



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: Healthy Eating (HE)

Grade Band: K-2

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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
1.1.2 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors regarding alcohol, tobacco, and other drugs.	1.1.HE.1.K 1.1.HE.2.K 1.1.HE.3.K 1.1.HE.4.K	1.1.HE.1.1 1.1.HE.2.1 1.1.HE.3.1 1.1.HE.4.1	1.1.HE.1.2 1.1.HE.2.2 1.1.HE.3.2
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S2.1.2. Identify relevant influences of family on health practices and behaviors.	2.1.HE.1.K	2.1.HE.1.1	2.1.HE.1.2
S2.2.2. Identify relevant influences of school on health practices and behaviors	2.2.HE.2.K	2.2.HE.2.1	2.2.HE.2.2
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.	2.3.HE.3.K	2.3.HE.3.1	
S2.4.2. Describe positive influences on personal health practices and behaviors.		2.4.HE.4.1	
S2.5.2. Describe negative influences on personal health practices and behaviors.		2.5.HE.5.1	
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
3.1.2. Identify trusted adults at home who can help promote health.	3.1.HE.1.K	3.1.HE.1.1	3.1.HE.1.2
3.2.2. Identify trusted adults and professionals in school who can help promote health.	3.2.HE.2.K	3.2.HE.2.1	3.2.HE.2.2
3.3.2. Identify trusted adults and professionals in the community who can help promote health.			3.3.HE.3.2
3.4.2. Explain how to locate school health helpers.			
3.5.2. Explain how to locate community health helpers.			
3.6.2. Demonstrate how to locate school or community health helpers to enhance health.			

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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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.			
S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.			
S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	4.3.HE.1.K	4.3.HE.1.1	4.3.HE.1.2
S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.			
S4.5.2. Identify how to communicate care and concern 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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S6.1.2. Identify a realistic personal short-term health goal.	6.1.HE.1.K	6.1.HE.1.1	6.1.HE.1.2
S6.2.2. Take steps to achieve the personal health goal.	6.2.HE.2.K	6.2.HE.2.1	6.2.HE.2.2
S6.3.2. Identify people who can help achieve a personal health goal.	6.3.HE.3.K	6.3.HE.3.1	6.3.HE.3.2
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S7.1.2. Identify practices that reduce or prevent health risks.			7.1.HE.1.2
S7.2.2. Demonstrate healthy practices.			7.2.HE.2.2
S7.3.2. Make a commitment to practice healthy behaviors.	7.3.HE.1.K	7.3.HE.1.1	7.3.HE.3.2
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 K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S8.1.2. Make requests to others to promote personal health practices.	8.1.HE.1.K.	8.1.HE.1.1.	8.1.HE.1.2.
S8.2.2. Demonstrate how to encourage peers to make healthy choices.		8.2.HE.2.1.	8.2.HE.2.2.

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CONTENT ELABORATION

Content Elaboration for K-2 Grade Band: 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 3-5) Progression Statement: 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.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Eat a variety of healthful foods to maintain a healthy body.
- Healthy foods help fuel your body.
- Water is an essential beverage that helps your body to work (function) well.
- Eating a healthy breakfast everyday helps your body to be ready to learn and play.
- Eating the right kinds of food in the right amounts every day helps your bodies grow and stay strong and healthy.
- Your body needs to eat different kinds of foods to help it stay healthy.
- When you try new foods, you can find new favorites that will be good for your body.

SKILL MASTERY

Essential Skills

Mastery of Analyzing Influences, K-2

K-2 students will have mastered **analyzing influences** (*grade 2 focus*) when they are able to do the following:

- Identify 2-3 ways TV commercials and magazine or bill board ads could influence (affect) their food choices. (*e.g., toys inside food boxes, colorful packaging, cartoon characters or famous people in the ad; etc.*).
- Identify which of *these advertising methods could HELP them choose healthy foods (positive influences) AND which might lead them to choose an unhealthy food* (negative influences).

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*Mastery of **Goal Setting**, K-2*

K-2 students will have mastered **goal setting** (*grade 1 & 2 focus*) when they are able to demonstrate these four steps:

- Identify an attainable healthy eating goal (*e.g., I will eat 2 pieces of fruit every day.*)
- Name a person who can help them with their goal.
- List the resources needed to achieve the goal.

*Mastery of **Practicing Healthy Behaviors**, K-2*

K-2 students will have mastered the skill of **practicing healthy behaviors** (*K & 1 focus*) when they are able to:

- Express the intention to drink plenty of water (K).
- Express the intention to eat breakfast the next morning by stating, “*I plan to eat breakfast tomorrow morning.*” or a similar statement of intent to eat breakfast the next day (grade 1).

*Mastery of **Advocacy**, K-2*

K-2 students will have mastered **advocacy** (K focus) when they are able to demonstrate both of the following two advocacy skills:

- Make a polite verbal request for a specific healthy food (K).
- Demonstrate one way to encourage a classmate to eat a healthy food or beverage (K).

Critical Cues for Supplemental Skills

Accessing Resources

- Identify 2 trusted adults who could help you make healthy eating choices (1 from home; 1 from school).
- Identify a trusted adult in the community who helps promote healthy eating.

Interpersonal Communication Skills

(Focus Areas: Demonstrating: Refusal Skills; Demonstrating How to ask politely for a specific healthy food, etc.)

- Demonstrate how to decline an offer of food using respectful verbal and nonverbal communication skills.

INSTRUCTIONAL RESOURCES

Books

- Gosseling, K. ***Smoking Stinks***. Jayjo Books, 2002
- Reimer, Jackie. ***No Thanks, But I'd Like to Dance***. American Cancer Society, 2010
- Brenneman, T. ***Jimmie Learns About Smoking***. Grand Unification Press, 2001
- Gogerly, L. ***Taking Medicine (Looking After Me)***. Crabtree Publishing, 2008.

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Electronic Resources

- **MyPlate:** <https://www.choosemyplate.gov/kids>
Discover MyPlate: <http://www.fns.usda.gov/discover-myplate-nutrition-education-kindergarten>
MyPlate Match Game: <http://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/My-Plate-Match-Game.aspx>
- **Action for Healthy Kids:** *Classroom Nutrition Challenges*
www.actionforhealthykids.org/tools-for-schools/find-challenges/classroom-challenges/1212-nutrition-education
- **Healthy Eating with Go, Slow, and Whoa Foods:** www.nhibi.nih.gov/health/public/heart/obesity/wecan/eat-right/choosing-foods.htm
- **Healthy Kids:** www.healthykids.org
- **Team Nutrition:** <http://teamnutrition.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>
<http://www.nourishinteractive.com/>
- **Healthy Meals:** <http://healthymeals.nal.usda.gov/nutrition-education/nutrition-education-resources-elementary-school>
- **Healthy Minutes:** http://www.iptv.org/video/browse.cfm/program/15568/healthy_minutes
- **Pick A Better Snack:** <https://snaped.fns.usda.gov/library/materials/pick-better-snacktm-lessons-and-social-marketing-campaign>
- **The Updated Michigan Team Nutrition Booklist:** http://www.michigan.gov/documents/mde/UpdatedMichiganTeamNutritionBooklist_290287_7.pdf
- **Food and Nutrition Fun for Elementary Students:** http://www.nal.usda.gov/fnic/pubs/fun_elementary.pdf
- **Healthy Snacks:** <http://www.edsaid.org/>
- **Drink Milk:** www.drink-milk.com/schools/tools-for-schools/nutrition-education/
- **Fuel Up to Play 60:** www.fueluptoplay60.com
- **Ten Free Things for Nutrition Month:** <http://www.nea.org/tools/lessons/10-free-things-national-nutrition-month.html>
- **Action for Healthy Kids:** *Classroom Nutrition Challenges*
www.actionforhealthykids.org/tools-for-schools/find-challenges/classroom-challenges/1212-nutrition-education
- **Healthy Eating with Go, Slow, and Whoa Foods:** www.nhibi.nih.gov/health/public/heart/obesity/wecan/eat-right/choosing-foods.htm

CONNECTIONS

Skill Connections within K-2 Grade Band

The Essential Skills of HE also are taught/ reinforced in these K-2 Health Content Areas:

- **Analyzing Influences:** *Mental and Emotional Health, Personal Health and Wellness, Safety*
- **Goal Setting:** *Personal Health and Wellness*
- **Practicing Healthy Behaviors:** *Mental and Emotional Health, Personal Health and Wellness, Safety*
- **Advocacy:** *Personal Health and Wellness, Safety*

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Food Nutrition Services Connections

- Collaborate with food services director

Interdisciplinary Connections:

ELA

- Read stories, text, and other resources about new or healthy foods, drinking water, and/or healthy eating behaviors. Ask comprehension questions that emphasize healthy eating behaviors. (*Functional Knowledge*)
- Analyze how characters, or individuals, events and ideas interact over a text about new foods, drinking water and healthy eating behaviors (i.e. Why is eating breakfast important for everyone?). (*Functional Knowledge*)

SOCIAL STUDIES

- Discuss the various foods grown and produced in Ohio (apples, maple syrup, local dairy farms). Connect foods to the MyPlate food groups. (*Functional Knowledge*)
- On the Ohio map locate large fruit farms, dairy farms, grain farms, etc. and discuss the role of farmers in providing nutritious foods. (*Functional Knowledge*)