



DISTRICT E HEALTH ED NEWS

Health Education Programs
Instructional Support Services

Volume 1, Issue 1

DISTRICT MANDATES TWO NEW HEP PROGRAMS

As the new HEP Advisor, I bring you word of two new programs we need to deliver ASAP to fulfill the requirements of No Child Left Behind and Title IV/TUPE. LAUSD purchased two new very user-friendly programs: *Too Good for Drugs* and the new third edition of *Second Step: A Violence Prevention Curriculum*. These are the ONLY programs that fulfill the mandates and make your school compliant. Why? Because not only are they research based, they're *research-validated*—an essential key to government approval. *STAR* and *Lessons in Character* may be used to *supplement* the new courses but may not replace the recent additions.

I've sent information about *Second Step* to HEP Coordinators and Principals about scheduling the training required for schools to receive the new materials. Please contact me soon as we've 49 elementary schools to train this year! District E's *Too Good for Drugs* training is tentatively scheduled for November 7. This will be an all-day training with substitute coverage provided for your school's HEP Coordinator or the principal's designated teacher-trainer.

You may be wondering what to do with materials from past HEP curriculums. You may discard *Discover* materials by donating these materials to a

parent center or make collection arrangements with the Salvage Recycling Center (323) 752-6719. Hold onto your current second edition *Second Step* kits; teachers will have to share the new kits and many of the previous lessons reappear! We're working on a grid to illustrate the differences to facilitate sharing with ease!

I'm excited about how well the new programs flow and I hope we can duplicate the results that make these programs *research-validated*. I'm compiling a list of all the ways teachers can incorporate the lessons and invite your input. Assistance with the all programs is available upon request.

Web Resources Help Educators and Parents Stay Hip to Drug Issues

You overhear some kids talking. "Hey, let's go get some kibbles and bits," they say. No, you don't run to the dog food to save a bit of supper for the family pooch. You head to your computer and type in the website: www.drugfree.org/Drug_Resource. This is a drug-slang translation center

hosted by Partnership for a Drug-Free America. As it turns out, kibble and bits is a street name for Ritalin, the drug prescribed for attention deficit disorders and abused by many young people. Check it out and stay alert to conversation with seemingly humorous and offbeat terms.

The Partnership site

also contains a great tool for engaging kids in conversation about drugs—a proven deterrent to using them. Take your **s t u d e n t s** to www.drugfree.org/campaigns to view and discuss the mostly clever and always hard-hitting ads that the Partnership runs on TV stations for the nations Anti-Drug Media Campaign.

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REMINDERS

- *Beginning-of-the-Year Meeting 10/15/03*
- *Red Ribbon Week 10/23-10/31/03*
- *Have you scheduled your Second Step, 3rd Edition staff training?*
- *Tentative Too Good for Drugs training 11/07*

Violence Prevention Quiz

What is your violence IQ? Answer true or false to the first nine statements. Give yourself ten points for each correct answer. For question ten, give yourself one point for each correct selection.

1. School violence primarily occurs in urban areas.
2. Violence is usually linked to gang members.
3. Violence is usually the result of pre-meditated actions.
4. The best thing to do when you are being *bullied* is to ignore the bully.

5. If an adult intervenes when a student is being *bullied*, the student will never learn to handle his or her own problems.

6. Students trained to use peer mediation or conflict resolution can usually get a bully to stop.

7. There are just some kids who are *bad*. They can't be helped by any program.



What's your school's IQ?

Visit: www.cyi.org/violence_prevention_quiz.htm

8. Some violent behaviors like pushing or shoving are *normal* for adolescents.

9. Name-calling or making fun of someone is typical of kids at certain ages. This kind of behavior should be ignored as long as it does not escalate to the point of physical violence.

10. How do you *DE-FINE* violence? Select all that apply:

- Staring/leering at someone
- Gossiping/starting rumors
- Writing graffiti
- Teasing or ridiculing
- Saying something threatening
- Making an obscene gesture
- Rolling eyes to indicate frustration
- Name calling
- Hiding someone's book to get back at them
- Pushing or hitting open-handed

Working Too Hard? Take a Joy Break!!!

If you think you're most productive when you work long hours without taking a break, you are making a mistake. Highly productive people realize the importance of refreshing themselves by peppering their day with intervals of getting away from work completely.

Staying at your desk in your classroom all day is a recipe for building stress and eventually burn-out. It does not give your brain an opportunity to think out of the box, to reflect on other possibilities, to be creative, to make better decisions.

Why not take a *joy break*? Brain-storm activities that can be done in 5 or 10 minutes while students are at nutrition or lunch. *Joy breaks* are meant to reflect other facets of your personality, interests, talents—things that pique your curiosity.

Make a second list of the items you need to have on hand to enjoy those breaks such as CD's, books, magazines, etc. so that when you are ready for your *joy break* and can't think of what to do, you can refer to your list. Try it and find yourself more relaxed, more open-minded, and more creative—and, ultimately, more productive.

You'll also notice increased empathy, problem solving, and anger management skills—the very same values we're trying to instill in our students!

Discover in yourself those talents, skills, and goals that are buried deep in your memory or dreams that you may have forgotten about because of the notion that you have to work all of time.

Why Dial 911?

How was 911 chosen as the Uniform Emergency Telephone Number? Years ago, the codes for telephone services were not uniform from city to city. In one town, directory assistance could be found at 411; in another, at 113. The Bell system needed to change this haphazard approach for two reasons: uniform numbers would promote ease of use of their services and reclaiming the 1 as an access code paved the way for direct dialing of long distance calls. Most of Ma Bell's service codes end in 11 (211, 311; etc.) and all the numbers up to 911 had already been assigned. So, 911 became the emergency number by default.

It's important to know what constitutes a 911 emergency and a non-emergency event; contact your local police department for more information. Since the majority of law enforcement support (including DARE officers) will no longer be available at elementary sites, students may be asking teachers about this.

Check out the answers on last page.

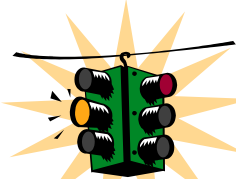
Walking to School Promotes Independence, Fitness

It's incredible how most children used to walk to school! There's a move to bring back this healthy custom that promotes independence, resourcefulness, and fitness leading to the designation of October 8 as *Walk to School Day*.

With obesity spreading in our youngest population, it makes sense to encourage walking. It also promotes a closer connection to the community and an awareness of the environment. Parents never have to worry about finding a safe drop-off spot again, nor the chaotic parking problems around most

schools which in themselves present several hazards.

How should parents get kids started? First, start with practice walks. Establishing the safest route, proper crossing of streets, making sure to stay on sidewalks, crossing only at corners or marked crosswalks, and obeying traffic signals are essential. Walking the child to school will give parents some exercise as well and is a good way to spend



Look both ways!

meaningful time together until they're confident that he walks responsibly.

Odds of being harmed by strangers are really quite low. Most abductions are committed by people who are known and trusted by the child, not by strangers. By holding discussions about dealing with strangers and uncomfortable situations and buddying up with a walking partner, the likelihood of any such harm is even less of a risk.

Afterschool Ideas

Is your school looking for extracurricular activities? Below are just a couple of opportunities available locally. Both teachers and students can benefit from these leisurely pursuits. If you have other suggestions, please pass them along to me.

After School at the Museum www.lacma.org

The Los Angeles County Museum of Art Education Department collaborates with local schools to introduce students to the museum's collections. Students visit the museum one afternoon per week for eight weeks where museum instructors facilitate observing art, lead gallery activities, and guide art workshops. Sessions are designed sequentially to build on acquired concepts

and skills. Transportation to and from the museum is provided. This program is limited to LAUSD schools that are in proximity to the museum or have an early release time one day per week. If you're interested, write or e-mail:

*After School at the Museum,
Education Department
Los Angeles County Museum of Art
5905 Wilshire Boulevard
Los Angeles CA 90036
eneal@lacma.org*

Los Angeles Parks Department www.LAPARKS.org

Many recreation centers offer fall classes to meet the interests of their community. Contact your local center this month for a schedule to find out how to register in a class that enhances a talent or teaches a new skill. Class fees vary as do the number of weekly class sessions. Registration for youth sports continues through the end of the month. Basketball, flag football, roller hockey, and soccer teams are forming for fall league play.

Second Step Extension Activities

We know the importance of teachable moments and sometimes adding to such lessons can move our students from practicing a skill to making it permanent. I will provide additional activities you may use to support the Second Step Program in future newsletters. I also hope you'll share your experiences with me so we can all benefit from your success stories.

SKILL: Impulse Control & Problem Solving

Have students list ten *Second Step* words or phrases to say while jumping rope (e.g.: feelings, intentions, and choosing solutions). Then have them say each word or phrase while skipping rope. Add the extra challenge of having them say the problem-solving steps as a jump-rope rhyme. Challenge them as a group to get through all

the steps in order without tripping over the rope. (Gr. 2 & 3)

SKILL: Anger Management

Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Alexander Viorst. Discuss how Alexander could have dealt with disappointment more appropriately. (Gr. 2 & 3)

SKILL: Anger Management

Before a physical education session or a game that you know will involve competition, have students role-play calming down after experiencing a setback such as striking out in a baseball game or missing a goal in soccer. (Gr. 4 & 5)

Visit www.cfchildren.org for more ideas.

Health Education Programs
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*The first wealth is
health.*
Ralph Waldo Emerson

Answers to the Violence IQ Quiz

Questions 1-9: ALL False

Give yourself ten points for each correct answer.

Question 10: ALL of the listed behaviors are defined as one of the levels of violence by the National Center for Youth Issues.

Give yourself one point for each behavior that you selected.

Scoring

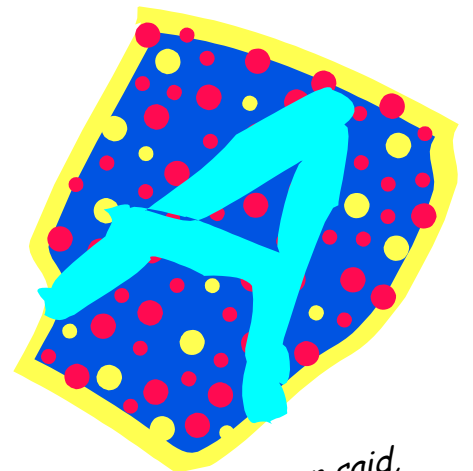
'A' 90-100 You understand that even non-physical behaviors can be harmful and can escalate to violence. You probably establish appropriate consequences for these types of behaviors.

'B' 80-90 You may not be as consistent as you need to be in preventing violence. You may excuse certain behaviors that you feel are typical of adolescents.

'C' 70-80 Like most people, you probably need to learn more about preventing violence.

'F' Below 70 You may actually be enabling violent behavior to continue and get worse.

*I'm interested in hearing your results.
We're important role models and our
IQ's make a difference!*



*Harry Truman said,
"C" students rule the world."
What do you think?*