

Healthy Snacking Lesson Plan TRAIN @ School

Objectives

- Know why people snack, and the healthy benefits of snacking
- Pick out healthy snacks

Outline

- Introduction :
 - Discuss snacking
 - Read a children's book about food
 - List favorite snacks
- Instruction:
 - Why do we snack?
 - Unhealthy snacking
 - Healthy snacking
- Activity:
 - Snack the ABC's game
 - Healthy snack recipe
 - Make a healthy snack



Special Olympics

TRAIN
SO

Supplies

Time: 15-60 minutes

Materials:
Snack items, recipe cards, coloring supplies, children's book

Resources:

Special Olympics Website : <http://www.specialolympics.org/>

TRAIN SO Website: <http://trainso.blogspot.com>

Healthy Snacking

- Time: 15-60 minutes
- Materials: snack items, recipe cards, coloring supplies, pens/pencils, children's book, list of recipes students can choose from
- Objectives:
 - Students will verbally state why people tend to snack, and what it does for their body.
 - Given the opportunity, students will be able to pick out healthy snacks 3 out of 5 consecutive opportunities.
- Introduction to Lesson
 - Lead a class discussion about snacking
 - **How many of you tend to get hungry during the day, in between meals? What do you do about it? Many of us tend to get snacks, in hopes that will help us feel a bit better. Snacking in between meals is a good way to keep your energy up.**
 - Read a children's book about snacking.
 - Books such as *Too Much Junk Food* (Stan and Jan Bernstein), *Popcorn Book* (Tomie dePaola) and *If You Give a Mouse a Cookie* (Laura Joffe Numeroff) are all about different common snacks. (These books are just suggestions; teachers can do their own research to find a book that covers the topic of snacking. Books will vary based on target audience for lesson.)
We're going to read (*title of the book*). This is a story about snack foods. After we read the story, we're going to talk about snacking and what a healthy snack looks like!
 - *If you are working with older students, you may want to find an article that deals with healthy snacking such as "Smart Snacking for Adults and Teens" from a website such as <http://www.eatright.org>, and then lead a discussion after reading the article as a class or individually.*
 - Have them make a list of their favorite snacks.
 - **We all like to snack, write down on a sheet of paper three things that you like to eat as a snack.** Allow the students to share their list with the class.
- Instruction
 - Why do we snack?
 - **We know that we like to snack. But what is snacking, exactly? Snacking is when we eat small portions of food in between meals, like in the afternoon between lunch and dinner. Snacking helps our bodies out in**

many ways. Snacking helps keep up our energy throughout the day, which helps us focus at school without getting tired. We are also less likely to overeat during mealtime when we snack because we are not as hungry. When done properly, snacking is a very healthy habit.

- Unhealthy snacking

- **When you hear the word snack, what kind of foods do you think of?**

(Make a list of some of the food items they say on the board. Chances are that many of these items are going to be chips, candy, and soda.)

I noticed that a lot of snacks that were mentioned included items such as chips, candy, and soda. (Point these items out on the board). We usually want to eat foods such as these when we are bored or extremely hungry. These foods are okay to have on special occasions but they are high in calories and do not have nutrients that help our bodies.

- Healthy Snacking

- **Eating foods that have a lot of healthy nutrients in them is the best way to snack. Eating these foods in between meals will give us energy, healthy nutrients, and prevent us from wanting to overeat when meal time comes around. These foods can be easily found in the five food groups. Let's come up with healthy snacks from each one that we could eat throughout the day to replace things like chips, candy, and soda.**

- **Grains give us energy. A snack that I like to eat is granola bars, which is a grain. Can anyone think of other grains we could eat as snacks?** (Write any examples they come up with on the board. Popcorn, dry cereal, and oatmeal are more examples of healthy snacks.)
- **Fruits have nutrients that keep your body healthy. A snack I like to eat is strawberries, which is a fruit. Can anyone think of other fruits we could eat as snacks?** (Write any examples they come up with on the board. Apples, bananas, and oranges are more examples of healthy snacks.)
- **Vegetables have nutrients that keep your body healthy. A snack I like to eat is carrots, which is a vegetable. Can anyone think of other vegetables we could eat as snacks?** (Write any examples they come up with on the board. Cherry tomatoes, cucumbers, and broccoli are more examples of healthy snacks.)
- **Meats and beans help make our body and muscles strong. A snack I like to eat is hard boiled eggs. Can anyone think of other meats and beans we could eat as snacks?** (Write any examples

they come up with on the board. Refried beans, almonds, and peanuts all belong in the meats and beans group and are more examples of healthy snacks.)

- **Dairy helps keep your bones and teeth strong. A snack I like to eat is yogurt, which is in the dairy food group. Can anyone think of other dairy products we could eat as snacks?** (Write any examples they come up with on the board. Cottage cheese, string cheese, and chocolate milk are more examples of healthy snacks.)

- Activity

- Snack the ABCs Game (*Look at the more detailed instructions for more guidelines*)
 - **We have talked about why we snack, along with several examples of healthy snacks. Let's see if we can list some more healthy snacks. We're going to play the ABC's of Snacking. Let's go around the room and list a healthy snack that starts with each letter of the alphabet.** (You may want to exclude certain letters such as "U" and "X", or let the students be creative here).
 - Planned Differentiation: This game is very basic, and focuses on making sure that the students know the alphabet.
 - Guided: Teacher lead the game by prompting students about a healthy snack that starts with each letter of the alphabet by giving clues about a food.
 - Limited Guidance: Teacher prompts only when necessary, and there is a lull in the game.
 - Independent: Students play the game by listing off snacks without teaching prompting.
- Healthy snack recipes (*Look at the more detailed instruction for guidelines*)
 - Have some preselected, healthy recipes that students can choose from. Read off and describe these healthy snacks, and then allow students to choose which one they like. When reading each recipe, review with the students what food groups are covered. They can then make a recipe card in class, which they can take home with them.
When choosing a snack, sometimes people want to pick more than one small item from various food groups to combine to make one healthy snack. I have in front of me several recipes that are healthy snacks. I want each of you to choose which recipe you would like to make at home, and you will get to make a recipe card to take home. Teacher will then read and describe the preselected recipes.

- **Planned Differentiation:** This activity can be modified in several different ways. Teachers can allow students to make create their own recipe cards from scratch, or have premade cards where students could fill in the blanks. If time allows, let the students decorate their recipe cards. Teacher may need to prompt and guide students during this activity.
 - **Guided:** Students could select a recipe card, in which they fill in the blanks. Teacher may help them create the recipe card step by step. Class could create one recipe card at a time as an entire class and then photocopy it for the students to take home.
 - **Limited Guidance:** Students make a fill in the blank recipe card with little teacher prompting.
 - **Independent:** Students make a recipe card completely by themselves. Teacher is available to answer any questions that the students may have.
- **Make a healthy snack**
 - With teacher supervision and assistance, make a healthy snack as a class, and then eat it together. Teacher decides which snack is appropriate for their classroom. *Be sure to check with all parents and the school administration to make sure that this is appropriate, and allowed, for each specific school.*

We are going to make some trail mix as a class snack. I have these healthy foods that we will mix together in order to create one big snack. Be sure that all students have washed their hands with soap and water. Use gloves if necessary. Have all ingredients that are going to be added easily accessible and decide how it is going to be made. The teacher can make it, or allow students to each pour in an ingredient. **We are going to add pretzels, nuts, and raisins (*chocolate is optional*☺).** Now mix all the ingredients up, allow students to take turn mixing if desired. Then divide the trail mix into cups for the students to eat as a snack.
- **Conclusion**
 - While the students are eating their healthy snack, wrap up the lesson. **We just learned about healthy snacks. We snack because it helps us keep our energy up and focused on our school work. We learned that there are some snacks that we should only eat occasionally. Can someone name a few of those occasional snacks? Then we learned about several snacks that are extremely healthy for us. Can you guys remind me of some healthy snacks?** Call on students to answer questions. Then ask them if they have any more questions regarding this subject before the end of the lesson.

- Curriculum Connections

- Mathematics

- Numbers & Operations:

- If the students are having a snack such as fruit, have them count how many strawberries they are eating. While making the recipe card, have the students number the steps of the recipe.**

- *Understand numbers, ways of representing numbers, relationships among numbers, and number systems.*
 - *Understand meanings of operations and how they relate to one another.*
 - *Compute fluently and make reasonable estimates.*

- Measurement

- Allow the students to measure out the ingredients for the snack, or let tell them how much has been premeasured out.**

- *Understand measurable attributes of objects and the units, systems, and process of measurement.*
 - *Apply appropriate techniques, tools, and formulas to determine measurements.*

- Finance

- Include example prices for snack items, and ingredients. Each student will be given a set amount of money to see how much their snack of choice would cost.**

- *Understand measurable attributes of objects and the units, systems, and process of measurement.*
 - *Solve problems that arise in mathematics and in other contexts.*
 - *Apply and adapt a variety of appropriate strategies to solve problems.*

- Opportunity Cost: The prices of their favorite foods may cost more than alternatives that they don't enjoy as much. They need to make a healthy, balanced meal while making decisions such as buying their favorite foods that are more expensive instead of cheaper foods they don't enjoy as much.**

- *Understand measurable attributes of objects and the units, systems, and process of measurement.*
 - *Solve problems that arise in mathematics and in other contexts.*
 - *Apply and adapt a variety of appropriate strategies to solve problems.*
 - *Recognize and apply mathematics in contexts outside of mathematics.*

- English

▪ Reading

Read food labels, recipe cards to the class, and any printed material. They may need teacher assistance.

- *Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.*
- *Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).*

▪ Writing/Spelling

Have the students write on the recipe cards. Have the students make up the labels for the food groups as well as the foods. As an introductory activity, have students write down on paper their favorite snacks. During the class discussion, let them write what foods they mention on the board.

- *Students adjust their use of spoken written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.*
- *Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.*
- *Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).*

○ Life Skills

- Grocery Shopping → A field trip to the actual grocery store would be beneficial, but making a mock grocery store in the classroom will work. Different choose snack items, how to choose good produce, price comparisons, etc. can be discussed.
- Food Preparation → After discussion of food groups and snack items, students can make a healthy recipe. This may be a healthy alternative to a class favorite food, an all-in-one complete meal, or more about preparing specific foods. Following a recipe is a great way to work on math skills, measurement, as well as working as a team. Each student can be given a set task to complete and together they will make a food they can all enjoy.

Snacking the ABC's Instruction

Objective: Given proper instruction, students will be able to list off healthy snacks starting with various letters of the alphabet.

Materials: Artificial food/ pictures of food (optional)

Setup: None

Play the game:

There are lots of healthy snacks that we can eat. We've talked about some of them in class today. Let's see if we can think of some of our favorite healthy snacks by using the alphabet. We are going to start with the letter A and go all the way to Z! Teacher can decide how they want to play this game. They may want to call on specific students or they may play popcorn style. Allow students to be creative in their answers (especially for X and U). Teachers may want to discuss each snack; if they have pictures or artificial food, they could use those as visual representations of health snacks. This game can easily be incorporated into the other activities. Be sure that the snacks that are said are considered "healthy." Teacher uses their judgment. At the end of the game, review the point of the game. **We just listed off lots of delicious, healthy snacks. Snacking, in small amounts is a good way to add nutrients to our body and keep our energy up so that we can do a good our best in school.**

List of snacks that start with each letter of the alphabet: *(There are several snacks; these are just some options, teacher uses judgment to decide what is appropriate.)*

| | | |
|---|------------------------------------|--------------------------------|
| A - apple (w/ peanut butter) | J - jello | S - string cheese |
| B - banana smoothie | K - kiwi | T - trail mix |
| C - carrots (w/ low fat ranch) | L - lemon poppy seed muffin | U - ugli fruit |
| D - dried fruit | M - mango | V - vegetables |
| E - egg, hard boiled | N - nuts | W - watermelon |
| F - frozen yogurt (w/ fruit topping) | O - orange | X - X-men fruit snacks* |
| G - graham crackers | P - pretzel | Y - yogurt |
| H - hummus (dip for veggies) | Q - quesadilla (w/ cheese) | Z - zoo animal crackers |
| I - ice juice pops | R - raspberries | |

Healthy Snack Recipe Instructions

Objective: Students will make their own recipe card to take home with them that has a healthy snack. This recipe will have more than one food group represented.

Materials: recipe cards, coloring supplies, preselected recipes

Setup: Allow students to make the recipe cards at their desk or designated spot

Make the recipe cards:

We've talked about healthy snacks. Sometimes the snacks we want require a few different ingredients. These ingredients can be found in different food groups. In front of me, I have three different healthy snack recipes: ants on a log, pudding cup dip, and salsa wrap. Teacher will then describe each of the recipes. (Example →Ants on a log has celery, peanut butter, and raisins. Celery is a vegetable; vegetables have nutrients that keep your body healthy. Peanut butter is part of the meats and beans category, it will help keep your muscles strong. Raisins are a fruit; fruits also have nutrients that keep your body healthy. With help, cut the celery stick into small sections. Spread a little bit of peanut butter onto each section. Place raisins on the peanut butter. Eat and enjoy ☺). I want each of you to pick a recipe that you would want to try at home, and you are going to make recipe card. It's important to have healthy snacks each day because they will help you perform better in school. Be sure to decorate your recipe card!

Recipe choices: *(Teachers are more than welcome to find their own recipes that they want to use with their class. These are just some suggestions).*

| | | |
|---|--|---|
| Pudding Cup: <ul style="list-style-type: none">- 4 ounces of fat free vanilla pudding (Dairy)- ½ cup of fresh fruit (fruit)- 5 vanilla wafers (grain) <p>Mix pudding and fruit. Crumple wafers, put on top, and enjoy.</p> | Ants on a log: <ul style="list-style-type: none">- 1 celery stick- 1 tbs of peanut butter- 4 raisins <p>Have parents cup up celery stick. Spread peanut butter onto them. Place raisins on top.</p> | Salsa Burrito: <ul style="list-style-type: none">- 1 6-inch flour tortilla- ¼ cup of black beans- 2 tbs salsa <p>Put beans on tortilla and top with salsa. Roll up, and enjoy.</p> |
|---|--|---|

My Healthy Recipe! (Name of recipe)

Ingredients:

1. (List out ingredient) → (name which food group it belongs to)
2. (List out ingredient) → (name which food group it belongs to)
3. (List out ingredient) → (name which food group it belongs to)

How to make it!

1. (Put step on how to make the snack)
2. (Put step on how to make the snack)
3. (Put step on how to make the snack)
4. Enjoy!

Recipe Card

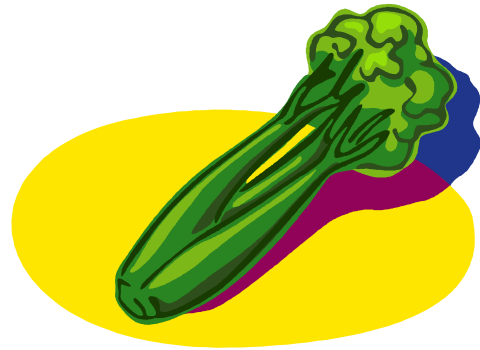
My Healthy Recipe! Ants on a Log

Ingredients:

1. 1 stick of celery → vegetable
2. 1 tbs of peanut butter → meats and beans
3. 4 raisins → fruit

How to make it!

1. With adult help, cut up celery
2. Spread peanut butter onto celery.
3. Place raisins onto peanut butter.
4. Enjoy!



Example

Teachers can alter, or make up their own recipe cards. If they want to make a fill in the blank recipe cards, they could leave out the key words such as the ingredients. Be sure that the students understand the assignment, and the fact that it is important to have healthy snacks, before they put their recipe away.