

Smart Snacking - Five Days of Activities

Goals:

Increase consumption of fruits and vegetables among your students -- particularly during snacking – and increase physical activity, so you will have focused, ready-to-learn, healthy students in the classroom.

Objective:

By the end of March 2007, your students will be able to identify healthier snack choices, they will taste test a fruit, and they will participate in physical activity demonstrations.

Materials:

1. Writing instruments (pencils, chalk, crayons)
2. Music (anything to get your students moving)
3. Produce for taste testing (provided, one taste per student)
4. **Physical Activity Demos** Handout (provided, one per classroom)
5. **Smart Snacking** Poster (provided, one per classroom)
6. **Smart Snacking** Handouts (provided, one per student)
7. **Be Smart, Snack Smart** Wristbands (provided, one per student)

DAY 1

1. Post the **Smart Snacking** poster and engage students in a 10-minute discussion on the importance of smart snacking.
 - Snacks are an important way to keep your body fueled. Remember breakfast - “breaking the fast” - well, think of snacks as “mini-meals.”
 - Snacks are an important source of nutrients: especially for growing children with small stomachs.
 - Snacks should be healthy, fun, and easy!
 - Smart snacking is about knowing and choosing snacks that are better than others.
2. Distribute **Smart Snacking** handouts. Ask students to take them home and share with their parents – useful information on snacks can be found on both sides.
3. For the rest of the week, have students bring in an empty container or wrapper of a snack they ate at home or school. They can also draw or cut out (from magazines or grocery flyers) pictures of snacks that they have eaten.
4. Consult attached Smart Snacking Physical Activity Demonstrations handout each day for fun ideas to incorporate.

DAY 2

1. Collect the students’ sample snack containers, wrappers, drawings and pictures. Hold them up one by one and have students call out either “eat more” or “eat less” along with an explanation of why. (Use the table below to help.) Optional art project: post the wrappers and drawings on a large sheet of butcher-block paper under the appropriate “eat more” and “eat less” headings. Continue doing so for the rest of the week.

Eat More of These:	WHY?	Eat Less of These:	WHY?
Pretzels or baked chips	Baked foods are healthier than fried foods	Chips/Cheetos	Fried in bad fat (partially hydrogenated oils) and high in saturated fats
Fruit and vegetables	High in vitamins, minerals, fiber; low in fat	Fruit-flavored candy or fruit-flavored drinks	High in sugar with no vitamins or minerals
Low-fat yogurt and frozen yogurt	Less fat	Ice cream	High in fat
Toasted corn tortillas	Less fat	Corn chips	High in fat
Water, vegetable juice, and 100% fruit juice	High in vitamins and minerals	Soda, horchata	No vitamins and minerals, and high in added sugar
Low-sugar cereal (10 grams of sugar per serving), plain popcorn, and whole grain crackers	Higher in vitamins and minerals, fiber; low-fat	Cookies, sweet breads, pastries	Low in nutrients; high in fat & sugar

2. Talk about calories with your students and discuss the fact that some snacks are usually higher in fat and empty calories than other snacks. For example: Compare an apple and a bag of Cheetos and ask your students:
 - a. Which provides more nutrients?
 - b. Which has more fat?
 - c. How many jumping jacks or how long do they think they'd have to run to burn off the Cheetos vs. the apple?

Answers:

- a. Apple has calories but these calories provide important nutrients such as ; cheetos provide only empty calories
- b. Cheerios has more fat
- c. They would have to do more physical activity to burn off the Cheetos and all other unhealthy items. A 100-pound child will have to jog for 16 minutes or jump rope for 19 minutes to burn off a small bag of Cheetos, while he or she would only have to jog for 5 minutes or jump rope for 6 minutes to burn off an apple.

DAY 3

1. Distribute pineapple for taste testing.
2. Taste test activity (write the following statements on the board and have students answer verbally or fill in the blanks on their own)
 - 1). Today I tried _____.
 - 2). It looked like _____.
 - 3). It smelled like _____.
 - 4). It tasted like _____.
 - 5). I would /would not eat this again. (Circle either “would” or “would not.”)
3. Have students thank the food service department for delivering the **Harvest of the Month (HOM) Produce**. See attached handout for ideas.
 - a. Kindergarten – 3rd grades: Have students draw a picture of the different healthy snacks/HOM produce they have taste tested (dates, tangerines, coleslaw, etc.).
 - b. 4th – 5th grades: Have students write a brief thank you note for the produce.
 - c. Have one of your students deliver the thank you notes to the food service manager!

DAY 4

Physical Activity:

1. Turn on the music and have the whole class dance to it. Throughout the song(s), stop the music and ask a student to name a healthy snack.

DAY 5

Take-Home, Snack Commitment Form:

1. Have students commit to being smart snackers. See attached example of commitment form activity. Encourage students to bring it home and discuss with their parents.
2. Review concept of smart snacking and distribute “**Be Smart, Snack Smart**” wristbands.

