Snacks
Snack Attack
Special Needs Students – Any Grade

I. Nutrition Education 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, student 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.

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. Outcomes
   A. Students will identify healthy snacks
   B. Students will restate basic rules for healthy snacking.
   C. Students will interpret Nutrition Facts Labels.

IV. Materials
   A. Visuals: MyPlate poster, Nutrition Facts Poster, Snack Label Kit
   B. Activities: Listed in Developmental Section under Procedure
   C. Handout: S-N-A-C-K-S
   D. Food Tasting
   E. Supplies: as needed to prepare and serve food tasting
   F. Gloves
   G. Handwipes/gel
   H. Reinforcement that conveys the appropriate nutrition message
   I. Caregiver Newsletter: Healthy Snacks
   J. Extension lessons (noted at end of lesson)

V. Procedure
   A. Introductory
      1. Welcome
a. Welcome students to this nutrition lesson, review previous lesson, if applicable.
b. Introduce yourself and the topic of the day – “Choosing healthy snacks”.

2. Icebreaker - Go around the room and have students name their favorite snacks. Keep a list on the blackboard or other surface. When finished naming, go over the list and discuss or have students indicate the following:
   a. Which MyPlate food group does the snack fit into? (Some snack foods contain **empty calories** – calories from solid fats and/or added sugars. Solid fats and added sugars add calories to the food but few or no nutrients. For this reason, the calories from solid fats and added sugars in a food are often called empty calories. These types of snack foods are also called “sometimes” foods.)
   b. Which are the healthier snacks?

3. What is a snack?
   a. Food and drinks eaten between meals
   b. Important for giving us a boost of energy, to make us feel full, and to give us some extra important nutrients for the day
   c. Our job today is to learn how to make healthy snack choices.

   a. We should 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. Distribute S-N-A-C-K-S handout (or discuss verbally). These are some things we should think about every time we have a snack.
      i. Smaller portions (Especially when you are eating “sometimes” 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 (Pay more attention to food and enjoy it while sitting at a table.)
      vi. Sit down, slow down, savor and enjoy! (It is important to not be a pig and eat too quickly. Your brain will not realize you are full until it is too late! Enjoy what you are eating instead.)

5. Choosing a Healthy Snack
a. Introduce the nutrition facts label to students by showing them the visual.
b. Tell students that every snack has a label on it.
c. Explain to students that the label tells us if the snack is healthy or not so healthy.

B. Developmental
Activities are marked high functional (HF), low functional (LF), or both (B) for a quick guide, however, it may vary depending on your class. Refer back to the snack acronym and pick the activity that applies to the appropriate letter. At least one of the following activities should be completed during the lesson. More than one is appropriate if time allows. Refer to the explanations of each activity at the end of the lesson plan.

Activity 1 (HF): Reading Labels
Activity 2 (LF): Baked or Fried?

C. Conclusion
1. Review concepts from the lesson and activities.
2. Encourage students to remember all the things they have learned today. Try to choose healthy snacks between meals and think S-N-A-C-K-S.

D. Taste Testing
1. Students should wash hands or use antibacterial wipes/gel if no sink is available.
2. If students are helping prepare the snack, distribute gloves.
3. Prepare and distribute food tasting.
4. Clean up area properly

VI. Conclusion
A. Thank the participants for their time and answer any questions they may have.
B. Distribute caregiver newsletter.
C. Distribute reinforcements and explain the reasoning for the reinforcement.
D. Remind teacher of extension lessons that correspond with this lesson in their binder.

VII. Extension lessons (Located in Special Needs Binder)
Some or all of these activities should be given to the classroom teacher for use after the lesson. The material will reinforce the concepts learned during this lesson. They can also be used during the lesson if the educator desires.
Healthy Snack Handout: 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!
Activity 1 Lesson Plan
Reading Labels

Materials Needed:

- Read It Before You Eat It handout
- Snack Labels handout
- Pencils
- Calculators
- Assortment of snack labels

Procedure:

1. Discuss how to use the food label in making healthy snack choices. Use Read it Before You Eat It handout as a guide.
   - Look for low % for certain unhealthy nutrients.
   - Look for high % of healthy nutrients.
   - Watch out for the serving size and how many servings there are in the whole container or package.
   - Remember that the numbers shown are only for ONE SERVING. If we eat the entire package, we have to multiply by the SERVINGS PER CONTAINER.

2. Give each student a Snack Labels handout.

3. Allow students to choose a snack from the assortment of labels. They can use snacks they have in their backpacks if desired.

4. Fill out the worksheet as directed. Some math is required, so calculators may be helpful.
## Snack Labels

Choose a snack label. Record the following information or values for your snack in the chart provided.

<table>
<thead>
<tr>
<th>Look for the following:</th>
<th>My Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the <strong>name</strong> of the snack?</td>
<td></td>
</tr>
<tr>
<td>What is the <strong>serving size</strong>?</td>
<td></td>
</tr>
<tr>
<td>What is the <strong>Servings Per Container</strong>?</td>
<td></td>
</tr>
<tr>
<td>How many calories are in <strong>one serving</strong>?</td>
<td></td>
</tr>
<tr>
<td>How many grams of fat are in <strong>one serving</strong>?</td>
<td></td>
</tr>
<tr>
<td>Which nutrients have a high percentage (20% or more)?</td>
<td></td>
</tr>
<tr>
<td>Which nutrients have a low percentage (5% or less)?</td>
<td></td>
</tr>
<tr>
<td>Do you think this is a healthy snack?</td>
<td></td>
</tr>
</tbody>
</table>

Sometimes you have to use multiplication to figure out nutrition facts. Fill in the blanks with the correct numbers and then solve the problem.

### A. Calories in entire package

\[
\text{total calories} \times \text{servings per container} = \text{calories in entire package}
\]

### B. Fat in entire package

\[
\text{total fat} \times \text{servings per container} = \text{fat in entire package}
\]
Activity 2 Lesson Plan
Baked or Fried?

Materials Needed:

- Snack food with a fried and baked variety (chips, cheese curls, and others)

Procedure:

1. Put the fried version and the baked version in separate containers marked only with a number or letter. Make sure the educator knows which is which. Keep the original bags.

2. Explain to students that this is going to be a snack taste test to see if they can tell the difference between baked snacks and fried snacks. Remind students that baked snacks are healthier because they usually have less fat and calories.

3. Show the students the original bags so they know what the samples will be.

4. Give each student a sample of the first variety and tell them what letter or number corresponds with that sample. Encourage them to touch, smell, look and taste.

5. Give each student a sample of the second variety and tell them what letter or number corresponds with that sample. Encourage them to touch, smell, look and taste.

6. Ask the students to vote by raising their hands:
   - Which tasted better?
   - Which looked better?
   - Which is the baked version?

7. Reveal which sample corresponded to each letter or number.

8. Discuss:
   - Are the students surprised?
   - Did the baked version taste and look like the fried version they usually eat?
   - Would they be willing to taste other baked snacks now?