

CHEWY CAFÉ SNACK VIDEO

Lesson 4: Understanding Healthy vs. Unhealthy Snacks

Objective:

1. Learn how to read food labels for fats, sugars, and calories
2. Understand the difference between healthy snacks and unhealthy snacks
3. Learn how many calories they need each day.

Assessment Criteria:

1. Completion of the Snack Star Worksheet and their homework
2. Completion of Nutrition Facts Worksheet
3. Plan a complete day's meal/snacks using the food pyramid

Resources and Materials:

- Snack Star Worksheet – one each
- Nutrition Facts Worksheet – one for students and one for teacher
- Variety of empty Snickers and snack wrappers from the day before
- Bag or two of white sugar and 2 or 3 sticks of butter; a measuring spoon; several plates for demonstration
(If possible, bring in four 10-pound bags of sugar for the coke-sugar demonstration)
- Textbook – Decisions for Health, Level Green: Holt, Rinehart, Winston; page 274
- MyPyramid”Steps to a Healthier You” Boy 9-13 (1800 calories)
- MyPyramid”Steps to a Healthier You” Girl 9-13 (1600 calories)
- “Sample label for Macaroni & Cheese” for teacher to use
- “MyPyramid Food Intake Pattern Calorie Levels” for teacher to use

Activities and Strategies:

Suggested Time	Strategy	Activity
10 min.	Individual & Whole Class	<ul style="list-style-type: none"> -Give students each the Snack Star Worksheet. They are to choose their favorite combination snack they invented as homework and write it up on the sheet. Have posted on the wall the title: “Healthy Combo Snacks” for the students to post their work. -Turn in homework and each will post their favorite snack on the wall under the title “Healthy Combo Snacks”. -Let any students who want to share aloud their “creative snack” with the class.
10	Group work	<ul style="list-style-type: none"> -Place students into groups of 3 to 5. Using the textbook or the included “Sample Label for Macaroni and Cheese”, teach students how to read food labels with this exercise: Number of servings; Fat per serving; Sugar per serving; Total fat when you eat the entire amount; Total amount of Sugar when you eat entire amount; # of teaspoons of fat and sugar calculated with the grams. -Give each group a snickers wrapper from a 2.07 oz candy bar. Have them fill in the Nutrition Facts Worksheet for the Snickers bar together as a class so they all understand it. Talk about how much sugar and fat is represented by these teaspoons. -Demonstrate how much sugar each Snickers bar represents by measuring white sugar in front of class into a small plate. Do the same with fat by using a stick of butter. This is very graphic. Another graphic – 1 12 oz soft drink/day for a year = about 40 lbs. You can stack up an equivalent in sugar bags.)
15	Group work	<ul style="list-style-type: none"> -Using the snack wrappers from the day before, give each group 7 various snack wrappers to investigate the sugar and fat in each. They discuss and fill in their Nutrition Facts Worksheet together looking at the wrappers. (If they brought photos of fruit – have them look up the information at http://www.nal.usda.gov/fnic/foodcomp/search/) (You can research this site before the lesson and have a list for them.)
5	Teacher	<ul style="list-style-type: none"> -Explain that the average 11-year old boy needs between 1800 and 2200 calories a day and only 195 calories should be fats and sugars; the average 11-year old girl needs between 1600 and 2000 calories a day and only 130 should be fats and sugars. -Ask the students to look at the fats and sugars in these snacks to see how quickly they can use up these empty calories. -Hand out to each boy and girl the MyPyramid “Steps to a Healthier You”. Give the 1800 calorie one to the boys and the 1600 calorie one to the girls. Discuss the chart.
5	Group Project	<ul style="list-style-type: none"> -Divide class into groups of 5. As a group, they decide on one of the following choices to

