More on Healthy Snacks

Materials needed:
- 3 large brown paper grocery bags for keeping popcorn warm
- 2 large metal bowls for serving popcorn
- 2 one cup measuring cups for scoops for cooked popcorn
- 3 shaker cans for seasoning mixes
- 40 napkins/site
- 40 paper cups/site
- 40 paper bowls/site
- 2 air poppers for popping corn
- snack ingredients (regular popcorn, oil, seasoning mixes, milk)
- coloring sheet handouts
- parent letter handouts
- recipe handouts
- children’s book(s) about popcorn
- 4 sets of popcorn products for label reading examples

Lesson Introduction
Introduce yourselves as the new UConn CAFÉ teachers and tell why you’re there. Today we’re going to talk about some healthy snacks, and then we’re going to make and eat one: popcorn!

Icebreaker (5-10 minutes)
Give your name, your grade, and what your favorite snacks are.
Teachers go first, then children and tutors.

Nutrition messages (5 minutes)
1) We need healthy snacks for:
   - Energy when we’re hungry
   - So we don’t fill up on foods that aren’t good for us and are missing important nutrients we need like vitamins, minerals, protein (empty calories)
2) Some examples of healthy snacks
   - Ask for ideas, give some ideas
3) Sometimes basic foods are healthy, like popcorn, but then we add too much fat and sugar to them and make them unhealthy
   - Can you think of other examples of this? (potatoes, cereal, bread)

Game 1: Pop, Pop, Pop! (~10 minutes)
How it works:
- Have all the players pretend to be popcorn kernels and crouch down on the floor in a group. Choose a player to be "It" and have the child sit in the middle of the group with eyes closed. Silently signal one child to hide or leave the room. Then as "It" says, "Popcorn, popcorn, pop, pop, pop!”, have the other players begin hopping around and changing positions.
- When "It" says "Popcorn, popcorn, stop, stop, stop!" have the other players crouch back down and stay still. Then have "It" open his or her eyes and try to guess which player is hiding.
- If "It" guesses correctly, let the player who was hiding be the next "It". If not, let "It" choose another player who has not yet had a turn to take his or her place.
**Game 2: Pop like Popcorn (~5 minutes)**

**How it Works**

- Everyone is a corn kernel all curled up, the floor is a big pan, and we're going to make popcorn. We slowly start heating the pan; as the pan gets hotter, the kernels start to squirm and wiggle from the heat. As the pan heats up even more, the kernels get on hands and knees and then they have to squat. Finally, they unroll and 'pop'. A player can 'pop' by jumping up, clapping hands above their head, and saying 'pop'.
- Make sure the 'popping' starts gradually, 'popping' is a group thing, and that players come down to the floor in between pops to squat.

**Variations**

- Forget to take the popcorn off the heat and have it begin to char.
- Count how many times players can pop before they're worn out.
- Measure how high players can pop.
- Jump up on one foot, not two
- Pop around the room in a "conga" line

**Activity 1: Label reading of popcorn products (10 minutes)**

Group children into at least 4 groups at tables with tutors

Give each group several packages of popcorn products to compare—**team up young children with older children or tutors**

Ask them to use the label to figure out the healthier product

Describe to them how to do this:

- Look at ingredient list (the largest ingredient by weight is 1\textsuperscript{st}, and then next is 2\textsuperscript{nd}, etc.)
- Look at amount of fat per serving
- Look at amount of sugar per serving

Ask group to show the class the products and report back on results

**Activity 2: Read one of the books about popcorn out loud (optional, for back-up)**

The Popcorn Book by Tomie de Paola

If You Take a Mouse to the Movies by Laura Numeroff

**Activity 3: Popcorn coloring sheets (optional, for back-up or take home)**

**Recipe: Seasoned Popcorn and Milk (10 minutes)**

Make at least 2 c. of popcorn per person—**one of you should start making it immediately after the icebreaker, so you have enough (then trade off on popcorn duty). Or, ask one or two of the tutors to make the popcorn while the 3 of you talk to the class. Keep popcorn warm in oven if possible, or use large brown paper bags.**

**Use 1 cup measuring cup to serve popcorn into a bowl for each child. Children can choose one of the seasonings for the popcorn and if they finish that, can come up to try another.**
Talking Points for Lesson (5-10 minutes. Use these to fill in the empty times during the lesson)

1) Popcorn facts (ask questions of children)
   - Where it comes from? (pass around photos of corn growing in fields)
   - Other kinds of corn? (pass around photos—there are 3 kinds: 1) sweet corn like corn on the cob, 2) popcorn, and 3) field corn for feeding animals)
   - Why it pops? (There’s some moisture in the kernel, the water vapor boils when you heat the kernel, the vapor expands but has no where to go inside the kernel, so it pops!)
   - Why it doesn’t always pop? (too old and dried out)
   - Different ways to make popcorn? (microwave, pot on stove, air popper, fireplace)

2) What does milk give our bodies? (calcium, protein, carbs, vitamins) and why it’s better than juice or soda? (more nutrients)

3) Why are we drinking skim milk instead of regular milk?