

HECAT, K-2 Healthy Eating Standards

Classroom Curriculum

After implementation of this curriculum, by grade 2:

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

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

Standard 2: After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on healthy eating. Skill Examples:

1. Explain how family can influence food choices.
2. Describe how television advertisements can influence food choices.

Standard 3: 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.

1. Identify people who can provide accurate information about healthy eating.
2. Identify nutrition information on food labels.

Standard 4: 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.

1. Demonstrate how to politely refuse less nutritious foods.
2. Demonstrate how to politely request foods that are more nutritious.
3. Demonstrate how to refuse foods that cause an allergic reaction.

Standard 5: 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.

1. Choose healthy foods and beverages instead of less healthy foods and beverages.

Standard 6: 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.

1. Set a goal to eat more fruits and vegetables.
2. Describe ways that parents and other trusted adults can help meet a goal of eating more fruits and vegetables.

Standard 7: After implementing this curriculum, students will be able to demonstrate strategies to improve or maintain healthy eating patterns.

1. Choose a variety of healthy snacks.
2. Express intentions to eat breakfast every day.
3. Express intentions to drink plenty of water
4. Express intentions to eat a variety of nutritious foods every day.
5. Express the intention to eat fruits and vegetables every day.

Standard 8: After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make healthy choices.

1. Ask parents, guardians, and other caretakers to offer more nutritious food choices at home.
2. Encourage parents, guardians, and other caretakers to make healthy eating choices.
3. Provide support to peers for choosing healthy foods.

Breakfast GO Power Lesson Implementation

Lesson 1: 1.4, 1.6

Lesson 2: 1.4

Lesson 3: 1.1

Lesson 4: 1.1, 3.2

Lesson 5: 1.1, 6.1

Lesson 6: 1.5, 5.1

Lesson 7: 1.1, 5.1

Lesson 8: 1.8

Lesson 9: 2.2, 6.2, 7.2, 8.1

Lesson 10: 1.1, 1.8, 5.1, 7.2, 7.4, 8.2

Meal Appeal Lesson Implementation

Lesson 1: 1.7

Lesson 2: 1.7

Lesson 3: 1.1, 5.1

Lesson 4: 1.1, 3.2, 8.1, 8.2

Lesson 5: 1.1, 6.1

Lesson 6: 1.3, 1.5, 5.1

Lesson 7: 1.1, 1.5, 1.8, 2.2, 5.1

Lesson 8: 1.8

Lesson 9: 1.5, 4.1, 4.2, 4.3, 5.1, 8.3

Lesson 10: 1.1, 5.1, 7.4

Snack Attack Lesson Implementation

Lesson 1: 2.2	Lesson 6: 1.1, 1.2, 1.5
Lesson 2: 1.5, 2.2, 7.1	Lesson 7: 1.1, 1.3, 7.4
Lesson 3: 1.1, 6.1, 7.5	Lesson 8: 1.3, 1.8
Lesson 4: 1.5, 3.1, 3.2	Lesson 9: 1.3, 1.5, 1.8, 8.8
Lesson 5: 1.1, 1.2, 7.1, 7.5, 8.1, 8.2	Lesson 10: 1.1, 1.2, 1.5, 7.1, 7.3, 7.5

Food Skills Lessons: HECAT, K-2 Healthy Eating Standards

	<u>HECAT Standards</u>
<i>Breakfast GO Power</i>	
My Waffle or Yours	1.1, 1.4, 1.7, 7.5
Breakfast Pizza	1.7, 7.2, 7.4
Trail Mix	1.7, 5.1, 7.2
Banana Berry Smoothie	1.1, 1.7, 5.1
<i>Meal Appeal</i>	
Turkey Veggie Wrap	1.1, 1.7, 3.2, 5.1, 7.4
Italian Style Salad	1.7, 5.1, 7.4
Taco Pizza	1.1, 1.5, 1.7, 5.1, 7.4
Fruit Mix-up	1.1, 1.7, 6.1, 7.5, 8.1
<i>Snack Attack</i>	
Yummy Fruit Combo	1.2, 1.7, 5.1
Spinach Dip	1.5, 1.7, 7.5
Banana Split	1.2, 1.7
Veggie Pinwheels	1.2, 1.5, 1.7

School Nutrition Services: HECAT, K-2 Healthy Eating Standards

	<u>HECAT Standards</u>
<i>Breakfast GO Power</i>	
<i>Mr. Brown Can Moo! Can You?</i>	1.4, 7.2
<i>Breakfast Grains</i>	7.4, 8.1
<i>MyPyramid</i>	7.4
<i>Meal Appeal</i>	
<i>Mystery Guest Day</i>	7.5
<i>The Little Mouse ...</i>	6.1, 7.5
<i>Snack Attack</i>	
<i>Danny and the Dinosaur</i>	7.1, 7.5
<i>Fruit, Nature's Fast Food</i>	7.1, 7.5
<i>MyPyramid - Healthy Heart</i>	5.2, 7.4

Breakfast GO Power Lessons Overview and Checklist

Lesson	Process Skills	Vocabulary	Key Concepts	Teacher Checklist	HECAT Standards
Lesson 1 Why Breakfast	Discussion Vocabulary Movement	Energy Habit Pep Cue Health	Breakfast is an important part of taking care of ourself each day to <ul style="list-style-type: none"> • Help make school easier • Give more energy for play • Build healthier bodies An empty feeling in the stomach is a cue to let you know when you are hungry.	Describe <ul style="list-style-type: none"> <input type="checkbox"/> the benefits of eating breakfast every day. <input type="checkbox"/> body signals that tell people when they are hungry. 	1
Lesson 2 My Breakfast Habits	Discussion Survey “ballot” Graphing Movement	Habits Goals	The first step in setting healthy goals is to identify current breakfast habits and choices.	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize his/her own breakfast habits. <input type="checkbox"/> Set a goal for eating breakfast. 	6, 7
Lesson 3 <i>MyPyramid</i> Helps Guide Variety	Discussion Visualization Movement Small group work	<i>MyPyramid</i> Variety Balance Grains	<i>MyPyramid</i> is a guide to help shape a healthy breakfast. Choose a wide variety of foods from <i>MyPyramid</i> food groups: <ul style="list-style-type: none"> • Grains • Vegetables • Fruits • Oils • Meat & Beans • Milk 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify <i>MyPyramid</i> as a tool for choosing a variety of nutritious foods. 	1, 3
Lesson 4 Making Breakfast Choices	Discussion Group work Movement	<i>MyPyramid</i> Balance Whole Grains Fiber	To help shape a healthy breakfast choose a wide variety of foods from <i>MyPyramid</i> food groups	<ul style="list-style-type: none"> <input type="checkbox"/> Use <i>MyPyramid</i> as a tool to make healthy breakfast choices. <input type="checkbox"/> Identify whole grains as a healthy choice. 	1, 3
Lesson 5 Fruits & Veggies	Discussion Artwork Visualization Movement	Variety	Fruit and veggie colors are indicators for different health benefits (eyes, immune system and skin to name a few). Eating a variety of fruits and veggie colors helps ensure good health.	<ul style="list-style-type: none"> <input type="checkbox"/> Identify color as a way to ensure a good variety of vegetables and fruits. <input type="checkbox"/> Set a goal to eat more fruits. 	1, 5, 6, 7

Lesson	Process Skills	Vocabulary	Key Concepts	Teacher Checklist	HECAT Standards
Lesson 6 Smart Servings	Discussion Predict Measure Observe Movement	Serving	For healthy balance, identify foods high in added sugar and fat; choose smaller servings; and choose them less often.	<input type="checkbox"/> Identify <i>MyPyramid</i> as a guide for healthy serving sizes.	1, 5
Lesson 7 <i>Drink Think</i>	Discussion Artwork Movement	Beverage Added sugar Fiber	Beverages high in added sugar and fat can upset healthy balance. For healthy balance, <i>Drink Think</i> water, 100% juice, and lowfat milk.	<input type="checkbox"/> Identify water, low fat milk and 100% juice as healthy breakfast beverage choices.	1, 3, 5, 7
Lesson 8 <i>Active Play</i>	Discussion Movement	Energy in Energy out	" <i>Active Play, Balance My Day™</i> —is a healthy choice and a way to <i>enjoy</i> giving healthy balance to our day. 60 min. or more a day is recommended.	Identify physical activity (<i>Active Play</i>) as <input type="checkbox"/> a healthy habit <input type="checkbox"/> a choice (energy out) to balance energy in (healthy eating)	1, 5, 7
Lesson 9 Help to Meet My Breakfast Challenge	Discussion Group work Writing Movement Syllables & vowels	Make ahead Meal plan Grocery list	Caregivers can help to make eating breakfast easier. <ul style="list-style-type: none"> • Make-ahead breakfast ideas for quick breakfasts • Breakfast can be eaten on the GO and be healthy • Meal planning and grocery lists 	<input type="checkbox"/> Identify ways (meal planning; turning off video; earlier start) adults can help make breakfast a daily habit.	1, 2, 8
Lesson 10 Healthy Breakfast Menus	Discussion Artwork Visualization Syllables Movement		A healthy breakfast consists of foods from at least 3 of 5 major food groups (Grains, Vegetables, Fruits, Milk, Meat & Beans).	<input type="checkbox"/> Apply skills by choosing a healthy breakfast.	1, 5

Meal Appeal Lessons Overview and Checklist—K-2

Lesson	Process Skills	Vocabulary	Key Concepts	Teacher Checklist	HECAT Standards
Lesson 1 Clean Machines	Discussion Visualization Movement	Germ Food safe	Proper hand washing helps keep germs out and food safe.	Describe <input type="checkbox"/> how to keep food safe from harmful germs.	1
Lesson 2 Food Safe	Discussion Vocabulary Visualization Movement	Germ Food safe	Beyond hand washing, food safety includes keeping: <input type="checkbox"/> hot food hot and cold food cold; <input type="checkbox"/> work surfaces clean; <input type="checkbox"/> clean utensils; <input type="checkbox"/> uncooked meat and eggs away from other foods.	Describe <input type="checkbox"/> how to keep food safe from harmful germs.	1
Lesson 3 <i>MyPyramid</i> Guides Variety	Discussion Visualization Movement Small group work	<i>MyPyramid</i> Variety Vitamins Minerals Nutrients Refined Whole Grains	Our own choices guide healthy choices. We can use <i>MyPyramid</i> as a guide to a variety of choices.	<input type="checkbox"/> Identify <i>MyPyramid</i> as a resource for healthy choices. <input type="checkbox"/> Explain the importance of variety. <input type="checkbox"/> Identify and choose a variety of healthy foods and beverages.	1, 3, 5, 6
Lesson 4 Whole Grains	Discussion History Agriculture Visualization Movement Optional: Reading	Refined Grains Whole Grains	Whole grains are a healthy choice. They give us energy, nutrients, and fiber for healthy hearts and bodies. The fiber helps keep food moving through our body. A good reminder is to eat half our grains as whole grains.	<input type="checkbox"/> Explain the importance of choosing healthy foods. <input type="checkbox"/> Encourage family to find whole grain on food labels and offer more nutritious whole grain foods at home.	1, 3, 8
Lesson 5 <i>Fruits and Veggies Every Day the Tasty Way</i>	Discussion Data Monitor Observe Predict Visualization Movement	Variety	Choosing many different fruit and veggie colors is an indicator for variety and many health benefits, i.e., eyes, immune system and skin. In addition, choosing fruits and veggies provides fiber.	<input type="checkbox"/> Identify color as a way to ensure a good variety of vegetables and fruits. <input type="checkbox"/> Express intention, set a goal, and ask family to help them eat more fruits and vegetables.	1, 5, 6, 7

Lesson	Process Skills	Vocabulary	Key Concepts	Teacher Checklist	HECAT Standards
Lesson 6 Drink Think	Discussion Predict Measure Observe Movement	Balance Energy in Energy out	Choose less high fat and sugar added drinks. Water is the #1 <i>Drink Think</i> choice. Water keeps our body healthy, cools us down, helps us think and feel less tired, moves waste through our body, helps our joints move, and is an important part of blood that carries nutrients through our body.	<input type="checkbox"/> Describe and politely refuse less nutritious beverages. <input type="checkbox"/> Choose healthier beverages. <input type="checkbox"/> Explain the importance and express intent to drink plenty of water.	1, 2, 4, 5, 7
Lesson 7 Smart Servings	Discussion Visualization Movement	Balance Energy in Energy out	Too many high fat and sugar foods make it hard to balance energy in and energy out to balance for healthy hearts and bodies. TV ads and many high fat and added sugar fast food choices can make it hard to make balanced choices. Choose less with a smaller size, by sharing, or by making a lower fat and sugar choice.	<input type="checkbox"/> Explain the importance of choosing healthy instead of less healthy foods and beverages when eating out. <input type="checkbox"/> Politely refuse less nutritious food. <input type="checkbox"/> Describe how TV ads can influence choices.	1, 2, 4, 5, 7
Lesson 8 <i>Active Play, Balance My Day™</i>	Discussion Movement Math	Balance Energy in Energy out	Too much TV and other screen time is a barrier to getting enough <i>Active Play</i> . Balance the energy in (food) with the energy out (<i>Active Play</i>). Find things you like to do for <i>Active Play</i> .	<input type="checkbox"/> Identify <i>Active Play</i> as a healthy habit and a way to balance energy in and energy out.	1
Lesson 9 Support for Healthy Choices	Discussion Artwork Visualization Movement Optional: Reading	Balance Energy in Energy out	It is okay to politely refuse foods after you have already eaten, you want less fat and sugar, or because of a food allergy.	Demonstrate how to <input type="checkbox"/> Politely refuse foods that cause an allergic reaction. <input type="checkbox"/> Politely refuse foods that are less nutritious. <input type="checkbox"/> Request and choose more nutritious foods.	1, 4, 5, 6, 8
Lesson 10 Healthy Meals have Variety	Discussion Small group work Life skills Movement	<i>MyPyramid</i> Balance Variety Goals	<i>MyPyramid</i> helps guide a good <i>Meal Appeal</i> plan, including choosing variety and less of foods high in fat and added sugar.	<input type="checkbox"/> Choose a meal with a variety of healthy foods and beverages and set goals for healthy balance.	1, 5, 6, 7

Snack Attack Lessons Overview and Checklist—K-2

Lesson	Process Skills	Vocabulary	Key Concepts	Teacher Checklist	HECAT Standards
Lesson 1 Why Snacks	Discussion Artwork Movement	Energy In Energy out	<ul style="list-style-type: none"> • Healthy “How—What—When—Where” choices lead to healthy snack habits. • Plan your snack about the same time each day, not too close to a mealtime; eat “screen free”; and choose to eat from a plate rather than a bag or box. 	<input type="checkbox"/> Recognize that with smart choices, snacks are healthy. <input type="checkbox"/> Identify their own healthy snack habits	1, 2
Lesson 2 Media	Discussion Movement Language Arts	Energy in Energy out Nibbling	<p>Along with food choices, we choose WHERE we eat our snack. Sitting at a table with the TV turned off is a healthy choice. With the TV on, we</p> <ul style="list-style-type: none"> • may see foods that make us want to eat more • lose track of how much we are eating and tend to overeat • lose good taste enjoyment 	<input type="checkbox"/> Describe how television advertisements can influence food choices. <input type="checkbox"/> Identify healthy and less healthy foods and beverages.	1, 2, 5, 7
Lesson 3 <i>MyPyramid</i>	Discussion Movement Small group work Language Arts	Variety <i>MyPyramid</i>	<p>Get a variety of healthy snack foods by choosing a snack from at least 2 major <i>MyPyramid</i> food groups. Remember to choose less of foods high in added sugar and fat.</p>	<input type="checkbox"/> Identify existing snack habits. <input type="checkbox"/> Choose a variety of healthy snacks.	1, 5, 6, 7
Lesson 4 Labels	Discussion Small group work Movement Visualization	Energy in Energy out	<ul style="list-style-type: none"> • People often choose snack foods without thinking about how much added sugar or fat they are getting. • Too many fats add too much energy in and are not heart healthy. One way to make sure we have healthy balance in our day is to choose foods with less fat and sugar. Labels help us do that. 	<input type="checkbox"/> Identify nutrition information on food labels. <input type="checkbox"/> Identify people who can provide accurate information about healthy eating. <input type="checkbox"/> Identify healthier snack foods.	1, 3
Lesson 5 Fruits & Veggies	Discussion Small group work Artwork Visualization Movement	Variety Nutrients	<p>Remind kids that mixing different colors makes what we eat more appealing and gives more variety! Eating different fruit and veggie colors each day helps keep our body, eyes, skin and heart healthy.</p>	<input type="checkbox"/> Identify color as a way to ensure a variety of veggies and fruits. <input type="checkbox"/> Identify how caregivers can help meet the goal of eating more fruits and vegetables. <input type="checkbox"/> Set a goal and express intention to eat more veggies and fruits.	1, 5, 6, 7, 8

Lesson	Process Skills	Vocabulary	Key Concepts	Teacher Checklist	HECAT Standards
Lesson 6 Smart Servings	Discussion Artwork Movement	Energy in Energy out <i>MyPyramid</i> Vitamins Minerals Protein	<i>Smart Servings</i> means less of high added sugar, high fat foods. <ul style="list-style-type: none"> When eating out or choosing from vending choose less with smaller size, a healthier option, or sharing a larger portion with someone else. 	<input type="checkbox"/> Identify why choosing less of foods higher in fat and added sugar is a healthier choice <input type="checkbox"/> Identify behaviors that contribute to balancing energy in and energy out (maintaining a healthy weight)	1, 5, 7
Lesson 7 <i>Drink Think</i>	Discussion Visualization Observe Predict Movement Small group work	Nutrients	Water is a healthy <i>Drink Think</i> choice. It keeps our body healthy, cools us down, helps us think and feel less tired, moves waste through our body, helps our joints move, and carries nutrients through our body.	<input type="checkbox"/> Identify benefits of drinking water <input type="checkbox"/> Choose healthy instead of less healthy beverages	1, 5
Lesson 8 <i>Active Play</i>	Discussion Group work Artwork Movement	Energy in Energy out	<i>Active Play</i> <ul style="list-style-type: none"> Gives us something to do when we're bored. Is a fun way to spend time with family and friends. Balances energy in. Choose <i>Active Play</i> to beat the nibbling and too much TV "boredom blues". 	<input type="checkbox"/> Identify behaviors that contribute to balancing energy in and energy out (maintaining a healthy weight)	1, 8
Lesson 9 Family and Friend Support	Discussion Visualization Artwork Movement	Energy in Energy out	<ul style="list-style-type: none"> Family and friends can help us (or we can help others) make healthy choices. Ask family to set regular times each week, to work together to make a healthy snack grocery list and to participate in <i>Active Play</i>. When helping others, remember they may not always enjoy the same things we enjoy. 	<input type="checkbox"/> Explain how family and friends can influence food and physical activity choices	2, 4, 8
Lesson 10 Healthy Snack Bar	Discussion Movement	<i>MyPyramid</i>	A good <i>Snack Attack</i> plan includes choosing less of foods high in added sugar and fat. Making healthier choices of fruits or vegetables and water is one way to have less.	<input type="checkbox"/> Set goals and choose healthy instead of less healthy foods and beverages	1, 5, 6, 7, 8