



## Lesson 5 — Leader's Guide

# What's in a Snack

Chances are you have probably heard someone warning about the pitfalls of snacking at one time or another.

### Educational goals

*After this program, participants will be able to:*

- understand the importance of a snack,
- identify a healthy snack,
- define a trigger situation,
- identify an alternative solution to a personal trigger,
- distinguish the body's hunger cues from outside eating triggers,
- understand the importance of stretching,
- identify the health benefits associated with stretching, and
- practice stretching.

### Suggested program preparation

- Review this leader's guide and the fact sheet (MF2966), which includes simple snack ideas and stretching exercises.
- For each participant, have a copy of the fact sheet.

### Materials needed

- Copies of the fact sheet, simple snack ideas handout, and stretching worksheet for self and participants.
- Evaluation for distribution at end of session. Contact Tanda Kidd ([martan@k-state.edu](mailto:martan@k-state.edu)) for the evaluation form.
- Pens or pencils for participants.
- If possible, bring in healthy snacks for the participants to sample, provide coupons for healthy food choices at a local grocery store, share a recipe with the participants, or prepare a group stretching exercise. Consider other appropriate displays.

### Suggested program presentation guide

- Give each participant a pen or pencil and a copy of the fact sheet.
- Allow at least 30 minutes to teach the lesson. If possible, answer relevant audience questions as they arise rather than holding all questions for the end of the program.
- Discuss the previous take-home assignment, the portion distortion quiz. Were the participants surprised by the increases in standard serving sizes? Facilitate discussion among group members.
- Begin with explaining why the first three statements on the fact sheet are not accurate. Explain the importance of regulating the metabolism through food intake.



## References

"To Snack or Not to Snack," James J. Kenney, Ph.D., <http://www.foodandhealth.com/cpecourses/snack.php>

"Stretching: Focus on Flexibility," <http://www.mayoclinic.com/health/stretching/HQ01447>

- Ask the participants to write down a few snack choices they enjoy. Encourage them to use knowledge gained from last week's lesson on label reading to choose healthy items.
- Read over the simple snack ideas. Encourage participants to identify snack choices they might be interested in incorporating as part of a healthy lifestyle.
- Discuss the importance of eating when hungry and the role of satiety.
- Discuss triggers to food consumption and suggest possible alternatives. Be sure to provide additional examples for the participants.
- Ask the participants to identify their own personal triggers and write them in the space provided. Assure them that this is for their eyes only.
- Ask the participants to reflect on these triggers and identify alternatives to eating when hunger is not a factor.
- Emphasize the importance of listening to one's body and assure participants that snacking can be a positive experience. Ensure that they understand not to deprive themselves of food when hungry and to practice flexibility in meal timing.
- Read the first paragraph on stretching.
- Explain the positive health benefits associated with stretching.
- Explain proper stretching to avoid injury. Emphasize each key point listed in the paragraph (hold for 30 seconds, do not bounce, etc.).
- Encourage participants to try the stretching exercises included in this lesson at home. Pick one exercise to do as a group exercise.
- Ask the participants to reflect on last week's action plan. How successful were they? Have them create another one for this week, encouraging them to build onto their prior action plans. They should try to incorporate all preceding behaviors in the upcoming week.
- Ask the participants to fill out an evaluation for the program.
- Thank the audience for their participation.



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