

HECAT: Module HE

HEALTHY EATING CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote healthy eating, sound nutrition, and healthy dietary practices.

Healthy Behavior Outcomes

A pre-K–12 healthy eating curriculum should enable students to

- Eat a variety of whole grain products, fruits and vegetables, and fat-free or low-fat milk or equivalent milk products every day.
- Eat the appropriate number of servings from each food group every day.
- Choose foods that provide ample amounts of vitamins and minerals.
- Eat the appropriate amounts of foods that are high in fiber.
- Drink plenty of water.
- Limit foods and beverages high in added or processed sugars.
- Limit the intake of fat, avoiding foods with saturated and trans fats.
- Eat breakfast every day.
- Eat healthy snacks.
- Eat healthy foods when dining out.
- Prepare food in healthful ways.
- Balance caloric intake with caloric expenditure.
- Follow a plan for healthy weight management.

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote healthy eating.

The concepts, sub-skills, and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain healthy eating behavior. Appendix 5 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing curricula and add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other health topic modules to see if there are any related concepts or skill examples that might be added for the review of healthy eating curricula.

If a curriculum focuses on additional topics, such as physical activity or tobacco use, use the chapters that address those topics as well.

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) that you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

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|-------------------|
| Standard 1 |
|-------------------|

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected healthy eating behavior outcomes (page HE-1). This module lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade groups: pre-K–2; 3–5; 6–8; and 9–12, starting on page HE-3.

Directions for Standard 1

- Review the applicable grade level concepts (pages HE-3 through HE-8).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might also be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and complete the *Concept Coverage Score*. **Important** — a concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page HE-9.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 2, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Explain the importance of choosing healthy foods and beverages.
- Identify a variety of healthy snacks.
- Identify the benefits of drinking plenty of water.
- Describe the benefits of eating breakfast every day.
- Describe the type of foods and beverages that should be limited.
- Describe body signals that tell people when they are hungry and when they are full.
- Describe how to keep food safe from harmful germs.
- Identify eating behaviors that contribute to maintaining a healthy weight.

Additional Concepts

- Describe healthy habits like turning off TV at snack and meal time** _____
- Identify food groups** _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
- 3 = most of the concepts. (67-99%)
- 2 = some of the concepts. (34-66%)
- 1 = a few of the concepts. (1-33%)
- 0 = none of the concepts. (0)

CONCEPT COVERAGE SCORE

100

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 5, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Name the food groups and a variety of nutritious food choices for each food group.
- Explain the importance of eating a variety of foods from all the food groups.
- Identify the number of servings of food from each food group that a child needs daily.
- Summarize the benefits of healthy eating.
- Explain the concept of eating in moderation.
- Describe the benefits of eating plenty of fruits and vegetables.
- Summarize the benefits of drinking plenty of water.
- Identify nutritious and non-nutritious beverages.
- Identify foods that are high in fat and low in fat.
- Identify foods that are high in added sugars.
- Describe the benefits of limiting the consumption of fat and added sugar.
- Conclude that breakfast should be eaten every day.
- Summarize body signals that tell people when they are hungry and when they are full.
- Describe methods to keep food safe from harmful germs.
- Explain that both eating habits and level of physical activity can affect a person’s weight.
- Explain how eating disorders impact proper nutrition.

Additional Concepts

- Describe realistic goal setting** _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
- 3 = most of the concepts. (67-99%)
- 2 = some of the concepts. (34-66%)
- 1 = a few of the concepts. (1-33%)
- 0 = none of the concepts. (0)

CONCEPT COVERAGE SCORE

100

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 8, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Summarize a variety of nutritious food choices for each food group.
- Classify the number and appropriate sizes of servings of food from each food group that a person needs each day.
- Explain why some food groups have a greater number of recommended portions than other food groups.
- Analyze the benefits of healthy eating.
- Describe the federal dietary guidelines for teens.
- Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
- Describe the benefits of eating in moderation.
- Summarize the benefits of eating plenty of fruits and vegetables.
- Analyze the benefits of drinking plenty of water.
- Differentiate between nutritious and non-nutritious beverages.
- Identify foods that are high in fiber.
- Identify food preparation methods that add less fat to food.
- Identify examples of whole grain foods.
- Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.
- Describe the benefits of eating a variety of foods high in iron.
- Summarize the benefits of limiting the consumption of fat and added sugar.
- Describe the relationship between what people eat their physical activity level, and their body weight.

Healthy Eating, Grades 6-8 continued on next page.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 8, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Explain various methods available to evaluate body weight.
- Identify healthy and risky approaches to weight management.
- Differentiate between a positive and negative body image, and state the importance of a positive body image.
- Describe the signs, symptoms, and consequences of common eating disorders.
- Summarize how eating disorders impact proper nutrition.
- Summarize food safety strategies that can control germs that cause food borne illnesses.

Additional Concepts

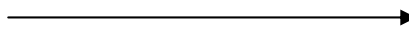
Describe how meal planning and grocery shopping can support healthy choices

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
- 3 = most of the concepts. (67-99%)
- 2 = some of the concepts. (34-66%)
- 1 = a few of the concepts. (1-33%)
- 0 = none of the concepts. (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Describe the recommendations of the *Dietary Guidelines for Americans*.
- Describe the relationship between nutrition and overall health.
- Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Analyze the benefits of healthy eating.
- Explain food sources that provide key nutrients.
- Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
- Analyze the benefits of drinking water before, during, and after physical activity.
- Explain how to incorporate foods that are high in fiber into a healthy daily diet.
- Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
- Explain how to incorporate an adequate amount of iron into a healthy daily diet.
- Identify how to make a vegetarian diet healthy.
- Describe the importance of healthy eating and physical activity in maintaining a healthy weight.
- Explain how the *Dietary Guidelines for Americans* are useful in planning a healthy diet.

Healthy Eating, Grades 9-12 continued on next page.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Describe healthy and risky approaches to weight management.
- Explain the effects of eating disorders on healthy growth and development.

Additional Concepts

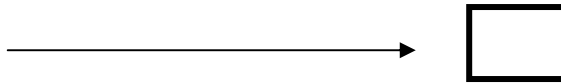
- _____
- _____
- _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
- 3 = most of the concepts. (67-99%)
- 2 = some of the concepts. (34-66%)
- 1 = a few of the concepts. (1-33%)
- 0 = none of the concepts. (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE *OVERALL SUMMARY FORM (CHAP. 3)*.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1

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|----------------------|
| Standards 2–8 |
|----------------------|

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards* 2–8 describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to develop a list of relevant sub-skills for each standard.

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to healthy eating.

The skill examples are not a complete list of all the ways the sub-skills can be applied to healthy eating. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and meet the curriculum requirements of the school district.

Directions for Standards 2–8

- For each standard, review the list of sub-skills and skill examples for each grade group. Decide if any should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

| Criteria | Yes | No |
|--|--------------------------|--------------------------|
| 1. Does the curriculum provide information to the students about the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists? | <input type="checkbox"/> | <input type="checkbox"/> |

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-11 for Standard 2 sub-skills and skill examples.

| Criteria | Yes | No |
|---|--------------------------|--------------------------|
| 1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **2** Skill Examples

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating.

Sub-Skills: As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|--|--|---|--|
| <ul style="list-style-type: none"> • Explain how family can influence food choices. • Describe how television advertisements can influence food choices. | <ul style="list-style-type: none"> • Describe how family and cultural traditions influence food choices. • Describe how personal preferences influence food choices. • Identify the various strategies used by the media to influence food choices. • Describe how peers can influence food choices. | <ul style="list-style-type: none"> • Describe how personal values and feelings influence food choices. • Analyze how family and culture influence food choices. • Summarize how peers influence food choices. • Describe how advertising and marketing influence food choices. • Explain how the media influence food choices. • Describe how technology affects the food supply and food choices. • Describe the influence of family and peers on body image. • Describe how personal economics influences food choices. • Explain how school policy can influence healthy or unhealthy eating. | <ul style="list-style-type: none"> • Analyze how personal values and feelings influence food choices and eating behavior. • Evaluate family and cultural influences on food choices. • Analyze how peers influence food choices. • Analyze how advertising and marketing influence food choices. • Analyze how the media influence food choices. • Analyze how technology affects the availability of foods and food choices. • Analyze the influence of culture and media on body image and the subsequent effects on eating behavior. • Analyze how personal economics influence food choices. • Analyze how school policy can influence healthy or unhealthy eating. |

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

| Criteria | Yes | No |
|--|--------------------------|--------------------------|
| 1. Does the curriculum provide information to the students about the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists? | <input type="checkbox"/> | <input type="checkbox"/> |

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-13 for Standard 3 sub-skills and skill examples.

| Criteria | Yes | No |
|---|--------------------------|--------------------------|
| 1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form*- Chap. 3.

Notes:

Standard **3** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating.

Sub-Skills: As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|--|--|--|--|
| <ul style="list-style-type: none"> • Identify people who can provide accurate information about healthy eating. • Identify nutrition information on food labels. | <ul style="list-style-type: none"> • Identify sources of reliable information about healthy eating. • Demonstrate the ability to access accurate information about healthy eating. • Demonstrate the ability to access people who can provide accurate information and advice on healthy eating. • Use the nutrition information on food labels to compare products. • Demonstrate the ability to access sources of accurate information about healthy eating and safe weight management. | <ul style="list-style-type: none"> • Distinguish accurate nutrition information from inaccurate information. • Summarize reliable sources of information about healthy eating. • Demonstrate the ability to access people who can provide accurate information and reliable advice on healthy eating. • Analyze the nutrition information on food labels to compare products. • Analyze the accuracy of claims of nutrition supplements and weight loss pills. • Distinguish accurate from inaccurate information about healthy eating and safe weight management. | <ul style="list-style-type: none"> • Differentiate between accurate and inaccurate nutrition information. • Demonstrate the ability to access people who can provide valid information and advice on healthy eating. • Evaluate the nutrition information on food labels to compare products. • Demonstrate the ability to access information to determine healthy body weight. • Analyze claims made in advertisements for nutrition supplements and weight loss products. • Analyze claims of performance-enhancing drugs and nutrition supplements on performance in physical activities. |

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

| Criteria | Yes | No |
|--|--------------------------|--------------------------|
| 1. Does the curriculum provide information to the students about the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists? | <input type="checkbox"/> | <input type="checkbox"/> |

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-15 for Standard 4 sub-skills and skill examples.

| Criteria | Yes | No |
|---|--------------------------|--------------------------|
| 1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **4** Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or reduce unhealthy eating practices and to enhance healthy eating.

Sub-Skills: As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Effectively negotiate to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|--|--|--|--|
| <ul style="list-style-type: none"> • Demonstrate how to politely refuse less nutritious foods. • Demonstrate how to politely request foods that are more nutritious. • Demonstrate how to refuse foods that cause an allergic reaction. | <ul style="list-style-type: none"> • Demonstrate how to politely refuse less nutritious foods. • Demonstrate how to politely request foods that are more nutritious. • Demonstrate how to refuse foods that cause an allergic reaction. • Demonstrate interpersonal skills for dealing with peer influence to eat less nutritious foods. | <ul style="list-style-type: none"> • Demonstrate how to politely refuse less nutritious foods. • Summarize how to politely request foods that are more nutritious. • Demonstrate how to make a special request, related to healthy food preparation. • Discuss plans to maintain healthy eating habits with parents and friends. • Demonstrate negotiation skills for dealing with pressure to eat less nutritious foods. | <ul style="list-style-type: none"> • Demonstrate interpersonal skills to help deal with negative peer influences on healthy eating. • Demonstrate how to politely refuse less nutritious foods. • Demonstrate how to politely request foods that are more nutritious. • Demonstrate how to make a special request, related to healthy food preparation. • Discuss plans to maintain healthy eating habits with parents and friends. • Demonstrate negotiation skills for dealing with pressure to eat less nutritious foods. |

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

| Criteria | Yes | No |
|--|--------------------------|--------------------------|
| 1. Does the curriculum provide information to the students about the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists? | <input type="checkbox"/> | <input type="checkbox"/> |

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-17 for Standard 5 sub-skills and skill examples.

| Criteria | Yes | No |
|---|--------------------------|--------------------------|
| 1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **5** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid unhealthy foods and beverages and choose healthy foods and beverages.

Sub-Skills: As a result of using this curriculum, students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|---|--|--|---|
| <ul style="list-style-type: none"> • Choose healthy foods and beverages instead of less healthy foods and beverages. | <ul style="list-style-type: none"> • Choose healthy foods and beverages instead of less healthy foods and beverages. • Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu. • Describe positive outcomes from choosing healthy foods. | <ul style="list-style-type: none"> • Choose healthy food and beverages instead of less healthy foods and beverages. • Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu. • Explain positive outcomes from choosing healthy foods. • Describe the consequences of an unhealthy diet. • Choose restaurants that serve more healthy foods rather than ones that serve fewer healthy foods. | <ul style="list-style-type: none"> • Choose healthy foods and beverages over less healthy foods and beverages. • Summarize positive outcomes from choosing healthy foods. • Demonstrate the ability to select healthy from unhealthy foods on a fast food restaurant menu. • Analyze the consequences of an unhealthy diet. |

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

| Criteria | Yes | No |
|--|-------------------------------------|--------------------------|
| 1. Does the curriculum provide information to the students about the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-19 for Standard 6 sub-skills and skill examples.

| Criteria | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **6** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals related to healthy eating, take steps to achieve these goals, and monitor their progress in achieving them.

Sub-Skills: As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|---|--|---|---|
| <ul style="list-style-type: none"> • Set a goal to eat more fruits and vegetables. • Describe ways that parents and other trusted adults can help meet a goal of eating more fruits and vegetables. | <ul style="list-style-type: none"> • Assess the strengths and weaknesses of personal diet. • Set a goal to improve food choices. • Make a personal commitment to improve food choices. • Demonstrate the ability to keep track of foods and beverages consumed. • Monitor progress toward meeting the goal of improving food choices. | <ul style="list-style-type: none"> • Assess food intake in relation to established food groups. • Set a goal to improve one’s personal food choices that leads to a healthier diet. • Design a plan for improving a healthier diet. • Make a personal commitment to achieve a healthier diet. • Develop strategies for overcoming barriers to achieving a healthier diet. • Monitor progress towards achieving a healthier diet goal. | <ul style="list-style-type: none"> • Evaluate food intake in relation to the <i>Dietary Guidelines for Americans</i>. • Set a goal to improve one’s personal food choices that leads to a healthier diet. • Establish an appropriate goal to manage weight. • Design a plan for achieving a healthier diet and managing weight. • Make a personal commitment to achieving a healthier diet. • Choose strategies for overcoming the barriers to achieving a healthier diet. • Monitor progress toward achieving a healthier diet goal. • Identify how a healthy or unhealthy diet can affect plans for the future. |

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

| Criteria | Yes | No |
|--|--------------------------|--------------------------|
| 1. Does the curriculum provide information to the students about the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists? | <input type="checkbox"/> | <input type="checkbox"/> |

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

| Criteria | Yes | No |
|---|--------------------------|--------------------------|
| 1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard? | <input type="checkbox"/> | <input type="checkbox"/> |

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 7 Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

Sub-Skills: As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|--|--|--|--|
| <ul style="list-style-type: none"> • Choose a variety of healthy snacks. • Express intentions to eat breakfast every day. • Express intentions to drink plenty of water every day. • Express intentions to eat a variety of nutritious foods every day. • Express the intention to eat fruits and vegetables every day. | <ul style="list-style-type: none"> • Choose healthy foods in appropriate portion sizes. • Plan and prepare a healthy snack. • Choose a variety of nutritious breakfast foods. • Identify ways a person can eat more fruits and vegetables. • Identify ways a person can drink more water and nutritious beverages. • Identify ways a person can eat less fat. • Identify ways a person can eat less sugar. • Develop strategies for making healthier choices at restaurants. | <ul style="list-style-type: none"> • Choose healthy foods in appropriate portion sizes. • Plan and prepare a healthy snack. • Develop strategies for making healthier choices at restaurants. • Plan and prepare nutritious breakfasts. • Describe strategies for eating more fruits and vegetables. • Describe strategies for drinking an appropriate amount of water and nutritious beverages. • Describe strategies a person can use to reduce the amount of fat consumed. | <ul style="list-style-type: none"> • Choose healthy foods in appropriate portion sizes. • Choose healthier foods at restaurants. • Plan and prepare a variety of healthy snacks. • Plan and prepare nutritious breakfasts. • Describe strategies for eating more fruits and vegetables. • Describe strategies for drinking an appropriate amount of water and nutritious beverages. • Describe strategies for increasing intake of fiber. • Describe substitutions a person can make to reduce the amount of fat consumed. |

Additional examples for Standard 7 are listed on the next page.

Standard **7** Skill Examples (continued)

After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|----------------|--|--|---|
| | <ul style="list-style-type: none"> • Identify ways a person can keep from overeating. • Plan a meal based on the food groups. • Express the intention to eat a variety of nutritious foods daily. • Describe the importance of assuming personal responsibility for healthy eating. • Demonstrate safe food handling and storage practices. | <ul style="list-style-type: none"> • Describe strategies a person can use to reduce the amount of sugar consumed. • Describe strategies a person can use to keep from overeating. • Plan a day’s meals based on all of the food groups. • Summarize the importance of assuming personal responsibility for healthy eating. • Express the intention to eat a variety of nutritious foods in moderation. • Demonstrate safe food handling, preparation, and storage practices. | <ul style="list-style-type: none"> • Describe strategies for reducing the amount of sugar consumed. • Describe strategies a person can use to keep from overeating. • Plan a week’s meals based on the <i>Dietary Guidelines for Americans</i>. • Demonstrate ways to take responsibility for healthy eating. • Express the intention to eat a variety of nutritious foods in moderation. • Demonstrate how to keep food safe and prevent food-borne illness. |

Notes:

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

| Criteria | Yes | No |
|--|-------------------------------------|--------------------------|
| 1. Does the curriculum provide information to the students about the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Student Skill Learning and Application Score (total number of “yes” checks)

4

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page HE-25 for Standard 8 sub-skills and skill examples.

| Criteria | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Teacher Instruction and Assessment Score (total number of “yes” checks)

4

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **8** Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make healthy eating choices.

Sub-Skills: As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

| Grades Pre-K–2 | Grades 3–5 | Grades 6–8 | Grades 9–12 |
|---|---|---|---|
| <ul style="list-style-type: none"> • Ask parents, guardians, and other caretakers to offer more nutritious food choices at home. • Encourage parents, guardians, and other caretakers to make healthy eating choices. • Provide support to peers for choosing healthy foods. | <ul style="list-style-type: none"> • Explain to others why healthy eating is important. • Persuade parents or guardians to offer more nutritious food choices at home. • Provide support to peers and family members for choosing healthy foods. | <ul style="list-style-type: none"> • Advocate to others about how healthy eating enhances personal health and wellness. • Negotiate with parents or guardians for healthy food choices at home and at restaurants. • Advocate for healthy and appealing food choices at school. • Educate family and peers to choose healthy foods. • Provide support to peers for choosing healthy foods. • Advocate that others properly prepare and handle food. | <ul style="list-style-type: none"> • Negotiate with parents or guardians for healthy food choices at home and at restaurants. • Advocate for healthy eating choices at school and in the community. • Advocate to community leaders for programs that can provide nutritious foods (e.g., food banks). • Educate family and peers to make healthy eating choices. • Support family and peers to manage weight in healthy ways. • Demonstrate ways to advocate for friends and family members who need support and treatment for eating disorders. • Advocate for proper food preparation and handling in the school and community. |

Healthy Eating

This concludes the health education curriculum analysis items related to healthy eating. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

Additional Notes: