

# Visiting a Grocery Store



## Important Note to Facilitators

You have two options for doing this lesson. *Option 1* is to take the youth on an actual field trip to a grocery store. Preparing for the grocery store visit requires some advance logistical work. We give hints on p. 178 on how to organize and prepare for the trip. Our pilot sites reported that these efforts were well worth it and that the field trip was an excellent learning experience for the youth. One facilitator said, “This lesson worked very well for us. It gave the youth a chance to practice the skills they’d been learning throughout Media-Smart Youth, and we really had a lot of fun. Customers in the grocery store were even helping our youth with the *Scavenger Hunt Guides!*” (Naheeda Hirji Walji, Girl Scout Council of Greater Minneapolis, Pilot Test Site)

If you are unable to take the youth on this field trip because of cost, transportation, lack of chaperones, or other reasons, you can still do this activity through a “virtual tour” of the grocery store. Please go to p. 199 and follow the instructions for *Option 2, Bringing the Grocery Store to You.*

Each option has different *Scavenger Hunt Guide* sheets, so be sure to photocopy the correct set.



# Option 1: Going to the Grocery Store



## Total Time

We suggest that you keep the actual time in the grocery store to no more than 45 minutes. However, you can adapt the time to fit your schedule. Keep in mind the time you need to travel to and from the store. See instructions below for flexible options.



## Lesson Overview

In this lesson, youth visit a grocery store to review the wide variety of foods available. Using *Scavenger Hunt Guide* sheets, youth examine and compare ingredient lists and Nutrition Facts labels from a variety of foods to help them make food choices. The grocery store also offers a place to explore how food manufacturers use product packaging and shelf placement to influence consumer purchasing behavior.



## Lesson Objectives

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

- ◆ Identify serving size, fat, fiber, and added sugar content on a Nutrition Facts label
- ◆ Apply nutrition information about fat, fiber, and added sugar content to food choices

## A Note About the Breaks

Even though this lesson is structured differently from the others, you should still include a *Snack Break* and an *Action Break*.



*Snack Break:* If possible, ask the youth to help choose their favorite healthy snack at the grocery store. Here are some

easy, portable snack ideas:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving, 100-percent fruit juice
- Low-fat yogurt “tubes” (frozen, if desired)
- Small bottles of water/seltzer

*Action Break:* If you are walking to and from the grocery store, that is the *Action Break!* To make it more fun, have youth include silly walks, marching, or short sprints into the trip. If you are not walking, have the youth play their favorite playground game before or after the field trip. Some ideas include: Duck, Duck, Goose; Spud; and Fruit and Veggie Tag (see the *Action Break* in *Option 2* on p. 211 for instructions on how to play these games).



# LESSON 6



## Materials Needed

- Youth folders
- Facilitator's Guide to the Scavenger Hunt* sheets (enough for each facilitator and chaperone)
- Scavenger Hunt Guide* sheets (one copy for each youth, the facilitator, and the chaperone(s); see pp. 189–196)
- Pencils/pens (one for each youth)
- Clipboards or hard, flat writing surfaces, such as books (one for each youth)
- Food for the snack, or money to purchase snacks at the store (optional)
- Prizes, such as small bags of pretzels or inexpensive puzzles, yo-yos, or other items (may be used if you choose to make the scavenger hunt a contest) (optional)
- Signed permission forms
- Take Home a New Idea!* sheets (one for each youth)



## Facilitator's Preparation

*Well before the day of the field trip:*

- Choose a grocery store to visit.** Make sure that the store is the type that many of the youths' families would visit on a regular basis. Gourmet or organic grocery stores may not be the best location for this field trip if the families do not typically shop there.
- Contact the owner or manager of the grocery store.**

- ◆ Consider giving the store manager a copy of the Media-Smart Youth fact sheet; see Appendix H.
- ◆ Tell the store manager briefly about the Media-Smart Youth program:
  - ❖ Media-Smart Youth is an after-school program designed to help youth understand how media can influence their lives, particularly in relation to nutrition and physical activity.
  - ❖ This program empowers young people, ages 11 to 13, to make smart choices about nutrition and physical activity.
  - ❖ During this field trip, the youth will look at the Nutrition Facts labels of certain foods and the packaging of various products.
- ◆ Tell the store manager the date and time you would like to come and the number of youth and adult chaperones participating.
- ◆ Tell the manager that the youth will temporarily remove items from the shelves to examine food labels. Assure him or her that the youth will put all items back in their proper places and that youth will not handle non-packaged food, such as produce.
- Enlist parents/guardians as chaperones.** Including parents/guardians in the field trip is a great way to involve them actively in Media-Smart Youth. To recruit chaperones, send a note home with the youth or call each

parent/guardian. Describe the field trip and ask them to come to the store with the group to help guide the youth. The Sample Permission Form also has a space for parents to note if they would like to chaperone—this is another great way to recruit chaperones. If more than one adult agrees to chaperone, you can divide the youth into smaller groups so they can investigate various parts of the store according to the different *Scavenger Hunt Guide* sheets.

- ❑ **Visit the store yourself.** The field trip activity has four main elements—breakfast cereal, produce, bread, and milk products. Visit the store you’ve selected to determine where the breakfast cereal, produce, bread, and milk product sections are located.
- ❑ **Practice reading a Nutrition Facts label.** Due to the wide variety of foods available at the grocery store, we are unable to provide you with the exact answers to the *Scavenger Hunt Guide* questions. In order for you to assist the youth in answering the questions correctly, we encourage you to visit the following Web site for information on how to read a Nutrition Facts label and for helpful examples: <http://www.cfsan.fda.gov/~acrobat/foodlab.pdf>. There’s also a sample label on p. 190 for reference.
- ❑ **Decide how you will conduct the field trip.** This task involves determining how you will tour the store and how the youth will gather

their findings. Your pre-field trip visit to the store will help you make these decisions.

- ◆ Depending on the number of youth on the field trip, the number of chaperones you have, the amount of time you have, and the type of store you will visit, the youth can:
  - ❖ Divide into smaller groups to do different *Scavenger Hunt Guide* sheets and report back to the larger group with their findings. If you divide into smaller groups, we recommend that at least one adult be with each group.
  - ❖ Complete one or more *Scavenger Hunt Guide* sheets as a single group.
- ◆ Youth will use the *Scavenger Hunt Guide* sheets to help them in their investigations. Depending on the nature of the group and their interests, you can:
  - ❖ Ask the youth to record their observations by filling out the *Scavenger Hunt Guide* sheets. Or, if they wish, they can choose one youth to write down the observations for the group. Writing down observations will help them remember what they’ve learned. These records also may be a helpful resource when the youth begin work on their *Big Production*.
  - ❖ Suggest that, instead of writing answers, the youth use the *Scavenger Hunt Guide* questions as a framework to discuss and

# LESSON 6

debate their observations in the store. This approach may be a good option if you think that the youth will feel that writing down their findings is too much like school work.

- ❖ Conduct the field trip as a contest, offering a bonus to the individual or group that shows the best behavior and completes the sheets first. For example, the first group to complete its *Scavenger Hunt Guide* sheets might:
  - Receive its snack first
  - Choose a snack in the store that is low in fat and added sugar for the whole group to enjoy
  - Share its answers first
  - Win a prize such as a small bag of pretzels, a coupon from a local smoothie shop, or an inexpensive toy

Conducting the field trip as a contest is a fun way to maintain youth interest. If you choose this option, make sure that youth know that their behavior is part of the contest. If they disobey the ground rules (see p. 183), they will be disqualified.

- ❖ If you choose to have prizes, you may also want to offer them to everyone who completes the field trip, regardless of how much time they needed to complete the scavenger hunt.
- ❖ Make sure there is enough time at the end of the grocery

store visit to discuss the answers. Structure the field trip accordingly. For example, if you have 45 minutes in the store, then you might want to divide your time as follows:

- 10 minutes to introduce the lesson
  - 20 minutes for the youth to fill out the *Scavenger Hunt Guide*
  - 10 minutes to share their answers
  - 5 minutes for the snack
- ❖ Make sure that each facilitator and chaperone knows the timeline and can alert the youth when they have 5 minutes and 1 minute left to complete the *Scavenger Hunt Guides*.

### *On the day of the field trip (or before)*

- Collect the signed permission forms. Make sure you have a signed form for each youth going on the trip.
- Photocopy the *Facilitator's Guide to the Scavenger Hunt* (enough for each facilitator and chaperone).
- Photocopy enough of the appropriate *Scavenger Hunt Guide* sheets to have one for each youth, facilitator, and chaperone. For example, if the whole group will be visiting only the bread aisle, you need photocopy only the *Scavenger Hunt Guide: Bread* sheet.
- Prepare snacks or collect enough money to purchase them at the store.
- Photocopy the *Take Home a New Idea!* sheet (one for each youth).

**Doing the Activity**

**Before the Field Trip, At Your Media-Smart Youth Location**

**1. SAY:**



*Today, we're going on a field trip! The purpose of this field trip is to put into action the media and nutrition ideas we've talked about in earlier lessons. You will be looking at ingredient lists and Nutrition Facts labels to help reinforce what you've learned about why we should try to include certain foods more often in our snacks and meals. You'll also look at how food manufacturers use product packaging and placement of the products on the shelves to influence what people buy.*

**2. REMIND** youth of the Working Agreement they established in Lesson 1.

**3. ADD** any new working agreement statements that may apply only to this field trip. **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following responses:

- ◆ Youth should not touch non-packaged food.
- ◆ Youth should walk and speak quietly in the store.
- ◆ Youth should stay with a chaperone at all times.
- ◆ Youth should behave themselves at all times during the field trip.

**4. Quickly REVIEW** the major nutrition themes you've focused on in Media-Smart Youth so far: fruits and vegetables, whole grains, and foods low in fat and added sugar. **TELL** youth it will be important to keep these ideas in mind as they read the Nutrition Facts labels and ingredient lists.

**ASK** youth:

- ◆ What is a Nutrition Facts label?

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

- ❖ The Nutrition Facts label is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, **protein**, and other nutrients. This information is based on a **serving size**.



# LESSON 6

## OPTION 1

### GOING TO THE GROCERY STORE

#### ◆ What is a serving size?

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

- ❖ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
- ❖ Nutrition recommendations use serving size as a way to help people know how much of different types of food they should eat to get the nutrients they need.
- ❖ The nutrient information provided on a Nutrition Facts label is based on a single serving size for that particular food or beverage. Serving sizes on Nutrition Facts labels are not always the same as serving sizes in nutrition recommendations.

#### 5. SAY:



*The Nutrition Facts label can help you make food choices by giving you information about the nutrients in a serving of food.*

*Before we begin the scavenger hunt, here are a few tips to help you understand the label:*

- ◆ % DV (percent daily value) is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food.
- ◆ Use the “5–20” guide<sup>1</sup> to make sense of the % DV. 5% DV or less is low. 20% DV or more is high. So if you want to choose foods that are lower in fat, look for a % DV that is close to 5. If you want to eat foods that are higher in certain nutrients—such as vitamin C—look for % DV that is closer to 20.
- ◆ The amount of sugar is listed in grams (g) and does not include a % DV. The higher the number of grams, the more sugar in the food or drink.

### During the Field Trip, At the Store

1. If you have chosen to conduct the field trip in small groups, DIVIDE youth into groups based on who will complete each *Scavenger Hunt Guide* sheet.
2. EXPLAIN to youth that they will each receive a *Scavenger Hunt Guide* (between one and four sheets, depending on how many you have decided they will complete) that will help lead them through the grocery store. HAND OUT the *Scavenger Hunt Guide* sheets.
  - ◆ If you want youth to fill out the *Scavenger Hunt Guide* sheets, HAND OUT pencils/pens and clipboards.
  - ◆ If you want youth to use the *Scavenger Hunt Guide* sheets as a discussion guide, do not pass out pencils/pens and clipboards.

<sup>1</sup> U.S. Department of Agriculture Food & Nutrition Service. (2003, January). *The Power Of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide* (USDA Publication No. FNS-323). [http://www.fns.usda.gov/tn/Resources/Power\\_of\\_Choice.html](http://www.fns.usda.gov/tn/Resources/Power_of_Choice.html).



## GOING TO THE GROCERY STORE

- If you have chosen to make the *Scavenger Hunt Guide* a competition, **EXPLAIN** how the competition will work. **REMIND** youth of the ground rules.



If the competition is between groups, **SAY**: *The first group to finish its Scavenger Hunt Guide will win a bonus or prize.*

If the competition is individual, **SAY**: *Everyone who completes their Scavenger Hunt Guide will receive a bonus or prize.*

- If the youth are splitting up into groups, **TELL** everyone when and where they should meet after completing their *Scavenger Hunt Guide*.
- START** the scavenger hunt. Use the questions on the *Scavenger Hunt Guide* sheets to navigate through the store. Use the *Facilitator's Guide to the Scavenger Hunt* information box (see pp. 188–189) as a quick reference for what the youth should be paying attention to when they are doing the scavenger hunt. Each chaperone accompanying the youth around the store should have a copy of this guide.
- TELL** the youth how much time they will have for each scavenger hunt. You and each chaperone should **REMIND** them when they have 2 minutes and then 1 minute left for each hunt.
- GATHER** as a full group. **ASK** the youth to read their answers to the *Scavenger Hunt Guide* sheets out loud to the rest of the group. **ANSWER** any questions they may have.

### Before You Leave the Store, Additional Discussion Questions

If you have time available after the scavenger hunt and discussion, bring up the following additional questions about grocery stores:

- ASK** youth:
  - ◆ Does anyone know what the display cases at the end of the aisles are called? They are called **endcaps**. Why do you think stores have endcaps?  
**LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response:
    - ❖ Sometimes endcaps display items that are on sale. Other times, the store puts items on the endcaps that they want to sell fast to make room for more products. These items are not always sold at a reduced price.
  - ◆ What is being sold on the endcaps at this grocery store? Are these items on sale or not? Are these items that you would buy or that your parents/guardians would buy?

**2. ASK youth:**

- ◆ Are the items located by the register usually fruits and vegetables, low-fat milk products, or foods that contain whole grains?
- ◆ What types of foods are located by the register?
- ◆ Does anyone know what items near the cash register—such as the magazines, candy, and gum—are called?

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

❖ **Impulse buys**

- ◆ Why do stores put impulse buy items near the cash registers?

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

- ❖ People don't usually plan to buy them, but are tempted while they are waiting in line.
- ❖ It's an easy way for a store to sell more items.

**3. ASK youth:**

- ◆ What did you notice about the way products are placed on the shelves?
- ◆ Are the most expensive items at the top or bottom of the shelves?
- ◆ Are they at the eye level of young children, your eye level, or the eye level of most adults?

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

- ❖ Stores place products targeted to children at a lower level so that the children can see them more easily.
- ❖ Stores place more expensive products at the eye level for an adult of average height.

**4. At the end of your visit, GO with the youth to speak to the store manager. THANK him or her for the opportunity to visit the store. Also, THANK the chaperones for their help.**

**5. PICK OUT and PURCHASE a snack (if appropriate), or GIVE youth the snack you brought with you on the trip.**

### After the Field Trip, Important Discussion

**1. DISCUSS the field trip with the group on your way back from the store or back at your site.**

GOING TO THE GROCERY STORE



2. SAY:

*When we were in the grocery store, we saw that many fruits and vegetables aren't packaged in bags, boxes, or wrappers like other foods, such as cookies or string cheese.*

3. ASK:

- ◆ How does food packaging help promote food products?  
 LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
  - ❖ Food packages often use fun, attention-grabbing techniques to attract your attention and make you want to eat the food. Foods that don't have packaging, such as fruits and vegetables, cannot rely on these techniques to attract your attention.
  - ❖ Some fruits and vegetables—such as baby carrots or raisins—are now sold in convenient packages that make it easy for people to eat without preparation. Such convenience may make it easier for people to include more fruits and vegetables in their daily food choices.



4. SAY:

*Now let's think about the packaging of loaves of bread or other bread products.*

5. ASK:

- ◆ What is the most important nutrition information on the bread package?  
 LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
  - ❖ Information about whether or not the bread is a whole-grain food

6. ASK:

- ◆ The next time you are in a grocery store with your family members, what are some things that you can teach them based on what you learned today?
- ◆ What are you going to suggest they buy so you have more snacks that include fruits/vegetables, whole-grain foods, and fat-free or low-fat milk products at home?
- ◆ Why is it important to be familiar with the choices at your local grocery store?
- ◆ What are some other things you noticed that you have not yet shared with the group?

7. When you get back to your site, PASS OUT youth folders. ASK youth to put the handouts in their folders. COLLECT youth folders. HAND OUT the *Take Home a New Idea!* sheets.

8. THANK youth for their great behavior and their impressive investigative work.

# Facilitator's Guide to the Scavenger Hunt

## Option 1

There are four *Scavenger Hunt Guide* sheets that focus on the following categories. You will find these guides on pages 191 to 198.

### Breakfast Cereal

The key issues to think about in the breakfast cereal section are:

- Presence of whole grains
- Fiber
- Added sugar
- Packaging

Youth should look at boxes of breakfast cereal, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Breakfast Cereal* sheets.

☞ **Best Options:** Breakfast cereals that are made with whole grains and that are low in added sugar

### Produce

The key issues to think about in the produce section are:

- Availability of a wide range of fruits and vegetables in the produce section
- Availability of a variety of deeply colored fruits and vegetables (red, orange, purple, yellow, green)
- Availability of ready-to-eat fruits and vegetables
- Packaging of fruits and vegetables, or lack of packaging

Youth should look at the fruits and vegetables in the produce section, seek out new fruits and vegetables they have never seen or tried before, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Produce* sheets.

☞ **Best Options:** Almost all produce items; especially dark-green leafy vegetables and red, orange, and yellow fruits and vegetables. Some fruits and vegetables don't seem so colorful on the outside, but are very colorful under a skin or a peel, such as sweet potatoes or cantaloupe.

**Bread**

The key issues to think about in the bread section are:

- Presence of whole grains
- Fiber
- Packaging

Youth should look at the breads, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Bread* sheets.

☞ **Best Options:** Whole-grain breads

**Milk and Milk Products**

The key issues to think about when looking for milk products are:

- Availability of fat-free or low-fat milk and milk products

Youth should look at the milk products, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Milk Products* sheets.

☞ **Best Bets:** Fat-free and low-fat milk and milk products

**Optional:** If you have time, another important thing to look for in the milk products section is calcium. Most milk products are rich in calcium. While youth are looking at fat content on the label, you can point out that milk products often have more than 20% DV of calcium. Note that they will learn more about calcium in Lesson 8.

# Facilitator's Guide to the Scavenger Hunt Option 1

## Where to Find Serving Size, Fat, Fiber, and Sugar on a Nutrition Facts Label

Toasted Whole Grain Oat Cereal

**Serving Size →**

**Total Fat →**

**Fiber →**

**Sugar →**

**Ingredients list for "whole grain" and "sugar" words →**

<b>Nutrition Facts</b>	
Serving Size 1 cup (30g)	
Servings Per Container About 14	
<b>Amount/Per Serving</b>	
<b>Calories 110</b>	<b>Calories from Fat 20</b>
	<b>% DV*</b>
<b>Total Fat 2g</b>	<b>3%</b>
Saturated Fat 0g	<b>0%</b>
Trans Fat 0g	<b>0%</b>
<b>Cholesterol 0mg</b>	<b>0%</b>
<b>Sodium 210mg</b>	<b>9%</b>
<b>Total Carbohydrate 22g</b>	<b>7%</b>
Dietary Fiber 3g	<b>11%</b>
Sugars 1g	
<b>Protein 3g</b>	
Vitamin A 10%	• Vitamin C 10%
Calcium 10%	• Iron 45%
*Percent Daily Values (DV) are based on a 2,000 calorie diet.	

**INGREDIENTS:** WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. **VITAMINS AND MINERALS:** IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), VITAMIN A (PALMITATE), A B VITAMIN (FOLIC ACID), VITAMIN B12, VITAMIN D.



# Scavenger Hunt Guide: Breakfast Cereal Option 1

Today you're going on a scavenger hunt for information. Tour the breakfast cereal section of the store and answer the questions below.

Key things to look for in your search

- Whole grains
- Fiber
- Added sugar
- Packaging



## Nutrition Information

Don't forget the "5-20" rule when looking at the fiber content on the Nutrition Facts label of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Choose two brands of cereal that seem to be very different from each other. One should be a sweetened, corn- or rice-based cereal (many of these cereals say "sweetened" on the package), and the other should be an unsweetened, wheat-based cereal. Read the Nutrition Facts labels and ingredient list, and fill in the chart.

### What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Whole Grains	Sweetened, corn- or rice-based cereal NAME:	Unsweetened, wheat-based cereal NAME:
1. How many different words for whole grains are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.		
2. How much fiber is in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:

3. Which cereal has more "whole grain" words on the ingredient list?

\_\_\_\_\_

4. Compare grams of fiber and the % DV for the cereals you listed above. Which cereal has more fiber? \_\_\_\_\_

\_\_\_\_\_



Choose someone in your group to read this paragraph out loud:



Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

Added Sugars	Sweetened Cereal	Unsweetened Cereal
<p>5. There are many different ways to say "sugar." How many different "sugar" words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, malted corn, and barley syrup.</p>		
<p>6. How many grams of sugar are in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)</p>		

7. Which cereal has more "sugar" words on the ingredient list?

\_\_\_\_\_

8. Which cereal has fewer grams of sugar?

\_\_\_\_\_

9. Find six cereals that you would like to eat that are unsweetened and high in fiber and list their names here:

\_\_\_\_\_

\_\_\_\_\_

### Packaging and placement

10. What are some techniques that companies use to decorate cereal boxes? \_\_\_\_\_

\_\_\_\_\_

11. What do you notice about where the cereals are placed on the shelves?

\_\_\_\_\_

12. What clues help you figure out the main target audience for a particular brand of cereal?

\_\_\_\_\_

13. Name one interesting fact you learned about the breakfast cereal aisle. You can think about nutrition content, packaging, or the location of the product on the shelves.

\_\_\_\_\_

**Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!**



# Scavenger Hunt Guide: Produce Option 1

Today you're going on a scavenger hunt for information! Tour the produce section and answer the questions below.

**NOTE:** Use your eyes, not your hands, to do this scavenger hunt. Do not touch any foods that are not in bags or other packaging.

## Key things to look for in your

search

- Availability of a wide range of fruits and vegetables in the produce section
- Availability of a variety of deeply colored fruits and vegetables (red, orange, purple, yellow, green)
- Availability of ready-to-eat fruits and vegetables
- Packaging or lack of packaging

## Nutrition Information

1. Find five different fruits or vegetables that you eat regularly (at least once a week).

1 _____	4 _____
2 _____	5 _____
3 _____	

Choose someone in your group to read this paragraph out loud:



Health experts think young people should eat lots of fruits and vegetables, especially really colorful ones, because they are full of vitamins and minerals.

2. Find the following:

Three kinds of dark-green leafy vegetables

1 _____	2 _____	3 _____
---------	---------	---------

Three deep-yellow or orange fruits or vegetables (remember, they can be deep yellow or orange under a peel or skin, too)

1 _____	2 _____	3 _____
---------	---------	---------

Three types of berries

1 _____	2 _____	3 _____
---------	---------	---------

Vegetables or fruits you would like to try soon

1 _____	2 _____	3 _____
---------	---------	---------

3. List any fruits and vegetables that you've never seen before today.

1 \_\_\_\_\_ 3 \_\_\_\_\_

2 \_\_\_\_\_ 4 \_\_\_\_\_

4. Why is it good to try new fruits and vegetables?

\_\_\_\_\_  
\_\_\_\_\_

## Packaging and placement

5. List at least three produce items that are packaged in a way that makes them ready to eat right now.

1 \_\_\_\_\_ 3 \_\_\_\_\_

2 \_\_\_\_\_

Do you think young people would choose these items?  Yes  No

Why or why not? \_\_\_\_\_

\_\_\_\_\_

6. Are fruits and vegetables advertised as much and/or in the same way as other items (such as breakfast cereals or cookies)?  Yes  No

Why is this, do you think? \_\_\_\_\_

\_\_\_\_\_

7. What would you suggest to a fruit or vegetable company to help it sell more of its products?

\_\_\_\_\_

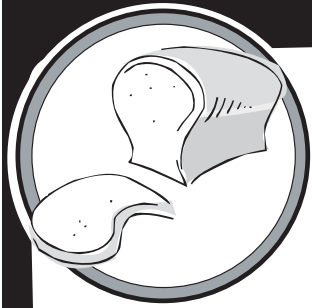
\_\_\_\_\_

8. Name one interesting fact you learned about the produce section. You can think about nutrition content, packaging, or the location of the fruits and vegetables in the store.

\_\_\_\_\_

\_\_\_\_\_

**Congratulations! You have finished the Produce Scavenger Hunt!**



# Scavenger Hunt Guide:

## Bread Option 1

Today you're going on a scavenger hunt for information. Tour the bread section and answer the questions below.

### Key things to look for in your search

- Whole grains versus refined grains
- Fiber
- Availability of different varieties of bread
- Packaging



## Nutrition Information

Don't forget the "5-20" rule when looking at the fiber content on Nutrition Facts label of breads. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Choose one loaf of sliced white bread and one loaf of sliced whole-grain bread. Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

### What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg=1g.

Breads	White Bread	Whole Grain Bread
	BRAND NAME: _____	BRAND NAME: _____
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, whole rye, and whole-grain corn.		
2. How many words that mean "refined grains" can you find on the ingredient list? Look for: Unbleached flour, wheat flour, enriched flour, and degerminated corn meal.		
3. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:

Choose someone in your group to read this paragraph out loud:



Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like bread, remember: The higher the number of grams of fiber per serving, the better.

4. Which bread has more "whole grain" words on the ingredient list? \_\_\_\_\_  
 \_\_\_\_\_

5. Which bread has more "refined grain" words on the ingredient list?  
 \_\_\_\_\_

6. Compare grams of fiber and the % DV for the breads you listed above. Which bread offers more fiber?  
 \_\_\_\_\_

7. What type of bread do you and other young people you know usually eat?  
 \_\_\_\_\_

8. Find three types of whole-grain breads that you would like to eat, and list their names (English muffins, pita bread, and tortillas are breads, too!)

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

Circle the one you will choose the next time you go to the store.

9. Think of and write down one sandwich idea that uses whole-grain bread.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. Name one interesting fact you learned about the bread aisle. You can think about the nutrition content, packaging, or location of the bread on the shelves.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Congratulations! You have finished the Bread Scavenger Hunt!**



# Scavenger Hunt Guide: Milk and Milk Products Option 1

Today you're going on a scavenger hunt for information! Tour the milk section and answer the questions below.

### Key things to look for in your

search

- Low-fat or fat-free milk products
- Calcium

### What is a gram?

- The Nutrition Facts label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:  
1 gram is about the weight of a paper clip and 1,000 mg = 1g.

## Nutrition Information

Choose someone in your group to read this paragraph out loud:



People like milk products for a lot of reasons. They taste good, you can have them at any time of the day, and they are a good source of calcium. Milk products can also be a major source of fat, so food companies offer many good-tasting milk products that are lower in fat.

Don't forget the "5–20" rule when looking at fat content on the Nutrition Facts label of milk products. 5% daily value (DV) or less means the product is low in fat, and 20% DV or higher means the product is high in fat. When it comes to fat, you want to choose foods that are low on the % DV, not high.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

Milk Products	2% Milk	Fat-free milk	Regular cheddar cheese	Reduced-fat cheddar cheese	Regular cottage cheese	Fat-free cottage cheese	Regular cream cheese	Reduced-fat cream cheese	Whole-milk yogurt	Fat-free yogurt
1. What are the total fat grams per serving?										
2. What is the percent daily value (%DV) of fat per serving?										

3. Of these milk products, which should you choose more often based on fat content?

Fat-free milk	or	2% milk
Regular cheddar cheese	or	Reduced-fat cheddar cheese
Regular cottage cheese	or	Fat-free cottage cheese
Reduced-fat cream cheese	or	Regular cream cheese
Whole-milk yogurt	or	Fat-free yogurt

Why?

---



---

## Packaging and placement

4. What words on the milk product package tell you whether the product is low in fat?

---

5. What are some techniques that companies use to decorate the packages of milk products?

---

6. What clues on the package help you figure out the main target audience?

---

7. Name one interesting fact you learned about milk products. You can think about the nutrition content, packaging, or the location of the milk products in the store.

---

**Bonus:** See if you can find calcium on the Nutrition Facts label. Calcium is important for healthy teeth and bones. Pick two of the products you just looked at and answer the questions below:

Name of product 1 \_\_\_\_\_

Is the % DV for calcium 5 or less or 20 or more? (circle one)

Name of product 2 \_\_\_\_\_

Is the % DV for calcium 5 or less or 20 or more? (circle one)

You'll learn more about calcium in Lesson 8.

**Congratulations! You have finished the Milk and Milk Products Scavenger Hunt!**





# TAKE HOME A NEW IDEA!

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

1. Next time you're in the grocery store, look for snacks in the grocery store that are low in total fat and added sugar, and that include fruits, vegetables, and whole grains.
2. Read the Nutrition Facts labels to figure out what nutrients are in the foods and drinks you like.
3. Notice where food and drinks are placed on store shelves.
4. Talk with a family member or friend about the Nutrition Facts labels and how the placement of foods and drinks on grocery shelves affects your decisions about what to buy.

## Take Home A New Snack: Eating Right...Quick

Here's a list of ready-to-eat snack foods. Try them at home with your family and friends.

### What's In It?

Any quick, ready-to-eat food, such as:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving 100-percent fruit juice
- Low-fat yogurt "tubes" (frozen, if desired)
- Small bottles of water/seltzer

### How to Put It Together

- Grab one or two of these ready-to-eat foods for a quick and healthy snack.

Bonus: All of these snacks are low in fat. Part-skim string cheese and yogurt are also good sources of calcium!



# Option 2: Bringing the Grocery Store to You



## Note to Facilitators:

This lesson is an alternative to actually visiting the grocery store, so the format is different from the rest of the lessons in the curriculum. If you have extra time, do another playground game option from the *Action Break* or another activity from Appendix C.



### Total Time

90 minutes

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



### Lesson Overview

In this lesson, youth review the wide variety of foods available in a grocery store. Using *Scavenger Hunt Guide* sheets, youth examine and compare ingredient lists and Nutrition Facts labels from a variety of foods to help them make smart food choices.



### Lesson Objectives

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

- ◆ Use the Nutrition Facts label to determine serving size, fat, and fiber content
- ◆ Present a song, rap, or chant about going to a grocery store



### Lesson Activities

- ◆ **Activity A: What's on a Label?**  
(40 minutes)
- ◆ **Snack Break: Eating Right... Quick as a Flash!**  
(10 minutes)
- ◆ **Activity B: Mini-Production: Write a Song or Do an Internet Scavenger Hunt (optional)**  
(28 minutes)
- ◆ **Action Break: Playground Games**  
(10 minutes)
- ◆ **Finishing Up the Lesson**  
(2 minutes)
- ◆ **Optional Extra Activity:**  
*Internet Scavenger Hunt*



### Materials Needed

#### For Activities

- Youth folders
- Scavenger Hunt Guide* sheets (one copy for each youth; see end of lesson)

# LESSON 6

- Pencils/pens (one for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Lined paper, enough for each youth to have between four and six sheets
- Tape recorder and blank audio tapes (optional)
- Computer(s) for *Internet Scavenger Hunt* (optional)
- Empty food packages (see box below)

For this activity, you will need at least one of each of the following empty food packages. We encourage you to gather three or more of the cereals and breads, if possible, to give youth more opportunity to review and analyze different products.

#### Breakfast Cereals

- At least one empty box from a sweetened, corn- or rice-based cereal
- At least one empty box from an unsweetened, wheat-based cereal

#### Bread

- One bag from a loaf of whole-grain bread
- One bag from a loaf of white bread

#### Milk Products

- One small empty carton from 2% milk
- One small empty carton from fat-free milk
- One empty package from regular cheddar cheese
- One empty package from reduced-fat cheddar cheese

#### **For Action Break**

- Playground ball, if playing “Spud”

#### **For Snack Break**

- Paper plates, cups, and napkins
- Any quick, ready-to-eat food, such as:
  - ◆ Bananas
  - ◆ Baby carrots
  - ◆ Part-skim string cheese
  - ◆ Small boxes of raisins
  - ◆ Fig bars
  - ◆ Frozen fruit bars
  - ◆ Single-serving, 100-percent fruit juice
  - ◆ Low-fat yogurt “tubes” (frozen, if desired)
  - ◆ Small bottles of water/seltzer



## Facilitator's Preparation

### Activity A

- Photocopy enough of the *Option 2 Scavenger Hunt Guide* sheets to have one set for each youth.
- Create three stations around the room according to the different *Scavenger Hunt Guide* sheets—Cereals, Bread, and Milk Products. Place the empty food packages at the appropriate stations.

### Snack Break

- Review the snack and prepare ahead as needed.

### Activity B

- If audio taping the songs created during the *Mini-Production*, make sure that the tapes are cued up to the right place to begin recording.

### Action Break

- Review the activity and prepare ahead as needed.

### Optional Extra Activity

#### *Internet Scavenger Hunt*

- Photocopy *Scavenger Hunt Guide* sheets (one for each youth).
- Set up one or more workstations at a computer.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



# What's On the Label?



## Time

25 minutes



## Activity Overview

Youth examine and compare ingredient lists and Nutrition Facts labels from a variety of foods to help them make smart food choices.



## Activity Objective

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

- ◆ Read the Nutrition Facts label to determine serving size, fat, and fiber content



## Materials Needed

- Youth folders
- Scavenger Hunt Guide* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Empty food packages (see box below)

For this activity, you will need at least one of each of the following empty food packages. We encourage you to gather three or more of the cereals and breads, if possible, to give youth more opportunity to review and analyze different products.

### Breakfast Cereals

- ◆ At least one empty box from a sweetened, corn- or rice-based cereal
- ◆ At least one empty box from an unsweetened, wheat-based cereal

### Bread

- ◆ One bag from a loaf of whole-grain bread
- ◆ One bag from a loaf of white bread



# LESSON 6

## ACTIVITY OPTION 2 **A**

 Total time: 25 minutes

### WHAT'S ON THE LABEL?

#### Milk Products

- ◆ One small empty carton from 2% milk
- ◆ One small empty carton from fat-free milk
- ◆ One empty package from regular cheddar cheese
- ◆ One empty package from reduced-fat cheddar cheese



#### Facilitator's Preparation

- Photocopy enough of the *Option 2 Scavenger Hunt Guide* sheets to have one set for each youth.
- Create three stations around the room according to the different *Scavenger Hunt Guide* sheets—Cereal, Bread, Milk and Milk Products. Place the empty food packages at the appropriate stations.
- Due to the wide variety of foods available at the grocery store, we are unable to provide you with the exact answers to the *Scavenger Hunt Guide* questions. In order for you to assist the youth in answering the questions correctly, we encourage you to visit <http://www.cfsan.fda.gov/~dms/foodlab.html> for information on how to read a Nutrition Facts label and for helpful examples. There's a sample label on p. 217 for your reference.

 **2** minutes **Warm-Up**

1. ASK youth:

- ◆ How many of you go to the store with your parents or guardians for groceries?
- ◆ How many of you help decide what types of foods are purchased for your family?
- ◆ What types of foods or drinks do you usually ask your parents or guardians to buy for you?

2. SAY:



*Today you'll be looking at ingredient lists and Nutrition Facts labels of different food packages to help you figure out serving sizes and the amounts of fat, fiber, and added sugar. You'll also look at how food companies use product packaging to influence the foods that people buy. Next time you're at the store with your parent or guardian, you will have the tools to help make choices about the foods your family eats.*

 **22** minutes **Doing the Activity**

1. Quickly REVIEW the major nutrition themes focused on in the Media-Smart Youth lessons: Fruits and vegetables, whole grains, and reducing fat and added sugar. TELL youth it will be important to keep these ideas in mind as they read the Nutrition Facts labels and ingredient lists.

ASK youth:

- ◆ What is a Nutrition Facts label?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
  - ❖ The Nutrition Facts label is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein, and other nutrients. Nutrition information is based on a serving size.
- ◆ What is a serving size?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
  - ❖ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
  - ❖ Nutrition recommendations use serving size as a way to help people know how much of different types of food they should eat to get the nutrients they need.
  - ❖ The nutrient information provided on a Nutrition Facts label is based on a single

LESSON  
**6**

ACTIVITY  
OPTION 2 **A**

 Total time: 25 minutes

**WHAT'S ON THE LABEL?**

serving size for that particular food or beverage. Serving sizes on a Nutrition Facts label are not always the same as serving sizes in nutrition recommendations.

**2. SAY:**



*The Nutrition Facts label can help you make food choices by giving you information about how many nutrients are in a serving of food.*

**3. SAY:**



*Before we begin the scavenger hunt, here are a few tips to help you understand the label:*

- ◆ *% DV (percent daily value) is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food.*
- ◆ *Use the “5–20” guide to make sense of the % DV. 5% DV or less is low. 20% DV or more is high. So if you want to choose foods that are lower in fat, look for a % DV that is close to 5. If you want to eat foods that are higher in certain nutrients—such as vitamin C—look for % DV that is closer to 20.*
- ◆ *The amount of sugar is listed in grams (g) and does not include a % DV. The higher the number of grams, the more sugar is in the food or drink.*

**4. DIVIDE** youth into three groups.

**5. EXPLAIN** to youth that they will each receive *Scavenger Hunt Guide* sheets, and that they will fill out the sheets based on the food packages in front of them at each station. **HAND OUT** the *Scavenger Hunt Guide* sheets.

**6. SAY:**



*Each group will have 5 minutes to complete a sheet. After 5 minutes, I will say “Stop—next station” and you will move to the next station.*

**7. START** the scavenger hunt. Use the *Facilitator’s Guide to the Scavenger Hunt* information box (see p. 216) as a quick reference for what the youth should be paying attention to when doing the scavenger hunt, or if they have questions. **REMIND** youth when they have 1 minute remaining for each of the rotations.

**8. ASK** the youth to read their answers to the *Scavenger Hunt Guide* sheets out loud to the rest of the group. **ANSWER** any questions they may have.

**WHAT'S ON THE LABEL?** Total time: 25 minutesACTIVITY  
OPTION 2 **A**

9. When all the groups have visited all the stations, bring everyone back into one group. ASK:
- ◆ Why is it important to be familiar with the choices at your local grocery store?
  - ◆ The next time you are in a store with your family, what are some things that you can teach them based on what you learned today?
  - ◆ What are you going to suggest they buy so you have more snacks that include whole grains and low-fat milk products at home?
  - ◆ What are some other things you noticed that you have not yet shared with the group?
10. PASS OUT youth folders. ASK youth to put the handouts in their folders. COLLECT youth folders.

**1**  
minute**Closing the Activity**

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

LESSON  
**6**

# Snack Break



## Eating Right...Quick as a Flash!

 **Time: 10 minutes**

Here are some ideas for healthy “grab-and-go” snacks.

### What’s In It?

Any quick, ready-to-eat food, such as:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving, 100-percent fruit juice
- Low-fat yogurt “tubes” (frozen, if desired)
- Small bottles of water/seltzer

### Other Things You Need

- Paper plates, cups, and napkins

### How to Put It Together

- ◆ TELL youth they can grab one or two of these ready-to-eat foods for a quick and healthy snack.

POINT OUT that all these foods are low in fat and that part-skim string cheese and low-fat yogurt are good sources of calcium (if these foods are

part of the snack given to youth). TELL them they will be talking more about calcium in a later lesson. NOTE that “grab-and-go” snacks are great when youth are short on time.

There’s a copy of this list 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 serve, keep in mind that this is a snack and not a meal.

# Mini-Production: Write a Song!



## Time

23 minutes



## Activity Overview

Youth create a song, rap, or chant about going to the grocery store.



## Activity Objective

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

- ◆ Present a song, rap, or chant about going to the grocery store



## Materials Needed

- Youth folders
- Pencils/pens (one for each youth)
- Lined paper (enough for each youth to have four to six sheets)
- Tape recorder or other recording device (optional)
- Take Home a New Idea!* sheets (one copy for each youth)



## Facilitator's Preparation

- If taping the songs/raps created during the *Mini-Production*, make sure that the tapes are cued to the right place to begin recording.

# LESSON 6

## ACTIVITY OPTION 2 **B**

 Total time: 23 minutes

**WRITE A SONG!**

 2  
minutes

### Warm-Up

1. SAY:



Now we're going to write the words to a song, rap, or chant about being at a grocery store and making smart food choices. The skills you practice here will help you when you begin work on your Big Production.

You can choose any of the nutrition themes we have discussed throughout Media-Smart Youth—fruits and vegetables, whole grains, or foods that are low in fat and added sugar. You must give your song a name and write the lyrics; then, if you want to, present it to the rest of the group. Feel free to pick a tune to a song you already know and just change the words.

 20  
minutes

### Doing the Activity

1. DIVIDE youth into groups of two or three.
2. HAND OUT the lined paper and pens.
3. TELL youth that they have 15 minutes to write their songs. Remind youth when they have 5 minutes and then 1 minute left.
4. When time is up, ASK the youth to come back to the large group. ASK one group to volunteer to present its song to the rest of the group. ALLOW the rest of the groups to present their songs, if they want. You may choose to RECORD the presentations (optional).

 1  
minute

### Closing the Activity

1. THANK youth for sharing their fun and creative songs. If you have time and youth are interested, PLAY the recorded songs.
2. ASK youth whether they have any comments or questions. TELL them it is now time for a fun *Action Break*.



# Action Break

## LESSON 6

### Playground Games



 **Time: 10 minutes**

#### Materials Needed

- ❑ A playground ball, if playing “Spud”

#### Facilitator’s Preparation

- ❑ PICK one or more of the following playground games to play with your youth.

#### Spud:

This game works best in a large, open space such as a field or a gym. Choose one player to be “IT.” Everyone else counts off 1, 2, 3, 4, etc., so each person has a number. Everyone except the person who is “IT” stands still. The player who is “IT” throws the ball high in the air and calls out a number. As the other players scatter, the player whose number was called runs and tries to grab the ball. When he/she does, he/she shouts “Spud,” at which point the other players must freeze. The ball holder can take two big steps toward any person, whom he/she then tries to hit with the ball. The target person can try to not get hit by moving his/her body, but not his/her feet. The target can also try and catch the ball. If the thrower misses or

the target catches the ball, the thrower earns an “S.” If he/she hits the target, that person earns an “S.” Whoever earns the letter becomes “IT” and starts the next round. Players are eliminated once they earn “S-P-U-D.” The last person still in the game wins.

#### Duck, Duck, Goose:

In this game, all the youth sit down in a circle facing each other. One person is “IT” and walks around the circle. He or she walks around, tapping people’s heads and saying “duck” for each person. At one point, “IT” says “goose”; the “goose” gets up and chases “IT” around the circle. The “goose” tries to tag the person who is “IT” before he or she can sit down in the “goose’s” spot. If the goose is not able to tag the person who is “IT”, the “goose” becomes “IT” for the next round and play continues. If the goose does tap the person, the person tagged has to sit in the center of the circle. Then the “goose” becomes “IT” for the next round. The person in the middle can’t leave until another person is tagged and he or she is replaced.

Continued...

LESSON  
**6**

# Action Break



## Playground Games (continued)

### Fruit and Veggie Tag:

Choose one or more volunteers to be “IT.” The youth who is “IT” must run around and tag the other participants. If a youth gets tagged, he or she must freeze in place. The youth who is “IT” asks the frozen participant to name either a fruit or a vegetable. If he or she responds immediately with the name of a type of fruit or vegetable that has not been used yet, he or she gets to return to the game. If the youth does not respond immediately or he or she names a fruit or vegetable that has already been said, he or she must remain frozen. Play continues until all participants are frozen. The last person to be tagged is “IT” for the next round.

ENCOURAGE youth to try these activities 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.



## Finishing Up the Lesson

**Time: 2 minutes**

1. **THANK** youth for doing great work during today's lesson. **COLLECT** their folders.
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:
  - ◆ Nutrition Facts label
  - ◆ Choosing food products in a grocery store
  - ◆ Food packaging
3. **ASK** youth to take home a new idea (see box below). **HAND OUT** the *Take Home a New Idea!* sheets.
4. **TELL** youth that the next lesson will focus on advertising.

## Take Home a New Idea!

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

- ◆ Next time you're in the grocery store, look for snacks that are low in total fat and added sugar, such as fruits, vegetables, or those with whole grains.
- ◆ Read the Nutrition Facts labels to figure out what nutrients are in the foods and drinks you like.
- ◆ Talk with a family member or friend about how the Nutrition Facts labels and the packaging of the products affect your decisions about what to buy.

# Facilitator's Guide to the Scavenger Hunt

## Option 2

### Breakfast Cereal

The key issues to think about in the breakfast cereal section are:

- Added sugar
- Presence of whole grains
- Fiber
- Packaging

Youth should look at boxes of breakfast cereal, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Breakfast Cereal* sheets.

- ☞ **Best Options:** Breakfast cereals that are made with whole grains and that are low in added sugar

### Bread

The key issues to think about in the bread section are:

- Presence of whole grains
- Fiber
- Packaging

Youth should look at the breads, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Bread* sheets.

- ☞ **Best Options:** Whole grain breads that are high in fiber

### Milk and Milk Products

The key issues to think about in milk products are:

- Availability of fat-free or low-fat milk products

Youth should look at the milk products, read the ingredient lists, read the Nutrition Facts labels, and either discuss or write down the answers to the questions on the *Scavenger Hunt Guide: Milk and Milk Products* sheets.

- ☞ **Best Bets:** Low-fat and fat-free milk products

**Optional:** If there's time, another important thing to look for in the milk products section is calcium. Most milk products are rich in calcium. While youth are looking at fat content on the label, you can point out that milk products often have more than 20% DV of calcium. Note that they will learn more about calcium in Lesson 8.

## Facilitator's Guide to the Scavenger Hunt Option 2

# Where to Find Serving Size, Fat, Fiber, and Sugar on a Nutrition Facts Label

Toasted Whole Grain Oat Cereal

**Serving Size** →

**Total Fat** →

**Fiber** →

**Sugar** →

**Ingredients  
list for "whole  
grain" and  
"sugar" words** →

### Nutrition Facts

Serving Size 1 cup (30g)  
Servings Per Container About 14

Amount Per Serving

**Calories** 110      **Calories from Fat** 20

% DV\*

**Total Fat** 2g      **3%**

Saturated Fat 0g      **0%**

Trans Fat 0g      **0%**

**Cholesterol** 0mg      **0%**

**Sodium** 210mg      **9%**

**Total Carbohydrate** 22g      **7%**

Dietary Fiber 3g      **11%**

Sugars 1g

**Protein** 3g

Vitamin A 10%      •      Vitamin C 10%

Calcium 10%      •      Iron 45%

\*Percent Daily Values (DV) are based on a 2,000 calorie diet.

**INGREDIENTS:** WHOLE GRAIN OATS (INCLUDES THE OAT BRAN), MODIFIED CORN STARCH, CORN STARCH, SUGAR, SALT, CALCIUM CARBONATE, OAT FIBER, TRIPOTASSIUM PHOSPHATE, WHEAT STARCH, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS. **VITAMINS AND MINERALS:** IRON AND ZINC (MINERAL NUTRIENTS), VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACINAMIDE), VITAMIN B6 (PYRIDOXINE HYDROCHLORIDE), VITAMIN B2 (RIBOFLAVIN), VITAMIN B1 (THIAMIN MONONITRATE), VITAMIN A (PALMITATE), A B VITAMIN (FOLIC ACID), VITAMIN B12, VITAMIN D.



# Scavenger Hunt Guide: Breakfast Cereal Option 2

Today you're going on a scavenger hunt for information. Visit the breakfast cereal station and answer the questions below.

Key things to look for in your

- Whole grains
- Fiber
- Added sugar
- Packaging



### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:  
1gram is about the weight of a paper clip and 1,000 mg =1g.

## Nutrition Information

Don't forget the "5–20" rule when looking at fiber content on Nutrition Facts label of breakfast cereals. 5% daily value (DV) or less means the product is low in fiber, and 20% DV or higher means the product is high in fiber.

Read the Nutrition Facts labels and ingredient lists for the two cereals, and fill in the chart.

Whole Grains	Sweetened, corn- or rice-based cereal NAME:	Unsweetened, wheat-based cereal NAME:
1. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:
2. How many different words for "whole grains" are in the list of ingredients? Look for: Whole wheat, whole grain oats, barley, and whole corn.		

3. Which cereal has more "whole grain" words on the ingredient list?

\_\_\_\_\_

4. Compare grams of fiber and the % DV for the cereals you listed above. Which cereal has more fiber? \_\_\_\_\_

\_\_\_\_\_

Choose someone in your group to read this paragraph out loud:



Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like breakfast cereal, remember: The higher the number of grams of fiber per serving, the better.

Added Sugars	Sweetened cereal:	Unsweetened cereal:
<p>5. There are many different ways to say "sugar." How many different "sugar" words can you find in the list of ingredients? Look for: Sugar, brown sugar, high fructose corn syrup, corn sweetener, dextrose, fruit juice concentrate, malt syrup, maltose, honey, brown sugar molasses, and malted corn and barley syrup.</p>		
<p>6. How many grams of sugar are in each serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)</p>		

7. Which cereal has more "sugar" words on the ingredient list?

\_\_\_\_\_

8. Which cereal has fewer grams of sugar?

\_\_\_\_\_

### Packaging

9. What are some techniques that companies use to decorate cereal boxes? \_\_\_\_\_

\_\_\_\_\_

10. What clues help you figure out the main target audience for a particular brand of cereal?

\_\_\_\_\_

\_\_\_\_\_

**Congratulations! You have finished the Breakfast Cereal Scavenger Hunt!**



# Scavenger Hunt Guide:

## Bread Option 2

Today you're going on a scavenger hunt for information. Visit the bread station and answer the questions below.

### Key things to look for in your search

- Whole grains versus refined grains
- Fiber
- Availability of different varieties of bread
- Packaging



### Nutrition Information

Don't forget the "5-20" rule when looking at the fiber content on Nutrition Facts label of breads. 5% daily value (DV) or less means that the product is low in fiber, and 20% DV or higher means the product is high in fiber.

#### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small: 1 gram is about the weight of a paper clip and 1,000 mg = 1g.

Read the Nutrition Facts labels and ingredient lists, and fill in the chart.

Breads	White bread	Whole-grain bread
	BRAND NAME: _____	BRAND NAME: _____
1. How many words that mean "whole grains" can you find on the ingredient list? Look for: Whole wheat, whole-grain oats, bulgur, whole rye, and whole-grain corn.		
2. How many words that mean "refined grains" can you find on the ingredient list? Look for: Unbleached flour, wheat flour, enriched flour, and degerminated corn meal.		
3. How much fiber is there per serving? (Look under "Total Carbohydrate" on the Nutrition Facts label.)	GRAMS:	GRAMS:
	% DV:	% DV:

Choose someone in your group to read this paragraph out loud:



Breads made from whole grains have a higher amount of fiber than breads made from refined grains, such as white flour. Dietary fiber is important because it helps keep the digestive system healthy. Whole grains are an important source of the fiber your body needs. When you're choosing a grain food like bread, remember: The higher the number of grams of fiber per serving, the better.



4. Which bread has more “whole grain” words on the ingredient list? \_\_\_\_\_

\_\_\_\_\_

5. Which bread has more “refined grain” words on the ingredient list?

\_\_\_\_\_

6. Compare grams of fiber and the % DV for the breads you listed above. Which bread offers more fiber?

\_\_\_\_\_

7. What type of bread do you and other young people you know usually eat?

\_\_\_\_\_

8. Think of and write down one sandwich idea that uses whole-grain bread.

\_\_\_\_\_

\_\_\_\_\_

**Congratulations! You have finished the Bread Scavenger Hunt!**



# Scavenger Hunt Guide: Milk and Milk Products Option 2

Today you're going on a scavenger hunt for information. Visit the milk and milk products station and answer the questions below.

### Key things to look for in your search

- Low-fat or fat-free milk products
- Calcium



#### What is a gram?

- The Nutrition Facts Label uses two metric units to measure weight—grams (g) and milligrams (mg).
- These measurements tell you exactly how much of each nutrient is in a serving.
- Grams and milligrams are very small:  
1 gram is about the weight of a paper clip and 1,000 mg = 1g.

## Nutrition Information

Choose someone in your group to read this paragraph out loud:



People like milk products for a lot of reasons. They taste good, you can have them at any time of the day, and they are a good source of calcium. Milk products can also be a major source of fat, so food companies offer many good-tasting milk products that are lower in fat.

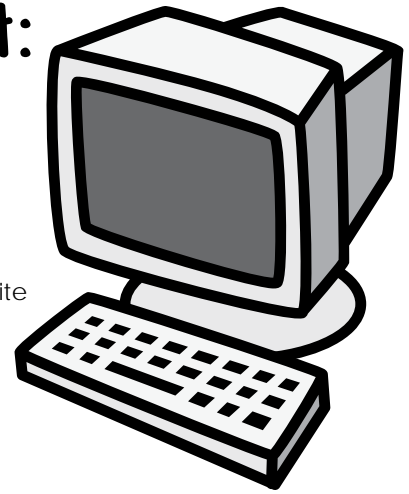
Don't forget the "5–20" rule when looking at fat content on the Nutrition Facts label of milk products. 5% daily value (DV) or less means the product is low in fat, and 20% DV or higher means the product is high in fat. When it comes to fat, you want to choose foods that are low on the % DV, not high.

Read the Nutrition Facts label and ingredient list, and fill in the chart.

Milk Products	2% Milk	Fat-free milk	Regular cheddar cheese	Low-fat cheddar cheese
1. What are the total fat grams per serving?				
2. What is the percent daily value (% DV) of fat per serving?				



# Optional Internet Scavenger Hunt: Nutrition



Take your nutrition knowledge to the next level with this Web site Scavenger Hunt. Sometimes you'll get the name of the Web site to visit, but you must still dig deeper to find the answers. Other times, you'll be on your own and will need to use your favorite search engine to find a site that has the answer you need. If you have several computers available, divide into groups.

Good luck!



1. Name five cookbooks for youth. Try <http://www.usda.gov/news/usdakids/index.html> (go to the "Team Nutrition" page) for ideas.

1. \_\_\_\_\_ 4. \_\_\_\_\_
2. \_\_\_\_\_ 5. \_\_\_\_\_
3. \_\_\_\_\_



2. Find the fat and calorie content of the following foods from a fast-food restaurant:

RESTAURANT NAME: \_\_\_\_\_

	Sausage, egg and cheese breakfast sandwich	Hamburger	Cheeseburger	Small fries	Large fries	Your favorite fast-food dessert
Total fat						



3. Search for a recipe for homemade salsa. Write it out below:

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4. Search for the three main ingredients for "Ants on a Log" and write them below.

1. \_\_\_\_\_ 3. \_\_\_\_\_
2. \_\_\_\_\_



5. Find the names (or Web site addresses) of three nutrition Web sites for youth other than the one listed on this handout:

1. \_\_\_\_\_ 3. \_\_\_\_\_
2. \_\_\_\_\_

Congratulations! You have finished the Internet Nutrition Scavenger Hunt!



# TAKE HOME A NEW IDEA!

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

1. Next time you're in the grocery store, look for snacks that are low in total fat and added sugar such as fruits, vegetables, and foods with whole grains.
2. Read the Nutrition Facts labels to figure out what nutrients are in the foods and drinks you like.
3. Talk with a family member or friend about how the Nutrition Facts labels and the packaging of the products affect your decisions about what to buy.

## Take Home A New Snack: Eating Right...Quick as a Flash!

Here's a list of ready-to-eat snack foods. Try them at home with your family and friends.

### What's In It?

Any quick, ready-to-eat food, such as:

- Bananas
- Baby carrots
- Part-skim string cheese
- Small boxes of raisins
- Fig bars
- Frozen fruit bars
- Single-serving, 100-percent fruit juice
- Low-fat yogurt "tubes" (frozen, if desired)
- Small bottles of water/seltzer

### How to Put It Together

- Grab one or two of these ready-to-eat foods for a quick and healthy snack.

Bonus: All of these snacks are low in fat. Part-skim string cheese and low-fat yogurt are good sources of calcium!

