



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: HEALTHY EATING (HE)

Grade Band: 3-5

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	1.1.HE.1.3 1.1.HE.2.3 1.1.HE.3.3 1.1.HE.4.3	1.1.HE.1.4 1.1.HE.2.4 1.1.HE.3.4 1.1.HE.4.4 1.1.HE.5.4	1.1.HE.1.5 1.1.HE.2.5 1.1.HE.3.5 1.1.HE.4.5 1.1.HE.5.5
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S2.1.5. Identify relevant influences of culture on health practices and behaviors.	2.1.HE.1.3		
S2.2.5. Identify relevant influences of peers on health practices and behaviors.	2.2.HE.2.3		
S2.3.5. Identify relevant influences of community on health practices and behaviors.			
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.	2.4.HE.3.3	2.4.HE.1.4	2.4.HE.1.5
S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.			
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.	2.6.HE.4.3		2.6.HE.2.5
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	2.7.HE.5.3	2.7.HE.2.4	2.7.HE.3.5
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S3.1.5. Describe characteristics of accurate health information.	3.1.HE.1.3	3.1.HE.1.4	3.1.HE.1.5
S3.2.5. Describe characteristics of appropriate and reliable health products.	3.2.HE.2.3	3.2.HE.2.4	3.2.HE.2.5

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

S3.3.5. Describe characteristics of appropriate and trustworthy health services.	3.3.HE.3.3		3.3.HE.3.5
S3.4.5. Demonstrate how to locate sources of accurate health information.	3.4.HE.4.3		3.4.HE.4.5
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S4.1.5. Demonstrate effective verbal and nonverbal communication skills.	4.1.HE.1.3	4.1.HE.1.4	4.1.HE.1.5
S4.2.5. Explain how to be empathetic and compassionate toward others.		4.2.HE.2.4	4.2.HE.2.5
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.			
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.			
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.		4.5.HE.3.4	4.5.HE.3.5
S4.6.5. Demonstrate how to effectively communicate support for others.			
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	<i>*NOT ALIGNED with Healthy Eating</i>		
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S6.1.5. Set a realistic personal health goal.	6.1.HE.1.3	6.1.HE.1.4	6.1.HE.1.5
S6.2.5. Track progress toward achieving a personal health goal.	6.2.HE.2.3	6.2.HE.2.4	6.2.HE.2.5 6.2.HE.3.5
S6.3.5. Identify resources that can help achieve a personal health goal.	6.3.HE.3.3	6.3.HE.3.4	6.3.HE.4.5
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S7.1.5. Describe practices and behaviors that reduce or prevent health risks.	7.1.HE.1.3	7.1.HE.1.4	7.1.HE.1.5
S7.2.5. Demonstrate healthy practices and behaviors.		7.2.HE.2.4	
S7.3.5. Make a commitment to practice healthy behaviors.	7.3.HE.2.3		7.3.HE.2.5
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	Grade Level INDICATORS		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S8.1.5. Give factual information to improve the health of others.	8.1.HE.1.3	8.1.HE.1.4	8.1.HE.1.5
S8.2.5. State personal beliefs to improve the health of others.	8.2.HE.2.3	8.2.HE.2.4	8.2.HE.2.5
S8.3.5. Demonstrate how to persuade others to make positive health choices.	8.3.HE.3.3	8.3.HE.3.4	8.3.HE.3.5

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

CONTENT ELABORATION

Content Elaboration for 3-5 Grade Band: Students in the 3-5 grade band explore the benefits of eating plenty of fruits and vegetables as well as the benefits of limiting the consumption of solid fats, added sugars, and sodium. While third and fifth graders hone their goal setting skills and healthy eating behaviors, the fourth graders analyze how family, peers, and cultural influences affect their personal food choices/habits and use MyPlate and food label information to design healthy meals.

Previous Grade Band (Grades K-2) Progression Statement: In the K-2 grade band student learning progresses from naming/ identifying health foods to describing foods and beverages that need to be limited in the daily diet. After students examine the benefits of drinking plenty of water and eating breakfast daily, they are encouraged to express the intention to engage in these two behaviors consistently. Students learn about MyPlate and how to use this tool to create a healthy meal. Beginning in first grade students learn the basic steps of the goal setting skill and then practice identifying realistic personal short-term healthy eating goals and, with the help of others, following a basic plan to achieve those goals.

Next Grade Band (Grades 6-8) Progression Statement: Students in grades 6-8 focus on the functional knowledge that would assist with analyzing influences, accessing valid, reliable resources, and goal setting skills regarding healthy eating. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with making healthy food choices. In addition, students in this grade band will learn how to access valid, reliable resources for nutrition information. The information they acquire will assist in their ability to set goals to improve or maintain a healthy nutrition plan.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Healthy foods are good for you; they help you stay well, give you energy, help you grow strong, and improve your ability to learn.
- A healthy, balance diet includes eating recommended amounts of food from a variety of food groups throughout the day.
- Healthier foods are *not too greasy, not too sugary sweet, and not too salty*.
- If you drink water throughout the day, even before you feel thirsty, it helps you make sure your body has enough water to stay healthy.
- 100% fruit or vegetable juice and low-fat milk are healthy beverages.
- An *influence* is something that tries to get you do something. Possible influences on your food choices and tastes include: Family and friends, TV ads, where you live, technology, etc.
- A goal is something you want to start doing or improve.
- MyPlate is a picture that shows you the food groups and how much of each food group you need each day to be healthy.
- Eat a variety of foods in moderate amounts:
Fruits, vegetables, mostly whole-grain, lean protein, low-fat milk. Eat less sugary, fatty, and salty foods.

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

SKILL MASTERY

Essential Skills

Mastery of Analyzing Influences 3-5 grade band

Students at the 3-5 level (*4th grade focus*) demonstrate mastery of this standard when they are able to do the following:

- Identify and describe at least 2 ways family could influence their personal food choices and eating behaviors.
- Identify and describe how at least 2 ways their friends can influence their personal food choices and eating behaviors
- Differentiate between positive influences and negative influences.
- Explain how positive family and peer influences help them to be healthier than do the negative influences.

Mastery of Accessing Resources 3-5 grade band

To demonstrate proficiency in accessing valid resources (*4th grade focus*) students in grade band 3-5 will be able to:

- locate and describe helpful information from food labels at home, school, and the community.
- name the key characteristic of a valid health-related resource (*e.g., It is truthful?*)

Mastery of Goal Setting 3-5 grade band

A student in grades 3-5 will have mastered goal setting (*3rd & 5th grade focus*) when they can demonstrate proficiently these three steps:

- write a specific, attainable goal
- create an action plan that includes why the goal is important to them, who can help/ support them to achieve this goal, what resources and materials they need to reach their goal, the target date for achieving their goal
- complete a chart that tracks daily progress on their goal.

Mastery of Practicing Healthy Behaviors 3-5 grade band

Students will have mastered practicing healthy behaviors when they are able to demonstrate the following healthy practices:

- identify two healthy eating practices (*e.g., eat a variety of healthy foods, eat lots of fruits and vegetables, etc.*) [*Grade 3*]
- state or write their intention to make at least one of these two healthy eating practices part of their everyday life. (e.g., a pledge or commitment statement) [*Grade 3 & 5*]
- design and justify a healthy lunch and dinner using MyPlate guidelines and food label information. [*Grade 4*]
- develop a 3-day healthy eating plan using My Plat guidelines [*Grade 5*]

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Critical Cues for Supportive Skills

Interpersonal Communications

- Students demonstrate how to decline an unhealthy food or beverage, using respectful verbal and nonverbal communication skills.

Advocacy

- Students respectfully state a personal health eating belief that is based upon 3 factual reasons a specific food or beverage is a healthy choice with the intention to use facts to persuade others to make a healthy food or beverage choice.

INSTRUCTIONAL RESOURCES

Books

- King, N. **Healthy Eating for Kids**. Self-published, 2016
- Rouffaer, Maryse. **Nutrition Facts for Kids: Teaching Children the Facts About Nutrition**. CreateSpace Independent Publishing Platform, 2014.
- Cook, D. **Cooking Class: 57 Recipes Kids Will Love to Make**. Stoney Publishing, 2015.
- Zinczenko, D. **Eat This, Not That (Revised)**, Rodale Books, 2019.

Children's Literature

- Barrett, Judi. **Cloudy with a Chance of Meatballs**. Alladin, 1982. (A Classic)
- Barrett, Judi. **Pickles to Pittsburg**. Alladin, 2000.
- Swanson, Diane. **Burp! The Most Interesting Book You'll Ever Read About Eating**. Kids Can Press, 2001.

Electronic Resources

- **MyPlate**: www.ChooseMyPlate.gov
- **Health Powered Kids™**: <http://healthpoweredkids.org/lessons/> (Ages 9-14) (Also ages 3-8)
- **Healthy Eating with Go, Slow, and Whoa Foods**: www.nhibi.nih.gov/health/public/heart/obesity/wecan/eat-right/choosing-foods.htm
- **Fight BAC! (Partnership for Food Safety Education)**: www.fightbac.org
- **Healthy Kids**: www.healthykids.org
- **Team Nutrition**: <http://teamnnutrition.usda.gov>
- **Nourish Interactive**: <http://www.nourishinteractive.com/nutrition-education-printables/category/6-food-labels-worksheets-printables-teaching-kids-reading-food-labeling-nutrition-facts-free-learning-printouts-activity>
- **Nutrition.gov**: www.nutrition.gov/life-stages/children
- **SuperKids**: www.superkidsnutrition.com/nutrition-resources/

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

- **Produce for Better Health Foundation:** http://pbhfoundation.org/pub_sec/edu/cur/rainbow/
- **There's a Rainbow on my Plate Curriculum:** http://pbhfoundation.org/pub_sec/edu/cur/rainbow/
- **Jump Into Foods and Fitness! (JIFF):** http://4h.msue.msu.edu/programs/healthy_youth/jump_into_foods_and_fitness_jiff
- **BAM! Teacher's Corner:** <http://www.cdc.gov/bam/teachers/index.html>
- **Kid's Health:** www.kidshealth.org
- **Ten Free Things for Nutrition Month:** <http://www.nea.org/tools/lessons/10-free-things-national-nutrition-month.html>

CONNECTIONS

Skill Connections within the 3-5 Grade Band

The Essential Skills of HE are also taught/reinforced in these grades 3-5 Content Areas:

- **Analyzing Influences:** ATOD, Healthy Relationships, Personal Health and Wellness, Safety
- **Accessing Resources:** Human Growth and Development, Mental and Emotional Health, Violence Prevention
- **Goal Setting:** Personal Health and Wellness
- **Practicing Healthy Behaviors:** Human Growth and Development, Healthy Relationships, Mental and Emotional Health, Violence Prevention

School Nutrition Services Connections

- Plan activities and/or lessons with your Food Services Director

Interdisciplinary Connections:

ELA

- Use healthy eating-related stories, poems, articles when learning skills of grammar, writing, speaking, explaining what the text says, asking and answering questions, quoting text, and reading for fluency. (*Functional Knowledge*)
- Write a persuasive letter to convince a friend to eat healthier foods/ snacks. (*Functional Knowledge, Advocacy*)

Math

- Survey the class to determine both their favorite fruits and favorite vegetables. Ask students to create a chart for each. They must determine the percentage of student who love each food. Discuss the benefits of eating lots of fruits and vegetables. (*Functional Knowledge*)

Social Studies

- Practice social responsibilities by promoting healthy eating behaviors for the common good. (*Practicing Healthy Behaviors*)
- Identify where foods come from on a map (olives from Spain, oranges from Florida, etc.) Discuss the nutritional value of these foods. (*Functional Knowledge*)