



## Grade 7 Sample Lesson Plan: Unit 7 – Snack Attack (Nutrition)

### SOLs

- 7.1.E Analyze the caloric and nutritional value of foods and beverages

### Objectives/Goals

- The student will identify and explain essential health concepts to understand personal health
- The student will choose healthy alternatives over unhealthy alternatives when making a decision about snacks/food.

### Materials

- [Snack Attack Handout](#)
- [Snack Attack Slideshows 1 and 2](#)

### Procedure

- Start class by telling students that snacking on nutritious food can keep your energy level high and your mind alert without taking up a lot of your time. The key is to choose healthy snacks that will fill you up and help nourish you without adding too many calories.
- Part I - Have students think of a food that they snack on regularly and answer the following question: *Is this a healthy choice? Explain*
- Part II - Snack Attack Group Activity - Tell students your group will be given five snacks to evaluate (each group has different snacks). After reviewing the nutrition information, you will need to issue a grade for the items (A = healthiest, F = least healthy) and provide an explanation. A Item, B Item, C Item, D Item, F Item.
- You will need to print the food label and pictures of the snacks from the [Snack Attack Slideshow 1](#) so that students have 5 pieces of paper to work from showing each of their 5 snacks. Hand out a group of five snacks to each group of students. Give students about 10 minutes to analyze and discuss their snacks. They should come to a consensus ranking their snacks A to F.
- Next, go over the [Snack Attack Slideshow 2](#) revealing the answers that have been

preset by the teacher (feel free to change the grades on these). The snacks are meant to have some room for interpretation so you could likely argue one over another being more healthy, but you want to have students be able to explain *why*. Perhaps they are looking at sodium, protein, fiber, fat, etc. to justify their claim. You will likely get some good discussion/debate going and you can remind students that one of the goals of the lesson is to get them to critically think about a snack.

- Call each group up individually and have them go over their order of snacks and be able to explain to the class why they chose their order. As the teacher, you can reveal the answers and see if students agree or disagree.
- Part III - Reflection - Tell students that now you have received the correct answers, respond to the following questions:
  - *Which product was the easiest to grade and why?*
  - *Which product was the most difficult to grade and why?*
  - *Which grade surprised you the most and why?*
  - *Do you disagree with any of the grades? Explain.*

### Assessment Idea

- [Student Handout](#) (Snack Attack Reflection)

### References

- Andy Horne, M.Ed., New Trier High School

### Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

# Snack Attack Handout

Snacking on nutritious food can keep your energy level high and your mind alert without taking up a lot of your time. The key is to choose healthy snacks that will fill you up and help nourish you without adding too many calories.

**Part I: Choose a food that you snack on regularly and answer the following questions.**

Item \_\_\_\_\_ Is this a healthy choice? \_\_\_\_\_

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part II: Your group will be given five snacks to evaluate. After reviewing the nutritional information, you will need to issue a grade for the items (A = healthiest) and provide an explanation.**

**A** Item \_\_\_\_\_

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B** Item \_\_\_\_\_

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C** Item \_\_\_\_\_

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D** Item \_\_\_\_\_

Explain \_\_\_\_\_

---

---

---

---

**F** Item \_\_\_\_\_

Explain \_\_\_\_\_

---

---

---

---

**Part III: Now that you have received the correct answers, respond to the following questions.**

Which product was the easiest to grade and why? \_\_\_\_\_

---

---

---

---

---

Which product was the most difficult to grade and why? \_\_\_\_\_

---

---

---

---

---

Which grade surprised you the most and why? \_\_\_\_\_

---

---

---

---

---

Do you disagree with any of the grades? Explain. \_\_\_\_\_

---

---

---

---