



Healthy Living YOUth Initiative

Lesson 3: Healthy Snacks

DO: Play Active Opening Games – 10 minutes:

- Rank Your Snacks Line-Up

DO: Relating Game/ Activity to Wellbeing (Anchor)– 5 minutes • Q and A re activity

- Q and A Discussion Questions.
- My Plate.

DO: Creating a Vision (Apply)– 15 minutes (Content Delivery)

- Stop Light Review
- Tools to Use: My Plate, Food Label
- What the Food Label Says –
- Activity – Rethink your drink! How much sugar?
- Discussion Questions

REFLECT: Application and Reflection (Away)

- Healthy Snack Chart
- Make a healthy snack

REFLECT: Summarize key points

- Snacks can be part of a healthy diet.
- Choose snacks from 'My Plate'
- Rethink your drink – sugar

APPLY: Assessment

- My Healthy Snack Pledge
- Smart Snacker Chart

Bridge to Next Lesson: (2 minutes) preview topic



Lesson Details

- Time: 35 – 45 Minutes

Learners will

- Identify healthy snacks from the five main food groups.
- Explain how MyPlate is a tool for selecting healthy snacks.
- Create a healthy snack.
- Use the Nutrition Fact label to select snacks.

Opening Activity

- Rank the Snack

Closing

- Healthy Snack Pledge
- Smart Snacker Chart

Handouts

- Healthy Snack Chart
- Healthy Snack Pledge

Additional Materials and Supplies

- Posters/graphics:
- My Plate
- Food Label
- Stop Light
- Supplies
- Actual snacks /empty containers or picture of snacks (with nutrition label)
- Sugar – bulk or sugar cubes
- Cups or empty water bottles
- Measuring teaspoons – 1 for every 2 students

Materials and Supplies Needed		
Teacher Prep	<ul style="list-style-type: none"> → This lesson suggests students prepare a healthy snack. → Research and prep a simple healthy snack for students to make. → Obtain ingredients. → Samples of snacks – actual snacks or labels are also needed for this lesson. 	
Handouts	<ul style="list-style-type: none"> ◆ Healthy Snack Pledge Card Lesson 3 Healthy Snacking My Pledge.docx  MyPlatePledgeCertificate.pdf OR ◆ Healthy Snack Chart Smart Snacker 	<p>1 copy per child, (master copy has 2 copies per page to be cut in half.)</p> <p>1 per child</p>
Teaching Supplies/ Audio Visual Aids	<ul style="list-style-type: none"> → Snacks or snack packages → My Plate Graphic : My Plate Outline  my plate outline.pdf (USDA)  CHFFF_Go-Slow-Stop_Circles.pdf → Stop Light (Cornell University; Food and Nutrition Education in Communities 2018) https://fnec.cornell.edu/partners/curricula/chfff/order-information/curriculum-materials/  Stop light Review.pdf OR Stop Light Review: → Snack Recipe Resource list of recipes: Cornell Chfff Snack Recipes.pdf → Food Label Graphic Food label.pdf 	<p>Needed for each group (2-4 in a group) Only needed for Option #2</p> <p>1 each for display</p>
Additional Resources / Notes	<p>◆ NOTE: Resources from the following websites were used and adapted for this lesson. The following websites also provide background information.</p> <p>(Allina Health, 2019) http://healthpoweredkids.org/lessons/oversweetened-the-truth-about-sugary-drinks/; http://healthpoweredkids.org/lessons/smart-snacking/ http://healthpoweredkids.org/lessons/create-your-own-healthy-snack/ http://healthpoweredkids.org/lessons/get-the-facts-know-your-food-label/</p>	

	<p>(Sanford Health, 2019) https://fit.sanfordhealth.org/units/u3-k2-food-is-a-kids-fuel/u311-k2-why-food-is-fuel</p> <p>(Academy of Nutrition and Dietetics, 2019) https://www.eatright.org/food/nutrition/nutrition-facts-and-food-labels/the-basics-of-the-nutrition-facts-label</p>
<p>Background Information</p> <p>Additional background info can be found at the above referenced websites.</p>	<p>Lesson Goal(s): Choosing a snack that helps meet nutritional needs. <i>Key Understanding: A habit of choosing the right foods for snacks provides the nutrients and energy needed to stay healthy. Choosing healthy snacks also can help prevent eating excess calories which can lead to overweight.</i></p> <ul style="list-style-type: none"> ● Snacks are foods we eat between meals to satisfy hunger and supply us with consistent energy. ● To lots of kids and teens, a snack is a bag of chips, some cookies or other high calorie, low nutrient food. ● Kids are eating more snacks than ever and their calorie intake from those snacks has nearly doubled over the last 30 years. Unfortunately, the extra snacking has contributed to individuals becoming overweight in our society. ● Does that mean snacking is bad for kids? Definitely not! Snacking can help them stay focused at school and while doing homework. It can also give a nutritious boost for the day. ● When we think of healthy snack choices we should look to the food groups (vegetables, fruits, grains, dairy and protein). And ‘MyPlate’ ● Healthful snacks are ones that t into the five food groups. For example, string cheese (dairy) and carrot sticks (vegetable). ● Potato chips may start out as a healthful vegetable but after processing, it becomes high in calories, fat and sodium. <p>Stop light review:</p> <ul style="list-style-type: none"> ● Go for it! Green foods are best! They help your brain work better and give y energy to play. Examples: fruits, vegetables, whole grains, low-fat milk, and lean meat. Green foods are great fuel for your body and mind. • ● Slow down! Yellow foods won’t keep you fueled-up the way green foods do. Examples: low-fat ice cream, pasta, fruit juice, fruits in syrup, cheese sauce, peanut butter, and white rice. Eat just a little, and not at every meal. ● • STOP! Red foods are not good fuel for your body. Examples: chips, candy, fried foods, cakes, donuts, and soda. Eat small portions only once in a while. Red means STOP and think about your choice.

Lesson Plan

Lesson Goals

Lesson Goal(s): Choosing a snack that helps meet nutritional needs.

Key Understanding: A habit of choosing the right foods for snacks provides the nutrients and energy that bodies need to stay healthy. Choosing healthy snacks also can help prevent eating excess calories which can lead to overweight.

Objectives:

- Identify healthy snacks from the five main food groups.
- Explain how **MyPlate** is a tool for selecting healthy snacks.
- Create a healthy snack.
- Use the Nutrition Fact label to select snacks.

Curriculum Introduction

☞ Introduce yourself to the group

☞ Stand where everyone can see you and hear what you say

◆ Welcome students to 'Healthy YOUth'

◆ Provide an overview of the program – review lessons completed and preview upcoming lessons

DO: Opening Active Game – 5 to 10 Minutes

☞ Rank the Snacks:

◆ Give each student a picture of or an actual snack.

◆ Ask students to put themselves in order from most healthy to least healthy choice.

☞ Process questions: discuss with students



my plate outline.pdf

Use a 'My Plate' Graphic if you wish [My Plate outline](#) Discuss how you ranked each snack; what did you consider when determining if it was healthy? (in a 'MyPlate' food group, lots of sugar? ...)

- Where would you find each of these snacks on 'My Plate'?
- Do you ever pick a less than healthy snack? Why?
- Do we need snacks?

DO: Relating Game / Activity Experience to selecting healthy snacks. (Anchor) 5 minutes`

- Stop Light Review

- In a previous lesson we used a stop light to help us. What were 'green' foods? 'yellow'? red?



Stop light Review.pdf

- Can we use the 'stop light' to think about snacks?
- Snacks can help meet nutritional needs.
- Snacks should be based on 'MyPlate' and belong to a food group.

- Use caution on ‘empty calorie’ snacks – snacks that are high in calories but lack nutrients.

DO: Creating a Vision –How do we select snacks that are part of healthy eating. (Add) (Content Delivery)

Share objective: Students will be able to

- Identify healthy snacks from the five main food groups.
- Explain how **MyPlate** is a tool for selecting healthy snacks.
- Create a healthy snack.
- Use the Nutrition Fact label to select snacks.

Tools to Use:

- My Plate – display poster/graphic of ‘MyPlate’ [My Plate Graphic White](#)
 - select snacks that fit onto ‘MyPlate’.
 - Review snack examples and identify food group on ‘MyPlate’.
 - What if it doesn’t fit in a food group?
 - Ex: Potato Chips – made from a potato but high in fat and few nutrients
 - EX: a cookie – made from grains but high in sugar and fat
- Choosing foods that are in ‘MyPlate’ food groups help you pick healthy snacks with nutrients that you need.
- Food Label
 - Point out the food label on each of their ‘snack’ samples.
 - Show infographic of food label [page 2, Cool Tips](#) [Food Label Cool tips](#)

FDA-ReadtheLabel-CoolTipsforKids-English
 - Identify parts:
 - Serving size – can be different than what we eat
 - Servings per container – if we eat/drink it all, how many servings, then multiply calories etc.
 - Calories – we want nutrient dense snacks, foods with a lot of sugar or fat have a lot of calories for the amount of nutrients.
 - Nutrients on a label
 - The food label can also help us make choices about snacks. It can tell us the amount of sugar or fat in a snack.
 - Sugar and fat provide a lot of calories without many other nutrients. They can be ‘empty calories.’
- **Activity** – How much sugar is in your snack? Measure the amount of sugar in various snacks/drinks 4 g = 1 teaspoon
 - Use bulk sugar or sugar cubes, measure the teaspoons of sugar in a snack
 - Divide the grams of sugar present by 4 (4g = 1 teaspoon)
 - Place measured sugar in empty water bottle or cups
 - Suggested drinks/ snacks: water, pop, power/Gatorade, orange juice, cheese stick, yogurt, candy bar, pretzels, donut

- Rank the snack – students should line up in order from the least sugar to the most.
 - How does the order compare/contrast to the first time you were in order of the most-healthy to least-healthy snack? Are the snacks with the most sugar also ones you thought were less healthy?

- **Discussion Questions**

- Which has the most sugar? Would you put this much sugar on your plate and eat it?
- Which has the least?
- Look at the orange juice – we would consider this healthy but still has a lot of sugar, what is a better choice? (eat actual orange or fruit)
- Touch base on serving size – if there are three servings in the container – triple the sugar.

Application and Reflection (Apply)

- Make a healthy snack [Snack Recipes](#)



CHFFF-Recipe-Appen
dix-2015.pdf

- Students prepare a simple snack.

- **OR**

- Think about your Drink –
 - Display 3 or 4 ‘drinks.
 - Have students use the food label to determine which would be the most-healthy.
 - Remind students that ‘water’ is a great choice.

Assessment and Goal Setting (10 Minutes) (Away and Goal-Setting)

- ☞ My Plan for Healthy Snack

- Smart Snacker Chart



Smart Snacking -
Health Powered Kids.1

- - Review the ‘Mix and Match’ your snack for healthy snack ideas.
 - Students complete a pledge card of one snack they will try to replace with a



MyPlatePledgeCertific
ate.pdf

healthier choice. Post ‘pledge’ cards on a classroom wall