

Nutrition Education Competencies
Aligned with the
California Health Education Content
Standards

Center for Nutrition in Schools
Department of Nutrition
University of California, Davis

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**Overview: Nutrition Education Competencies
Aligned with the Health Education Standards**

OVERARCHING HEALTH CONTENT STANDARD		OVERARCHING NUTRITION EDUCATION COMPETENCY (ONEC) Students will...
1	Essential health concepts: All students will comprehend essential concepts related to enhancing health.	Know the relationships among nutrition, physiology, and enhancing health.
2	Analyzing health influences: All students will demonstrate the ability to analyze internal and external influences that affect health.	Analyze internal and external factors influencing food choices and health outcomes.
3	Accessing valid health information: All students will demonstrate the ability to access and analyze health information, products, and services.	Demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.
4	Interpersonal communication: All students will demonstrate the ability to use interpersonal communication skills to enhance health.	Demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.
5	Decision making: All students will demonstrate the ability to use decision-making skills to enhance health.	Demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.
6	Goal Setting: All students will demonstrate the ability to use goal-setting skills to enhance health.	Demonstrate the ability to use goal-setting skills to enhance nutrition and health.
7	Practicing health-enhancing behaviors: All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	Demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.
8	Health promotion: All students will demonstrate the ability to promote and support personal, family, and community health.	Demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.

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Overarching Health Education Content Standard, Essential Health Concepts:
 All students will comprehend essential concepts related to enhancing health.

Corresponding Overarching Nutrition Education Competency 1:

⇒ **All students will know the relationships among nutrition, physiology, and enhancing health.**

Content Area: <i>Students will:</i>	Kindergarten	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-12
Know the six nutrient groups and their functions.	<p>Identify the variety of foods of plant origin.</p> <p>Classify plant foods, such as fruits, vegetables, and grains.</p> <p>Identify the variety of foods of animal origin, such as eggs, fish, poultry, beef, and milk.</p>	<p>Describe the main functions of fat, carbohydrate, protein, vitamins, minerals, and water.</p>	<p>Identify and define key nutrients and their functions.*</p>	<p>Classify food products of plant and animal sources by the major nutrients they provide.</p>	<p>Identify nutrients and their relationships to health.*</p> <p>Describe methods to analyze the nutritional value of foods and beverages.*</p> <p>Name the key nutrients in each food group and investigate how the body uses these nutrients.</p>	<p>Classify nutrients into macronutrients and micronutrients.</p> <p>Explain how the Dietary Reference Intakes may be used to assess dietary quality.</p> <p>Define and analyze the functions of phytochemicals.</p>
Know nutrition and health guidelines.	<p>Name a variety of healthy foods and explain why they are necessary for energy and good health.*</p> <p>Identify a variety of healthy snacks.*</p> <p>Describe tools used to measure servings of food.</p> <p>State the purpose of food advertisements and commercials.</p>	<p>Classify various foods into appropriate food groups.*</p> <p>Identify the number of servings of food from each food group that a child needs daily.*</p> <p>Identify actions key to feeling healthy and growing a healthy body.</p> <p>Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.*</p>	<p>State the recommended number of servings and serving sizes for different food groups.*</p> <p>Identify at least one key nutrient provided by recommended food groups.</p> <p>List recommendations for maintaining a healthy body and positive self-esteem.</p> <p>Explain the importance of drinking plenty of water, especially during</p>	<p>Describe the food groups, including recommended portions to eat from each food group.*</p> <p>Explain why some food groups have a greater number of recommended portions than other food groups.*</p> <p>Differentiate between more-nutritious and less-nutritious beverages and snacks.*</p> <p>Explain the concept of</p>	<p>Compare and contrast use of the current Dietary Guidelines for Americans and USDA food guide for planning healthy meals.</p> <p>Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.*</p> <p>Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.*</p>	<p>Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.*</p> <p>Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.*</p> <p>Explain the importance of variety and moderation in food selection and consumption.*</p>

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		<p>Identify physical activities that students can enjoy and sustain for 30 minutes every day.</p> <p>Identify how to recognize credible nutrition information.</p>	<p>vigorous physical activity.*</p>	<p>eating in moderation.*</p> <p>Identify key components of the “Nutrition Facts” label.*</p> <p>Describe examples of how different cultures may meet dietary guidelines using a variety of foods.</p>	<p>Analyze the major nutritional benefits of specific plant and animal food products.</p>	<p>Distinguish between facts and myths regarding nutrition practices, products, and physical performance.*</p> <p>Explain the harmful effects of using diet pills and anabolic steroids.*</p> <p>Explain why people with eating disorders need professional help.*</p>
<p>Know factors affecting energy balance.</p>	<p>Recognize that we need food to provide energy.</p> <p>Identify why we need active play and other physical activity.</p> <p>Identify a form of physical activity that children enjoy at school and at home.</p>	<p>Describe how energy is obtained and expended during the day.</p> <p>Describe a variety of physical activities that will help keep children physically fit.</p> <p>Identify opportunities outside of school for regular participation in physical activity.*</p>	<p>Explain reasons for the differences in the amount of food required by individuals.</p> <p>Describe the benefits of moderate and vigorous physical activity.*</p>	<p>Define a Calorie and describe how it is used by the body.</p> <p>Explain how energy is obtained and expended during physical activity.</p>	<p>Describe methods to analyze the caloric value of foods and beverages.*</p> <p>Recognize that different foods contain different amounts of energy which is in the form of Calories.</p> <p>Compare caloric values of food according to the percent of fat, protein, and carbohydrate they contain.</p> <p>Identify ways to increase daily physical activity.*</p>	<p>Describe the amounts and types of physical activity recommended for teenagers’ overall health and for the maintenance of a healthy body weight.*</p> <p>Compare the Calorie content of macronutrients and analyze the relationship between calorie intake and expenditure.</p>
<p>Describe how nutritional needs vary throughout the life cycle.</p>	<p>Identify one reason people of different ages need different foods.</p>	<p>Describe some of the different food needs people have at different ages.</p>	<p>Describe the amounts and types of food people need at different ages.</p>	<p>Name 5 life stages and list examples of special nutritional needs at each life stage.</p> <p>Explain the unique nutritional needs of pre-adolescents and compare</p>	<p>Compare and contrast the specific nutritional needs at each life stage.</p>	<p>Describe nutrition practices that are important for the health of a pregnant woman and her baby.*</p> <p>Identify and compare foods rich in nutrients</p>

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				these needs to other life stages.		important for adolescent and adult health in a daily diet. Assess how age, gender, activity level, and other factors influence nutritional needs during each of the five life stages.
Identify the physiological processes in digestion, absorption, and metabolism of nutrients	Describe foods using senses: taste, touch, sight, smell, and sound.	Explain that food is used and stored by our bodies to help us have energy for growing, learning, and activity.	Illustrate the pathway of food during the process of digestion.	Explain the relationship between the intake of nutrients and metabolism.* Examine the pathway of food and its conversion to energy during the process of digestion. Describe the physiological reasons for the differences in the nutritional needs for each life stage.	Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.* Illustrate how the different body systems interact.	Analyze the physiological processes involved in the digestion, absorption, and metabolism of nutrients. Analyze the interaction of the different body systems and what happens when these systems do not function properly.
Explain the influence of nutrition and physical activity on health.	Recognize that eating healthy foods, such as vegetables and fruits, is beneficial for the body. Recognize the importance of a healthy breakfast.* Describe the benefits of being physically active.*	List the benefits of healthy eating (including beverages and snacks).* Discuss the benefits of eating a nutritious breakfast every day.* Explain how both physical activity and eating habits can affect a person's health.*	Describe the relationship between food intake, physical activity, and good health.* Name and explain benefits of eating fruits and vegetables. Identify the benefits of eating whole grains. Name and explain two disadvantages of beverages high in sugar.	Explain how good health is influenced by healthy eating and being physically active.* Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.* Identify physical, academic, mental, and social benefits of regular physical activity.*	Differentiate between diets that are health-promoting and diets linked to disease.* Identify the impact of nutrition on chronic disease.* Describe the short- and long-term impact of nutritional choices on health.* Explain the cognitive and physical benefits of eating breakfast daily.*	Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.* Describe the prevalence, causes, and long-term consequences of unhealthy eating.* Identify the causes, symptoms, and harmful effects of eating disorders.*

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<p>Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.</p>	<p>Describe how to wash hands before handling food.</p> <p>Identify one way of safely preparing foods for eating.</p> <p>Name one way to store food that helps to keep it safe and fresh.</p>	<p>Describe how to keep food safe from harmful germs.*</p> <p>Identify how to safely use kitchen tools to prepare food.</p> <p>Explain why hand washing is important when preparing and eating food.</p> <p>Identify examples of foods that must be stored at cool temperatures, in the refrigerator or freezer. Describe how food is handled on its way from farm to table.</p>	<p>Identify how to keep food safe through proper food preparation and storage.*</p> <p>Explain how food can contain germs that cause illness.*</p> <p>Explain what foodborne illnesses are and how these illnesses are contracted.</p> <p>Identify a variety of ways to include fruits, vegetables, and whole grains in daily meals and snacks.</p>	<p>Describe safe food handling and preparation practices.</p> <p>Identify symptoms of foodborne illness.</p> <p>Describe ways to prevent foodborne illness.</p> <p>Explain how food is transported from farm to table, focusing on maintaining nutritional quality.</p> <p>Identify the food temperature danger zone.</p> <p>Identify examples of jobs related to food and nutrition.</p>	<p>Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.*</p> <p>Describe how to keep food safe through proper food purchasing, preparation, and storage practices.*</p> <p>Examine the health risks caused by food contaminants.*</p> <p>Identify careers found in each phase of the food cycle.</p>	<p>Explain how to keep food safe through proper food purchasing, preparation, and storage practices.*</p> <p>Compare and analyze food-related careers such as jobs related to nutrition, dietetics, food technology, culinary arts, agricultural production, and food safety.</p> <p>Describe the advantages and disadvantages of food processing, including the effect on food quality, safety, nutrient content, and the environment.</p>
<p>Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives.</p>	<p>Describe what plants and animals need for growth.</p> <p>Identify edible parts of plants and trees.</p>	<p>Identify two ways that geographical factors influence food availability and quality.</p> <p>Identify factors that affect the availability of food, such as economics, location, and culture.</p> <p>Identify foods grown in different regions of California.</p> <p>Name one healthy example of a food item associated with a certain</p>	<p>Identify foods grown in different regions of the state, the country, and the world, and how some of those foods are produced.</p> <p>List examples of foods that are grown in California and in regions of the United States.</p> <p>Describe the role of food webs within natural systems.</p> <p>Explain the concept of food security.</p>	<p>Describe and illustrate the food cycle.</p> <p>Compare and contrast types of foods produced in specific regions of California and the United States.</p> <p>Describe the relationship between ecosystems and nutrition science.</p> <p>Analyze reasons why an abundance of food crops are grown in California.</p> <p>Recognize different food</p>	<p>Explain two factors that influence the quality and quantity of food available locally, nationally, and globally.</p> <p>Describe how economics, social systems, and education impact the nutritional status of individuals.</p> <p>Examine the technological factors that help create the quality and quantity of food we need.</p>	<p>Explain how local, national, and global factors influence food intake.</p> <p>Analyze data to determine the local, national, and global influences on the quantity and quality of food.</p> <p>Identify how social conditions may influence food availability.</p> <p>Analyze the</p>

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		country or cultural group.	Identify the definition of nutrition science.	production systems, such as organic, sustainable, and conventional.	Examine how local, national and global factors influence the food cycle. Compare the different food production systems.	effectiveness of the different food production systems, such as organic, sustainable, and conventional. Describe the impact of agriculture on California's economy, and how the state's budget influences agriculture.
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Overarching Health Education Standard 2: Analyzing Health Influences
 All students will demonstrate the ability to analyze internal and external influences that affect health.

Corresponding Overarching Nutrition Education Competency 2:

⇒ **All students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.**

K	1-2	3-4	5-6	7-8	9-12
<p>Identify one influence on food choices.</p> <p>Identify one practice that makes mealtime enjoyable.</p> <p>Give one example of a favorite food custom or food choice on a special holiday.</p> <p>Recognize that not all products advertised or sold are good for them.*</p> <p>Compare the feelings of hunger and fullness.</p>	<p>Describe three factors that influence personal food choices, including seeing, smelling, and tasting.</p> <p>Describe how taste affects personal food choices.</p> <p>Discuss how family, friends, and media influence food choices.*</p> <p>Report on one historical reason for making certain food choices.</p> <p>Describe body signals that tell people when they are hungry and when they are full.</p>	<p>Identify internal and external influences that affect food choices.*</p> <p>Analyze advertising and marketing techniques used for food and beverages.*</p> <p>Describe the effects of peer influence and social environments on food choices.</p> <p>Identify examples of a food item associated with a neighborhood, city, state, or country.</p>	<p>Describe internal and external influences that affect food choices and physical activity.*</p> <p>Recognize that family and cultural influences affect food choices.*</p> <p>Compare food choices from different cultures.</p> <p>Describe the influence of advertising and marketing techniques on food and beverage choices.*</p> <p>Investigate historical reasons for making certain food choices.</p> <p>Identify how heredity may influence body size and shape.</p> <p>Identify how physical and psychological factors affect taste.</p> <p>Analyze how to respect an individual's personal decisions about food choices.</p>	<p>Describe the influence of culture and media on body image.*</p> <p>Evaluate internal and external influences on food choices.*</p> <p>Compare experiences of making nutritious food choices within a variety of social settings.</p> <p>Illustrate how food choices from different cultures meet nutrient needs.</p> <p>Identify how emotions influence food choices, and how food choices may affect emotions.</p> <p>Analyze the impact of nutritional choices on future reproductive and prenatal health.*</p> <p>Analyze the influence of technology and media on physical activity* and food choices.</p> <p>Identify examples of barriers to making healthy food and fitness choices.</p>	<p>Evaluate internal and external influences that affect food choices.*</p> <p>Assess personal barriers to healthy eating and physical activity.*</p> <p>Distinguish between facts and myths regarding nutrition practices, products, and physical performance.*</p> <p>Evaluate successful marketing and advertising techniques.</p> <p>Explain how factors such as geography, transportation, and world trade agreements influence food choices.</p> <p>Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.*</p>

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Overarching Health Education Standard, Accessing Valid Health Information:
 All students will demonstrate the ability to access and analyze health information, products, and services.

Corresponding Overarching Nutrition Education Competency 3:

⇒ **All students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.**

K	1-2	3-4	5-6	7-8	9-12
<p>Demonstrate the difference between good advice about food choices and advertisements for selling products, such as high-sugar cereals.</p>	<p>Identify resources for reliable information about healthy foods.*</p>	<p>Identify resources for valid information about safe and healthy foods.*</p> <p>Use food labels to determine nutrient and sugar content.*</p>	<p>Locate age-appropriate guidelines for eating and physical activity.*</p> <p>Interpret information provided on food labels.*</p>	<p>Distinguish between valid and invalid sources of nutrition information.*</p> <p>Evaluate the accuracy of claims about dietary supplements and popular diets.*</p> <p>Describe how to access nutrition information about foods offered in restaurants in one’s community.*</p> <p>Identify places where youths and families can be physically active.*</p> <p>Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity.*</p>	<p>Access sources of accurate information about safe and healthy weight management.*</p> <p>Evaluate the accuracy of claims about food and dietary supplements.*</p> <p>Describe how to use nutrition information on food labels to compare products.*</p> <p>Describe criteria for assessing the validity of nutrition information.</p> <p>Evaluate the accuracy of claims about the safety of fitness products.*</p> <p>Describe community programs and services that help people gain access to affordable, healthy foods.*</p> <p>Analyze Nutrition Facts food labels to compare Calorie and macronutrient content.</p>

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Overarching Health Education Standard 4, Interpersonal Communication:
 All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Corresponding *Overarching Nutrition Education Competency 4:*

⇒ **All students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.**

K	1-2	3-4	5-6	7-8	9-12
Explain how to ask family members for healthy food options.*	Demonstrate how to ask family members for healthy food options.* Demonstrate the ability to respect differences in body shapes and sizes.	Demonstrate effective communication skills to ask for healthy food choices.*	Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.*	Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.* Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.*	Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.* Practice how to refuse less-nutritious foods in social settings.* Describe examples of communication techniques to ensure safe, healthy foods are available in our environment.

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Overarching Health Education Standard 5, Decision Making:
 All students will demonstrate the ability to use decision-making skills to enhance health.

Corresponding Overarching Nutrition Education Competency 5:

⇒ **All students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.**

K	1-2	3-4	5-6	7-8	9-12
<p>Describe ways to participate regularly in active play and enjoyable physical activities.*</p> <p>Name or show foods that are favorites to eat.</p>	<p>Use a decision-making process to select healthy foods.*</p> <p>Compare and contrast healthy and less-healthy food choices for a variety of settings.*</p>	<p>Describe how to use a decision-making process to select nutritious foods and beverages.*</p> <p>Compare nutritional values of a variety of similar food items.</p> <p>Describe how to use a decision-making process to select healthy options for physical activity.*</p>	<p>Use a decision-making process to identify healthy foods for meals and snacks.*</p> <p>Use a decision-making process to determine activities that increase physical fitness.*</p> <p>Compare personal eating and physical activity patterns with current age-appropriate guidelines.*</p>	<p>Use a decision-making process to evaluate daily food intake for meeting nutritional requirements.*</p> <p>(Identify recreational activities that increase physical activity.)</p> <p>Contrast healthy and risky approaches to weight management.*</p>	<p>Analyze how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.*</p> <p>Use a decision-making process to plan nutritionally adequate meals at home and away from home.*</p> <p>Assess the advantages and disadvantages of daily multiple vitamin and mineral supplements.</p> <p>Demonstrate how to use safe food handling procedures when preparing meals and snacks.*</p>

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Overarching Health Education Standard 6, Goal Setting:
 All students will demonstrate the ability to use goal-setting skills to enhance health.

Corresponding *Overarching Nutrition Education Competency 6:*

⇒ **All students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.**

K	1-2	3-4	5-6	7-8	9-12
Set a goal to use manners when consuming meals at school.	Set a short-term goal to choose healthy foods for snacks and meals.*	Make a plan to choose healthy foods and beverages.*	Monitor personal progress toward a nutritional goal.*	Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.*	Assess one’s personal nutrition needs and physical activity level.* Develop practical solutions for removing barriers to healthy eating and physical activity.* Create a personal nutrition and physical activity plan based on current guidelines.*

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Overarching Health Education Standard 7, Practicing health-enhancing behaviors:
 All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Corresponding Overarching Nutrition Education Competency 7:

⇒ **All students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.**

K	1-2	3-4	5-6	7-8	9-12
<p>Select nutritious snacks.*</p> <p>Plan a nutritious breakfast.*</p> <p>Choose healthy foods in a variety of settings.*</p> <p>Demonstrate hand washing before handling or eating foods.</p>	<p>Examine the importance of eating a nutritious breakfast every day.*</p> <p>Plan a nutritious meal.*</p> <p>Select healthy beverages.*</p> <p>Examine the criteria for choosing a nutritious snack.*</p> <p>Record foods consumed and use the current USDA guide for daily food choices to classify food groups selected.</p> <p>*Participate in physical activities with friends and family.</p> <p>Demonstrate safe practices for handling and preparing foods at school.</p>	<p>Practice how to take personal responsibility for eating healthy foods.*</p> <p>Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.*</p> <p>Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.*</p> <p>Demonstrate the preparation of a nutritious snack..</p>	<p>Identify ways to choose healthy snacks based on current research-based guidelines.*</p> <p>Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.*</p> <p>Demonstrate the ability to balance food intake and physical activity.*</p> <p>Practice using the nutrition facts label and product ingredient list on food products and explain how the information provided may help make food choices.</p>	<p>Develop a menu that meets the recommendations of the current USDA guide for daily food choices.</p> <p>Make healthy food choices in a variety of settings.*</p> <p>Develop a plan for making informed decisions about food choices using the food cycle.</p> <p>Explain proper food handling safety when preparing meals and snacks.*</p> <p>Use unit pricing to select the healthiest foods at the most economic prices.</p> <p>Demonstrate food preparation skills to enhance the appeal, taste, and nutritional value of foods.</p>	<p>Select healthy foods and beverages in a variety of settings.*</p> <p>Design menus based of food guidelines according to age, gender, and activity level.</p> <p>Demonstrate the use of the Dietary Reference Intakes to assess dietary quality.</p> <p>Critique one’s personal diet for overall balance of key nutrients.</p> <p>Identify strategies for eating more fruits and vegetables.*</p> <p>Describe how to take more personal responsibility for eating healthy foods.*</p> <p>Participate in school and community activities that promote fitness and health.*</p> <p>Demonstrate ways to purchase healthy foods within budget constraints.</p>

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Overarching Health Education Standard 8, Health Promotion:
All students will demonstrate the ability to promote and support personal, family, and community health.

Corresponding Overarching Nutrition Education Competency 8:

⇒ **All students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.**

K	1-2	3-4	5-6	7-8	9-12
<p>Prepare a healthy snack..</p> <p>Practice selecting foods that are in season..</p> <p>Identify and try a new fruit or vegetable.</p>	<p>Practice making healthy eating choices with friends and family.*</p> <p>Practice selecting a food that is grown locally.</p>	<p>Support others in making positive food and physical activity choices.*</p>	<p>Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.*</p> <p>Use different cultural traditions to plan meals.</p>	<p>Encourage nutrient-dense food choices in school.*</p> <p>Evaluate various approaches to maintaining a healthy weight.*</p> <p>Support increased opportunities for physical activity at school and in the community.*</p> <p>Encourage peers to eat healthy foods and to be physically active.*</p> <p>Explain how our food choices influence the food supply of the future.</p> <p>Educate family and peers about the advantages of selecting locally grown, seasonal foods.</p>	<p>Advocate for enhanced nutritional options in the school and community.*</p> <p>Educate family and peers about choosing healthy foods.*</p> <p>Examine who makes food policy and how consumers may influence food policy.</p> <p>Develop an action plan to increase awareness of the local, national, or global factors that influence the quantity and quality of food.</p> <p>Describe an example of a nutritional problem in another country and a possible solution.</p> <p>Discuss methods consumers may use to influence the food industry.</p> <p>Examine who makes food policy and how consumers may influence food policy.</p>