OBJECTIVE:

Students will understand that between meal snacks can be a healthy part of a nutritious diet.

Students will understand that we must exercise in order to get rid of unwanted or extra calories.

Students will understand less healthy snacks can be enjoyed occasionally, but not every day.

Ask the class each question and allow several of them to answer before moving onto the next question.

For the last question, most will answer that snacking is not healthy. The purpose of this lesson is to convince them that snacking can be healthy (and should be, too!).

This slide tells the class what calorie means. Most have heard it, but few know what it is. You will get some odd answers on this question.

Then the class will answer as to which of the two foods pictured is the highest in calories. It is the burgers and fries, of course.

Not only do the burgers and fries have more calories, they also have a higher fat content. Fat is another misunderstood term. It is necessary for good health, but many foods contain too much!

This slide tells what will happen if we eat too many calories. Our bodies either store it as fat OR we get busy and burn off the extra calories through some type of physical exercise.

Ask the class to name some activities that will help us burn off those extra calories. Most will name various sports or riding bikes, but good hard work also burns a lot of calories.
When you ask the class if candy bars or chips are bad for them, most will answer yes. Point out that these type snacks are only bad for you if eat too much of them or eat them too often.

Ask the class to name some healthy snacks that they enjoy. Pictures of some healthy snacks will appear across the bottom of the slide.

Explain the activity from the slide. Stress to the class that no one, but the person called on should speak. After that person has stated whether he/she thinks it is an everyday or sometimes snack, ask the class in general if they agree or disagree.

My ruling of ‘sometimes’ or ‘everyday’ will appear on screen last.
3 Sometimes & everyday snacks
Low-fat Chocolate Milk
8 oz.
EVERYDAY

4 Sometimes & everyday snacks
Corn Chips
1 oz. bag
SOMETIMES

5 Sometimes & everyday snacks
½ cup Dry Cereal
Like Cheerios with
½ cup low-fat milk
EVERYDAY

6 Sometimes & everyday snacks
Pretzels
1 oz.
EVERYDAY
(they are baked, not fried)

7 Sometimes & everyday snacks
Donuts
1 or 2
SOMETIMES

8 Sometimes & everyday snacks
Peanut Butter and Crackers
3 or 4 crackers with ‘kids’
EVERYDAY

9 Sometimes & everyday snacks
String Cheese
with Salsa
EVERYDAY

10 Sometimes & everyday snacks
Chocolate Candy Bar
1 medium size
SOMETIMES
11 Sometimes & everyday snacks
Lowfat Yogurt
8 oz container

12 Sometimes & everyday snacks
Apple Juice
6 to 8 oz.

13 Sometimes & everyday snacks
Energy Drink
1 can

14 Sometimes & everyday snacks
Caramel Popcorn
Fruit Cake

15 Sometimes & everyday snacks
Potato Chips
1 oz bag

16 Sometimes & everyday snacks
Dry Cereal
like Fruit Loops
4 ½ cup

17 Sometimes & everyday snacks
Apple
One

18 Sometimes & everyday snacks
Microwave Popcorn
1 bag

Sometimes, or NEVER Energy drinks are never good for us. They have only empty calories and an excess of caffeine.

Sometimes & everyday snacks
SOMETIMES

Everyday

EVERYDAY (if popped without butter)
SOMETIMES (if loaded with butter)
Sometimes & everyday snacks

Point out these reminders to the class.

Remember to explain next month’s contests and give out your ribbons.

Take a few minutes and get your class excited about the demonstration contest. If you can interest a few kids in doing demonstrations, the entire class will have a blast with it next month!

Demonstration Know-How

Next month our contest is demonstrations. Now, giving a demonstration is both challenging and exciting. Think of it as teaching others something that you know how to do.

Here are certain steps to follow or you think about giving a demonstration.

1. Select your topic. Choose a topic that you are familiar with and that you are interested about. This will make giving a demonstration much more fun.

2. Prepare your notes. Make sure that what you tell the class is correct.

3. Keep notes simple. Know how much time is allowed for your demonstration and try not to go over that time too much.

4. Keep it simple. Don’t try to cover all the information related to your topic, just the part you need for the demonstration.

No Live Animals