Health and Physical Education Service-Learning Projects | 4

Elementary

1. **Students decided that their community needed a fun and safe environment to encourage physical** exercise. So the students took over the entire planning of the annual fun run at their school and designed markers for the new running path in the area.

2. **Students learned the basics about nutrition and exercise, including the various winter sport** activities that New England has to offer. The students wanted to learn how to snowshoe safely so they partnered with experts from the Kittery Trading Post. Students then shared what they had learned about snowshoeing with the community through written and oral presentations, in hopes that they would encourage others to engage in healthy activities.

3. **Students learned about the importance of starting healthy eating and exercising habits at a young** age and decided to work with the Jump Rope for Heart Campaign to teach their peers about healthy habits. The students recruited sponsorships and participants for a Jump Rope for Heart fundraiser, which raised over $2,100 for the American Heart Association.

4. **Students learned about the disproportionate rate of diabetes in their community. They researched** causes and effects and decided to put together a healthy kid-friendly cookbook and held a healthy food fair to share what they learned about nutrition with the whole community.

5. **Students learned about the number of accidents and injuries that occur because people are not** wearing helmets or seatbelts. Students partnered with LifeFlight and the local Fire & Rescue among others, to address this dangerous problem. The students held a public safety field day, a local health fair, made videos and PowerPoint presentations and even met with the governor to discuss new safety legislation.

6. **Students learned that their school needed better sun safety education. The students researched** UV rays, skin cancer and sun safety and then proposed a new school policy about wearing sunblock and hats on field trips. They also made and distributed posters and informational brochures to educate others in their community about sun safety.

Middle

1. **Working with community health services, physical education students developed age-appropriate** exercises for senior citizens. The students then provided a place and program for "seniors" to exercise during the winter months.

2. **After learning about public policy, students decided there was a need for better public policy** preventing alcohol advertisers from deliberately targeting young people. The students researched alcohol advertisements and proposed new policies, which they presented at two city-wide public forums and in letters to their local elected officials.

Additional Service-Learning Projects on Back →

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Health and Physical Education Service-Learning Projects

Middle

3. **After a student wrote a personal essay about his experience with bullying he decided to do an** independent study project addressing the issue of bullying in schools. Working with the school administration, the school newspaper and his teacher, the student published his essay in the school newspaper to encourage discussion about the issue and created a computer game to simulate the effect of bullying on all individuals involved.

4. **Students in health class identified that many parents are lacking the skills/information/comfort** level to discuss sexuality with their children. Students worked with sexuality educators to understand why parents are uncomfortable and created an informational brochure and a parents night for incoming middle school parents on ways to talk about sexuality in a fun, non-threatening way.

High

1. **Students worked with the student council on an annual alcohol education and awareness program.** The students put together posters with graphs and tabular charts depicting information about blood alcohol content and displayed them in the school during the two-day program.

2. **Students learned about Lyme Disease, which is a major problem in their area. The students then** decided to educate their community about the dangers of Lyme Disease through a variety of projects including: a radio interview, public service announcement, puppet play, benefit dinner and a webpage.

3. **Students decided that members of their school and greater community were excluded because** policies/forms/communications do not use gender neutral language. Students worked with school administrators to review school policies and made recommendations to the school board to make language more gender neutral. They also made a presentation to the chamber of commerce to start conversations in the greater community.

4. **Students in a medical occupations class were asked by the March of Dimes to educate the** community on the importance of folic acid in their diets. The students agreed to work on the project. After doing extensive research on folic acid they created slideshows, posters and pamphlets of information on folic acid, which they shared with their peers. They also gave copies of their materials to school nurses and the March of Dimes.

5. **Students learned that emergency responders in their town needed a more effective and efficient** way to identify possible concerns and hazards (overhead electrical wires, staircases, children's bedrooms, etc.) at an emergency scene. The students conducted surveys of potential concerns and hazards in their local community and created a computer prototype that can quickly identify hazards; this prototype was presented to the town council.

6. **Students learned Planned Parenthood needed help educating young people in their community** about safer sex practices. The students participated in a Planned Parenthood Peer Educator program and then set out to educate their peers. The students designed and presented workshops at a Pregnancy Prevention Day at their school as well as other area schools, and local and regional conferences. In all, the students educated over 300 people about safer sex practices.

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