

Garden Based Nutritional Education
Standards and Benchmarks for Health, Grades K-2

Standard 1: Understanding the concepts that lead to health and prevention	
Benchmarks	Garden Example Lessons
HE.K-2.1.1 – The student uses appropriate ways to communicate feelings.	
HE.K-2.1.2 – What does exercise do for our bodies? What are the benefits?	Pa‘ahana “hard, industrious work”: working in the garden to grow food.
HE.K-2.1.3 – What are the benefits of a healthy diet? What is a healthy diet?	
HE.K-2.1.4 – Students can identify behaviors that are safe, risky or harmful.	Working in the garden with tools, soil, working in a group.
HE.K-2.1.5 – Students can describe ways in which they can promote and protect their own health.	Eating healthy foods, physical exercise, understanding stresses, good communication.
HE.K-2.1.6 – Students can describe helpful and harmful substances.	
HE.K-2.1.7 – What are the benefits of cleanliness?	Food Safety Guidelines for School Gardens.
HE.K-2.1.8 – Students can describe signs and symptoms of common illness and how to avoid spreading or catching different illnesses.	
Standard 2: Accessing valid health information, products & services	
HE.K-2.2.1 – Where can I get information on healthy eating and healthy living?	
HE.K-2.2.2 – The student explains where true information comes from and why. Student can identify trusted sources.	
Standard 3: Self-Management - Practicing health: Enhancing behaviors and reducing health risks	
HE.K-2.3.1 – Students can describe what “stress” feels like, where it comes from and how to emotionally deal with it on a daily basis.	
Standard 4: Analyzing influences: Understanding the influences of culture, family, peers, media, technology and other factors that influence health.	
HE.K-2.4.1 – What is nutritional health? What are the factors of nutritional health? How do media effect what and how we eat? How do external factors influence health behaviors?	

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Standard 5: Interpersonal communication: Use to enhance health (group work in outdoor classroom)	
HE.K-2.5.1 – Students can use effective verbal and non-verbal communications.	
HE.K-2.5.2 – Students can communicate and express feelings, wants and needs.	Food choices are tied to deep feelings in families and communities. What are the foods that are special to my family and why? Recipes?
HE.K-2.5.3 – Students know basic “refusal” skills and can use them appropriately.	
HE.K-2.5.4 – Students can be good friends and responsible family members.	
Standard 6: Decision making and goal setting to enhance health	
HE.K-2.6.1 – How can we become more informed and begin to make better nutritional choices and set goals for how we eat? What is health? When and who can we ask for help in making health decisions and setting goals?	Make a health goal, track it and reflect on it over time.
HE.K-2.6.2 – Students can make a personal nutritional or physical activity goal and decide how it could be achieved. What decisions need to be made in order to achieve this goal?	
Standard 7: Advocacy: Advocate for personal, family, and community health	
HE.K-2.7.1 – How can we help others make better nutritional choices that will influence their health? Sharing with family and community. How can we help ourselves?	