

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?

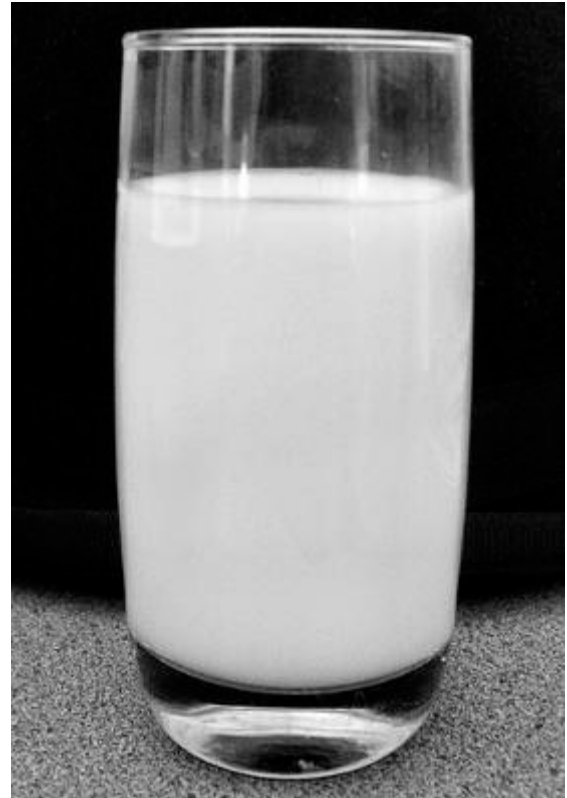
Have students develop a statement about everyday snack foods.



Adapted from the Crunch&Sip® school resource pack



250ml glass of cordial



250ml plain milk



250ml flavoured milk



100% pure fruit juice



Fruit juice drink



Soft drink



energy drink



Ribena



flavoured mineral water



100% vegetable juice



milkshake



thick shake



water



potato chips



twisties



corn chips



chocolate bar



chocolate bar



chocolate biscuits



fruit in natural juice



fruit in jelly



cheese



biscuits



sultanas



donuts



vegemite toast



fruit salad



vegetable sticks

SNACK ATTACK

EVERYDAY

SOMETIMES

