride Celebration posters provided by SHPD or have students create their own posters.
- Contact your Sexual Minority Youth Liaison or Health Advocate for the additional activity resources provided by SHPD.
- Refer to the 2005- 2006 SF Action Guide “Bullying and Harassment,” page 9 for resources.

### Parent/Caregiver and Community Outreach

- Invite parents/caregivers to participate in Gay Pride Celebration school wide activities
- As appropriate refer parents/caregivers to community resources include Children of Lesbians and Gays Everywhere (COLAGE) at 861-5437 and Parents and Friends of Lesbians and Gays (PFLAG) at 921-6902.
- Provide Gay Pride information in Wednesday Envelope, parent newsletter, or regular parent/caregiver communication.

### Infrastructure: Be sure to work with on-site SHPD staff when developing school wide activities

**Elementary:** Nurse, Learning Support Consultant, Health Advocate, ExCÉL After School Programs’ Site Coordinators/ Lead Teachers

**Middle School:** Nurse, Learning Support Consultant, Healthy School Team, ExCÉL After School Programs’ Site Coordinators/Lead Teachers/ PENLs

**High School:** Nurse, Community Health Outreach Worker, ExCÉL After School Programs’ Coordinators/ Lead Teachers, Wellness Coordinator, and Health Liaison

Contact Kevin Gogin or Ilsa Bertolini, at Support Services for Sexual Minority Youth, with questions at 242-2615.
# April Health Awareness Activity

**Name of Activity:** National Youth Service Day

**Activity Objective:**

April’s Asset Building Focus is on POSITIVE IDENTITY
- Asset #37-Personal Power, #38-Self-Esteem, #39-Sense of Purpose, #40-Positive View of Future:

  Young person feels control over personal future. Schools can work with Student Government and youth leadership groups to create Town Hall meetings where students can share beliefs and discuss youth issues in a safe environment.

**Purpose:** Involve students in accessing their personal power to create a positive impact on the future of their community.

**Materials Needed:**
Chart paper, markers, other (dependant upon the project students select)

**Activity Outline:**

Planning the Project:
- The idea for a service-learning project can come from many places: student interests, curriculum content, or community concerns. Work with students to brainstorm community issues that are of interest or relevant to them, then decide, as a class, which project to take on.

The Project:
- Once the project is selected, work with students to identify community partners that could help with the project (e.g. if the project involves helping stray dogs, assist students in contacting the ASPCA, if it involves feeding the homeless, contact a local soup kitchen, etc.).
- Give students as many roles and responsibilities as possible in the project. Form committees, assign due dates on tasks, hold regular meetings to monitor progress, etc.
- Find ways to connect the service project to your classroom curriculum and keep student learning goals in mind. Encourage students to keep journals with reflection questions such as “What positive impacts have you had on your community through this project?” “Why is your project important?” “What have you learned through this project?”
- Publicize and recognize students’ efforts on National Youth Service Day! Find ways for students to share what they have done and learned with the school community.

Adapted from Youth Service California Resources

**Resources:**
Youth Service California Website: [www.yscal.org](http://www.yscal.org)
Youth Service America: [http://www.ysa.org/nysd/](http://www.ysa.org/nysd/)
What Is It?
The Day of Silence is an optional school-wide activity that can raise awareness of the discrimination lesbian, gay, bisexual, transgender persons (LGBT) experience and how they are often silenced due to the fear of violence. High school Gay/Straight Alliances and diversity clubs across the country organize the activity. Within SFUSD, elementary, middle, and high schools have had “Days” and “Hours” of Silence as a way to participate.

In 1996, students organized the first Day of Silence at the University of Virginia. The Day of Silence is now a national student-driven response in order to create safer schools for LGBT students, staff, and allies.

Check the National Day of Silence website: [www.dayofsilence.org](http://www.dayofsilence.org) for this year’s National Day of Silence date. However, find a date that works for your school community.

How Does It Work?
Students and staff take a vow of silence—for the day, an hour, a lunch period—to recognize and protest the harassment, prejudice, and discrimination—the silencing—LGBT people and their allies experience. Participants hand out a card (attached) explaining their commitment to and reason for keeping silence.

Included are sample cards for participants to distribute.

What Does It Do? Why Should We Do It?
The Day of Silence raises awareness of the presence of LGBT people and their allies, and of the discrimination and violence LGBT people experience. The Day of Silence also lets students and staff know about the Gay/Straight Alliance and the resources it provides at school.

The Day of Silence allows participating students and staff to show everyone they encounter that they support LGBT rights and that they want their school to be a safer place for all students. It also addresses the consequences of how we silence those who may be different than we are.

As the originators of the Day of Silence articulated, by taking silence, usually a tool that deprives people of their rights, voice, and power, and turning it into something deliberate and organized, participants in the Day of Silence make a statement of resistance to oppression and violence.

The Date __________________________
Contact Person ______________________
Time ______________________________
Some Issues to Consider in Organizing the Event
Consider answering these questions as you organize a Day of Silence event:

What will get done?
How will the event take shape? Will this be response for an entire day, an hour, a lunch period? Consider how the event will be publicized. Also consider having a "Safe Place" where participants can receive necessary support and using Ally Program materials to support Day of Silence activities.

Who will participate?
How will those who participate be chosen? Will it be announced to the entire school community, or will only a select group be silent for the event? Will there be a planning or training session announced? Who will train/explain the event?

When will the event take place?
Consider the school calendar when choosing a day and time for the event. Attempting to attach the event to other health related events, such as Gay Pride or Violence Prevention Awareness month, might make for greater participation.

How do I inform staff?
Place the Day of Silence Information sheet in staff mail boxes. This will help site staff understand the goal of the Day of Silence before the event.

How Do We Conclude the Day?
Conclude the day with allies, participants, and supporters. Allow time to discuss how the day went, and to celebrate the success of the event.

There is no one way to "Break the Silence." Consider a silent countdown, followed by bells and whistles, or allow participants to speak when they feel ready. Regardless, provide time to reflect on the event and to celebrate the great work that was done.

Contact the organizations below if you have additional questions.

Gay-Straight Alliance Network: www.qsanetwork.org phone: 552-4229

Day of Silence web site: www.dayofsilence.org

SFUSD, Support Services for LGBTQ Youth at 242-2615

- Kevin Gogin, x3244 – kgogin@muse.sfusd.edu Elementary and High School
- Ilisa Bertolini, x3207 – ibertol2@sfusd.edu Elementary and Middle School
May is National Foster Care Month

Ways you can support Foster Youth in your School

Understand the Reasons why Youth are Placed in Foster Care
Sometimes children and youth in foster care feel that educators believe that they are in care because they have done something wrong. In fact, foster youth are there because of circumstances beyond their control, often due to parental abuse or neglect.

Listen to Them
If a youth feels comfortable enough to open up to you about their foster care placement, give them your full attention. You do not have to have all of the answers; you just have to listen.

Respect their Right to Privacy
Students and teachers who do not have a responsibility for teaching the child do not need to know about his or her foster care status.

Connect with Child Welfare Staff and Caregivers
Find out if the student is living with foster or adoptive families, kinship caregivers or in group living arrangements. Build relationships with child welfare staff and caregivers over time; learn from them about the foster care system and how it can mesh with the one in which you work.

Explore the Student’s Academic History
Help ensure that school records and Individual Education Plans for foster youth in your school are delivered to the appropriate staff and are up to date.

Help Connect them to Resources
Link foster youth to community- and school-based educational and career development programs.

In the Classroom
- Be aware that foster youth generally tend to perform less well in school than their peers (even when they are very intelligent). Thirty to forty percent of foster youth are also in special education, so ensure that they have an up-to-date IEP.
- Help offset the chaos in a foster youth’s life by providing consistent structure and predictability; continue to enforce rules and limits. Although foster youth tend to misbehave when under stress, discovering that the rules have not changed can be comforting or reassuring to them.
- Be aware of the health and nutritional needs that a foster youth may have (not eating breakfast, inadequate sleep, need for eyeglasses, hearing problems, etc.) and help address them.
- Broaden the diversity of families depicted in the books, materials and lesson plans in your classroom to include foster, adoptive and relative caregiving families.
- Be aware that because foster youth are a vulnerable population, your role in their lives may be much larger than you imagine!

Visit the Website www.fostercaremonth.org
This site is full of statistics, resources, downloadable and printable materials. Use it as a resource for doing a foster care lesson plan in May.

For more information contact the SFUSD Foster Youth Services Program @ 242-2615