



Middle School Lesson Plan

Snacks

Snack Attack

Grades 5-8

I. Lesson Objectives:

- A. Students will recognize the nutritional impact of snacking.
- B. Students will name six healthy snacking tips.
- C. Students will describe how portion size relates to information on the food label.
- D. Students will use the food label to make healthier snack choices.

II. Behavior Outcomes:

- A. Eat healthy snacks.
- B. Limit foods high in fat, sodium and added sugar.

III. Pennsylvania Educational Standards:

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

IV. Materials:

- A. Handouts: “*APPetite for Health*” workbook (pages 12-15) OR “*Name that Snack*”, “*Reading Nutrition Labels*”, and “*Snack Labels*” (7th & 8th grade only) worksheets
- B. Optional Handouts: “*Name the Candy Bar*”, “*Name the Fruit and Vegetable*”
- C. Laminated food labels (for “*Snack Labels*” activity, 7th & 8th grade only)
- D. Black Snack Bag: demonstration bag of snack options that can be purchased at a local corner or convenience store; include healthy options that can be purchased.
- E. Alternate Activity: Portion Bingo game
- F. Optional: Reinforcement that conveys the appropriate nutrition message
- G. Hand wipes
- H. Food Tasting and any necessary supplies
- I. Ten Tips Fact Sheet: *Snack Tips for Parents* (available from: <http://choosemyplate.gov/healthy-eating-tips/ten-tips.html>) or other appropriate fact sheet

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. *Distribute student workbooks, if using, and turn to page 12. Review the title of today's lesson/APP, "Snack Attack", and the "Highlights" box. Explain that today's topic will be healthy snacking. Students will learn why snacking is important and how to read a food label to determine if a snack is a healthy choice or not. Students will also learn six tips for healthy snacking.*
2. Icebreaker: "Name that Snack"
- a. *Have students turn to page 13 in their workbooks or distribute copies of the "Name that Snack" worksheet. Review the instructions with the class. Have students write the names of as many snacks as they can identify in the allotted time. Once they have written the names of the snacks, students should circle the snacks that are "anytime" snacks and put an X over the snacks that are "sometimes" snacks. Explain: "Anytime" snacks are foods that belong to a food group and are nutrient-dense. "Sometimes" snacks are high in empty calories, solid fats, added sugars, or sodium, and are foods that should be limited.*
 - b. *Give students approximately five minutes to complete "Name that Snack!"*
 - c. *Review the answers and discuss which snacks are "anytime" snacks and which are "sometimes" snacks. Explain that for some snacks, like popcorn, pretzels, and sunflower seeds, the type of product (salted vs. unsalted, buttered vs low-fat) and portion size would affect whether it would be considered "anytime" or "sometimes".*
3. Alternate Icebreaker: "Name the candy bar" and "Name the fruit and vegetable"
- a. *Hand out the "Name the candy bar/Name the fruit and vegetable" worksheet (copy double sided). Have the students fill in the names of as many candy bars as they can in the allotted time. Allow no more than five minutes to complete. Go over the answers. See how many candy bars students named correctly. Ask students to raise their hand if they eat at least one candy bar every day. Then ask if they eat a candy bar less often or more often than that.*
 - b. *Next, complete the "Name the fruit and vegetable" side of the worksheet. Have the students fill in the names of as many fruits and vegetables as they can in the allotted time. Allow no more than five minutes to complete. Go over the answers. See how many fruits and vegetables students had correct. Ask students to raise their hand if they eat at least one fruit and one vegetable every day. Then ask if they eat more or less than that.*
 - c. *Discuss: Did students know more candy bars or more fruits and vegetables? Do they eat more candy bars or fruits and vegetables per day? Stress the point that we want them to be consuming more fruits and vegetables (and other healthy "anytime" foods) as snacks and limiting their intake of candy bars (and other "sometimes" foods).*

B. Developmental:

1. *Refer to page 12 in workbook, “Snack Attack”, and review the points to discuss healthy snacking. If using workbooks, have students read bullet points out loud and discuss each point, or discuss the following points.*
2. *Have a student read the first bullet point: Snacks can be part of a healthy diet, but it’s important to choose healthy snacks that will provide your body with energy and nutrients. Explain: Snacking between meals helps keep our energy levels up and provides nutrients (i.e. vitamins, minerals, fiber, protein) we may miss out on with our other meals.*
3. *Tell students: We need to pay careful attention to the types of snacks we are choosing. Have a student read the next bullet point. Choose more “anytime” snacks, like fruits, vegetables, whole grains, low-fat dairy products, and lean protein. Choose less “sometimes” snacks that are high in empty calories, solid fat, and added sugar.*
 - a. *Explain: If you primarily eat high fat, high sugar snacks, you may be compromising your health. Consuming high fat, high sugar foods can lead to weight gain and other serious health conditions as well as decreased energy levels.*
 - b. *Ask the students to name some examples of healthy “anytime” snacks and examples of “sometimes” snacks that should be limited.*
4. *Ask students: Are there any tips or ideas you can think of to help in deciding when to snack or what foods to snack on? Discuss responses. Tell students: You can follow these healthy snacking tips when you’re having a snack attack. Have a different student read each letter and the tip that goes with it. After reading each tip, discuss the tip with the class.*

Tips for Healthy Snacking (S.N.A.C.K.S acronym):

S- Smaller portions.

Eat smaller amounts when snacking. Instead of buying a large bag of chips and eating the whole bag, buy a smaller bag. Or take just a handful out of the larger bag and then put the rest away. Eating smaller amounts of foods that are high in empty calories, solid fats, added sugars, and sodium will help to reduce the amount you are consuming, which is better for your health.

N- Not in front of the TV.

Eating in front of the TV can cause you to overeat. Television acts as a distraction causing you to forget about how much you are eating. Also, when you watch TV you see a lot of commercials about food. Sometimes these commercials can be tempting and make us want to eat things we normally wouldn’t.

A- Am I really hungry?

Before you eat something, ask yourself- am I really hungry? Your body is a good indicator of when you are hungry and when you are not. Listen to those cues. If you just had dinner and are feeling full, maybe you don’t need to eat those chocolate chip cookies for dessert. Sometimes we eat because we are bored and that can lead to weight gain. Find some other activity to do to distract you from eating. *Ask students what activities they could do instead of eating when they’re bored.*

C- Choose nutrient-dense foods from MyPlate for snacks.

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.

Ask students for examples of healthy snacks from each food group.

Examples of nutrient-dense snacks would be fruits, veggies, popcorn, granola bars, baked chips, whole wheat crackers, seeds, nuts, string cheese, low fat yogurt, and cereal with low-fat (1%) or fat-free milk. Look for these and other healthier options when at the corner store or the vending machine. You should always be able to find a healthier choice.

K- Keep healthy snacks nearby.

Portion out healthy snacks at home and take them with you (if your school allows it). You will be less likely to stop at the corner store to buy something!

S- Sit Down, Slow Down, Savor and Enjoy!

Don't rush through your meals and snacks. It takes your brain 20 to 30 minutes to realize that your stomach is full. Sit down and take the time to enjoy your meals with your family.

5. **Activity:** Reading Nutrition Labels (All grades)

- a. *Have students turn to page 14 in their workbooks or distribute copies of "Reading Nutrition Labels" worksheet.*
- b. *Tell students: We can determine if a snack is a healthy choice or not by reading the food label. Ask students if they are familiar with the food label. What information can you find on the food label?*
- c. *Ask if any students read the labels on foods they choose and, if they do, what information do they look at. Explain to students: Two things food labels tell us are the amount of nutrients per serving and the ingredients. We will look at a sample food label and learn how to interpret the information on it.*
- d. *Refer to the sample Nutrition Facts label and discuss what to look for when reading a food label.*
- e. *Review with students the following points:*
 - i. **Serving Size:** shows the amount of food that the nutrition information is based on. If you eat more than one serving, then you will be consuming more calories and nutrients than what is listed.
 - ii. **Servings Per Container:** shows how many servings you would consume if you ate the entire package of the food.
 - iii. **Percent Daily Values:** show how the nutrients in a food fit into your daily diet.
 - a) The values are based on an average 2000 calorie diet.
 - b) An easy way to interpret the percent daily value is to determine if the value is high or low. 20% or more would be considered a high value. 5% or less would be considered a low value. This interpretation will help you decide if the food you are about to eat has a good balance of nutrients.
 - iv. **Nutrients that should be limited** are fat, saturated fat, *trans* fat, cholesterol, added sugars, and sodium. You should aim for low values for these.
 - v. **Nutrients you want to get enough of** are dietary fiber, vitamin D, calcium, iron, and potassium. You want to aim for high values for these (at least one of them).
- f. *Have students answer the questions at the bottom of the page then review the answers. Ask students if they think this food would be a healthy choice for a snack and discuss why or why not. (FYI- the sample label is from a container of ice cream)*

6. **Activity:** Snack Labels (7th & 8th Grade)
 - a. *Have students turn to page 15 in their workbooks or distribute copies of “Snack Labels” worksheet.*
 - b. *Hand out a laminated food label to each student or to pairs of students.*
 - c. *Have students answer the questions based the label they were given.*
 - d. *When students are finished answering the questions, ask them to share if they think their snack is a healthy choice and discuss why or why not.*
7. **Black “snack bag” demonstration:** *Inform students: It is possible to purchase healthier snack options at corner or convenience stores. You just have to know what to look for. Instead of chips or cookies, try a granola bar or cereal bar, pretzels, peanuts or sunflower seeds. Show students the products in the “snack bag” that can be purchased in a local corner or convenience store in their neighborhood to demonstrate the healthy options available to them.*
8. **Alternate Activity:** Portion Size Bingo

C. Conclusion of lesson:

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

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Name that Snack

Directions: Write the name of the snack in each picture on the line below it. Then, circle the snacks that are “anytime” snacks and put an X over the snacks that are sometimes snacks.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

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Name that Snack Answer Key



1. M&Ms- sometimes



2. Granola bar- anytime



3. Peanuts- anytime (if unsalted)



4. Potato chips- sometimes



5. Popcorn- anytime (if low-fat, low-salt)



6. Pretzels- anytime (if low-salt)



7. Cereal & milk- anytime (low sugar)



8. Celery, peanut butter & raisins- anytime



9. Pb & J sandwich- anytime (on whole grain bread)



10. Tortilla chips- anytime (small portion w/ salsa is best)



11. Sunflower seeds- anytime (if unsalted)



12. Cookies- sometimes

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Reading Nutrition Labels

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%
<small>* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.</small>	

1. How many servings are there per container? _____

2. How many grams of total fat are there per serving? _____

3. How many grams of fat would you eat if you ate the whole container?
_____ x _____ = _____ total grams of fat

4. What is the % Daily Value for Calcium? _____ %

5. Is this food a high or a low source of calcium? High or Low

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Calories	230
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Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

ANSWER KEY

1. How many servings are there per container? **8**

2. How many grams of total fat are there per serving? **8g**

3. How many grams of fat would you eat if you ate the whole container?
8 × **8g** = **64g** total grams of fat

4. What is the % Daily Value for Calcium? **20** %

5. Is this food a high or a low source of calcium? **High** or Low

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Snack Labels

Answer the following questions based on the nutrition label for a snack food.

Look for the following on your label	My Snack
What is the name of your snack?	
What is the serving size?	
How many servings are in the entire package ?	
How many calories are in one serving ?	
How many calories are in the entire package ?	
How many grams of fat are in one serving ?	
How many grams of fat are in the entire package ?	
Which nutrients have a high % Daily Value (20% or more)?	
Which nutrients have a low % Daily Value (5% or less)?	
Do you think this is a healthy snack?	

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Name the Candy Bar



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

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Name the Fruit or Vegetable



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



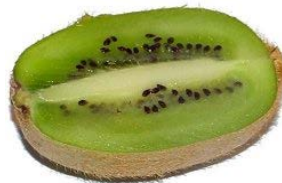
7. _____



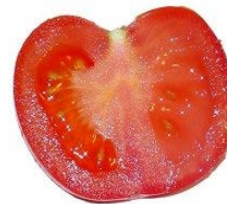
8. _____



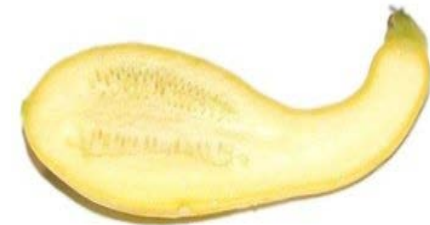
9. _____



10. _____



11. _____



12. _____

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Name the Candy Bar Answer Key



1. Almond Joy



2. Mounds



3. Butterfinger



4. Twix



5. Kit Kat



6. Rolo



7. Baby Ruth



8. 3 Musketeers



9. Snickers



10. Milky Way



11. Pay Day



12. 100 Grand

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Name the Fruit or Vegetable Answer Key



1. Apple



2. Cantaloupe



3. Cucumber



4. Avocado



5. Pomegranate



6. Red Cabbage



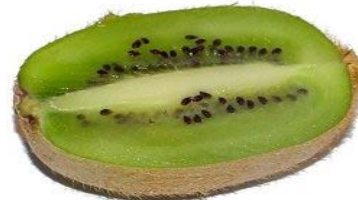
7. Papaya



8. Artichoke



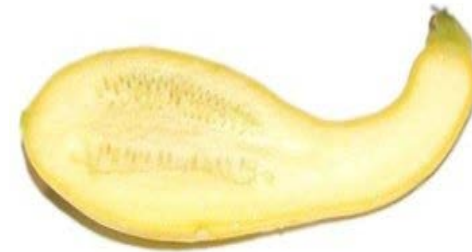
9. Yam



10. Kiwi



11. Tomato



12. Squash

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