



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

National Health Education Standards: www.cdc.gov/healthyschools/sher/standards/index.htm

“Don’t eat between meals” isn’t realistic advice for teens, especially when they’re still growing. Hunger can make it difficult to concentrate in class. And after school, extracurricular schedules and parents’ work hours can make dinnertime pretty late. What’s more, snacks are the food choices over which teens have the most control. The activities in this Teacher’s Guide will help your students to make good snack choices, maintain their energy levels, and control their hunger.

Related KidsHealth Links

Articles for Teens:

Smart Snacking

TeensHealth.org/en/teens/healthy-snacks.html

How Much Food Should I Eat

TeensHealth.org/en/teens/portion-size.html

Eating Well While Eating Out

TeensHealth.org/en/teens/eating-out.html

Figuring Out Fat and Calories

TeensHealth.org/en/teens/fat-calories.html

Food Labels

TeensHealth.org/en/teens/food-labels.html

Go, Slow, and Whoa! A Quick Guide to Healthy Eating

TeensHealth.org/en/teens/go-slow-whoa.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Do you ever feel low on energy at school? How about after school? Does snacking help? Which snacks help boost your energy? Which ones drag you down?
2. What makes a snack “healthy”? What kinds of ingredients? How do calories fit into your picture of healthy snacks?
3. Do you ever eat snacks when you’re bored? Do you sometimes snack when you’re not hungry because your friends are eating something really good, and you can’t resist? What problems do you think unhealthy snacking can cause?
4. Can you think of some healthy snacks that you like? What are some ways that you can substitute healthy snacks for other ones that you sometimes eat? What difference do you think a change like this would make for you?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Snack Report Card

Objectives:

Students will:

- Identify barriers to healthy eating, such as limited access to healthy foods
- Evaluate problems associated with unhealthy snacks and benefits of healthy snacks
- Give critical assessments of snack foods available to them every day
- Take a look at their snacking habits

Materials:

- “Snack Report Card” handout
- Pen or pencil
- Access to Internet or school library (optional)

Class Time:

1 hour

Activity:

You can buy snacks at the school cafeteria or in vending machines. How do they measure up? Is your school helping you eat healthy snacks, or is it tempting you with junk food? To gauge how your school is doing, fill out the “Snack Report Card” handout. This report card will give you a good idea of how healthy the food at your school is.

Extensions:

1. You’ve graded your school, but what about your other top snack source? First, read “Help Your Parents Get Healthy” (TeensHealth.org/en/teens/healthier-parents.html). Then, open those kitchen cupboards and do a Home Snack Report Card. The results can help guide next week’s grocery list.
2. Part of healthy snacking is having access to healthy snacks. After all, you can’t eat food that isn’t around! In two paragraphs, explain how you think access to healthy foods at school and at home affects teens’ health and how you can take steps to snack healthier.



Snack Smackdown

Objectives:

Students will:

- Evaluate problems associated with unhealthy snacks and benefits of healthy snacks
- Give critical assessments of snack foods available to them every day
- Identify how changes in snacking behavior can affect their health

Materials:

- Paper
- Pen or pencil

Class Time:

30 minutes

Activity:

On a sheet of paper, list five healthy snacks and five unhealthy snacks. For each list, write a paragraph that describes the health effects of these foods. For example, do they make you feel energized? Weighted down? Do they promote good digestion or give you vitamins and other nutrients you need, or do they contribute to people becoming overweight? Finally, write your own personalized list of your top 10 healthy snacks.

Extension:

It's not just what you snack on, it's why you snack. Sure, everyone eats snacks when they're hungry, but people also eat when they're not hungry. In a paragraph, discuss why people tend to snack when they're not hungry. Is it boredom? Peer pressure? Habits? Having tempting foods nearby?

Reproducible Materials

Handout: Snack Report Card

KidsHealth.org/classroom/9to12/personal/nutrition/healthy_snacking_handout1.pdf

Quiz: Healthy Snacking

KidsHealth.org/classroom/9to12/personal/nutrition/health_snacking_quiz.pdf

Answer Key: Healthy Snacking

KidsHealth.org/classroom/9to12/personal/nutrition/healthy_snacking_quiz_answers.pdf



Name: _____

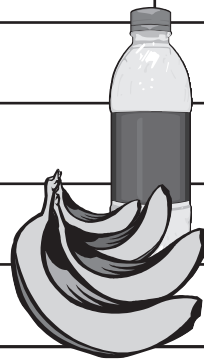
Date: _____

Snack Report Card

Instructions: On this report card, list six snacks you can buy at school in the cafeteria or in vending machines. Be sure to include a few drinks, too. For each snack, fill in the nutrition information. You'll find it printed on foods with labels, and basic information for foods like fruits, cookies, or brownies is available online and in the library. Once you fill out this information, give each snack the grade that you think it deserves. Finally, assign a number to each of the six grades (A=4, B=3, C=2, D=1, F=0). Add up the numbers and divide by 6. This gives you your overall grade for the school's snacks.

Snack Report Card

Snack	Vitamins	Complex Carbohydrates	Sugar	Protein	Calories	Fat	Grade
1.		grams	grams	grams		grams	
2.		grams	grams	grams		grams	
3.		grams	grams	grams		grams	
4.		grams	grams	grams		grams	
5.		grams	grams	grams		grams	
6.		grams	grams	grams		grams	



Overall Grade: _____

Evaluation: Do lots of students buy snacks at school? Why? Looking at the grades, do you think it's healthy to eat school snacks?



Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. It's a good idea to avoid foods with a lot of:
 - a. fiber
 - b. sugar
 - c. protein
 - d. water
2. What's the best proof that a snack is healthy?
 - a. the packaging says it's all natural or pure
 - b. the packaging says it's low fat
 - c. the packaging says it gives you energy
 - d. the packaging shows healthy ingredients and nutrition information on the food label
3. When you choose a snack, think about:
 - a. the calories
 - b. how much sugar and fat it has
 - c. how much protein and other nutrients it has
 - d. all of the above
4. Soft drinks can be a healthy snack killer because:
 - a. they're usually high in sugar and calories
 - b. they make you feel full
 - c. they take all your vending machine money
 - d. they give you gas
5. Which of the following is not a very healthy snack?
 - a. cherry tomatoes
 - b. whole wheat pretzels
 - c. potato chips fried in canola oil
 - d. trail mix
6. True or false: During adolescence, a person's body needs more nutrients to grow. Snacking between meals doesn't help.
7. True or false: A good way to snack healthy is to pack snacks from home.
8. True or false: Some people tend to eat when they are bored, upset, anxious, sad, or stressed.
9. True or false: High-fat foods are good snacks because their energy lasts a long time.
10. True or false: Many families eat the same foods and have the same eating habits, like snacking in front of the TV.



Quiz Answer Key

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