



## High School Lesson Plan

### Snacks & Label Reading

*Snack Wise*

*Grades 9-12*

#### I. Lesson Objectives:

- A. Students will identify tips for choosing healthy snacks.
- B. Students will list healthy snack food options.
- C. Students will explain how to use a Nutrition Facts label to choose healthy snacks.

#### II. Behavior Outcomes:

- A. Choose healthy snacks.
- B. Use the food label or package to make healthy food choices.

#### III. Pennsylvania Educational Standards:

- A. 11.3 Food Science and Nutrition
- B. 1.6 Speaking and Listening
- C. 10.1 Concepts of Health
- D. 10.2 Healthful Living
- E. 10.4 Physical Activity

#### IV. Materials

- A. Laptop/Projector with PowerPoint presentation
- B. Handouts- *“Snack Wise”* worksheet, *“Nutrition Labels”* worksheet
- C. Optional Handouts- *“Get to Know Nutrition Facts Labels”* from Learning Zone Express or other appropriate nutrition label handout
- D. Additional Activities- *“The Name Game- Name the Candy Bar/Fruit or Vegetable”* worksheet and optional PowerPoint slides, *“Healthy Snacks Word Search”*
- E. Other materials- Laminated food labels from snack foods
- F. Reinforcement that conveys the appropriate nutrition message
- G. Hand wipes
- H. Food tasting and any necessary supplies
- I. Ten Tips Sheet: *Shift to Healthier Food & Beverage Choices* from [https://health.gov/dietaryguidelines/2015/resources/DGA\\_Shift-to-Healthier-Choices.pdf](https://health.gov/dietaryguidelines/2015/resources/DGA_Shift-to-Healthier-Choices.pdf)

#### V. Procedure: *Text in italics are instructions for the presenter, non-italicized text is the suggested script.*

##### A. **Introductory**

1. Lesson Introduction
  - a. *Introduce yourself and the nutrition education program/organization presenting the lesson.*
  - b. *Review previous lesson.*
  - c. *Briefly introduce lesson topic.*
2. Icebreaker: Questions about snacking
  - a. *Ask students the snacking questions on Slide 3 (listed below).*

**B. Developmental**

1. Slide 1: Snack Wise
  - a. *Tell students that today they will learn how to make healthier snack choices by reading Nutrition Facts labels.*
  - b. *Distribute "Snack Wise" handout for students to fill in as you discuss the lesson topic.*
2. Slide 2: Project Sponsors
3. Slide 3: Snacking Questions
  - a. *Ask students the following questions about snacking and discuss their responses.*
    - i. *What are your favorite snacks? Make a list of their choices on a board, if available.*
    - ii. *Where do you get your snacks? If needed, prompt with ideas and ask students to raise their hands for the options that apply to them. Possible responses may include: from home, corner store/convenience store, grocery store, restaurant/fast food, vending machine*
    - iii. *When do you eat snacks? If needed, prompt with ideas. Possible responses may include: during school, after school (between lunch and dinner), in the evening (after dinner)*
    - iv. *Where do you eat your snacks? If needed, prompt with ideas. Possible responses may include: at home- in the kitchen or dining room, in front of TV or computer/tablet; at school; at a restaurant; on the go*
4. Slide 4: What is a Snack?
  - a. *Ask students to tell you their definition of a "snack". Discuss their responses.*
  - b. *A snack is a small amount of food that you eat in between meals.*
  - c. *It is meant to provide you with energy and nutrients to hold you over until your next meal. It is not as big as a meal.*
  - d. *Ask students if they think snacks are part of a healthy style. Discuss responses. Snacks can be part of a healthy eating style as long as you choose the right foods. Everything you eat and drink matters, and choosing a variety of foods can help to meet daily calorie and nutrient needs. When chosen wisely, the right snacks can help us to get a wider variety of important nutrients. We'll take a look at how to make healthy snack choices throughout the rest of the presentation.*

5. Slide 5: Healthy Snacking Tips (S.N.A.C.K.S. acronym)
  - a. We can use this acronym for the word SNACKS to help us make healthier snack choices.
  - b. **S-** Smaller Portions. Snacks are meant to be a small amount of food to provide enough energy to hold you over to the next meal. If you eat too much for a snack, you might not get enough nutrient-dense foods at your next meal.
  - c. **N-** Not in front of the TV. Eat snacks away from distractions like the television, computers, tablets, or other electronic devices. People tend to overeat and not pay attention to how much they are eating when they are distracted.
  - d. **A-** Am I really hungry? What are other reasons someone might eat besides being hungry? Sometimes people eat when they are bored or out of habit (like while watching TV). Make sure that you are actually hungry when you are snacking, and if you're snacking for other reasons, like being bored for example, try doing something to keep you busy- like getting some physical activity!
  - e. **C-** Choose nutrient-dense foods from MyPlate. Choosing foods from the MyPlate foods groups is a good way to make sure you are getting nutrient-dense snacks. Combine foods from different food groups to get a variety of nutrients.
  - f. **K-** Kitchen is a good place to eat. This is another reminder to eat your snacks away from distractions, whether it's the kitchen, dining room, or somewhere else, just make sure you are aware of what and how much you are eating.
  - g. **S-** Sit down, slow down, savor and enjoy! Take your time when eating. It is important to eat slowly and enjoy your food. It takes an average of 30 minutes for your brains to tell your body it's full. If you eat too quickly, you will eat more than your body needs before the message can be sent.
  
6. Slide 6: Healthy Shifts
  - a. We can make simple shifts in our snack choices to limit our calories from added sugars and saturated fats and reduce sodium intake. *Remind students that MyPlate guidelines recommend limiting calories from added sugars and saturated fats to less than 10% of daily calories for each.*
  - b. Some examples of healthy shifts include:
    - i. Shifting from soda to water to reduce calories from added sugars.
    - ii. Shifting from full-fat cheese or whole milk to low-fat cheese or milk to reduce calories from saturated fat.
    - iii. Shifting from potato chips to unsalted nuts to reduce sodium intake.
  
7. Slide 7: Healthy Snack Shifts
  - a. *Display picture of a common snack food and ask students to think of healthier alternatives for each.*
  - b. Cheese curls- shift to air popped popcorn. *Explain that popcorn is a healthy whole grain snack if it is made without added fat or salt. Popcorn can be flavored with herbs and spices, such as garlic or chili powder, or even grated natural cheese or hot sauce instead of butter and salt.*
  - c. Candy- shift to trail mix made with dried fruit and unsalted/low-salt nuts.

- d. Nacho chips- shift to whole grain tortilla chips with salsa.
  - e. Cookies- shift to graham crackers with peanut butter.
8. Slide 8: Healthy Snacking Ideas
- a. *Ask students:* What healthy snack ideas can you think of for each food group? *Discuss their ideas. Examples are listed below.*
    - i. Fruits: Any whole or cut up fresh fruit; frozen, dried, or canned fruit (without added sugar)
    - ii. Vegetables: Cut up raw veggies with low-fat dip/dressing
    - iii. Protein: Peanut butter or other nut butters; hummus; nuts or seeds; hard-boiled egg
    - iv. Grains: Whole grain crackers; granola/cereal bar; baked tortilla or pita chips; air popped popcorn
    - v. Dairy: low-fat/fat-free yogurt; string or sliced cheese; low-fat or fat-free milk
9. Slide 9: Why Read Labels?
- a. *Ask students:* Why is it a good habit to read nutrition labels? How can reading labels help us to make healthier snack choices? *Discuss responses. Tell students:* Reading nutrition labels can help you decide if a food is a healthy choice.
  - b. *Ask students:* What information can a nutrition label tell us about a food or beverage? *Discuss responses. Tell students:* If you read nutrition labels, it will help you to know what you are consuming before you eat it.
    - i. Nutrition labels tell us about the calorie and nutrient content of the food.
    - ii. They also show the ingredients list, which tells us what the food is made from. This can provide important information about the food, for example, if it contains added sugars, whole grains, or food allergens (common ingredients that some people may be allergic to such as wheat, milk, egg, and soy).
10. Slide 10: Nutrition Labels: Current vs. New
- a. *Tell students:* The Nutrition Facts labels that you see on food packages will be changing. The Food and Drug Administration (FDA), the government agency that sets rules about food labeling, has released a new food label design. The new label was designed to help make it easier for Americans to know what's in the foods and beverages they eat and drink and to make healthier choices. Companies have until July 2018 to change to the new label design.
11. Slide 11: What's New?
- a. Changes on the new label design include the following:
    - i. Servings will be shown in larger, bolder type.
    - ii. Serving sizes will be updated. What's considered a single serving has changed in the decades since the original nutrition label was created. So now serving sizes will be more realistic to reflect how much people typically eat at one time.

- iii. Calories will be shown in larger type.
- iv. Daily Values will be updated.
- v. Added sugars will now be listed on the label.
- vi. The nutrients required to be listed will change, and the actual amounts of the nutrients will be declared.
- vii. The footnote statement will change to better explain % Daily Value.

12. Slide 12: Reading Nutrition Facts Labels

- a. *Distribute "Get to Know Nutrition Facts Labels" handout if using. Walk students through what to look at when reading a nutrition label.*
- b. Serving Size/Servings per Container - When reading a nutrition label, first start by looking at the serving size and servings per container. Serving size is the standard amount that the calorie and nutrient information is based on. It is listed in common measurements like cups, ounces, or pieces. You may eat a portion that is larger or smaller than the standard serving size. If you eat more or less than one serving, you will have to multiply or divide the numbers listed to know what you are actually consuming. A package may contain more than one serving. Servings per container shows how many servings are in the entire package or container.
- c. Calories- Next check the calories. Remember that this is the number of calories in one serving of the food, so if you eat more than one serving, you will be getting more calories.
- d. Limit these nutrients- The nutrients highlighted in yellow on the slide are ones that we should try to limit in our diets. Remember that as part of a healthy eating style, we want to choose foods and beverages with less saturated fat, sodium, and added sugars. *(Note that added sugar content may or may not be available on the label depending on whether or not a food manufacturer has changed to the new label design yet.)*
- e. Get more of these nutrients- The nutrients highlighted in orange on the slide are ones that we want to try to get more of in our diets. These include vitamins, minerals, and dietary fiber. A healthy eating style includes choosing more nutrient-dense foods. The more of these nutrients a food contains, the more nutrient-dense it is.
- f. Percent Daily Value- The percent Daily Value tells you how much a nutrient in a serving of a food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice (the Daily Values are based on a 2,000 calorie diet). When interpreting Daily Value use the following reference values:
  - i. 20% or more per serving is a High value
  - ii. 5% or more per serving is a Low value

13. Slide 13: Reading Nutrition Facts Labels

- a. *Ask students to answer the following questions using the label displayed on the slide.*
  - i. How many calories would you consume if you ate the whole package?

- (a)  $230 \text{ calories} \times 8 \text{ servings} = 1840 \text{ calories}$
- ii. How many grams of fat would you consume if you ate the whole package?
  - (a)  $8 \text{ grams} \times 8 \text{ servings} = 64 \text{ grams of fat}$
- iii. How many grams of added sugars would you consume if you ate the whole package?
  - (a)  $10 \text{ grams} \times 8 \text{ servings} = 80 \text{ grams of added sugar}$

14. Slide 14: Reading Nutrition Facts Labels

- a. *Ask students to answer the following questions using the label displayed on the slide.*
  - i. Which nutrients have a high % Daily Value?
    - (a) Added sugars, Calcium, Iron
  - ii. Which nutrients have a low % Daily Value?
    - (a) Saturated fat, Cholesterol, Potassium
  - iii. Is this food a healthy choice?
    - (a) It is high in calcium & iron and low in saturated fat & cholesterol, which is good and shows that the food is nutrient-dense.
    - (b) However, it is also high in added sugars, which is a nutrient we want to limit.
    - (c) If you consumed this food, you would want to be careful of your portion size so you are not consuming too much added sugar and can stay within in your daily limit.

15. Slide 15: Healthy Snacking Summary

- a. *Review the following points about how to choose healthy snacks.*
- b. What foods should we choose for snacks?
  - i. Choose nutrient-dense foods low in added sugars, saturated fats, and sodium.
  - ii. Read the Nutrition Facts label to decide if you want to eat the food.
- c. Why do we need snacks?
  - i. Snacks provide your body with energy when you're hungry.
- d. When should we snack?
  - i. In between meals. Remember that a snack is just a small amount of food meant to hold you over until the next meal.
- e. Where should we snack?
  - i. Any place that is away from distractions like the TV, computer, tablet, or other electronic devices so you are aware of what and how much you are eating.
- f. How should we eat our snacks?
  - i. Eat slowly and enjoy your snack!

16. Slide 16: Activity- Nutrition Labels

- a. *Distribute copies of "Nutrition Labels" worksheet to students.*
- b. *Students may work alone or in small groups to complete the activity.*

- c. *Have students pick a nutrition label from the assortment of laminated snack food labels. Students should answer the questions on the worksheet using the label they chose.*
  - d. *Once students complete the first column for Product 1, they can select a new label or trade with another student/group to answer the questions for Product 2.*
  - e. *After students complete the activity, discuss which foods they think are healthy choices.*
17. Additional activities: *may be used if time allows or as a follow-up activity*
- a. The Name Game- Name the Candy Bar/Fruit or Vegetable
    - i. *Distribute copies of “Name the Candy Bar/Name the Fruit or Vegetable” worksheet (copy double-sided). Optional- display PowerPoint slides as an additional visual.*
    - ii. *Have students start on the side with the candy bars (display slide with candy bars if using PowerPoint). Allow them a few minutes to write the names of as many candy bars as they know on their worksheet.*
    - iii. *Then have students flip to the side with the fruits and vegetables (advance to next slide). Allow another couple minutes for students to write the names of as many fruits and vegetables as they know on their worksheet.*
    - iv. *Review the correct answers for each side of the worksheet (display slides with answers). Ask students which they knew more of, candy bars or fruits and vegetables.*
    - v. *Ask students what the candy bars contain that we should limit (added sugars).*
    - vi. *Ask students why fruits and vegetables are healthy snack choices. (They are nutrient-dense foods low in calories.)*
  - b. Healthy Snacks Word Search
    - i. *Distribute copies of “Healthy Snacks Word Search” to students.*
    - ii. *Students may work alone or in groups to find the healthy snacks in the puzzle.*
    - iii. *When students are finished, review the healthy snack options and ask if they can think of additional healthy snack foods.*

18. Slide 17: Questions

**C. Conclusion**

- 1. *Review take-away messages from lesson.*
  - a. *Ask students to summarize the healthy snacking tips. We want to choose nutrient-dense foods that are low in added sugars, saturated fats, and sodium for snacks.*
  - b. *Ask students to name a few examples of healthy snack choices.*
  - c. *Ask students how reading nutrition labels can help to make healthier snack choices. Nutrition labels tell us what and how much nutrients and calories we are getting from a food. We can use this information to decide if a snack is a healthy,*

nutrient-dense choice, or if it contains too much added sugar, saturated fat, or sodium.

2. *Distribute hand wipes.*
3. *Provide each student with a food tasting and encourage him or her to make small changes in his or her diet now. Explain why the food is a healthy option.*
4. *Distribute the reinforcement, read the message and/or explain the reason why they are receiving the reinforcement.*
5. *Distribute Ten Tips Fact Sheet (or other appropriate fact sheet) and encourage students to share it with their families.*
6. *Thank the students for their participation and answer any question they may have.*

Funded by the Pennsylvania (PA) Department of Human Services (DHS) through PA Nutrition Education Tracks, a part of USDA's Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DHS toll-free Helpline at 800-692-7462 or 215-430-0556. USDA is an equal opportunity provider and employer.