



TRACKS Lesson Plan

Snacks

Snack Attack

Grades 5 – 8 Girls' Club

I. Nutrition Education Goal & Objective:

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating healthy snacks.
2. Limiting foods high in fat, sodium and added sugar.

Goal 2: Students will apply skills consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will be able to:

1. Assess personal health practices.
2. Develop a goal to adopt, maintain, or improve a personal health practice.

II. 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

III. Content

- A. Students will identify and taste a variety of healthy foods.
- B. Students will classify foods into MyPlate food groups.
- C. Students will recognize benefits of choosing smaller portions of junk foods when snacking.
- D. Students will list appropriate location(s) of the house in which to snack.
- E. Students will demonstrate recipe understanding by preparing and tasting a healthy snack.

IV. Materials

- A. Visual: *MyPlate/MyPlate for Kids* poster
- B. Handouts: *S-N-A-C-K-S acronym, Read It Before You Eat It, and How Big is My Snack Serving?*
- C. *Favorite Snacking Places* activity – room pictures, voting item

- D. Supplies: crayons or markers, food models pretzels, tortilla chips, potato chips, popcorn and chocolate bar, snack labels from multiple serving items (large bag of chips for example), flip chart to write on (w/ marker or crayon)
- E. Job cards and container to draw them out of
- F. Taste testing ingredients: pudding mix, low fat milk
- G. Supplies for taste- testing: Serving spoon, whisk or mixing spoon, cups, napkins, tablecloth, trash bag
- H. Gloves and antibacterial wipes/gel
- I. Reinforcement that conveys the appropriate nutrition message
- J. Caregiver Newsletter

V. Procedure

A. *Introductory:*

1. Icebreaker: Going on a Picnic
 - a. This is a game to get us thinking about snacks, but also to test our memory.
 - b. Go around the circle, each girl taking a turn.
 - c. On her turn, the girl says “I’m going on a picnic and I’m bringing…” then she names a favorite snack.
 - d. The next girl must name the previous snacks mentioned, plus add a new one to the list.
 - e. The last girl will have the longest list to remember. Encourage girls to help one another if they get stuck.
 - f. As the girls name the snacks, make a list in secret on a flip chart or black/marker board.

2. Welcome
 - a. Tell girls how great it is to see them and meet again in this club.
 - b. Ask for a volunteer to summarize what happened last week for anyone who is new to the club.
 - c. Remind the girls of the goal set last week. How many tried to reach this goal? How many were successful? Why was it easy or hard to do? Encourage girls to keep trying to reach the goal if they didn’t do it last week, changing it a bit if that is helpful.
 - d. Today’s topic will be healthy snacking.

3. Discussion
 - a. Almost all of us eat snacks between our meals. They are important for giving us a boost of energy, to make us feel full, and to give us some extra important nutrients for the day.
 - b. Our job today is to learn how to make healthy snack choices.
 - c. Remind the girls of the snacks they mentioned during the ice breaker.
 - i. Have students say which snacks on the list are the healthiest. Star these.
 - ii. Talk about why these were chosen as the healthiest snacks

- iii. Are they low in fat? Are they low in sugar? Is it something found on MyPlate?
- iv. What are some ways to check if a snack is healthy? (read label, see if it fits into MyPlate)
- d. Remind the girls that we can use MyPlate as a guide for snacking.
 - i. Try to think of one snack from each of the MyPlate food groups. Use snacks on the list or make up new ones if none apply.
 - ii. Think back to things we have had during club meetings:
 - Grains: popcorn, granola, tortillas
 - Fruits: apples, oranges, canned fruit
 - Vegetables: carrots, celery, salsa, stir fry
 - Dairy: yogurt, glass of low fat milk, low fat cheese
 - Protein: peanut butter, nuts, chicken
 - iii. Did we name snacks earlier that did not fit into MyPlate?
 - What were they? (candy, cookies, chips, soda)
 - Can they still fit into a healthy diet? Yes.
 - Remember: smaller portions and only once in awhile.

B. Developmental:

1. Activity 1 – S-N-A-C-K-S

- a. We have to remember good nutrition even when we eat snacks as they can give us lots of extra calories, fat, and sugar if we are not careful. Many of the snacks we love may not be the healthiest choices.
- b. Why don't we want a lot of extra:
 - i. Calories? (could lead to unhealthy weight gain)
 - ii. Fat? (could be unhealthy for our hearts or lead to unhealthy weight gain because of the calories it gives us)
 - iii. Sugar? (could be bad for our teeth or lead to unhealthy weight gain because of the calories it gives us)
- c. Distribute S-N-A-C-K-S handout. These are some things we should think about every time we have a snack:
 - i. Smaller portions, especially when you are eating high calorie foods. Watch out for the calories, fat, and sugar.
 - ii. Not in front of the TV (not paying attention = eat too much).
 - iii. Am I really hungry? Sometimes food just looks good and we don't listen to hear if our body really needs food. Could get lots of extra calories, fats, and sugars this way.
 - iv. Choose low fat foods from *MyPlate*. Don't forget about fruits, vegetables and low fat milk to keep unhealthy fat and calories low.
 - v. Kitchen is a good place to eat. There, we pay more attention to food and enjoy it while sitting at a table.
 - vi. Sit down, slow down, savor and enjoy! It is important not to eat too quickly. Your brain will not realize you are full until it is too late! Enjoy what you are eating instead.

2. Activity 2 - Portion Distortion - How big is my snack serving?

- a. Use food models or real food representing 5 popular snack foods (pretzels, tortilla chips, potato chips, popcorn and chocolate candy bar) to help illustrate portion size of snacks.
- b. May not seem like a lot of food since the portions we have and the containers we buy are very large! But, this is a good suggestion for how much to have, especially for the not so healthy foods.
- c. Give "How Big is My Snack Serving?" handout and a marker or crayon to each girl.
- d. Tell the girls you will show them an amount of a snack.
- e. They should look at the picture or item and color in the arrow representing how much they eat of that snack on the worksheet provided. (i.e. if they eat more than the standard size shown in the food model, they'd color in the "up" arrow, if they eat less than the standard serving, they'd color in the "down" arrow, and if they eat about the same amount, they'd color in the "double edge" arrow.)
- f. Ask each girl to tally up the number of each type of arrow.
- g. Summarize results. Do most group members eat more than the standard serving of a snack?
- h. Which of these snacks should we really try to eat smaller portions of? (chocolate, regular potato chips)
- i. How can we make better choices for these not so healthy items?
 - Baked chips instead of fried
 - Small portions
- j. Look at the food label next time you snack and try to eat the serving size indicated on the food label (or less).

3. Activity 3 – Reading Food labels

- a. Discuss how to use the food label in making healthy snack choices.
- b. Use *Read it Before You Eat It* handout as a guide.
- c. Should look for low % for certain unhealthy nutrients.
- d. Should look for high % of healthy nutrients.
- e. Watch out for the serving size and how many servings there are in the whole container or package.
- f. Use a multi serving bag of snacks as an example:
 - i. How many calories if we ate the whole bag?
 - ii. Multiply # of servings by calories given on the Nutrition facts panel.
 - iii. Things add up fast when we have to multiply like this!

4. Activity 4 - Snack Locations

- a. Arrange room pictures on a surface where they can all be seen (felt board, table, etc).
- b. Give each student a voting item.
- c. Explain that people like to snack in different places. But, snacking in some places is a better idea than snacking in other places.
- d. Tell the students to think about their real house or apartment. Where do they usually have snacks?

- e. Each student should vote for the room where most of their snacking is done.
- f. Summarize the results. Discuss problems that happen when snacking is done in places other than kitchen or dining area. Also, find out if snacking is usually done in the rooms where there are also televisions.
- g. Review S-N-A-C-K-S rules and discover the best rooms to eat in the house.

C. *Concluding:*

1. Discuss one goal the group can set for the upcoming week about snacking. Make it something realistic and attainable (Example: I will have something from the fruit or vegetable group as a snack 3 times this week.). Write this goal down so it can be discussed next week. If desired, keep a running list of weekly goals.
2. Distribute the reinforcement, read the message and/or explain why they are getting the reinforcement.
3. Distribute Caregiver Newsletter.
4. Thank girls for coming. Encourage them to remember the snacking rules and other things we learned today when choosing their snacks this week.

D. *Taste Testing: low fat pudding*

1. Give out job cards to divide preparation tasks.
2. Students are to wash hands or use antibacterial wipes/gel if no sink available.
3. Distribute gloves to preparation helpers.
4. Prepare low fat pudding.
5. Sit down, slow down, savor and enjoy!
6. While eating, discuss ways the girls will be “healthy snackers” this week.
7. Everyone should help clean up by putting things in trash bag and cleaning up any spills or dropped food.



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.

JOB CARDS FOR SNACK PREPARATION

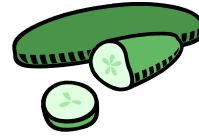
(cut out and place in container to be drawn at random)

1. Spread out the tablecloth	2. Arrange the cups, spoons and napkins in piles on the serving table
3. Open pudding mix and pour the powder into a bowl.	4. Measure out the low fat milk according to the pudding instructions. Add to pudding powder.
5. Use the whisk or spoon to mix up the pudding. Keep going until it is thick and creamy.	6. Use the ¼ cup scooper to put some pudding into a cup for each girl.
7. If there is another flavor of pudding, open it and pour the powder into another bowl. If not, you get #11.	8. Measure out the low fat milk according to the pudding instructions. Add to pudding powder.
9. Use the whisk or spoon to mix up the pudding. Keep going until it is thick and creamy.	10. Use the ¼ cup scooper to put some pudding into a cup for each girl.
11. You are the clean up patrol. Help collect garbage and make sure there are no spills or dropped food.	



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Having a Snack Attack? Check Out these Healthy Snacking Rules!

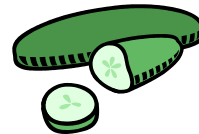


- S:** Smaller portions
- N:** Not in front of the TV
- A:** Am I really hungry?
- C:** Choose low fat foods from MyPlate
- K:** Kitchen is a good place to eat your snack
- S:** Sit Down, Slow Down, Savor and Enjoy!



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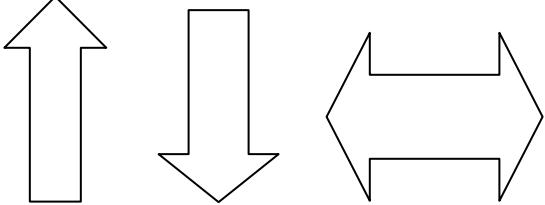
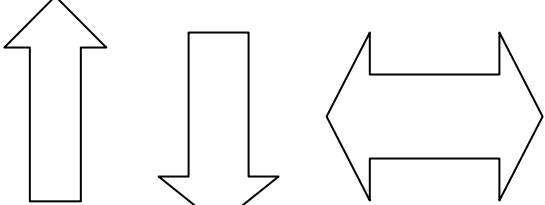
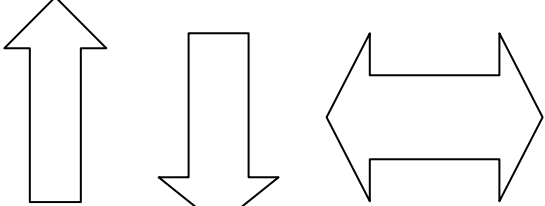
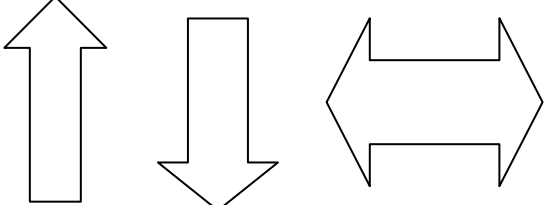
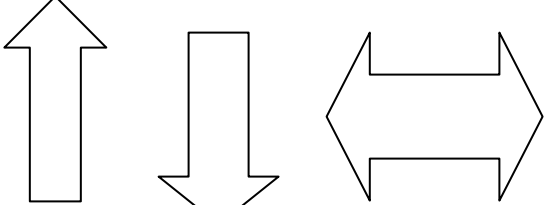


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How Big is My Snack Serving?

Snack Food	How much do I eat?
Pretzels	
Tortilla Chips or Doritos	
Candy Bar	
Popcorn	
Potato Chips	



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Bathroom



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Bedroom



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Kitchen



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Living Room



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Dining Room



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Basement



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