

## Healthy Snacking K-1 Lessons



**Healthy Living**  
*...for life!*

Nutrition Services • Alameda County Public Health Department

**Harvest  
of the  
Month**  
Growing Healthy Students



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**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.

Food Groups	Included Foods	Health Benefits
Grains Group	Bread, cereal, rice, tortillas, muffins, popcorn, pasta, pretzels	Gives the body energy
Vegetables Group	(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”	Helps eyes see in the dark
Fruits Group	(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”	Helps heal cuts
Protein Group	Meat, poultry, fish, peanut butter, eggs, dried beans, nuts	Builds muscles
Dairy Group	Plain or flavored milk, cheese, yogurt, cottage cheese	Builds strong bones and teeth

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.*

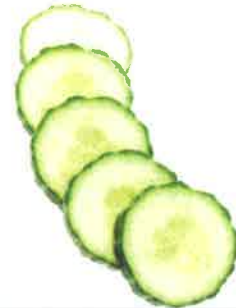
*When they have completed the t-chart, invite students to write/draw about their chart in their journals or on other writing paper. They may use the formulaic structure below, if desired.*

**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.**

Snack or Treat?



## Snack or Treat T-Chart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Snacks ("Always" foods)</b>	<b>Treats ("Sometimes" foods)</b>

**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 \_\_\_\_\_

- c) If students are more experienced at these types of conversations, you may wish to have them "build on another's idea" by using the following formulaic structures:

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?

# Snack Foods

