Healthy Snacking
K-1 Lessons

This material was produced by the California Department of Public Health's Network for a Healthy California with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.
Healthy Snacking – Day One
Introduction to MyPlate Food Groups
Grades K-1
(adapted from Utah.agclassroom.org)

Materials:
Cut out Food Model cards (If possible, laminate them so that they can be used repeatedly);
Enlarged copy of My Plate poster OR an enlarged hand-drawn version of poster.
Table below reproduced on chart paper.
Words to song, as desired.

Overview:
Distribute a Food Model card to each student. As each of the five food groups is introduced, have students with a Food Model from that group stand up and name their food. Tell students the health benefit of that group and ask students who are standing to point to the appropriate part of the body or to act out the health benefit.

<table>
<thead>
<tr>
<th>Food Groups</th>
<th>Included Foods</th>
<th>Health Benefits</th>
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</thead>
<tbody>
<tr>
<td>Grains Group</td>
<td>Bread, cereal, rice, tortillas, muffins, popcorn, pasta, pretzels</td>
<td>Gives the body energy</td>
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<tr>
<td>Vegetables Group</td>
<td>(Although there are only fresh vegetables as models, be sure to tell students that vegetables might be fresh, canned, dried or frozen. Also 100% vegetable juice is another “vegetable”)</td>
<td>Helps eyes see in the dark</td>
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<tr>
<td>Fruits Group</td>
<td>(Although there are only fresh fruits as models, be sure to tell students that fruits might be fresh, canned, dried or frozen. Also 100% fruit juice is another “fruit”)</td>
<td>Helps heal cuts</td>
</tr>
<tr>
<td>Protein Group</td>
<td>Meat, poultry, fish, peanut butter, eggs, dried beans, nuts</td>
<td>Builds muscles</td>
</tr>
<tr>
<td>Dairy Group</td>
<td>Plain or flavored milk, cheese, yogurt, cottage cheese</td>
<td>Builds strong bones and teeth</td>
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When all food groups have been introduced, invite students to sing the “Happy Food Song” (sung to the tune of “If You’re Happy and You Know It.”) For example,

If you’re grains and you know it, stomp your feet,
If you’re grains and you know it, stomp your feet,
If you’re grains and you know it, hold your food card up and show us, (pause to let students hold up cards)
If you’re grains and you know it, stomp your feet.

Substitute “grains” for the other food groups. You might also substitute other activities for “stomp your feet” (i.e. “jump up and down,” “clap your hands,” “touch your toes,” “spin around,” “nod your head,” etc.)

Alternatively, you might incorporate the health benefit and a gesture into the song, such as:
If You're (FOOD GROUP) and You Know It

If you're grains and you know it, give me energy, *(raise your arms and shake them)*
If you're grains and you know it, give me energy,
If you're grains and you know it, hold your food card up and show us,
If you're grains and you know it, give me energy.

If you're veggies and you know it, help me see, *(point to eyes)*
If you're veggies and you know it, help me see,
If you're veggies and you know it, hold your food card up and show us,
If you're veggies and you know it, help me see.

If you're fruits and you know it, heal my cuts, *(rub your knees, elbows)*
If you're fruits and you know it, heal my cuts,
If you're fruits and you know it, hold your food card up and show us,
If you're fruits and you know it, heal my cuts.

If you're proteins and you know it, build my muscles, *(make a muscle)*
If you're proteins and you know it, build my muscles,
If you're proteins and you know it, hold your food card up and show us,
If you're proteins and you know it, build my muscles.

If you're dairy and you know it, build my bones — and teeth, *(point to teeth)*
If you're dairy and you know it, build my bones — and teeth,
If you're dairy and you know it, hold your food card up and show us,
If you're dairy and you know it, build my bones — and teeth.

Eating food from ALL the food groups, helps you grow,
Eating food from ALL the food groups, helps you grow,
Eating food from ALL the food groups, makes you healthy, strong and smart
Eating food from ALL the food groups, helps you grow.

Then have students write in their journals or on paper, using the following frame with illustration:

My food card was __________________________. It belongs in the *(grains, vegetables, fruits, proteins, or dairy)* food group. *(grains, vegetables, fruits, proteins, or dairy)* help __________________________.

I will eat foods from ALL of the food groups so that I can be healthy, strong and smart.

When they've finished writing, have students place their food cards on the appropriate section of the enlarged My Plate poster and, if desired, assemble student papers into a FOOD GROUP class book.
Healthy Snacking – Day Two
Snack or Treat
Grades K-1
(adapted from materials developed for SFUSD)

Materials:
- Large chart paper divided into two sections.
- “Snack or Treat” image handout – 1 per student or 1 per pair of students
- “Snack or Treat” T-chart handout – 1 per student or 1 per pair of students
- Journal or writing paper

Think, Pair, Share

Ask students:

“What foods do you like to eat between meals?”

Have students discuss with a partner and think of as many different foods as possible. Invite individual students to share their responses and/or their partner’s responses with the whole class. If desired, have students use one or two of the following formulaic responses:

I like to eat ______________________ between meals.
My partner likes to eat ______________________ between meals.

One of my favorite foods to eat between meals is ____________.
_____________________________ is a food that I like to eat between meals.

Teacher:
As students are responding, create a T-chart that the whole class can see. At first don’t put a title on the columns, but for your reference, one column will be “snacks” and one column will be “treats.” As students share aloud some of the foods that they like to eat between meals, enter the foods in one of the columns. When there are several examples in each column, ask students to look at the columns and ask why you put certain foods in each column. Have them decide on a label/title for each column. Hopefully they will come up with a label that approximates “snacks” and “treats” — guide them to use those terms from whatever they select.

Share the following information with the students:

- A snack is a small healthy meal eaten between larger meals. It can provide your body with vitamins and minerals. Your body and brain need vitamins and minerals to grow strong and give you the energy you need to play and learn. Healthy snacks are “always” foods – if you’re hungry, they are always good choices to eat.

- A treat is a small amount of food eaten for special occasions. Treats have lots of fat, sugar or salt. They don’t have the vitamins and minerals that your body needs. They are “sometimes” foods because we should only eat these foods sometimes — not every day.

Can you think of any other foods that we could add to our chart? Are they “snacks” or “treats?”

Invite students to add more items to the Snack/Treat T-chart based on the above definitions.
Distribute the “Snack or Treat” images handout and the “Snack or Treat” t-chart handout. Have students (or pairs of students) cut out the images and attach them to the correct section of the t-chart. If desired they may draw additional items from the class chart on their t-charts.

When they have completed the t-chart, invite students to write/draw about their chart in their journals or on other writing paper. They may use the formulaic structure below, if desired.

Healthy snacks are ______________________ (always/sometimes) foods. I can eat healthy snacks ______________________ (every day/some days). Some examples of healthy snacks are ______________________, ______________________, and ______________________.

Treats are ______________________ (always/sometimes) foods. I can eat treats (every day/some days). Some examples of treats are ______________________, ______________________, and ______________________.

I want to be healthy so I will eat healthy snacks every day.
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<thead>
<tr>
<th>Snack or Treat?</th>
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<td>![Image 12]</td>
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# Snack or Treat T-Chart

Name: ____________________________ Date: ______________________

<table>
<thead>
<tr>
<th>Snacks (&quot;Always&quot; foods)</th>
<th>Treats (&quot;Sometimes&quot; foods)</th>
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Healthy Snacking – Day Three
Create a Healthy Snack and More...
Grades K-1

Materials:
- Health Benefit Table on large chart paper from Day One lesson
- Snack Food Images handout – 1 per student group
- Enlarged MyPlate handout OR Food Group Chart – 1 per student group
- Journal or paper to write up their healthy snack “recipe.”

Overview:

Say: The best healthy snacks combine foods from at least two food groups in one snack. For example: peanut butter and celery combines peanut butter from the protein group and celery from the vegetable group. If we look at our Health Benefit Chart, how do protein foods help us? (They give us energy.) How do vegetable foods help us? (They help us see in the dark.)

What’s another healthy snack combination? (Invite students to share responses.) How do those foods help us?

Use the Snack Food Images handout for the following two tasks:

Task One: Invite students to cut out the snack foods and place them in the appropriate food group on the enlarged MyPlate poster.

Task Two: Have students combine at least two different foods to make a healthy snack. Have them write up their healthy snack “recipe” that tells the ingredients of the snack, the food groups that the two ingredients come from and the health benefits of the food groups. Use the following formulaic structure, if desired:

My healthy snack uses ________________ from the ________________ food group and ________________ from the ________________ food group.

______________ foods help us ________________.

______________ foods help us ________________. It’s a great healthy snack because it combines foods from two different groups.

Additional Activities:

1.) Bring in materials to have students prepare and eat one (or more) of the healthy snack combinations that they created. (Students could vote on the snack combo that they liked best and you could bring materials for that one....)
2.) Invite students to have a collaborative conversation about healthy snacking. Using the information that they've learned from the previous lessons, have students gather in a circle on the rug (or in chairs in the room.) The discussion topic is: Healthy Snacking. Or, if it’s more appropriate for your students, present them with a Conversation Starter Question such as: Why is Healthy Snacking Important? Students are expected to share some information that they know about healthy snacking and/or why it’s important.

If you haven’t already done so, establish protocols for this conversation. You might have the following rules:

a) One student speaks at a time.

b) Students need to state their opinion and give a reason for their opinion. Give them formulaic structures as needed:

   I think __________________ because __________________
   I believe that __________________ because __________________
   My idea about healthy snacking is __________________ because ________

   Also, it’s true that __________________
   Another idea is __________________
   Another example/reason is __________________

   OR you may wish to have them agree/disagree with a previous comment by using the following formulaic structure:

   I agree with __________________ because ______________
   I disagree with __________________ because ______________

   Keep it simple for the first time, but, again, if they’re more experienced at having structured collaborative conversations, incorporate one of the newer skills.

d) De-brief the conversation with a few wrap-up questions:

   ▪ What was the best point made during the conversation? Why?
   ▪ Did any student attempt to dominate the discussion? How might we prevent this from happening in future conversations?
   ▪ What suggestions do you have to improve our classroom conversations?