



Jr. Chef Club Super Snacks Lesson 6



Educator Information Preparing to Teach the Lesson

Yeast

Yeast is a micro-organism—too small to be seen without a microscope. It is different from bacteria or viruses, which are also micro-organisms. Baking yeast, of course, is not harmful when consumed by humans. It feeds on simple carbohydrates, such as sugar. It makes a gas called carbon dioxide that is a waste product. Carbon dioxide (CO₂) gas forms air pockets in dough, causing it to rise (gets bigger, like blowing up a balloon). The result is a lighter, fluffier texture.

Whole Grains

Whole grains have more vitamins, minerals and fiber than processed grains. MyPyramid recommends that half of the grain foods a person eats daily be whole grains. A whole grain contains all edible portions of the grain—bran, germ, and endosperm. Examples are 100 percent whole wheat bread, brown rice, oatmeal, popcorn, etc.

Whole grains cannot be identified by color or by fiber content; one must read the ingredient label. Look for the words “whole” in front of the names of the grain on the ingredient portion of the label. The whole grain ingredient should be the first one listed. To be considered a whole grain food, a food must contain 51 percent or more whole grain ingredients (by weight) and be low in fat (as defined by 2005 U.S. Dietary Guidelines).

Determining which foods count as an ounce of whole grain is difficult. Currently there is no standardized label from FDA which helps the consumer figure this out.

In the absence of an FDA-approved label, the Whole Grain Council developed a symbol for labels that can be used by food producers for a fee; currently it is on over 600 products. The Whole Grain Stamp identifies products at three levels:



Excellent Source a full serving of whole grain	100% / Excellent a full serving AND all grains are whole grain	Good Source a half serving of whole grain
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The Stamp can help consumers get the recommended amount of whole grains each day. If your eating plan includes 6 ounces of grains, your goal is to eat 3 ounces of whole grain foods. Eating three whole grain food products labeled "Excellent Source" or "100 Percent/Excellent" does the trick—or six products labeled "Good Source. The 2005 Guidelines advise eating half or more of our grains as whole grains—at least three 16 gram servings per day. A "Good Source" contains at least 8 grams of whole grains per labeled serving, while an "Excellent" or "100 percent Excellent Source" contains at least 16 grams of whole grains per labeled serving.

NOTE: This concept can be confusing, so when instructing 3rd graders, it is probably enough to have them read the labels for the first ingredient as 'whole' grain.

All About Snacking

Kids need snacks. Their stomachs are small and can't usually make it between meal times without becoming quite hungry. They're growing rapidly and need lots of fuel. There's nothing wrong with snacking, as long as a few basic guidelines are followed.

- Make snacks nutritious. Snacking is not an excuse to eat junk food.
- Avoid sweet snacks within two hours of a meal because it curbs the appetite.
- To keep appetite hearty, don't snack at all within one hour of a meal.
- Think of snacks as small meals providing many needed nutrients for a growing body.
- A snack can be a mini-meal, containing foods from two or three food groups; e.g., a graham cracker, milk and an apple draw from three food categories, as does a snack of small bagel, carrot sticks and yogurt.

Try to develop the healthy habit of grabbing low fat, low sugar, high fiber foods for snacks. Fruits and vegetables fit the bill; as do breads, rice cakes, tortillas, pretzels, and some crackers. Non-fat yogurt or cottage cheese topped with fruit is a welcome treat. Cheese and peanut butter, although high in fat, can round out a snack when used in moderation. After school snacking may sometimes

involve leftovers from last night's dinner. Warm leftovers, wrap in a tortilla, and off you go!

Healthy snacks are often less expensive and more filling, than packaged foods such as candy bars, packets of cookies, chips, or anything you get out of a vending machine. Take a trip to the grocery store before doing this lesson to compare a few prices. In season, an apple might cost \$0.25, whereas a muffin costs about \$0.75 or more. Carrots for making carrot sticks are a few pennies apiece, compared to a small bag of chips at about \$0.75-\$0.99. Eating healthfully saves money and promotes good health.

Why Do We Snack?

Hunger may be the obvious reason for snacking, but not always the answer to this question. Yes, snacks are intended to satisfy hunger until the next meal is eaten. But how often do you snack for other reasons?

- Boredom (nothing else to do)
- Habit (just got home from work or school)
- Emotions (feeling sad and snack might comfort)
- Availability (food is offered to you)
- Aroma (aroma smells good, so you decide to eat it)

There are many reasons people snack. Explore with the students why they snack. Emphasize that all eating (snacking included) should be done only when hungry. The body has “hungry” and “full” cues that must be listened to.

Educator Note: When people learn to ignore these cues (e.g. “Clean your plate or no dessert!”) it can lead to disordered eating patterns in later years that cause health problems.

Before snacking, ask students to check in with themselves. Pause for a minute and ask themselves “Am I really hungry?” If yes, then fine—choose a healthy snack. If you're not sure, drink a glass of water and wait about 15 minutes. Often times thirst masquerades as hunger. If you still feel like eating something 15-20 minutes later, you are probably hungry. When you do eat, be sure to stop when you feel satisfied. You do not need to eat beyond the full feeling.

Snack Bag Activity

This is an optional activity, not included in the Jr. Chef lesson, but may be useful at another time or shared with the classroom teacher for doing later in the week.

Write the numbers 1–10 on 10 lunch-size paper bags with a large, black marker (if time is short, do activity with 5 bags). Put one healthy snack food in each bag. Fold the top over.

Have each student reach inside and feel the snack—without peeking! Then students write the numbers 1–10 (or 1–5) on a piece of paper and write down the name of the food they felt next to the corresponding number on the Snack Bag.

Continue until every student has felt in every bag. Instruct students not to say what they touched out loud and to keep worksheets covered. At the end, ask what students thought the snacks were, then pull them out of the bag and let students see the snacks.

Note: do not allow students to eat any of the snacks afterwards, as many unwashed hands will have touched them.

Think of some unusual snacks to put in the bags-items that students might not think of to eat as a snack, some familiar ones, and ones that differ in shape and texture. Make sure they are all healthy examples of snacks. For instance, you might use: hard-boiled eggs, stick of part skim mozzarella cheese, nuts (maybe peanuts in the shell), bagel, triangle-shaped cracker, piece of fruit, broccoli, pieces of a low-sugar cereal, rice cake, sunflower seeds, bell pepper and raisins.