



Simply Good Eating
for English Language Learners
Snacks

Behavioral Goal: Participants will increase their consumption of nutritious snacks, decrease their consumption of high-sugar and/or high-fat snacks, and avoid snacks that may cause choking in young children.

Vocabulary List

choking hazard
everyday
hazard
snack
sometimes
unhealthy
weight gain

Teaching Vocabulary

- a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.
- b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do *not* go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.
- c. Pass out copies of the Vocabulary List at the *end* of the lesson.
- d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives

Participants will be able to:

- Identify a nutritious snack to eat every day
- Identify a snack to eat sometimes
- Identify a new food product that could be used as a healthy snack
- Identify foods that are choking hazards for young children
- Describe the difference in fat content of various kinds of milk



Before You Start: Review the concepts from your last lesson.

Activity 1: Everyday and Sometimes Snacks

Purpose: To increase participants' awareness of healthy snacks, which may be eaten every day, and unhealthy snacks, which should be eaten sometimes

Needed from kit: Educator Reference: "Snacks Classification Sheet"

Handout: "Snacks"

Materials: 1-lb. body fat model, headers: "Everyday Snacks" and "Sometimes Snacks," common snacks (food labels, packages, Dairy Council food cards, and/or *Fresh Fruit and Vegetable Photo Cards*) with colored sticker dots attached on the back, felt board or display board (optional)

Estimated time: 20 minutes

Activity 2: The Fat in Milk

Purpose: To enable participants to understand the fat content of different kinds of milk and choose the milk that is healthiest for them and their children

Needed from kit: Materials: Milk jug caps, handmade milk fat models

Estimated time: 5 minutes

Activity 3: Choking Hazards

Purpose: To enable participants to identify and avoid choking hazards for their young children

Needed from kit: Educator Reference: "Choking Hazards Chart"

Materials: Choking hazards, including foods (plastic food models, food labels, or actual food items) and non-food items, placed in a grocery bag; safe alternatives to common choking hazards (actual food items or pictures), if possible

Estimated time: 15 minutes

Activity 4: Cooking

Purpose: To give participants the opportunity to prepare healthier snacks

Needed from kit: *Simply Good Eating Recipe Cards*, Trail Mix recipe

Suggested recipes: Fruity Breakfast Parfait, Bean Dip & Baked Tortilla Chips, Trail Mix

Snacks Kit Contents

Educator References

- “Snacks Classification Sheet”
- “Choking Hazards Chart”

Handouts

- “Snacks”
- “Snacks Vocabulary List” (distribute at end of lesson)
- “Snacks Review and Writing Practice” (for ELL teacher)

Materials to Gather (see Materials section)

- 1-lb. body fat model
- Headers: “Everyday Snacks” and “Sometimes Snacks”
- Common snacks (food labels, packages, Dairy Council food cards, or *Fresh Fruit and Vegetable Photo Cards*) with colored sticker dots attached on the back
- Felt board or display board (optional)
- Milk jug caps (with different colors for different amounts of fat)
- Handmade milk fat models
- Choking hazards, including foods (plastic food models, food labels, or actual food items) and non-food items, placed in a grocery bag
- Safe alternatives to common choking hazards (actual food items or pictures), if possible
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
- Trail Mix recipe

Eating snacks can be a healthy practice or an unhealthy practice depending on the choices participants make:

- **Healthy:** Nutritious snacks can be a helpful part of daily eating habits because they help a person maintain energy, consume a variety of foods, and avoid feeling hungry between meals or overeating at meals.
- **Unhealthy:** Too many snacks or the wrong kinds of snacks can cause weight gain or become an unhealthy habit. They can make a person feel too full and then unable to eat a well-balanced meal.

Therefore, it is important to make wise snack choices.

In general, children benefit the most from snacks. Because of their small stomachs and relatively high energy needs, children may need one or two small snacks during the day to keep them going between meals. However, too large of a snack or the wrong choice of snack foods may be more harmful than helpful. Parents need to make conscious decisions about their children's snacks and understand which foods are safe for small children and which foods can cause choking.

We have found that the issue of snacking is new to many immigrants. Snacks, including sweets, may have been eaten in their birth countries, but probably not often. In the United States, snack foods, especially unhealthy ones, are available wherever you go. Snack foods are found not only at grocery stores, where they are displayed in easy-to-see places, but also in vending machines at schools and workplaces, at gas stations, and even at children's sporting events. Moreover, families often eat when they are hungry, and parents may not wish to refuse their children a snack when they ask for one. For these reasons and many more, it is important to give participants correct information and more ideas about snacking.

Activity 1

Everyday and Sometimes Snacks

Needed from Kit

Educator Reference:

- “Snacks Classification Sheet”

Handout:

- “Snacks”

Materials:

- 1-lb. body fat model
- Headers: “Everyday Snacks” and “Sometimes Snacks”
- Common snacks (food labels, packages, Dairy Council food cards, or *Fresh Fruit and Vegetable Photo Cards*) with colored sticker dots attached on the back
- Display board or felt board (optional)

Preparation

Arrange the headers “Everyday Snacks” and “Sometimes Snacks” on a display board, felt board, or table so everyone can see them.

1. Introduction

- Ask participants questions to get them thinking about their snacking behavior. For example, ask, “What is a snack? Do you eat snacks? Which foods do you eat as snacks? How many times a day do you eat a snack? Why do you snack? What about your child? Are their snacks different than yours?”
- Emphasize that snacks can be helpful or harmful by saying, “Snacks are foods eaten between meals to help us keep our energy up during the day. Snacks can be especially important for children. But we must take care when choosing snacks, so we do not eat them instead of balanced meals. We also want them to contribute variety to our diet. Too much snacking can easily lead to weight gain (make you fatter).” You may wish to show participants the 1-lb. body fat model.
- Then explain to participants, “We see a lot of TV advertisements for snacks. Cashiers give children snacks in stores, and even teachers at school give snacks. We see a lot of people eating snacks. But it does not mean that all snacks are healthy.”

2. Participant Activity

- Tell participants that they are going to put snacks into two categories, “Everyday Snacks” and “Sometimes Snacks,” using the headers. Explain, “Everyday Snacks are healthy choices. Everyday Snacks can be eaten daily. Sometimes Snacks are

not as healthy, because they contain few nutrients and are usually high in fat and/or sugar. Sometimes Snacks should be eaten at special times but not every day.”

- b. Give each participant a snack food card, label, or package. Ask participants to say the names of their snacks and place each snack in the correct category, using the headers, based on whether they think the snack is healthy or not healthy. When a participant places a food in a category, ask who has eaten the food, especially if you think it may be unfamiliar. Stop sometimes and ask the group whether they agree with all the choices made so far. Make changes, as needed. Continue going through the rest of the foods.
- c. After categorizing the foods, pass out the handout “Snacks.” First, ask participants to write down the Everyday Snacks they would choose for themselves or their children. Then ask them to write down the Sometimes Snacks that are important to them. Emphasize that older children and adults do not need to eat snacks every day, especially if the family eats regular meals. Finally, ask each participant to choose one new healthy snack to try that week. Encourage them to share their choices with the class.
- d. Describe the roles of parent and child: “Parents are responsible for offering the Everyday Snacks (healthy foods) to their children at planned times when they are hungry. Snacks can be an important part of the variety needed in a child’s diet. We can offer Sometimes Snacks at special times but not every day. Generally, it is not a good idea to use food to reward your child.”

Note: *If participants are showing a lot of interest in feeding young children, you may wish to do activities from the **Your Growing Child** lesson at the next class.*

3. Summary

Remind participants, “Snacks can be used to give quick energy, to satisfy hunger, to eat a variety of foods, and to avoid overeating at mealtime because we are too hungry. Snacks can be important for young children but are not necessary for older children and adults if regular meals are eaten. When we eat snacks, remember to choose Everyday Snacks more often and Sometimes Snacks only at special times.”

Activity 2

The Fat in Milk

Needed from Kit

Materials:

- Milk jug caps (with different colors for different amounts of fat)
- Handmade milk fat models

1. Introduction

Since low-fat milk is an Everyday Snack and whole milk is a Sometimes Snack, this activity builds on information that participants learned in Activity 1. Ask participants, “Why do you think whole milk is a Sometimes Snack not an Everyday Snack?” If necessary, add, “Milk can be a big source of fat in our diet because many of us drink it every day in order to get the calcium we need. Let’s look at the difference in fat content of the different kinds of milk.”

2. Demonstration

- a. Ask for a volunteer to name the different kinds of milk. You may want to show the milk jug caps as a cue. Most people know the milk by the color of the cap or label.
- b. Show participants the four fat jars you prepared. Explain, “These four jars have different amounts of fat in them because the four different kinds of milk have different amounts of fat. The fat content in each jar is the amount of fat from 28 glasses of milk. This is the amount of milk that we would drink in two weeks if we drank two cups a day. The only difference in the four kinds of milk is the fat content.” Be sure to show the milk jug cap that matches each fat jar.
- c. Explain that only children under two years of age need to drink whole milk. Everyone else should drink skim milk, unless advised otherwise by their doctor.
- d. Point out that different kinds of milk taste different. Explain that it takes time to get used to lower-fat milk. Suggest that if participants drink whole milk, they should try 2%; if they drink 2%, they should try 1%; and if they drink 1%, they should try skim milk.

3. Summary

Conclude by saying, “If you drink high-fat milk, the fat adds up over time. But by choosing low-fat or skim milk instead, you get a healthy Everyday Snack.”

Activity 3 *Choking Hazards*

Note: *If many participants are parents of children under two years of age and you have time, you may want to do this activity along with “Activity 2: Ages and Stages” in the **Your Growing Child** lesson.*

Needed from Kit

Educator Reference:

- “Choking Hazards Chart”

Materials:

- Choking hazards, including foods (plastic food models, food labels, or actual food items) and non-food items, placed in a grocery bag
- Safe alternatives to common choking hazards (actual food items or pictures), if possible

1. Introduction

Explain, “Many foods, including many snacks, can cause choking in children four years old and younger. Have you ever seen a child choking? What did the child choke on? How did you feel?” After participants have discussed their experiences, explain that the purpose of this activity is to help parents and caregivers recognize and avoid possible choking situations. Point out that young children can choke on food or other small objects in the house.

2. Participant Activity

Pass the grocery bag to the first participant. Ask the participant to reach in and take out one item without looking. Then have the participant show the item to everyone and say whether it could be a choking hazard. Continue to pass around the bag and repeat with each participant, discussing each item. If possible, suggest and show safe alternatives, using actual food items or pictures.

3. Summary

With help from participants, review the specific food and non-food items that are choking hazards, such as balloons, white bread, nuts, popcorn, hot dogs, chips, etc. Explain the importance of providing safe food to prevent choking.

Activity 4

Cooking

Needed from Kit

Materials:

- Suggested recipes from *Simply Good Eating Recipe Cards*: Fruity Breakfast Parfait, Bean Dip & Baked Tortilla Chips
- Additional recipe (see Materials section): Trail Mix

1. Introduction

Explain, “Sometimes we eat the same snacks over and over because they are easy and we haven’t thought about other choices. Some choices are good, such as the Everyday Snacks, while others really should be used as special Sometimes Snacks. Today we are going to prepare an Everyday Snack.”

2. Food Preparation

- a. Have all participants (including yourself) wash their hands.

- b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to grate cheese, one to open cans and cartons, one to arrange table and paper products, and one to clean up.
- c. While participants are cooking, assist as needed.

3. Summary

Tell participants, “Now you know the ingredients we used in this snack. What did we do today to make the recipe an Everyday Snack? [Examples: Tortilla chips are baked not fried and served with bean dip not nacho cheese sauce, or only a small amount of candy is added to the trail mix.] In many ways, snacks are like meals. We need to plan them to make sure we are getting the variety and nutrients we need. This week, try to pay a little more attention to the snacks you eat.”

Suggestions for Follow-up and Review

1. Leave “Snacks: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use within the next few days.
2. Ask, “Did anyone make changes in their snacking habits this past week?” Ask for some examples.
3. Ask, “Did anyone try a different kind of milk this past week?”
4. Some classes have snacks and/or snack breaks. Have the ELL teacher discuss with participants any changes they may want to make, such as the type of snacks brought in, use of vending machines, etc.
5. Ask, “Did you see any choking hazards in your home this past week? What were they? What did you do?”

Snacks Classification Sheet

For educator's reference only

“Everyday” Examples

Applesauce
Banana
Berries (strawberries, blueberries, etc.)
Burrito, Bean
Carrots
Cheese, especially Low-fat (in both categories because people watching fat should not eat it every day)
Chips, Baked Tortilla & Salsa (emphasize “baked”)
Cottage Cheese, Low-fat
Crackers, Soda (such as Saltines®) and Graham
Dried Fruits (dates, raisins, apricots, etc.)
Egg, hard-boiled
Juice, Vegetable and 100% Fruit
Kiwi
Meat, Lean Cuts
Milk, Plain or Flavored, Low-fat (except for children under two)
Peaches
Pita Bread
Pretzels
Pudding (made with milk)
Rice, including Spanish Rice
Sandwiches: Meat (especially lean cuts) and Peanut Butter & Jelly
Tamarind
Yogurt, Low-fat with Fruit

“Sometimes” Examples

Cake
Candy, including Hard
Cheese (especially for people who need to watch fat)
Chips
Chocolate Candy
Cookies
Crackers, High-fat
Doughnut
Egg Roll
Fruit Rollup, Fruit Snacks
Ice Cream, including Low-fat
Milk, Whole (“Everyday” for children under two)
Muffin
Pastry
Pie
Samosa
Soda Pop

Choking Hazards Chart

For educator's reference only

<i>Choking Hazard</i> <i>(children four years old and younger)</i>	<i>Risks and Solutions</i>
Bananas	Cut in rounds can block air flow if they slide down whole. Slice lengthwise.
Bread, white	Easily wadded up and it becomes hard to chew. Toast is a better option.
Candy, hard	Easily slides down the throat when a child may not be ready. Don't give to a child.
Carrots, raw Carrots, cooked	Small pieces are easily swallowed without being chewed. Slice lengthwise. Cut in rounds can block air flow if they slide down whole. Cut lengthwise.
Celery	The strings are difficult to chew. Don't give to a child.
Cereal in a bottle	Bottles are for liquids only. This doesn't help a child learn to use his or her tongue and teeth. Don't feed cereal in a bottle to a child.
Chips	Small pieces get caught in little throats. Don't give to a child.
Grapes	Round and easily swallowed whole. Don't give to a child.
Hot dogs	Round slices can get stuck in the throat. Slice lengthwise.
Marshmallows	Sticky and hard to chew. Don't give to a child.
Nuts	The small pieces are not chewed and can cause choking. Don't give to a child.
Peanut butter	Sticky and hard to chew. Mix with mashed bananas or applesauce or spread thinly on toast or crackers to make it easier to swallow.
Popcorn	Because it's so light, it often slides down a child's throat without being chewed. Don't give to a child.

Credit: Mary Darling, *Simply Good Eating Curriculum* (St. Paul, MN: University of Minnesota Extension Service, 1997): 127.

Body Fat Model (Activity 1)

NASCO. *Life/form® Fat Replicas*. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at <http://www.enasco.com>

Common Snacks with Colored Sticker Dots Attached (Activity 1)

Choose snacks that participants often eat, using packages, food labels, or food cards. Select a variety of “Everyday Snacks” and “Sometimes Snacks.” See the educator reference “Snacks Classification Sheet” for examples.

Before you arrive to teach the class, place colored sticker dots, such as round color-coding labels, on the back of the food cards, food labels, or packages. For example, place green dots on the back of the “Everyday Snacks” and yellow on the back of the “Sometimes Snacks.” This will help those participants who are unsure of the correct answer.

If you choose to use food cards, we recommend the following:

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

California Department of Education. *Fresh Fruit and Vegetable Photo Cards*. 001650. Set of 140 photo cards that include names in English and in Spanish on the front and nutrient analysis and other information on the reverse side. To order, contact the California Department of Education at 1-800-995-4099 or access their Educational Resources Catalog at <http://www.cde.ca.gov/re/pn/rc/>

Headers (Activity 1)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®. The titles for the headers are:

- Everyday Snacks
- Sometimes Snacks

Handmade Milk Fat Models (Activity 2)

For each of the four kinds of milk, prepare a jar of “fat” by pouring hot liquid wax into a jar. Use four clear, heavy plastic jars with lids. The wax in each jar will show participants how much fat is contained in 28 eight-ounce glasses of milk. This is the amount of fat that a person would get by drinking two glasses of milk each day for two weeks. The amount of wax needed to make each model is listed below.

<u>Kinds of milk</u>	<u>Add this much hot liquid wax to each plastic jar</u>
Whole milk	15 tablespoons
2% milk	9 tablespoons
1% milk	5 tablespoons
Skim milk	2½ teaspoons

Choking Hazards (Activity 3)

Gather a variety of choking hazards, including food and non-food items. See the educator reference “Choking Hazards Chart” for suggestions. Put the items in a grocery-type brown paper bag. You may use actual food, plastic food models, or food labels.

If you would like to use plastic food models, we recommend the following:

NASCO. *Life/form® Food Replicas*. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at <http://www.enasco.com>

Trail Mix Recipe (Activity 4)

Make your own trail mix using: oat rounds cereal (such as Honey Nut Cheerios® and preferably whole grain cereal), raisins (or cranraisins or other dried fruit), shelled walnuts (or other shelled nuts), and stick pretzels.

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

Handouts

Handout 1: “Snacks Vocabulary List”

Handout 2: “Snacks”

Handout 3: “Snacks: Review and Writing Practice”
(for ELL teacher)

SNACKS VOCABULARY LIST

choking hazard – something that can get stuck in the throat and cause choking

Example: Hard candies are a **choking hazard** for small children.

everyday – daily

Example: An apple is an **everyday** snack.

hazard – a danger

Example: Eating too many high-fat snacks can be a **hazard** to your health.

snack – food or beverage eaten between meals

Example: After school I have a **snack** before playing outside.

sometimes – at special times but not every day

Example: An ice cream cone is a **sometimes** snack.

unhealthy – bad for health

Example: Drinking too much soda can be **unhealthy**.

weight gain – to become heavier or fatter

Example: Eating unhealthy food can cause **weight gain**.

SNACKS

Snack: Food or beverage eaten between meals



Everyday snacks:

Sometimes snacks:

SNACKS: REVIEW AND WRITING PRACTICE

For ELL teacher's use

Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Cut foods in pieces that are small enough so children won't choke.
2. Save cookies, candy, and doughnuts for special sometimes snacks.
3. Children and adults who eat snacks with a lot of fat or sugar can gain too much weight.
4. Fruits and vegetables make great everyday snacks.
5. Don't give young children grapes, nuts, popcorn, or plain white bread because these foods can cause choking.

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