

The Snack Neutralizer *Well, Did ya? (Neutralize your snack)*

Introduction

This lesson was the motivation behind creating The Snack Neutralizer in the first place. We had a daily snack and I would not allow my students to eat certain foods during snack (cookies, candy, cake, etc). I wanted a way to clearly illustrate to my students (first graders at the time) how certain snacks are better than others. The Snack Neutralizer allows me to do this. This lesson should be done during snack, 2-4 times a week. Over time students will compete to have 'the best' snack in class. Before you do this or any other lesson with The Snack Neutralizer it is recommended you use the website and get familiar with how it works.

Objective

Students will, over time, be able to distinguish healthy snack choices from unhealthy ones. They will be able to critically evaluate 2 or more snacks and rate them in a logical order of healthiness based on their general understanding of the caloric content of these snacks.

Anticipatory Set

In the beginning

The first time or two you will need to explain how that the snack neutralizer allows us to learn about our snacks.

"Snacks that are unhealthy usually have a lot of sugars, and fats. These snacks contain a lot of calories and take a lot of exercise to burn-off (neutralizer). Healthier snacks have fewer calories and are easier to burn off".

After explaining the concept illustrate with a clear example. Pick two snacks one clearly healthy (grapes) and the other not (chocolate chip cookies). Get 100% agreement from the class that grapes are the healthier snack.

"Now let's see how much recess we would need in order to burn off these snacks."

Go through the process illustrated below (**Teaching: Modeling**)

Grapes- 1 cup seedless grape - 33 minutes of recess. "Can we neutralize this snack in a half hour recess?" just about.

Cookies- 6 small cookies - 59 minutes of recess. - "Can we neutralize this snack in a half hour recess?" No we would need 2 recesses.

After a while

Start the lesson by recalling an example of a healthy and unhealthy snack.

“Who can give me an example of a healthy snack we saw last time we used the snack neutralizer?”

“How about a less healthy snack?”

Who wants to put their snack in the snack neutralizer today?

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Teaching: Modeling

Choose a volunteer and talk out loud to the class as you look up the snack? Your computer screen should be on a TV screen or projected so all can see.

Think-aloud as you step through the process

“Ok Grapes... Let’s see... Are they cooked or raw? ...

How much do you have? Oh that is about....”

Verbalize your thought process as you model how to use the snack neutralizer. The ultimate goal is for your students to go home and use it before they chose a snack. (You will be surprised at how many use it at home)

Teaching: Check for understanding

Before you click the recess button ask

“Do you think you will be able to neutralize your snack at recess (30 minutes)?” “How much recess do you think it will take?”

Then allow the students to choose a second activity. They usually chose an activity they engage in regularly. This leads to a discussion on the different activities and how your body works harder during some activities than others. Depends how far you want to take it.