Stage 2

Outcomes:

PHS2.12 Discusses the factors influencing personal health choices.

DMS2.2 Makes decisions as an individual and as a group member

Snack Attack

Revise the messages of the *Australian Guide to Healthy Eating* with students.

Ask students to define what a ‘snack’ is.

Construct a class definition and write it on the board. The definition might include something you eat between meals, something that keeps you going, something that is easy to prepare.

Ask students to identify ten snacks they like to eat.

On the Snack Attack sheet, ask students to take turns to place their snack on the line and explain the positioning of their snacks.

Ask students questions like:

- What makes a snack an everyday food?
- What makes a snack an sometimes food?
- When is it bad to eat a snack? Why?
- When is it OK to eat a snack? Why?
- Why is it important to eat a variety of foods?

Have students develop a statement about everyday snack foods.

Adapted from the Crunch&Sip® school resource pack
250ml glass of cordial

250ml plain milk

250ml flavoured milk

100% pure fruit juice
energy drink

Ribena
flavoured mineral water

100% vegetable juice

milkshake

thick shake
fruit in natural juice
fruit in jelly
cheese
biscuits
sultanas
donuts
vegemite toast
fruit salad
vegetable sticks
Snack Attack

Everyday

Sometimes