

CAPTAIN CREATE™

Healthy Snacks & Switcheroos 4-6th grade

UTAH HEALTH EDUCATION CORE STANDARDS:

4.N.4: Examine how health can be managed through healthy eating and physical activity

5.N.4: Explain the role of healthy eating and physical activity in maintaining health.

PE 4.5.1 Examine the health benefits of participating in physical activity.

PE 5.2.2 Use movement strategies in small game situations.

PE 6.5.5 Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.



MATERIALS NEEDED:

- One large die with clear covers for each side – (In Captain CREATE kit given at 2019 CBH conference)
- Multi-color cube activity cards grade 4-6 healthy snacks switcheroos (in separate pdf file in box folder)
- Plush or plastic heart toy – (In Captain CREATE kit given at 2019 CBH conference)
- Green and yellow half sheets of card stock (cut sheet of paper in half) – enough for each child to have each color
- Tasting Experience Ingredients: whole wheat crackers; low fat cream cheese or peanut butter (see allergy note); bananas, strawberries, kiwi

Objective 1: Children will learn how to switch healthier snack foods for less healthy foods.

Objective 2: Children will be able to identify “go” and “slow” snacks.

Before class: hand out a ½ sheet green and yellow paper to each student.

Nutrition Message:

Hello class, my name is _____ and I am a Create Better Health educator. I am here to talk to you about something fun. Have any of you heard the word Switcheroo? Have students answer. If you google the word to see if it is a real phrase - it is! According to Macmillan Dictionary, the definition of a switcheroo is an act of replacing one thing with another especially in an unexpected way. What do you think this definition has to do with snacks? Students answer. It sounds mysterious or sneaky doesn't it, but really when it comes to snacks, switching or substituting snack foods is a good skill to learn and it can be simple. An easy way to think of how to make healthy switcheroos is to ask yourself: Is this snack a go or slow food? Each of you have a green and yellow sheet of paper. Think of a stop light. If a food is healthy and can be eaten every day, then it is a green food. If it is a less healthy snack and should be eaten less often, then it is a yellow food. No food is a red food. All foods fit. According to USDA guidelines, there are no foods you shouldn't eat, just that some should be eaten sparingly.

Let's try it out. Who will tell the class a snack that you ate yesterday? Students answer. Ask students to lift which color paper they think applies to the snack. Not all students will raise the same color paper- but it will give you the opportunity to discuss snacks and how switching to a healthier snack is possible. Make sure students understand this. For example, if a student says fruit snacks ~~for example~~, ask the class, what is something from the fruit group that you could switch the sugary fruit snacks with so that it would be less sugar and better for our bodies? Some fruit snacks are made with 100% fruit juice so they are a bit healthier. A piece of fruit would be even healthier and a go food. Have students call out several different snacks they ate recently (depending on time). Go through the yellow/green paper activity and discuss.

Did you know that a good tip to try is if you are wanting something sweet like a treat, you can substitute it with another sweet? You could switcheroo a piece of fruit or if you want something crunchy like a chip, switcheroo a crunchy carrot or whole wheat cracker. Let's see if we can make some switcheroos together. We will make a list of some snacks on this side of the board. What are some foods that you eat or want to eat after school? Discuss as a class, some common snacks that kids most likely eat or want to eat after school or between meals and write them on the board. For example, fish shaped cheese crackers, cookies, candy bars, fruit snacks, ice cream, cheese crackers, sugar cereal etc. Now, imagine class that you have had a long day at school and come home hungry and need a snack. This list we made is of foods that are super quick to eat and yummy. Some of these would be considered slow foods, as in slow down and think before eating them every day and some foods are go foods as in go and eat them everyday. Point to the list written on the board. Point to the fish shaped cheese crackers word. Look at this snack on the list. What could we substitute or switcheroo to make this snack healthier? Students answer. Did you know that they make whole wheat fish shaped cheese crackers? Have any of you tried them before? They taste the same but

are made from whole grains Let's write down on the other side of the board, the healthy snacks we come up with in place of the "slow down" snacks. What about a cookie? What would be a good switcheroo for that? Students answer. What about a whole grain granola bar? Continue on switching the list the class came up with (unless they came up with a healthy snack) switcheroos to give the class ideas for healthier snacks.

ON THE MOVE:

Sample text for instructor is in blue font.

If you combine healthy snacks aka switcheroos, with physical exercise, then you will be stronger and healthier. Eating healthy food and being physically active is good for your heart. We are going to play a game that involves a lot of movement and a toy heart.

Here is the game. One student (the hider) hides the heart toy while another student (the finder) hides their eyes or steps out of the room for a minute. The rest of the class watches where the heart toy is hidden. Another student (the chooser) rolls the large color die with different activities listed on it, to decide what exercise the whole class will do while "the finder" is looking for the hidden toy. For example, if the student rolls the die and it lands on 'march in place', the whole class would march in place slowly if "the finder" is far away from the hidden toy or march quickly if "the finder" is getting closer to the hidden toy. The students will go fast or slow depending on if the finder is getting closer or farther away from the hidden object. Once it is found, the teacher can choose a new hider, finder and chooser to play again. Play as many times and do different exercises each time if the teacher and students want to. Talk about how aerobic exercise helps our hearts to be healthier and stronger.

TASTE EXPERIENCE:

Before giving a snack, make sure you ALWAYS check for any allergies. If teaching in a school make sure to get a list of food allergies in the school. If any child in the school has an allergy to a certain food do not use it as part of the snack.

Traffic Light Snacks

Whole Grain Crackers

Low Fat Cream Cheese or if no students have peanut butter allergy in school – peanut butter

Bananas

Strawberries

Kiwi

Give each student the ingredients to make stoplight snack.

As students eat the snack review the lesson and talk about foods that are “slow down” foods and foods that can be eaten every day.



NOTE: Permission given 7/23/21 to use photo.

<https://raisingwhasians.com/traffic-light-snack-for-toddlers/>

References:

U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2020-2025*. 9th Edition. December 2020. Available at [DietaryGuidelines.gov](https://www.dietaryguidelines.gov).

U.S. Department of Agriculture. [ChooseMyPlate.gov](https://www.myplate.gov) Website. Washington, DC. Accessed July 21, 2021. <https://www.myplate.gov/tip-sheet/healthy-snacking-myplate>