

Grow into learning with school fruit and vegetable gardens!

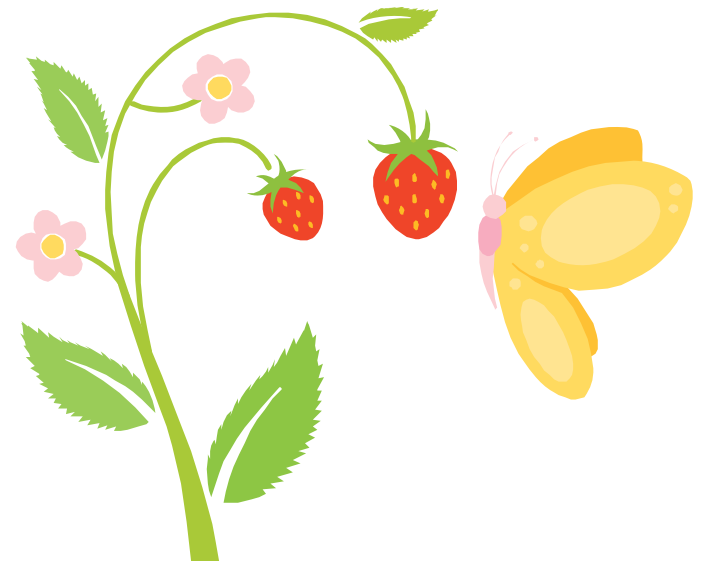
Vegetable and fruit gardens in classrooms and schoolyards help teach crucial concepts to students. This document includes a correlation to the Florida Next Generation Sunshine State Standards for **Health Education**, with examples of activities leading the way.

By choosing to use your school garden or growing classroom to integrate **Health Education**, you are ensuring success by giving students a context in which to apply these concepts. Research shows an increase in the consumption of fresh fruits and vegetables, increased outdoor exercise, and improved classroom management and attention when curriculum is integrated into a school garden project.



This symbol denotes a sample activity that would meet the benchmarks underneath. Each table is divided by grade, to show how this activity would apply throughout a K-12 curriculum.

For more information on creating a school garden, curriculum resources, and success stories, please visit the Florida Department of Education, Office of Healthy Schools, [School Gardens Website](#) or call 850-245-0480.



Health Education



Review safety rules in the garden, including: behavior with others and with plants, tool safety, wearing sunscreen, harvesting only those leaves and fruits that the teacher suggests, washing produce thoroughly before eating, and the difference between edible and inedible parts of the plants. Review the consequences of not following these guidelines.

Benchmark and Access Points	Description	Grade Level
HE.K.B.3.Su.b	Recognize a healthy option for health-related issues or problems, such as obeying class safety rules.	K
HE.K.B.3.Pa.b	Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.	K
HE.K.B.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.	K
HE.K.C.2.3	Explain the importance of rules to maintain health.	K
HE.1.B.3.2	Identify healthy options to health-related issues or problems.	1
HE.1.B.3.1	Describe situations when a health-related decision can be made individually or when assistance is needed.	1
HE.1.B.3.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.	1
HE.2.B.3.2	Name healthy options to health-related issues or problems.	2
HE.2.B.3.3	Compare the consequences of not following rules/practices when making healthy and safe decisions.	2
HE.2.B.3.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	2
HE.3.C.1.3	Describe ways a safe, healthy classroom can promote personal health.	3

HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention.	3
HE.4.B.3.2	Examine when assistance is needed to make a health-related decision.	4
HE.5.B.3.2	Analyze when assistance is needed when making a health-related decision.	5
HE.6.B.3.1	Investigate health-related situations that require the application of a thoughtful decision-making process.	6
HE.6.B.3.7	Assess the outcomes of a health-related decision.	6
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.	7
HE.8.B.2.4	Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.	8
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.	9 - 12



Discuss the healthy behavior of eating fruits and vegetables according to the food guide pyramid, and the health benefits associated with fresh fruit and vegetables. Relate this to the eating habits of family members and friends. Discuss what influences these food choices, including media sources. If allowed, host a harvest party in class so that students can taste the fruits of their labors!

Benchmark and Access Points	Description	Grade Level
HE.K.C.1.1	Recognize healthy behaviors, such as food choices	K
HE.K.C.2.1	Name healthy behaviors that family members should practice.	K
HE.K.P.1.1	Identify healthy practices and behaviors to maintain or improve personal health.	K
HE.K.C.2.4	Name various types of media and technology that influence health.	K
HE.1.C.1.1	Identify healthy behaviors.	1
HE.1.C.2.1	Identify how children learn health behaviors from family and friends.	1
HE.1.P.1.2	Tell about behaviors that avoid or reduce health risks.	1

HE.1.C.2.4	Name examples of media messages that relate to health behaviors.	1
HE.2.C.1.1	Describe personal health.	2
HE.2.C.2.4	Describe how the media and technology can influence health behaviors.	2
HE.2.P.1.1	Demonstrate health behaviors to maintain or improve personal health.	2
HE.3.C.1.1	Describe healthy behaviors that affect personal health.	3
HE.3.C.2.1	Explore how different family traditions and customs may influence health behaviors.	3
HE.4.C.1.1	Identify the relationship between healthy behaviors and personal health.	4
HE.4.C.2.1	Explain the importance of family on health practices and behaviors.	4
HE.4.C.2.2	Explain the important role that friends/peers may play on health practices and behaviors.	4
HE.4.C.2.5	Explain how media influences personal thoughts, feelings, and health behaviors.	4
HE.4.P.1.2	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health.	4
HE.5.C.1.1	Describe the relationship between healthy behaviors and personal health.	5
HE.5.C.2.1	Predict how families may influence various health practices of children.	5
HE.5.C.2.5	Determine how media influences family health behaviors and the selection of health information, products, and services.	5
HE.5.P.1.2	Apply a variety of healthy practices and behaviors to maintain or improve personal health.	5
HE.6.P.1.2	Demonstrate healthy practices and behaviors that will maintain or improve personal health.	6
HE.6.C.1.1	Identify the effects of healthy and unhealthy behaviors on personal health.	6
HE.6.C.2.1, 2.2	Examine how family and peers influence the health of adolescents.	6
HE.6.C.2.5	Examine how media influences peer and community health behaviors.	6
HE.6.C.2.10	Explain the influence of personal values and beliefs on individual health practices and behaviors.	6
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.	7

HE.7.C.2.1, 2.2	Examine how family and peer health behaviors influence health of adolescents.	7
HE.7.C.2.5	Analyze how messages from media influence health behaviors.	7
HE.8.B.4.1	Assess personal health practices.	8
HE.8.C.1.1	Analyze the relationship between healthy behaviors and personal health.	8
HE.8.C.2.1, 2.2	Assess the role of family and peer health beliefs on the health of adolescents.	8
HE.912.C.2.1, 2.2	Analyze how the family and peers influence the health of individuals.	9 - 12
HE.912.C.2.5	Evaluate the effect of media on personal and family health.	9 - 12
HE.912.P.1.2:	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.	9 - 12



Invite a local farmer to speak to the class. Map the local farms or community gardens in the area, and discuss their impact on community health. Discuss how the school garden affects the school’s health, and the community’s.

Benchmark and Access Points	Description	Grade Level
HE.K.B.1.1	Recognize school and community health helpers.	K
HE.K.C.2.2	Identify members of the school and community that support personal health practices and behaviors.	K
HE.1.C.2.2	Identify what the school and community does to support personal health practices and behaviors.	1
HE.2.C.2.1	Describe how family rules and practices influence health behaviors.	2
HE.2.C.2.3	Describe how the school and community influence health behaviors of children.	2
HE.3.C.2.3	Explore how the traditions and customs of the school and community influence health behavior of children.	3

HE.3.C.2.7	Discuss how the community can influence healthy and unhealthy behaviors.	3
HE.4.C.1.3	Describe ways a safe, healthy school environment can promote personal health.	4
HE.4.C.2.3	Explain the important roles that school and community play on health practices and behaviors.	4
HE.5.C.1.3	Explain ways a safe, healthy home environment and school environment promote personal health.	5
HE.5.C.2.3	Predict how the school and community influence various health practices of children.	5
HE.6.C.2.3	Identify health information conveyed to students by the school and community.	6
HE.6.C.2.9	Investigate cultural changes related to health beliefs and behaviors.	6
HE.7.C.2.4	Explain how school and public health policies can influence health promotion and disease prevention.	7
HE.8.C.2.3	Analyze how the school and community may influence adolescent health.	8
HE.9.12.C.2.3	Assess how the school and community can affect personal health practice and behaviors.	9 - 12



Create a seasonal eating guide or other health-related communication tool inspired by the fruits and vegetables in the school garden. Share with peers, family and the school community.

Benchmark and Access Points	Description	Grade Level
HE.6.P.2.3:	Work cooperatively to advocate for healthy individuals, families, and schools.	6
HE.7.P.2.3	Work cooperatively to advocate for healthy individuals, peers, and families.	7
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.	7
HE.7.P.2.4	Analyze ways health messages and communication techniques can be targeted for	7

	different audiences.	
HE.8.B.2.1	Illustrate skills necessary for effective communication with family, peers, and others to enhance health.	8
HE.8.P.2.4	Evaluate ways health messages and communication techniques can be targeted for different audiences.	8
HE.8.P.2.3	Work cooperatively to advocate for healthy individuals, peers, families, and schools.	8
HE.8.P.1.3	Propose a variety of behaviors that avoid or reduce health risks.	8
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.	9 - 12
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.	9 - 12
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.	9 - 12
HE.912.P.2.4	Adapt health messages and communication techniques to a specific target audience.	9 - 12