

Hack Your Snack & Screen-time Timeout

Create MyPlate Teens for Grades 6-8

MATERIALS NEEDED

Hack your snack worksheet, portion demonstration materials (snack foods, measuring cups, plates), MyPlate poster, snack

OVERVIEW & PURPOSE

Students will learn about the importance of snack choices and about how screen-time impacts their health, particularly as it relates to sedentary behavior and lack of physical activity.

Utah Health Education Standards 2; Objectives 1-3

1. Objective 1: Describe the components and benefits of proper nutrition.
2. Objective 2: Analyze how physical activity benefits overall health.
3. Objective 3: Recognize the importance of a healthy body image and develop appropriate weight management behaviors.

SNAP-Ed Message

1. Identify what a snack is and what kinds of foods can be used for snacks.
2. Identify amounts of snack foods associated with calories and if and how various snacks can help or harm the body.
3. Identify healthier alternative snacks.
4. Identify ingredients in a product and tell how it helps your body.
5. Identify and taste health dips.

BACKGROUND INFORMATION (not to be taught as part of the lesson)

- Adolescent snacking behavior is highly influenced by peers and social settings. As they spend greater time outside the home and gain more financial independence, they often purchase food away from healthy nutrition environments, such as schools.
- Sedentary behaviors also encourage mindless snacking.
- Snacking in teens is also increasing, typically contributing 23% of teenagers' daily caloric intake.
- Snack foods tend to be high in sugars, sodium, fats and calories while being low in other nutrients, vitamins and minerals.

TEACHING THE LESSON: Hack Your Snack (40 minutes)

Anchor + Add: Portion size demonstration (15 minutes)

Have some common snack options: chips, candy, granola bars or pastries, instant noodle soup, some jerky or a meat stick, so on.

Anchor: Ask one student to come forward for each snack food, have them put on a plate how much of that snack they think they and their peers typically eat; let the rest of the class chime in to get an agreeable representation. (Some might be simple, like candy may be left in a package, "Do you guys normally eat the entire package of fruit chews at once or do you spread it out?") You'll have to moderate this a little bit, the idea is to get a rough average.

Add: Once each snack is measured out to their liking, measure out the recommended serving size of each one (you could do this beforehand to save time, just keep them out of sight until after the class has their snacks measured out). Compare how much they measured to what the recommendation is. Measure how much they put on their plate and calculate calories.

- Is anything surprising?
- What kind of health effects might this have?
- Is it hard to eat just the recommended serving? Why or why not?

Did you know, for most teens, snacks make up almost a quarter of the calories they eat? About how many calories is that each day? (500 calories or more!) Let's learn more about snacks and how they affect our health.

Apply: Snacking info and Hack Your Snack Label worksheet (15 minutes)

Why are snacks important to our diets? How can they help us or hurt us?

- Snacks are a good way to incorporate more food groups
- Provide energy throughout the day
- Many snacks are high in sodium, fat, sugar and calories
- We may not pay attention to how much we're eating of certain snacks or while we're doing some activities (like watching TV)

Now we're going to look at the nutrients in some snacks and make some comparisons.

Distribute coloring utensils and the worksheets for students to complete.

Use the Hack Your Snack worksheet to compare a healthy snack and a less healthy option. Students could bring in a label and be given a healthy label to compare and contrast.

Away: *worksheet follow-up and discussion (5-10 minutes)*

What did you learn about snacks from the worksheet?

Which nutrients did the less healthy options have? (Fat, sugar, sodium)

Which nutrients did the healthier options have?

What are some ways you can hack your snacks and add in more healthy foods?

- Pack fruit instead of fruit snacks or candy
- Eat veggies with dip or salsa instead of chips
- Have some cheese and pretzels instead of cheesy chips or crackers
- Be mindful of serving sizes on less healthy options

Which food groups do you think will be the easiest for you to add into your snacks?

PHYSICAL ACTIVITY (15 minutes)

Anchor (5 minutes): *Warm up with some light exercise, talk about their screen-time use and sedentary behaviors.*

Warm-up: What are you doing right now? (sitting) Well let's change that for a bit! Some sort of quick physical activity, do some jumping jacks, arm circles, stretch their legs, have a 60 second dance party.

Think about what other things you do while sitting or laying down. (Have them name some)---Watch TV, text, eat snacks, do homework, get on social media, watch videos, so on. This may require some

prompting: What do you do outside of school? What do you do after school or on weekends? Do you stream movies? Do you chat with/text your friends? What do you and your friends like to do together?

There's lots of things we *have* to do sitting down, right? We have to sit in desks at school. But you guys also just named off a lot of things we *like* to do while sitting. A lot of these activities tend to also be where we do a lot of snacking, it's easy to lose track of how many chips we eat while we're watching TV right?

What about your phones? How much time do you think you spend on your phone? Which apps do you spend the most time on? (let a few answer)

Optional: Should we find out? Have them pull out their phones (if they have one) and go to screen-time usage. Which apps did they use the most? Are they surprised by how much time they spend on their phones?

Add (2 minutes): *Information on age group screen-time, recommended physical activity*

On average, 11-14 year old kids spend **9 hours a day** in front of screens, 5 hours of that is spent on TV. How many hours a week is that? (63 hours a week! That's over 2 and a half **days**.)

Apply (3 minutes): *Discuss how screens may get in the way of physical activity.*

Who knows how much physical activity you should get a week? (7 hours a week, 60 minutes a day) That's not very much compared to the 63 hours we spend in front of screens, is it?

Why is physical activity important and how might screen-time impact our ability to be active?

- Helps us maintain a healthy weight
- It's fun
- Can be social (group fitness, hikes, sports)
- Builds strong bones and muscles
- Important for respiratory and cardiovascular health
- Screens take time away from doing other things

Screen time is also linked to other health effects, like poor sleep and social media use is linked to lower self-esteem and low mood (anxiety and depression).

Away (5 minutes): Screen-time timeout--what else could you do with some of the time you spent on your phone?

Screen time isn't always bad, we need phones and computers to do a lot of things, like homework and talking to friends, but physical activity is also really important to our lifelong health.

Imagine what you could do with an extra hour or two everyday if we simply took a timeout from our phones or watching TV. What are some ideas for how you can take a break from screens and be more active?

- Set up daily limits on your phone (can be found in most phones' screen time settings)
- Make a plan to do something active with your friends
- Designate a time each day to put your phone away

HEALTHY SNACK

SOURCES

Centers for Disease Control and Prevention. (2018, January 29). *Screen Time vs. Lean Time Infographic*. <https://www.cdc.gov/nccdphp/dnpao/multimedia/infographics/getmoving.html>

Worksheet adopted from: National Dairy Council's Nutrition Explorations Lessons and Kansas State-reached out to Kansas

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