

# HEALTHY HABITS, TOO



## Lesson 4: POWER SNACKING



**TRIPLE  
PLAY**  
a game plan for the mind, body and soul



## FACILITATING THE LESSON

### PROGRAM OVERVIEW

This program contains the background information, step-by-step plans and handouts you need to teach sessions and conduct activities on 10 topics. Sessions are designed for four age groups: 6-to-9-year-olds, 10-to-12-year-olds, 13-to-15-year-olds and 16-to-18-year-olds.

Generally, each lesson and activity takes about 30 minutes for 6-to-9-year-olds and about 45 minutes for older youth. You can shorten or lengthen the time frame according to the needs and interests of your group.

### LESSON FORMAT

Each lesson includes tools to make it easier for you to teach youth about the topic.

- **Objectives.** Each session is designed to meet specific objectives for each age group.
- **Materials.** Materials needed to conduct the activity are listed at the start of each session.
- **Resources and Handouts.** A listing of resources and handouts details the materials you need to prepare for and facilitate the lesson (all necessary resources and handouts follow immediately after the lesson directions).
- **Advance Preparation.** Steps for preparation are detailed at the start of each lesson.
- **Key Teaching Points.** To guide you in teaching youth about the topic, each lesson summarizes key points, the important lessons youth will take away from the session. Adapt the level of detail you provide to the age and learning level of the group.
- **Leading the Activity.** Step-by-step guidelines are included for leading the activity.
  - *Warm-up Exercise* — To promote physical activity during each session, lead the kids in at least one warm-up exercise and review the benefits of physical activity. Choose an idea from the Get-Moving Exercises list (on page 16 of this Implementation Manual), come up with your own idea or ask kids to think of creative ways to get moving.
  - *Introduction* — Each lesson provides step-by-step instructions to help you prepare for and conduct the lesson. It is a good idea to read the lesson carefully a few days in advance, so you will have time to prepare.
  - *Group Learning Activity* — The group learning activity is the core of each session, the time when youth practice, develop or demonstrate what they have learned. The activities are age-appropriate and designed to be fun while reinforcing key concepts.
  - *Individual Application* — Brief application activities follow the group activity, giving youth a chance to apply learning in their own lives. They also promote small steps toward adopting healthy habits.
  - *Snack Time* — During snack time, youth share new learning and insights.
  - *Take-home Challenges* — At the end of each session, you will find suggested challenges for participants to do at home before the next meeting. These challenges reinforce what members have learned about healthy eating and physical activity.

- **Additional Resources.** Additional websites are listed at the end of each lesson for finding more information on the lesson's topic.

## LEADING THE ACTIVITIES

*Before an Activity.* You will have more success if you do the following before each lesson:

- **Review the Activity.** Review the activities and become familiar with the issues yourself, including key terms used.
- **Prepare Youth.** Before beginning the activities with youth, spend a few minutes telling them what they will be doing and why, asking questions to see how much they already know and introducing key terms in language they understand.
- **Gather Materials.** Be sure all materials are available before beginning each activity.

*During an Activity.* While conducting the activities/lessons, be sure to:

- **Establish Ground Rules.** Make it clear which behaviors will be acceptable and which behaviors will not be acceptable by setting ground rules and reinforcing them as necessary.
- **Be Patient.** Keep in mind that some activities will be difficult for some youth and easy for others. Encourage, challenge and support youth, but do not push them.
- **Take Advantage of Learning Opportunities.** Be ready for the “teachable moment” and use it to further understanding of the concepts.

*After an Activity.* At the end of each activity or session, it is a good idea to do the following:

- **Provide Closure.** Give youth a chance to reflect on what they have learned after each activity and discussion.
- **Evaluate the Activity.** Consider whether the objective of the activity was accomplished and try to understand why it was or was not.

## RESPONDING TO DIFFERENT AGE GROUPS

Activities in this Resource Guide are geared specifically to youth in the targeted age group. You may, however, want to divide the group of 6- to 9-year-olds, for example, into two smaller age groups. Because there is such a difference in interest, reading level and maturity between a 6-year-old and a 9-year-old, having two groups may be more effective. With the youngest children (6-year-olds), you will have to assist with reading, simplify the language you use and eliminate terms they may not understand.

Youth in the 10- to 12-year-old group present a challenge, especially when it comes to working in groups. This is a time when youth in this age group are developing identity, so peer influences are particularly strong. They may be reluctant to share personal experiences, attitudes or feelings. Give them time to get comfortable and encourage them to speak, but do not force them if they are reluctant.

Youth in the 13-to-15 and 16-to-18-year-old group respond well to performance-based activities such as drama, dance, video, music and anything that involves use of computers.

## LESSONS FOR YOUTH AGES 6 TO 9 YEARS

**LESSON OVERVIEW**

Working in teams, members participate in a scavenger hunt to locate snacks hidden throughout the Club. They then determine if the snacks include nutrients that should be consumed more often or less often.

**ESTIMATED TIME:** 30 minutes

**OBJECTIVES**

1. Understand that all foods and beverages (including snacks) can affect health.
2. Recognize suggested portion sizes for snacks.
3. Identify snacks high in fat, salt (sodium) or added sugars.
4. Identify snacks that are lower in calories, higher in nutrients or include foods recommended to eat more often: vegetables, fruits, whole grains and fat-free/low-fat milk and dairy products.

**MATERIALS**

- Flip chart and markers
- Scissors
- Large brown paper bag
- Six small samples of: potato chips, cheese puffs, French fries, donuts, cookie, fruit, carrot, full-fat ice cream, low-fat yogurt, raisins, popcorn
- Paper bags (small, lunch-size)
- A variety of nutritious snacks
- Bell or buzzer
- Pens or pencils

**RESOURCES AND HANDOUTS**

- Power Snacking (page 189)
- Snack Bag Messages (page 191)

**ADVANCE PREPARATION**

1. Visit [Food-A-Pedia](#) on USDA's ChooseMyPlate.gov website to find nutrition info for various snack foods.
2. Cut 10 three-inch-square squares of paper from a brown paper bag.
3. Prepare 10 small samples of foods to test on the paper squares.

4. Prepare a variety of individual snack bags each containing a nutritious snack. Be sure to have enough nutritious snacks so each team has the chance to find three.
5. Copy **Snack Bag Messages** (several sets) and cut apart. Prepare another set of snack bags each containing a message strip.
6. Copy **Power Snacking**, one for each youth.
7. Hide all the snack bags throughout the room and the Club.

## KEY TEACHING POINTS

- Like any other food, snacks contribute energy and nutrients to the total diet.
- Some snack foods contain higher amounts of fat, salt (sodium) or added sugar than other foods. These are foods that should be eaten less often or consumed in moderation.
- The suggestions for snack portion sizes are the same as those for meal portions, but what counts is the total amount consumed in a day.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about snacking? What do you want to know about snacking?”
2. Tell youth that they are going to learn one way to tell which foods are high in fat. Explain that fatty foods usually leave clues on paper or napkins. Say that you are going to put different foods on brown paper squares to see how big their “fat footprint” is.
3. Place each food item on a paper square and set them aside until snack time.
4. Ask youth what types of snacks they eat. List their favorite snacks on a flip chart.
5. Remind youth that snacks, like meals, need to include foods that provide:
  - energy/calories;
  - nutrients (vitamins and minerals); and/or
  - hydration.
6. Point out to youth that everything they eat and drink in a day counts toward the total amount recommended for their age, gender, weight and activity level.
7. Say that portion sizes for snacks are the same as those for meals, and these are suggestions to help people know the right amounts to eat.
8. Point out that, if they choose to eat a larger snack, they could decide to eat less at the next meal or do more physical activity to keep their daily balance of energy in and energy out. Explain that the important thing is the total amount eaten in a day.

9. Tell the group that we often snack on foods that have a lot of fat and not enough other nutrients. Kids also tend to eat snacks that have a lot of salt (sodium) or a lot of added sugars. Point out that these are foods to eat less often.
10. Ask group members why they think kids eat so much of these kinds of foods. Explain that it is sometimes easier and quicker to choose these foods.
11. Point out that it is good to pay attention to how much fat, salt (sodium) and added sugar is in the snacks we are eating. These are things the body needs, but should be consumed in moderation.
12. Tell youth that there are some foods that are recommended to eat more often — and these make great snacks: raw veggies, fresh fruit or 100-percent fruit juice, whole grains and fat-free/low-fat milk and yogurt.

### III. GROUP LEARNING ACTIVITY — SNACK SCAVENGER HUNT

1. Divide the large group into teams of three each.
2. Tell youth they are going to do an activity to learn to tell the difference between nutritious snacks and those that are high in fat, salt (sodium) and added sugars.
3. Explain that there are small snack bags hidden all over the Club, and they will go on a Snack Scavenger Hunt to find snacks.
4. State that the goal of the game is for each team to find three nutritious snacks, snacks that include nutrients that should be eaten more often.
5. Instruct teams to return to the room when you ring the bell or buzzer.
6. When youth return, ask them to show the snacks they found. Ask them what snacks they found that include nutrients that should be eaten less often.
7. End by asking, “What did you learn about snacking?”

### IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down some of the snacks they eat that are high in fat, salt (sodium) or added sugar.
2. Ask them to identify a more nutritious snack they could eat in place of one of those.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Allow youth to snack on the nutritious snacks they found in the Scavenger Hunt.
3. While youth are snacking, draw attention to the “fat footprints” you set out earlier. Ask them to rate the foods in order of highest to the lowest amount of fat.
4. Stress that snacks with the least amount of fat are more nutritious and better for us.
5. Show the flip-chart page on which you listed members’ favorite snacks. Ask which ones are higher in fat, and which ones are lower.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Take home a copy of **Power Snacking** and share it with family members.
2. Replace usual snacks with three snacks that are lower in fat, salt (sodium) and added sugar — like fruits (fresh, dried, canned, frozen or juice) or veggies.

## ADDITIONAL RESOURCES

- Visit the Recipes section of the [Kidnetic](#) website for kid-friendly snack recipes.
- Check out [Studies Highlighting the Benefits of Snacking](#) on the Snack Sense website for more ideas on nutritious snacking.

### AFTER-SCHOOL SNACKS

By offering snacks at the Club, you have the chance to help members practice making nutritious food choices. The USDA has identified the nutritional needs of youth ages 6 to 12 and ages 13 to 18 and has created snack menus to meet those needs. The snack menus are specifically designed to provide the following components that young people need (two different components from the four listed must be served):

Milk, beverage	1 cup (8 oz.)
Meat or meat alternative	1 ounce
Fruit or vegetable (or 100-percent fruit/vegetable juice)	$\frac{3}{4}$ cup
Grains/breads	1 serving

The menus are designed for programs without kitchen facilities (such as ovens, freezers, refrigerators) but with access to limited kitchen equipment such as coolers, preparation areas, cutting boards, knives, spoons, can openers, etc. For menus, visit the [USDA Food and Nutrition Service](#) website.<sup>1</sup>

### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSONS FOR YOUTH AGES 10 TO 12 YEARS

**LESSON OVERVIEW**

Participants compete in a team relay race that gives them the chance to distinguish, as a team, true and false statements about snacking.

**ESTIMATED TIME:** 30 minutes

**OBJECTIVES**

1. Understand that all foods and beverages (including snacks) can affect health.
2. Identify positive reasons for snacking (“power snacking”).
3. Recognize suggested portion sizes for snacks.
4. Identify snacks high in calories, fat, salt (sodium) or added sugars.
5. Identify snacks that are lower in calories, higher in nutrients or include foods recommended to eat more often: vegetables, fruits, whole grains and fat-free/low-fat milk and dairy products.

**MATERIALS**

- Heavy card stock
- Scissors
- Stapler
- Pens or pencils

**RESOURCES AND HANDOUTS**

- Power Snacking (page 189)
- What’s the 411? Relay (Answer Key) (page 192)
- What’s the 411? Relay Cards (page 193)

**ADVANCE PREPARATION**

1. Visit [Food-A-Pedia](#) on USDA’s ChooseMyPlate.gov website to find nutrition info for various snack foods.
2. Copy **What’s the 411? Relay Cards** onto heavy card stock and cut apart.
3. Copy **Power Snacking**, one for each youth.
4. Select a snack to serve during the session wrap-up.



## KEY TEACHING POINTS

- Like any other food, snacks contribute energy and nutrients to the total diet.
- Some snack foods contain higher amounts of fat, salt (sodium) or added sugar than other foods. These are foods that should be eaten less often.
- “Power snacking” means eating snacks when you are hungry and there is a long time before the next meal or when you need energy to keep you going.
- The recommendations for snack portion sizes are the same as those for meal portions, but what counts is the total amount consumed in a day.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about snacking? What do you want to know about snacking?”
2. Ask youth when they eat snacks and what types of snacks they normally have.
3. Remind youth that snacks, like meals, need to include foods that provide:
  - a) energy/calories;
  - b) nutrients (vitamins and minerals); and/or
  - c) hydration.
4. Point out to youth that everything they eat and drink in a day counts toward the total amount recommended for their age, gender, weight and activity level.
5. Say that portion sizes for snacks are the same as those for meals, and these are suggestions to help people know the right amounts to eat.
6. Point out that, if they choose to eat a larger snack, they could decide to eat less at the next meal or do more physical activity to keep their daily balance of energy in and energy out. Explain that the important thing is the total amount eaten in a day.
7. Tell the group that we often snack on foods that have a lot of fat and not enough other nutrients. Kids also tend to eat snacks that have a lot of salt (sodium) or a lot of added sugars. Point out that these are foods to eat less often.
8. Point out that it is good to pay attention to how much fat, salt (sodium) and added sugar is in the snacks we are eating. These are things the body needs, but when they are out of balance or in really large amounts, they can cause health problems.
9. Tell youth that there are some food groups that are recommended to eat more often — because they have a lot of important nutrients that are good for us. Point out that these make great snacks: raw veggies, fresh fruit or 100-percent fruit juice, whole grains and fat-free/low-fat milk and yogurt.

10. Point out that just as it is important to think about what we eat for snacks, it is also important to think about *when* and *why* we eat snacks. Ask youth if they ever eat snacks when they are not really hungry.
11. Say that the top source of energy for kids and teens are things like cake, cookies, donuts — foods that have fewer nutrients.
12. Ask group members why they think kids eat so much of these kinds of foods.
13. Say that sometimes we make these choices because the food is there and it appeals to us, or because we are doing something else, like watching TV. Point out that it is easy to eat too much if we are paying attention to something else. When we do this, we cannot always tell when our stomachs are full and we have had enough.
14. Ask youth whether they know what it means to have a “power snack.” Explain that it means eating snacks to get the nutrients needed throughout the day. Give examples:
  - Snack when you are hungry and there is a long time between meals.
  - Snack when you need some energy so you can do your homework, play outside or play a sport. If you are very active in sports, you may need bigger snacks.
  - Choose foods that will give your body the energy, vitamins, minerals and nutrients it needs.
  - Eat enough to take the edge off your hunger, but not so much that you are stuffed when it is time for your next meal. But, if you are really active in sports you may need bigger snacks.

### III. GROUP LEARNING ACTIVITY — WHAT’S THE 411? RELAY

1. Divide large group into two teams and say that teams will compete in a relay.
2. Explain the ground rules:
  - Teams form two lines at one end of the room. You stand in the middle of the room. The first person in each line runs, hops or jumps to the opposite wall, touches the wall, turns around and runs back to where you are standing.
  - You give each runner a card with a statement, he runs to the front of that team’s line, reads the card to team members, who decide whether it is true or false. If false, the team identifies why the statement is not true.
  - The runner runs back to you, and you confirm aloud whether the team is correct.
  - When the player returns to the team, the next one in line continues the relay.
  - The fastest team is able to answer the most questions and earn the most points.
3. Play the relay and announce the winning team.
4. Review each of the correct responses with the group.
5. End by asking, “What have you learned about healthy snacking?”

### IV. OPTIONAL ACTIVITY — SNACK PREPARATION: FUN WITH POPCORN

1. Say that this activity focuses on an alternative to high-fat, buttered popcorn.
2. Divide the group into cooking pairs.
3. Make the popcorn, using a large saucepan, the microwave or a hot-air popper.
4. Give each pair two cups of popcorn.
5. Encourage each pair to choose their favorite spices (without salt) and sprinkle a bit over one cup. Suggest they keep one plain and spice the other, so they can compare.
6. Encourage them to move around the room and sample each other’s creations.

## TIPS

- Microwave popcorn can be substituted for regular popcorn if no stove is available, but make sure that you purchase “low-fat” popcorn. A hot-air popper is a great alternative.

## V. INDIVIDUAL APPLICATION

1. Ask youth to jot down some of the snacks they eat that are high in fat, salt (sodium) or added sugar.
2. Ask them to identify snacks they could choose that include foods to eat more often.

## VI. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today. (If you have completed the Optional Activity, serve the snack group members have prepared.)
3. While youth are snacking, ask them to share what they remember most from today’s activity.

## VII. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Take home a copy of **Power Snacking** and share it with family members.
2. Replace usual snacks with three snacks that are lower in fat, salt (sodium) and added sugar — like fruits (fresh, dried, canned, frozen or juice) or veggies.

## ADDITIONAL RESOURCES

- Visit the Recipes section of the [Kidnetic](#) website for kid-friendly snack recipes.
- Check out [Studies Highlighting the Benefits of Snacking](#) on the Snack Sense website for more ideas on nutritious snacking.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today’s snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSONS FOR YOUTH AGES 13 TO 15 YEARS

**LESSON OVERVIEW**

Youth compete in teams to see who can identify “energy-rich” vs. “nutrient-rich” snacks, using bell and buzzers to indicate their responses.

**ESTIMATED TIME:** 45 minutes

**OBJECTIVES**

1. Recognize suggested portion sizes for snacks.
2. Identify positive reasons for snacking (“power snacking”).
3. Distinguish “energy-rich” from “nutrient-rich” snacks.
4. Identify snacks that are lower in calories, higher in nutrients or include foods recommended to eat more often: vegetables, fruits, whole grains and fat-free/low-fat milk and dairy products.

**MATERIALS**

- Two bells
- Two buzzers (or other unpleasant-sounding noise makers, like bicycle horns)
- Pens or pencils

**RESOURCES AND HANDOUTS**

- Power Snacking (page 189)
- Understanding Nutrient-Rich Foods (page 194)

**ADVANCE PREPARATION**

1. Visit [Food-A-Pedia](#) on USDA’s ChooseMyPlate.gov website to find nutrition info for various snack foods.
2. Copy **Understanding Nutrient-Rich Foods**, one for each youth.
3. Copy **Power Snacking**, one for each youth.
4. Select a snack to serve during the session wrap-up.

**KEY TEACHING POINTS**

- Like any other food, snacks contribute energy and nutrients to the total diet.
- “Energy-rich” snacks provide energy for the body but often do not provide the important vitamins and minerals that “nutrient-rich” snacks do.
- “Power snacking” means eating snacks when you are hungry and there is a long time before the next meal or when you need energy to keep you going.
- The recommendations for snack portion sizes are the same as those for meal portions, but what counts is the total amount consumed in a day.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about snacking? What do you want to know about snacking?”
2. Ask youth when they eat snacks and what types of snacks they normally have.
3. Remind youth that snacks, like meals, need to include foods that provide:
  - a) energy/calories;
  - b) nutrients (vitamins and minerals); and/or
  - c) hydration.
4. Point out to youth that everything they eat and drink in a day counts toward the total amount recommended for their age, gender, weight and activity level.
5. Say that portion sizes for snacks are the same as those for meals, and these are suggestions to help people know the right amounts to eat.
6. Point out that, if they choose to eat a larger snack, they could decide to eat less at the next meal or do more physical activity to keep their daily balance of energy in and energy out. Explain that the important thing is the total amount eaten in a day.
7. Tell the group that we often snack on foods that have a lot of fat, salt (sodium) or sugars. Explain that fat, salt and sugars are things the body needs, but when they are out of balance or in very large amounts, they can cause health problems.
8. Point out that foods high in fat, salt or sugar often add calories with few nutrients, although they provide energy. Say that it is important to pay attention to how much of these we eat, and that it is good to eat these “energy-rich” foods less often.
9. Tell youth that there are some food groups that are recommended to eat more often because they are high in important nutrients. Point out that these “nutrient-rich” foods make great snacks: raw veggies, fresh fruit or 100-percent fruit juice, whole grains and fat-free/low-fat milk and yogurt.
10. Explain that just as it is important to think about *what* we eat for snacks, it is also important to think about *when* and *why* we eat snacks. Ask youth if they ever eat snacks when they are not really hungry.
11. Say that the top source of energy for kids and teens are things like cake, cookies, donuts — foods that are “energy-rich” but provide fewer nutrients.
12. Ask group members why they think kids eat so much of these kinds of foods.
13. Say that sometimes we make these choices because the food is there and it appeals to us, or because we are doing something else, like watching TV. Point out that it is easy to eat too much if we are paying attention to something else. When we do this, we cannot always tell when our stomachs are full and we have had enough.
14. Ask youth if they know what it means to have a “power snack.” Explain that it means eating snacks to get the nutrients needed throughout the day. Give examples:
  - Snack when you are hungry and there is a long time between meals.

- Snack when you need some energy so you can do your homework, play outside or play a sport. If you are very active in sports, you may need bigger snacks.
- Choose foods that will give your body the energy, vitamins, minerals and nutrients it needs.
- Eat enough to take the edge off your hunger, but not so much that you are stuffed when it is time for your next meal. But, if you are really active in sports you may need bigger snacks.

### III. GROUP LEARNING ACTIVITY — BUZZERS AND BELLS

1. Ask youth why some snacks might be better choices than others. Point out that some foods provide energy, but they do not always provide the nutrients our bodies need.
2. Point out that these are called “energy-rich” foods. Ask youth to give examples of these foods (foods with a lot of added sugar — candy, cookies, fruit punch).
3. Explain that the rush of energy has to do with how quickly foods are digested. Foods that break down slowly provide a steady source of energy over a longer time.
4. Tell the group that these are called “nutrient-rich” foods because they have a lot of nutrients and provide energy over a longer period.
5. Ask youth to name some of these foods. Give examples: whole-grain bread, low-fat yogurt, a banana, a snack bar with whole grains, cheese and crackers and nuts.
6. Distribute copies of **Understanding Nutrient-Rich Foods** and review it with youth.
7. Tell group members that they are going to do an activity that will help them distinguish “energy-rich” snacks from those that are “nutrient-rich” snacks.
8. Divide the large group into two teams and have team members sit in chairs facing each other on opposite sides. You will stand in the middle between the two teams.
9. Give each team a bell and a buzzer and explain that team members will take turns rotating in to be the ones holding the bell or the buzzer.
10. Say that you will read the name of a snack, and teams will race each other to see who can be first to correctly identify it as an “energy-rich” or “nutrient-rich” snack.
11. Tell teams to use the buzzer to indicate an “energy-rich” snack and the bell for a “nutrient-rich” snack. The first team to get the correct answer earns a point.
12. Keep track of each team’s score and declare a winning team at the end.
13. End the activity by asking, “What did you learn about snacking?”

#### NUTRIENT-RICH FOODS

One of the recommendations of the [2010 Dietary Guidelines](#) is for all Americans (particularly youth at risk for obesity) to eat more nutrient-rich foods — including veggies, cooked dry beans and peas, fruits, whole grains, nuts, seeds and low-fat and fat-free milk products. Youth need to understand the difference between these foods and those with “empty” calories. See [Empty Calories](#) on the ChooseMyPlate.gov website for a listing of these foods.<sup>2</sup>

### IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down some of the snacks they eat that are high in fat, salt or sugar.
2. Ask them to identify a nutrient-rich snack they could eat in place of one of those.

## V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

## VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Take home a copy of **Power Snacking** and share it with family members.
2. Replace usual snacks with three snacks that are lower in fat, salt (sodium) and added sugar — like fruits (fresh, dried, canned, frozen or juice) or veggies.

## ADDITIONAL RESOURCES

- Visit the Recipes section of the [Kidnetic](#) website for kid-friendly snack recipes.
- Check out [Studies Highlighting the Benefits of Snacking](#) on the Snack Sense website for more ideas on nutritious snacking.

### AFTER-SCHOOL SNACKS

By offering snacks at the Club, you have the chance to help members practice making nutritious food choices. The USDA has identified the nutritional needs of youth ages 6 to 12 and ages 13 to 18 and has created snack menus to meet those needs. The snack menus are specifically designed to provide the following components that young people need (two different components from the four listed must be served):

Milk, beverage	1 cup (8 oz.)
Meat or meat alternative	1 ounce
Fruit or vegetable (or 100-percent fruit/vegetable juice)	$\frac{3}{4}$ cup
Grains/breads	1 serving

The menus are designed for programs without kitchen facilities (such as ovens, freezers, refrigerators) but with access to limited kitchen equipment such as coolers, preparation areas, cutting boards, knives, spoons, can openers, etc. For menus, visit the [USDA Food and Nutrition Service](#) website.<sup>3</sup>

### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSONS FOR YOUTH AGES 16 TO 18 YEARS

**LESSON OVERVIEW**

Youth work in small teams, with each team identifying the types of snack foods available in various places in the team's category — home, school or neighborhood. Team members race each other to “shout out” the names of snacks as one youth records the team's ideas.

**ESTIMATED TIME:** 45 minutes

**OBJECTIVES**

1. Recognize suggested portion sizes for snacks.
2. Identify positive reasons for snacking (“power snacking”).
3. Evaluate snacks available from a variety of sources.
4. Identify snacks that are lower in calories, higher in nutrients or include foods recommended to eat more often: vegetables, fruits, whole grains and fat-free/low-fat milk and dairy products.

**MATERIALS**

- Flip chart and markers
- Masking tape
- Pens or pencils

**RESOURCES AND HANDOUTS**

- Power Snacking ([page 189](#))
- What Does It Mean to Be a Power Snacker? ([page 190](#))
- Understanding Nutrient-Rich Foods ([page 194](#))

**ADVANCE PREPARATION**

1. Visit [Food-A-Pedia](#) on USDA's ChooseMyPlate.gov website to find nutrition info for various snack foods.
2. Prepare three flip chart pages with the headings “Snacks at School,” “Snacks in the Neighborhood,” “Snacks at Home.” Post the three flip chart pages around the room.
3. Copy **What Does It Mean To Be a Power Snacker?** and **Understanding Nutrient-Rich Foods** (one for each team).
4. Copy **Power Snacking**, one for each youth.
5. Select a snack to serve during the session wrap-up.



## KEY TEACHING POINTS

- Like any other food, snacks contribute energy and nutrients to the total diet.
- “Power snacking” means eating snacks when you are hungry and there is a long time before the next meal or when you need energy to keep you going.
- The recommendations for snack portion sizes are the same as those for meal portions, but what counts is the total amount consumed in a day.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about snacking? What do you want to know about snacking?”
2. Ask youth when they eat snacks and what types of snacks they normally have.
3. Remind youth that snacks, like meals, need to include foods that provide:
  - a) energy/calories;
  - b) nutrients (vitamins and minerals); and/or
  - c) hydration.
4. Point out to youth that everything they eat and drink in a day counts toward the total amount recommended for their age, gender, weight and activity level.
5. Say that portion sizes for snacks are the same as those for meals, and these are suggestions to help people know the right amounts to eat.
6. Point out that, if they choose to eat a larger snack, they could decide to eat less at the next meal or do more physical activity to keep their daily balance of energy in and energy out. Explain that the important thing is the total amount eaten in a day.
7. Tell the group that we often snack on foods that have a lot of fat, salt (sodium) or sugars. Explain that fat, salt and sugars are things the body needs, but when they are out of balance or in very large amounts, they can cause health problems.
8. Point out that foods high in fat, salt or sugar often add calories with few nutrients, although they provide energy. Say that it is important to pay attention to how much of these we eat, and that it is good to eat these “energy-rich” foods less often.
9. Tell youth that there are some food groups that are recommended to eat more often — because they are high in important nutrients. Point out that these “nutrient-rich” foods make great snacks: raw veggies, fresh fruit or 100-percent fruit juice, whole grains and fat-free/low-fat milk and yogurt.
10. Explain that just as it is important to think about *what* we eat for snacks, it is also important to think about *when* and *why* we eat snacks. Ask youth if they ever eat snacks when they are not really hungry.

11. Say that the top source of energy for kids and teens are things like cake, cookies, donuts — foods that are “energy-rich” but provide fewer nutrients. Ask group members why they think kids eat so much of these kinds of foods.
12. Say that sometimes we make these choices because the food is there and it appeals to us, or because we are doing something else, like watching TV. Point out that it is easy to eat too much if we are paying attention to something else. When we do this, we cannot always tell when our stomachs are full and we have had enough.
13. Ask youth if they know what it means to be a “power snacker.” Explain that it means eating snacks to get the nutrients needed throughout the day. Give examples:
  - Snack when you are hungry and there is a long time between meals.
  - Snack when you need some energy so you can do your homework, play outside or play a sport. If you are very active in sports, you may need bigger snacks.
  - Choose foods that will give your body the energy, vitamins, minerals and nutrients it needs.
  - Eat enough to take the edge off your hunger, but not so much that you are stuffed when it is time for your next meal. But, if you are really active in sports you may need bigger snacks.
14. Say that poor eating habits also can cause us to eat too many snacks or snacks that are not nutritious. Ask youth what some of these eating habits might be. Discuss:
  - *Skipping meals* — When we skip meals, our bodies do not get the nutrients they need to function well, so we are always trying to “catch up” with snack foods.
  - *Fad diets* — Fad diets that eliminate food groups make it difficult for us to get the nutrients we need. If we try to eliminate milk products or grains, for example, we miss the carbohydrates that fuel our brains and muscles — and we are likely to miss out on important vitamins, minerals and other nutrients.
  - *Not eating the right amounts and types of foods* — When we do not eat a balance of foods from the five food groups, if we are not eating the right portion sizes or if we are eating foods with a lot of empty calories, our bodies do not get the nutrients they need and we may feel hungry all the time.

### III. GROUP LEARNING ACTIVITY — SNACK SHOUT-OUT!

1. Invite youth to talk about their snacking habits. Ask what type of foods they typically eat for snacks, what beverages they drink and where they usually get snacks.
2. Discuss what influences snacking habits. Ask group members what they think about when they want a snack, what is most important when they are choosing a snack (cravings, cost, taste, convenience, availability, peer pressure, advertising or family).
3. Divide the large group into three teams. Tell the group that each team will explore the types of snack foods available to youth in various places.
4. Draw youth’s attention to the three large flip charts you have posted and assign a team to each of the three categories.
5. Explain that one team will focus on snacks at school, another will focus on snacks at home, and the third will focus on snacks in the neighborhood.
6. Suggest that one youth record the group’s ideas on the chart while the others shout out the answers.
7. Instruct teams to work together to identify the snacks they typically find/choose and then to identify nutritious snacks in each of the five food groups.
8. Give each team a copy of **What Does It Mean To Be a Power Snacker?** and **Understanding Nutrient-Rich Foods**. Encourage them to use the handouts as a guide.
9. After teams have finished, ask them to share their ideas with the group.
10. End by asking, “What did you learn about healthy snacking?”

## NUTRIENT-RICH FOODS

One of the recommendations of the **2010 Dietary Guidelines** is for all Americans (particularly youth at risk for obesity) to eat more nutrient-rich foods — including veggies, cooked dry beans and peas, fruits, whole grains, nuts, seeds and low-fat and fat-free milk products. Youth need to understand the difference between these foods and those with “empty” calories. See **Empty Calories** on the ChooseMyPlate.gov website for a listing of these foods.<sup>4</sup>

### IV. INDIVIDUAL APPLICATION

1. Ask each youth to identify three things that often influence her or his snack choices.
2. Encourage them to consider whether these influences help them make choices that are nutritious or not nutritious.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Take home a copy of **Power Snacking** and share it with family members.
2. Replace usual snacks with three snacks that are lower in fat, salt (sodium) and added sugar — like fruits (fresh, dried, canned, frozen or juice) or veggies.

## ADDITIONAL RESOURCES

- Visit the Recipes section of the **Kidnetic** website for kid-friendly snack recipes.
- Check out **Studies Highlighting the Benefits of Snacking** on the Snack Sense website for more ideas on nutritious snacking.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today’s snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## RESOURCES AND HANDOUTS

**POWER SNACKING****Grains Group**

- graham crackers
- oatmeal cookies or fig bars
- cereal bar or granola bar
- unbuttered popcorn
- pretzels (low-salt)
- rice cakes

**Vegetables Group**

- raw veggies (like cherry tomatoes, baby carrots or cut-up green peppers)
- vegetable juice (low-salt)

**Fruit Group**

- fresh fruit (like grapes, an apple, banana or orange)
- dried fruit (like raisins or apricots)
- 100-percent fruit juice
- frozen fruit bars
- applesauce
- fruit cups
- canned fruit

**Milk Group**

- low-fat or fat-free chocolate milk
- low-fat or fat-free yogurt
- low-fat cheese sticks
- low-fat or fat-free cottage cheese
- pudding made with low-fat or fat-free milk

**Meat and Beans Group**

- cold cooked chicken (baked or broiled, not fried)
- sliced meats (like turkey, ham or roast beef)
- pumpkin or sunflower seeds
- peanuts, almonds or other nuts (unsalted)
- hard-boiled egg
- bean/vegetable salad

**Mixed-group Snacks**

- toasted bagel half topped with a slice of low-fat cheese
- whole-wheat crackers with peanut butter
- baked tortilla chips and salsa
- hummus with whole-wheat pita bread
- cup of soup with crackers
- microwave-baked potato (with low-fat sour cream, plain yogurt or salsa)
- English muffin pizza
- fruit-and-yogurt smoothies (made with low-fat yogurt, low-fat milk, unsweetened fruit)
- veggies in whole-wheat pita (with low-fat yogurt dressing)

## WHAT DOES IT MEAN TO BE A POWER SNACKER?

Nutritious snacking is a good idea for adolescents and teens. You need energy to be active, so you sometimes have to refuel more than three times a day.

What does it mean to be a “power snacker?” It means paying attention to what you snack on — and eating nutritious snacks in order to get the nutrients your body needs throughout the day. And power snacking also means thinking about when and why you eat snacks. Do you snack when you are not really hungry? Or when you are busy doing something else, like watching TV? You can be a power snacker if you:

- **Have a snack when there is a lot of time between meals.** So, if you eat lunch at noon and dinner is at 6:00, a snack right after school if you are hungry, say at about 3:00, is just right.
- **Snack when you need energy.** You need energy to do your homework or play outside. If you are doing something active like playing a sport, taking a dance class or biking, you may need a bigger snack for the extra energy.
- **Eat enough, but not too much.** When you are fueling up between meals, do not eat so much that you are stuffed when it is time for dinner — eat just enough to take the edge off your hunger.
- **Pack a great snack in your backpack.** When you cannot get home for a snack because of your busy schedule, take it with you. Pack sturdy stuff that will not get squished — try an apple, single-serving boxes of raisins, or small bags of nuts or pretzels.
- **Choose nutrient-rich snacks.** Reach for snacks that give your body the vitamins, minerals and nutrients it needs throughout the day.

**SNACK BAG MESSAGES****BARBECUE-FLAVORED POTATO CHIPS**

*This is a snack to eat less often because it has a lot of fat and salt.*

**FRENCH FRIES**

*This is a snack to eat less often because it has a lot of fat and sometimes a lot of salt.*

**CHOCOLATE DONUT**

*This is a snack to eat less often because it has a lot of fat and added sugar.*

**CHEESE PUFFS**

*This is a snack to eat less often because it has a lot of fat and salt.*

**CHOCOLATE CANDY**

*This is a snack to eat less often because it has a lot of fat and added sugar.*

**CHOCOLATE CHIP COOKIES**

*This is a snack to eat less often because it has a lot of fat and added sugar.*

**CHEESE CRACKERS**

*This is a snack to eat less often because it has a lot of fat and salt.*

**WHAT'S THE 411? RELAY (ANSWER KEY)**

The purpose of a snack is to eat or drink something good for you to keep you from getting really hungry. (True)

Potato chips are a snack that should be eaten less often than other foods. (True)

Kids and teens eat a lot of foods like cake, cookies and donuts. (True)

Cakes, cookies and donuts do not provide energy. (False)

You do not need to think about what kinds of beverages you drink when you are doing a lot of physical activity. (False)

100-percent fruit juice contains important nutrients your body needs. (True)

Snacks should provide energy, nutrients or hydration. (True)

Snacks need to include foods from the five food groups. (False)

Snacks with a lot of salt (sodium) should be eaten more often than other foods. (False)

Snacks with a lot of sugar should be eaten less often than other foods. (True)

Snacks can be food or beverages. (True)

Eating snacks will give you energy. (True)

If you are active in sports, you may need regular snacks and more fluids. (True)

Snack portion sizes are the same size as regular meal portion sizes. (True)

Eating snacks even if you are not really hungry is a good idea. (False)

It is good to look for snacks that are high in calories, fat, sodium and sugar. (False)

A kid who is really active does not need any more snacks than a kid who watches TV all day. (False)

Power snacking means getting the least-expensive snacks you can buy. (False)

## WHAT'S THE 411? RELAY CARDS

<p>The purpose of a snack is to eat or drink something good for you to keep you from getting really hungry.</p>	<p>Potato chips are a snack that should be eaten less often than other foods.</p>	<p>Kids and teens eat a lot of foods like cake, cookies and donuts.</p>
<p>Cakes, cookies and donuts do not provide energy.</p>	<p>You do not need to think about what kinds of beverages you drink when you are doing a lot of physical activity.</p>	<p>100-percent fruit juice is a good choice because it contains nutrients your body needs.</p>
<p>Snacks should provide energy, nutrients or hydration.</p>	<p>Snacks need to include foods from the five food groups.</p>	<p>Snacks with a lot of salt (sodium) should be eaten more often than other foods.</p>
<p>Snacks with a lot of sugar should be eaten less often than other foods.</p>	<p>Snacks can be food or beverages.</p>	<p>Eating snacks will give you energy.</p>
<p>If you are active in sports, you may need regular snacks and more fluids.</p>	<p>Snack portion sizes are the same size as regular meal portion sizes.</p>	<p>Eating snacks even if you are not really hungry is a good idea.</p>
<p>It is good to look for snacks that are high in calories, fat, sodium and sugar.</p>	<p>A kid who is really active does not need any more snacks than a kid who watches TV all day.</p>	<p>Power snacking means getting the least expensive snacks you can buy.</p>



## UNDERSTANDING NUTRIENT-RICH FOODS

Nutrient-rich foods offer high amounts of important nutrients compared to the calories they contain. These are brightly-colored fruits, 100-percent fruit juices, vibrant vegetables and fiber-rich whole-grain foods — as well as foods like low-fat milk, cheese and yogurt, lean meats, chicken, fish, beans, nuts and eggs that give you the nutrients you need without a lot of extra calories. Here are the different types of nutrient-rich foods:

### **Fruits — *Focus on fruits***

Many people need more fruits than they usually eat. Choose whole or pieces of fruit that are fresh, frozen, canned or dried. Go easy on juices.

### **Vegetables — *Vary your veggies***

Many people need more dark green or orange vegetables, dried beans and peas than they usually eat.

### **Milk — *Get calcium-rich foods***

Get enough low-fat or fat-free milk, or equivalent foods made from milk, for calcium. As a young person, you have a critical need for calcium for your growing bones.

### **Meats, poultry, fish, eggs, nuts and beans — *Go lean with protein***

Eat enough lean meats, poultry, fish, eggs, nuts or beans for iron and protein. You need iron and protein from foods to grow new blood cells.

### **Breads, cereals, rice and pasta — *Make half your grains whole***

Eat at least half of your grain foods as whole grains. Grain foods like breads, cereals, rice and pasta are valuable sources of energy.

Source: Nutrition Essentials: Teaching Tools for Healthy Choices, USDA Food and Nutrition Service,  
[http://teammnutrition.usda.gov/Resources/nut\\_essentials.pdf](http://teammnutrition.usda.gov/Resources/nut_essentials.pdf).