

Nutrition Know-How... Eat It Up!



Total Time

90 minutes

- 🕒 70 minutes for **Activities**
- 🕒 10 minutes for **Snack Break**
- 🕒 10 minutes for **Action Break**



Lesson Overview

Youth learn about whole grains and discuss ways to choose whole-grain foods more often in their daily lives. Youth also talk about the importance of choosing foods that are low in fat and added sugar, and work in groups to identify ways to reduce fat and added sugar in their food choices. For the *Mini-Production*, youth create a poster that encourages young people to choose fruits and vegetables, whole-grain foods, or foods that are low in fat and added sugar.



Lesson Objectives

By the end of the lesson, youth will be able to:

- ◆ Name two benefits of a diet rich in whole-grain foods
- ◆ List at least three types of whole-grain foods

- ◆ Identify a whole-grain food from information presented in the ingredient list and on the Nutrition Facts label
- ◆ Name three ways to include whole-grain foods in daily eating
- ◆ Name two foods that are high in fat
- ◆ Name two foods that are high in added sugar
- ◆ Explain the importance to health of reducing intake of fat and added sugar
- ◆ List three ways to reduce fat or added sugar in daily eating
- ◆ Create food-related health messages for an audience of young people



Lesson Activities

- ◆ **Activity A: Hurray for Whole Grains!**
(25 minutes)
- ◆ **Snack Break: Fruit and Krunch Kebabs**
(10 minutes)
- ◆ **Activity B: Cutting Back on Fat and Added Sugar**
(23 minutes)

LESSON 4

- ◆ **Action Break: A Cool Wind Blows**
(10 minutes)
- ◆ **Activity C: Mini-Production:
Creating a Nutrition Poster**
(20 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

The times suggested for the activities and the breaks are the minimum recommendations. If you have more than 90 minutes available, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.



Materials Needed

For Activities

- The 6 Media Questions poster
- Large paper, markers, masking tape, watch/timer, easel (if available)
- Picture of a whole grain with the parts labeled (see end of lesson)
- Prepared signs listing nutrients and other components of whole grains (see notes on the next page)
- Empty packages from several whole-grain and refined-grain foods, such as whole-wheat/white bread, brown/white rice, whole-grain breakfast cereal (such as a whole-wheat flake cereal)/refined-grain breakfast cereal (such as a sweetened rice-based cereal)

- Large papers with suggestions about ways to more often choose fruits and vegetables (from Lesson 1), whole-grain foods, and foods low in fat and added sugar (from this lesson, Activities A and B)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Two or three pieces of poster board
- Markers and pens in a variety of colors (several for each youth)
- Decorative supplies, such as stickers
- Take Home a New Idea!* sheets (one for each youth)

For Snack Break

- Crunchy whole-grain breakfast cereal (such as a whole-wheat flake cereal, or wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- Fresh fruit (such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks)
- Toothpicks or wooden skewers
- Three or four bowls
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)



Facilitator's Preparation

Activity A

- ❑ Post the 6 Media Questions poster in the room.
- ❑ On 8½" x 11" sheets of paper, make signs listing the nutrients and other components of whole grains, as shown below. Each youth should have a sign. Make one extra sign each for "IRON" and "B VITAMINS"; they will be used in the whole-grain-to-refined-grain demonstration. If you have more than 10 youth in the group, make additional signs for "BRAN." If you have fewer than 10 youth, youth can hold more than one sign (except for the person holding the "ENDOSPERM" sign, who should hold only that sign).

FIBER	ENDOSPERM
GERM	BRAN
B VITAMINS thiamin, niacin, riboflavin, folic acid	IRON
ANTIOXIDANTS	VITAMIN E

Snack Break

- ❑ Review the snack and prepare ahead as needed.

Activity B

- ❑ Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and label it at the top: "Strategies to Reduce Fat and Added Sugar."
- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #6: *Eat It Up!* This segment features young people in real-life situations faced with difficult snack choices.

Action Break

- ❑ Review the activity and prepare ahead as needed.

Activity C

- ❑ Set up two or three workstations in different areas in the room where the youth can work in small groups. Each workstation should have a piece of poster board, markers and pens, and decorative supplies. Make sure that the large papers with food choice strategies are posted and easily seen by youth.
- ❑ Photocopy the *Take Home a New Idea!* sheet (one for each youth).

Hurray for Whole Grains!



Time

25 minutes



Activity Overview

The activity begins with a brief discussion about grains and whole grains and their importance to health. The youth then act out what happens during the milling process to demonstrate the difference between a whole grain and an enriched, refined grain. The activity ends with a quick discussion about ways to enjoy whole-grain foods more often in daily eating.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Name two benefits of a diet rich in whole-grain foods
- ◆ List at least three types of whole-grain foods
- ◆ Identify a whole-grain food from information presented in the ingredient list and on the Nutrition Facts label
- ◆ Name three ways to include whole-grain foods in daily eating



Materials Needed

- The 6 Media Questions poster
- Large paper, markers, masking tape, watch/timer, easel (if available)
- Picture of a whole grain with the parts labeled (see end of lesson)
- Prepared signs listing nutrients and other components of whole grains (see notes below)
- Empty packages from several whole-grain and refined-grain foods, such as whole-wheat/white bread, brown/white rice, whole-grain breakfast cereal (such as a whole-wheat flake cereal)/refined-grain breakfast cereal (such as a sweetened, rice-based cereal)



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- On 8½" x 11" sheets of paper, make signs listing the nutrients and other

LESSON
4

ACTIVITY **A**

🕒 Total time: 25 minutes

HURRAY FOR WHOLE GRAINS!

components of whole grain, as shown here. Each youth should have a sign. Make one extra sign each for “IRON” and “B VITAMINS”; they will be used in the whole-grain-to-refined-grain demonstration. If you have more than 10 youth in the group, make additional signs for “BRAN.” If you have fewer than 10 youth, youth can hold more than one sign (except for the person holding the “ENDOSPERM” sign, who should hold only that sign).



HURRAY FOR WHOLE GRAINS!

🕒 Total time: 25 minutes

ACTIVITY

A



5
minutes

Warm-Up



1. WELCOME youth back. SAY: *In this activity we're going to return to the subject of nutrition. We're going to talk about whole-grain foods.*
2. TELL youth they are going to do a quick brainstorm. ASK them to name as many grain foods as they can. WRITE down all their responses on large paper. USE the following list to help them if needed.



Grain Foods

- | | | |
|--------------------------|--|------------------|
| ❖ Bagels | ❖ Crackers | ❖ Pita bread |
| ❖ Barley | ❖ English muffins | ❖ Polenta |
| ❖ Bread | ❖ Indian naan bread | ❖ Popcorn |
| ❖ Breakfast cereal | ❖ Grits | ❖ Pretzels |
| ❖ Bulgur (cracked wheat) | ❖ Matzo/matzo | ❖ Quinoa |
| ❖ Cake | ❖ Muffins | |
| ❖ Cookies | ❖ Oatmeal | ❖ Rice |
| ❖ Corn bread | ❖ Pancakes | ❖ Rolls and buns |
| ❖ Corn chips | ❖ Pasta (noodles, spaghetti, macaroni, etc.) | ❖ Taco shells |
| ❖ Couscous | | ❖ Tortillas |
| | | ❖ Waffles |



3. CONGRATULATE youth on all their ideas. SAY: *Grains have been a basic food for people all over the world for thousands of years. They are an important part of a nutritious diet. People eat whole-grain foods and refined-grain foods. Most of the grains eaten in the United States are **refined grains**.*
4. SHOW youth the picture of a whole grain found at the end of the lesson. NOTE that a whole grain contains all the parts of the grain—the bran, endosperm, and germ. Using the picture, POINT OUT that each of these parts contains important nutrients.

A Note About Terminology

Be prepared for the possibility of giggling or jokes about the term “endosperm.” If this happens, tell youth that they are right in thinking “endosperm” sounds like “sperm.” Both come from the Greek word “sperma,” which means “seed.”

5. EXPLAIN that a refined grain is a whole grain that has gone through a milling process. In this process, the whole grain kernels are cleaned and moistened. Then they are crushed between heavy rollers, which separate the bran and germ from the endosperm. The endosperm particles are ground some more and sifted to make white flour. The bran and germ particles are gathered together and sold as feed for livestock. NOTE that removing the bran and the germ removes many of the **nutrients** in the grain. Most refined grains are enriched, which means that some of these nutrients are added back.

6. SAY:



Today, health experts say that we should try to choose foods made from whole grains in place of those made from refined grains.

*An important way to know if a packaged food is made from whole grains is to look at the **ingredient list**, which is often on the back or sides of a package. The ingredient list tells you exactly what is in a particular food item. The **ingredient** that weighs the most is listed first, and the ingredient that weighs the least is listed last. For example, the ingredient list for canned pinto beans might be: pinto beans, water, and salt. This means that the first ingredient (pinto beans) weighs the most, followed by the second ingredient (water), then the third (salt).*

7. ASK youth:

- ◆ Why do you think that health experts suggest we eat whole-grain foods instead of refined-grain foods?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Whole-grain foods have more nutrients than refined-grain foods do.

8. SAY:



*Whole-grain foods also have more dietary fiber than refined-grain foods. Dietary fiber is a kind of **carbohydrate** (sugars and starches are the other two kinds of carbohydrates). Fiber is important because it helps keep your digestive tract healthy. Fiber is found only in plant foods: whole grains, fruits, vegetables, dry beans, and nuts and seeds. A few foods—like dry beans—are very high in fiber. Most other fiber-containing foods—like whole grains, fruits, and vegetables—have smaller amounts. That’s one reason it’s important to eat plenty of whole-grain foods, fruits, and vegetables. By themselves, they don’t have a lot of fiber, but together, they can supply a lot in a person’s overall diet. People who eat diets that are rich in whole-grain foods and other fiber-containing foods may have lower risks of diseases such as heart disease, diabetes, and some cancers.*



19
minutes

Doing the Activity



8
minutes

Part One: Using the Package to Find Whole Grains

- HAND OUT** the empty packages from the grain products. **ASK** youth to look at the ingredient list and find clues that will tell them whether the food is made from whole grain or enriched, refined grains.

LISTEN to ideas from youth. If necessary, **GUIDE** them to the following responses:

 - ◆ *Clues for whole-grain foods:*
 - ❖ “Whole” or “whole-grain” is listed before the grain ingredient’s name.
 - ❖ The whole grain is the first ingredient listed.
 - ◆ *Clues for enriched, refined-grain foods:*
 - ❖ Words like “wheat flour,” “enriched flour,” or “degerminated cornmeal” are found in the ingredients list.
 - ❖ The ingredients list includes **vitamins** and **minerals** that have been added back, such as thiamin, riboflavin, or iron.
- TELL** youth about other things to look out for:

 - ◆ A grain food with a brown or dark color isn’t necessarily a whole-grain food. The color can come from molasses or other ingredients.
 - ◆ Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” or “seven-grain” are usually not whole-grain foods.
 - ◆ A whole-grain health claim on the package tells you the food is made from whole grains: “Diets rich in whole-grain foods and other plant foods and low in total fat, saturated fats, and cholesterol may help reduce the risk of heart disease and certain cancers.”
- ASK** youth to look at the **Nutrition Facts labels**. **ASK** them to find “Fiber” on the label. If the young people need help finding fiber on the Nutrition Facts label, look to the table on p. 188 in Lesson 6 to help guide them. Which grains have more fiber? **NOTE** that this activity is just a quick look at the label. **TELL** youth that they will look at the label in more detail in Lesson 6: *Visiting a Grocery Store* (p. 95).

A Note About Reading the Nutrition Facts

The U.S. Food and Drug Administration Web site offers great information about the Nutrition Facts label and how to use it to make food choices. Go to:
<http://www.cfsan.fda.gov/~dms/foodlab.html>

LESSON
4
ACTIVITY **A**

🕒 Total time: 25 minutes

HURRAY FOR WHOLE GRAINS!

🕒 11 minutes

Part Two: At the Grain Mill

1. SAY:



At the beginning of this activity, I explained the milling process. Let's do a demonstration now that puts that explanation into action. It will help you see the difference between whole grains and refined grains, and why you may want to choose whole-grain foods more often. First we're going to demonstrate what happens to a whole grain at the mill. Then we'll demonstrate what happens at the mill when a whole grain is processed into an enriched, refined grain.

2. **HAND OUT** the prepared signs. Each youth should hold a sign indicating what part of the whole grain he or she is: fiber, bran, endosperm, germ, antioxidants, vitamin E, B vitamins, or iron. **ASK** all the youth to stand in a tight cluster together at one end of the space. **EXPLAIN** that, together, they are a whole grain. **ASK** the youth or youths holding the "BRAN" signs to stand at the outside of the cluster because they are the outer covering of the whole grain.

A Note About This Activity

Be sensitive to any youth's reluctance to be in a tight cluster. It is intended to suggest a seed packed full of elements, but if youth would prefer some space in their cluster, that's all right.



3. **TELL** youth that the milling process has begun. **ASK** the group to slowly shuffle toward the other end of the room. **REMAND** them to stay as close together as they can. When they get to the other end of the room, **TELL** them to stop. Ta-da! They are still a whole grain, ready to be made into bread, pasta, cereal, or other whole-grain products.



4. **TELL** youth to return to the place where they started (they do not have to stay in their cluster as they return to the starting place). **EXPLAIN** that they are now going to demonstrate what happens when a whole grain is milled into a refined grain.
5. **ASK** all the youth but two (one holding an **IRON** sign, one a **B VITAMINS** sign) to stand in a tight cluster together at one end of the space. **EXPLAIN** that, together, they are a whole grain. Each youth in the cluster holds a sign indicating what part of the whole grain they are: fiber, bran, endosperm, germ, antioxidants, vitamin E, B vitamins, or iron. The two other youth stand about two-thirds of the way down the space. They are the nutrients added back during the refining process.

6. TELL youth that the milling process has begun. ASK the group to begin to shuffle toward the other end of the room. REMIND them to stay as close together as they can. When the group is about one-third of the way across the space, TELL the cluster to stop.
7. ASK the bran, germ, fiber, B vitamins, iron, antioxidants, and vitamin E youth to leave the cluster and stand to the side. The one person remaining in the cluster (endosperm) continues on toward the other end of the room. When the youth reaches the two youth holding the B VITAMINS and IRON signs, TELL him/her to stop.
8. ASK the youth holding the B VITAMINS and IRON signs to join the “ENDOSPERM” person in a tight cluster. TELL the cluster to continue shuffling. When they get to the other end of the room, TELL them to stop. Ta-da! They are now an enriched refined grain ready to be made into bread, pasta, cereal, or other refined-grain products.
9. ASK youth to return to their seats. CONDUCT a quick debriefing, using the following questions:
 - ◆ What do you think about what happens to a whole grain during the milling process?
 - ◆ Has this demonstration changed your opinions about grain foods? If so, how?
10. BE SURE to note that even though nutrients are added back when the grain is enriched, it doesn't mean that the final product is exactly the same, or as nutritious as the whole-grain product.
11. DISCUSS the kinds of grain foods the youth like to eat (this talk may be particularly interesting if the group is ethnically or culturally diverse and enjoys grain foods specific to their heritages).
12. ASK youth for their suggestions about ways to choose whole-grain foods more often in daily eating. FOCUS on good times, places, and occasions to eat these foods. USE the chart on the next page as a guide to help youth as needed. WRITE their ideas on large paper. (This large paper also will be used in the next activity.)



Whole Grains that are Widely Available in the United States

- | | | |
|----------------|--------------------|---------------|
| ❖ Brown rice | ❖ Pearl barley | ❖ Whole oats |
| ❖ Bulgur | ❖ Popcorn | ❖ Whole rye |
| ❖ Graham flour | ❖ Whole-grain corn | ❖ Whole wheat |
| ❖ Oatmeal | | |



Tips on Eating More Whole-Grain Foods

I. CHOOSE WHOLE-GRAIN FOODS INSTEAD OF REFINED-GRAIN FOODS

Choose	Instead Of
<ul style="list-style-type: none"> • Whole-wheat bread, bagels, pita, or tortillas • Oatmeal bread 	<ul style="list-style-type: none"> • White bread, bagels, pita, or tortillas
<ul style="list-style-type: none"> • Whole-wheat pasta (try going half whole-wheat and half regular at first) 	<ul style="list-style-type: none"> • Regular pasta
<ul style="list-style-type: none"> • Brown rice 	<ul style="list-style-type: none"> • White rice
<ul style="list-style-type: none"> • Whole-wheat flake or shredded wheat breakfast cereal • Oatmeal • Hot wheat cereal 	<ul style="list-style-type: none"> • Corn- or rice-based breakfast cereal
<ul style="list-style-type: none"> • Bran or whole-wheat muffins 	<ul style="list-style-type: none"> • Danishes, doughnuts, croissants

II. TRY WHOLE-GRAIN FOODS YOU'VE NEVER TRIED BEFORE

- Bulgur (cracked wheat, it's a little like rice and has a nutty flavor)
- Barley
- Couscous made from millet
- Wheat germ (great sprinkled on fat-free/low-fat yogurt)
- Wild rice

III. EAT WHOLE-GRAIN FOODS MORE OFTEN

Enjoy Them at Breakfast

- Whole-wheat pancakes
- Toasted whole-grain bread or English muffin

Enjoy Them at Lunch

- Sandwich made with whole-wheat bread or pita
- Beef and barley soup

Enjoy Them at Dinner

- Whole-wheat spaghetti with tomato sauce
- Broiled chicken with bulgur on the side

Enjoy Them for Snacks

- Whole-wheat pita and hummus
- Air-popped popcorn

HURRAY FOR WHOLE GRAINS!

🕒 Total time: 25 minutes

ACTIVITY

A

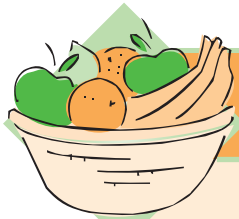


1
minute

Closing the Activity

1. THANK youth for their wonderful ideas and suggestions. TELL them that they will be talking more about nutrition in the next activity, but first they're going to have a *Snack Break*.

Snack Break



Fruit and Krunch Kebabs

 **Time: 10 minutes**

What's In It?

- Crunchy whole-grain breakfast cereal (such as a whole-wheat flake cereal or wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- Fresh fruit (such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks)

Other Things You Need

- Toothpicks or wooden skewers
- Three or four bowls
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, low-fat or fat-free milk, water, or seltzer)

How to Put It Together

- ◆ PUT yogurt in bowls.
- ◆ POUR cereal onto plates.
- ◆ TELL youth to stick a toothpick in a piece of fruit.
- ◆ TELL them to pick up the fruit by the toothpick and dip the fruit into yogurt.

- ◆ INSTRUCT youth to roll the yogurt-covered fruit in the cereal to coat the fruit.

POINT OUT that the cereal they are eating is a whole-grain food and that yogurt is a good source of calcium, a nutrient that's important for healthy bones and teeth.

There's a copy of this recipe at the end of the lesson for youth to take home. ENCOURAGE youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing or eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

When deciding how much food to put out, keep in mind this is a snack and not a meal.

Cutting Back on Fat and Added Sugar



Time

23 minutes



Activity Overview

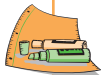
In this activity, youth talk about the importance of choosing foods that are low in fat and added sugar. Youth discuss some major sources of fat and added sugar in foods and work in groups to identify ways to reduce fat and added sugar in their diets.



Activity Objective

At the end of the activity, youth will be able to:

- ◆ Name two foods that are high in fat
- ◆ Name two foods that are high in added sugar
- ◆ Explain the importance to health of reducing intake of fat and added sugar
- ◆ List three ways to reduce fat or added sugar in daily eating



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



Facilitator's Preparation

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and label it at the top with the heading: "Strategies to Reduce Fat and Added Sugar."
- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #6: *Eat It Up!* This segment features young people in real-life situations faced with difficult snack choices.

Strategies to Reduce Fat and Added Sugar

LESSON
4
ACTIVITY **B**

🕒 Total time: 23 minutes

FAT AND ADDED SUGAR

🕒 9 minutes

Warm-Up



1. WELCOME youth back. SAY: *We've already talked about fruits, vegetables, and whole-grain foods and why they are good for our bodies. Now we're going to talk about fat and added sugar.*

2. ASK youth:

- ◆ You each make choices every day about the foods you eat, especially when it comes to having snacks. Do you ever think about fat or added sugar in food items when you make food choices?
- ◆ Why is it important for young people to be aware of how much fat and added sugar they eat?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

❖ Young people need to eat nutritious foods to help their bodies grow. Many foods that are high in fat or added sugar can fill us up without offering important nutrients. Many of these foods are also high in calories. It's important for young people to make sure that their food choices fulfill their hunger cravings while also giving their bodies essential nutrients and staying within calorie needs.

❖ What you eat now has an impact on your future health. When you're young, eating foods that are rich in nutrients, low in fat and added sugar, and moderate in calories will help you build good eating habits and will help your body stay healthy when you are older. Over time, diets that are high in fat, added sugar, and calories, and low in fiber can lead to health problems, such as heart disease or diabetes.

A Note About This Discussion



We have provided examples of foods high in fat and added sugar to help guide this discussion. If appropriate, encourage youth to include foods high in fat and added sugar from their own culture throughout this discussion.

3. SAY:



Let's talk about where fat in our food comes from. There are three main ways that fat is found in our food:

- ◆ *Visible fat*—This is fat you can see on food, such as untrimmed fat on meat and poultry or the skin on poultry.
- ◆ *Hidden fat*—This is fat that is found naturally within certain foods. For example, cheese naturally contains fat.
- ◆ *Added fat*—This is fat that is used in cooking or that is added to foods in processing. Butter is an example of added fat.

4. TELL youth they are going to do a quick brainstorm. ASK them to name as many foods as possible that are high in fat. REMIND them to think about all three ways fat is in food: visible fat, hidden fat, and added fat. WRITE down their ideas on large paper. Use the list below to help them if necessary.

Examples of foods that are high in fat:

- ❖ *Visible fat:* Meat/poultry with untrimmed fat, bacon
- ❖ *Hidden fat:* Whole milk, cheese, ice cream, coconut, nuts, chocolate
- ❖ *Added fat:* Oils, butter, salad dressing, cakes, cookies, crackers, muffins, doughnuts, potato chips, corn chips

5. SAY:



Now let's talk about sugar in our food. There are two ways that sugar is found in our food:

- ◆ *Naturally occurring sugar—such as the sugar found in fruit or milk*
- ◆ *Added sugar—sugars and syrups that are added to foods during processing or preparation*

Although our bodies process natural and added sugars in the same way, foods that have naturally occurring sugars also tend to have more nutrients than do foods that are high in added sugar. For example, an orange contains sugar naturally, but it also has fiber and other nutrients. Jelly beans, on the other hand, are high in added sugar and contain no nutrients.

6. TELL youth they are going to do another quick brainstorm. ASK them to name as many foods as possible that are high in added sugar. WRITE down their ideas on large paper. Use the list below to help them if necessary.

Examples of foods that are high in added sugar:

Soft drinks, candy, cakes/cookies/pies, fruit punch, sports drinks, ice cream, some ready-to-eat breakfast cereals

7. CONGRATULATE youth for their ideas. SAY: *As you can see from these lists, many familiar foods are high in fat or added sugar. It's important to be aware of this fact, and to try to cut back on fat and added sugar. Cutting back may seem hard to do at first, but there are many ways to do it. We're going to play a game that will help us think of ways to cut back on fat and added sugar.*



LESSON
4
ACTIVITY **B**

🕒 Total time: 23 minutes

FAT AND ADDED SUGAR



13
minutes

Doing the Activity

1. ASK youth:

What are three important ways to reduce fat and added sugar in your diet?

LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ◆ Choose *alternatives* that are lower in fat or added sugar.
- ◆ Choose *smaller amounts* of foods that are high in fat or added sugar.
- ◆ Choose *less often* foods that are high in fat or added sugar.

2. TELL youth they are going to play a game in which they brainstorm ideas for reducing fat and added sugar in their diets. Their ideas should build on the three ways they just discussed. Some examples of ideas include:

- ◆ Have a plain breakfast cereal instead of a frosted breakfast cereal (added sugar: alternative).
- ◆ Instead of having a regular soda every day, choose fat-free or low-fat milk or water most of the time (added sugar: less often or alternative).
- ◆ Remove the skin before eating chicken (fat: alternative).
- ◆ Make chips a “sometimes treat” instead of a regular snack (fat: less often).
- ◆ Choose a small order of fries instead of a large order (fat: smaller amounts).
- ◆ Split an ice cream sandwich with a friend instead of eating it all by yourself (added sugar and fat: smaller amounts).

3. DIVIDE the youth into two or three small groups and put one group at each workstation with large paper and markers.

4. ASK the group to select one or more youth for each of these roles:

- ◆ Note taker(s) will write down the group’s ideas on a piece of large paper.
- ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
- ◆ Presenter(s) will read the list when the group is done.

5. ASK youth to work in their small groups and brainstorm as many strategies as possible for reducing fat or added sugar in their diets. They should try to come up with as many ideas as possible in 5 minutes. ENCOURAGE them to think about their own lives and what they eat. What strategies would work for them in their daily food choices?

FAT AND ADDED SUGAR

🕒 Total time: 23 minutes

6. ALLOW 5 minutes for youth to brainstorm and write down their ideas. VISIT each group and PROVIDE help as needed. TELL youth when they have 1 minute left to finish their lists.
7. When they are finished with the brainstorm, TELL youth that each group will have 1 minute to present its list. ASK youth to gather around the first group's paper and listen as the presenter reads the list out loud. CONTINUE until all groups have presented their lists.
8. CONGRATULATE youth for their teamwork and creative ideas. TELL youth that their lists show that we can use many different ways to reduce fat and added sugar in our diets. Some ways may work better for us than for others.

A Note About Engaging Youth

To add energy and suspense to the activity, turn it into a friendly contest. For example, which team can create the longest list in 5 minutes? Give a round of applause to the group that wins and invite those youth to present their list first.



Segment #6: *Eat It Up!*



9. If you choose to use the Media-Smart Youth videotape or DVD, SKIP the material in step #10. SAY: *Now we're going to watch a video segment that shows young people in real-life situations faced with making some snack choices. You may even see some of the great strategies you came up with!*

SHOW the *Eat It Up!* module.



10. If you choose not to use the video or DVD, SAY: *It's important to choose foods and drinks that are low in fat and added sugar so that your growing bodies can get all the nutrients they need now, and to help prevent health problems in the future.*
11. DISCUSS with the youth as a full group:
 - ◆ Which of the approaches for reducing fat and added sugar did you like best?
 - ◆ Which ideas do you think you'd be most likely to try?



1 minute

Closing the Activity

1. THANK youth for all their great work. ASK them whether they have any comments or questions. TELL them it is time for an *Action Break*.

Action Break



A Cool Wind Blows

 **Time: 10 minutes**

1. SET UP the chairs in a half-circle. Use one less chair than there are youth.
2. CHOOSE one youth to remain standing in front of the chairs, facing the group. ASK remaining youth to sit on the chairs.
3. TELL youth that you will call out a statement that describes some members of the group. Be sure to begin the statement by saying, “The cool wind blows for anyone who _____,” filling in the blank with any descriptive quality about some members of the group. For example, you may choose to say: “The cool wind blows for anyone who played basketball yesterday.” If any of the youth played basketball the previous day, the wind makes them move. Those who played basketball must get out of their seats and move to a completely different empty seat in the circle of chairs. The goal is to find a seat before all the seats are gone. Two rules:
 - ◆ Youth cannot move to a seat on either side of the one they just stood up from (unless only two youth who are sitting next to each other stand up).
 - ◆ They cannot push or hurt each other to get a seat.
4. There will always be one youth left who doesn’t find a seat. That person should then stand in the middle of the circle and say another statement that describes members of the group, such as, “The cool wind blows for anyone who has brown eyes,” and so on.
5. The facilitator can call out “Tornado!” at any time and EVERYONE (including the youth who was standing at the time) must find a different seat.
6. Encourage youth to think of descriptive qualities that relate to media, food, and physical activity. Some examples include:
 - ◆ Anyone who listened to music today
 - ◆ Anyone who drank at least one soda yesterday
 - ◆ Anyone who played a video game yesterday



Continued...

Action Break

LESSON 4



A Cool Wind Blows (continued)

- ◆ Anyone who drank fat-free or low-fat milk today
- ◆ Anyone who did a physical activity yesterday
- ◆ Anyone who likes grapes
- ◆ Anyone who likes to play soccer
- ◆ Anyone who walked to school yesterday

7. Make sure the game moves quickly so youth are moving often. ASK youth if they had fun. ASK if they think the “Cool Wind Blows” game counts as physical activity. TELL them that it does count—anything that has them moving quickly, jumping around, and getting out of breath is a great way to be physically active and have fun, too!

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Mini-Production: Creating a Nutrition Poster



Time
20 minutes



Activity Overview

Youth design a poster for young people based on food and nutrition topics covered so far in the workshop—fruits and vegetables, whole-grain foods, and fat and added sugar.



Activity Objective

By the end of the activity, youth will be able to:

- ◆ Create food-related health messages for an audience of young people



Materials Needed

- Masking tape
- Large papers with suggestions about ways to more often choose fruits and vegetables (from Lesson 1, Activity C), whole-grain foods, and foods low in fat and added sugar (from this Lesson, Activities A and B)
- Two or three pieces of poster board
- Markers and pens in a variety of colors (several for each youth)
- Decorative supplies, such as stickers
- Take Home a New Idea!* sheets (one for each youth)



Facilitator's Preparation

- Set up two or three workstations in different areas in the room where the youth can work in small groups. Each workstation should have a piece of poster board, markers and pens, and decorative supplies. Make sure that the large papers with food choice strategies are posted and easily visible to youth.
- Photocopy the *Take Home a New Idea!* sheet (one for each youth).



3 minutes

Warm-Up

1. SAY:



We've talked a lot about nutrition so far in the workshop. We explored the wonderful qualities of fruits and vegetables in Lesson 1. Then, in this lesson, we talked about whole-grain foods and the importance of reducing how much fat and added sugar we eat.

So, now we're convinced that it's a good idea to make these kinds of food choices. But what about other young people? How can you convince them to reach for fruits and veggies, go for whole-grain foods, and cut back on fat and added sugar? It's time to design an attention-grabbing nutrition poster that influences your target audience.

This Mini-Production plays with several of the 6 Media Questions you learned about in the previous lesson—specifically sponsor, purpose, and audience. In it, you'll practice skills that you can use in your Big Production at the end of the workshop.

2. Briefly REVIEW the first three Media Questions.



SAY:

Lesson 2 focused on point of view and the sponsor of a media product.

ASK youth:

- ◆ Who is the sponsor of this Mini-Production?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ We are.

SAY:



Lesson 3 focused on the purpose of a media product. In that lesson's Mini-Production, the purpose of the product was to persuade an audience to take an action.

ASK youth:

- ◆ What is the purpose of this Mini-Production?

LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:

- ❖ To educate and inform the audience about important nutrition concepts
- ❖ To persuade them to choose more often fruits and vegetables or whole-grain foods, or to reduce their intakes of fat and added sugar

- ◆ Who is the target audience in this *Mini-Production*?

LISTEN to ideas from youth. If necessary, GUIDE them to the following response:

- ❖ Young people



16
minutes

Doing the Activity

1. DIVIDE the group into two or three smaller groups. ASK that each small group go to a workstation.

2. SAY:



Each group is going to create a fun and creative nutrition poster for young people. These posters can look like anything you want, but they should focus on one topic only—fruits and vegetables, whole-grain foods, or cutting back on fat or added sugar in food choices. If more than one group wants to do a poster on the same topic, that's fine. The only requirements are that it must:

- ◆ *Be based on the nutrition concepts you've discussed in the lessons*
- ◆ *Include some of the ideas you have already suggested for ways to incorporate these foods and strategies into daily eating*

3. REFER youth to the large papers with suggestions from earlier activities.
4. ASK youth to begin the activity. ALLOW 15 minutes for the groups to create their posters. TELL youth when they have 5 minutes and then 1 minute remaining.
5. ASK the groups to tape their posters to the wall so that everyone can see them.



1
minute

Closing the Activity

1. CONGRATULATE the youth on their fine work. ASK whether youth have any comments or questions.

A Note About the Large Papers and Posters

Consider saving the large papers and posters from this lesson's activities. Youth may want to use them when they plan their *Big Production*.



Finishing Up the Lesson

 **Time: 2 minutes**

1. THANK youth for doing great work during today's lesson.
2. ASK for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Differences between whole grains and refined grains
 - ◆ The importance of cutting back on fat and added sugar
 - ◆ How to use pictures and words together to help other young people learn about healthy eating
3. ASK youth to take home a new idea (see box below). HAND OUT the *Take Home a New Idea!* sheets.
4. ASK youth to turn in any signed permission slips for the Grocery Store Field Trip (if applicable). REMIND those who have not yet done so to bring them in at the next lesson.

Take Home a New Idea!

Share your new Media-Smart Youth smarts with your family and friends:

- ◆ Think about one strategy you really liked for eating more whole grains or cutting back on fat and added sugar.
- ◆ Tell your parent or other family member about this strategy. Encourage your family and friends to try it with you!

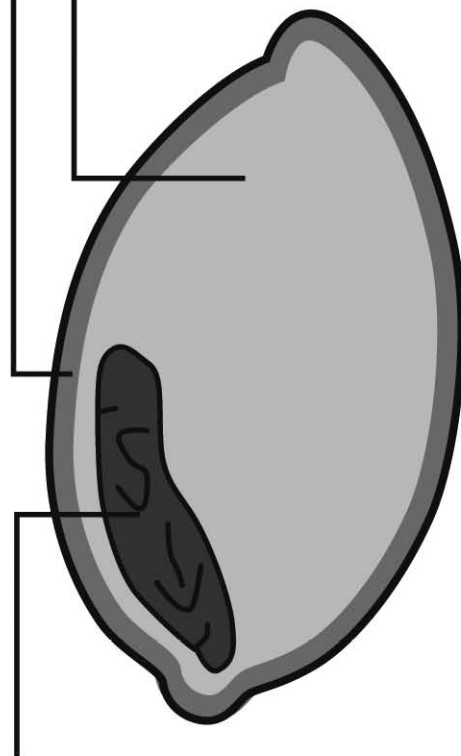
Whole grain kernel

Bran

“Outer shell” protects seed
Fiber, B vitamins, trace minerals

Endosperm

Provides energy
Carbohydrates, protein



Germ

Nourishment for the seed
Antioxidants, vitamin E,
B vitamins

Source: Center for Nutritional Policy and Promotion, U.S. Department of Agriculture (May 2002).
Get on the Grain Train. Retrieved November 11, 2004, from http://www.pueblo.gsa.gov/cic_text/food/grain/train.htm.



TAKE HOME A NEW IDEA!

Share your new Media-Smart Youth smarts with your family and friends:

1. Think about one strategy you really liked for eating more whole grains or cutting back on fat and added sugar.
2. Tell your parent or other family member about this strategy. Encourage your family and friends to try it with you!

Take Home a New Snack: Fruit and Krunch Kebabs

Here's the recipe from today's snack. Try it at home with your family and friends.

What's In It?

- Crunchy whole-grain breakfast cereal (such as a whole-wheat flake cereal or wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- Fresh fruit (such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks)

How to Put It Together

- Put yogurt in a bowl.
- Pour cereal onto a plate.
- Stick a toothpick in a piece of fruit.
- Roll the yogurt-covered fruit in the cereal to coat the fruit.

Bonus: The cereal in this snack is a whole-grain food and yogurt is a