

# Super Snacks and Better Bones



## Total Time

90 minutes

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



## Lesson Overview

This session focuses on nutrition, physical activity, and media concepts. First, youth discuss the types of foods featured in media, particularly in advertisements. They discuss food packages as a form of advertising and learn about serving sizes by looking at the Nutrition Facts labels on several common snack items. Then, through an activity and the *Action Break*, youth examine the roles that calcium and physical activity play in building and maintaining strong bones. They also use the Nutrition Facts label to learn about choosing calcium-rich foods. During the session's *Mini-Production*, youth explore the media concept of "technique" as they create billboards with physical activity and nutrition messages.



## Lesson Objectives

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

- ◆ Explain two ways that advertisements and packaging can influence food choices
- ◆ List at least two ways to reduce fat or added sugar when eating packaged snack foods
- ◆ Describe the importance of calcium and physical activity for building and maintaining strong bones and teeth
- ◆ Name at least two types of weight-bearing physical activities
- ◆ Name two calcium-rich foods
- ◆ Use the Nutrition Facts label to find the calcium content of a food
- ◆ Describe at least three techniques that can capture a viewer's attention to a message

## 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 for the lesson, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.

## Lesson Activities



- ◆ **Activity A: Foods in the Media and Thinking about Packaging** (20 minutes)
- ◆ **Snack Break: Bone-Building Sundaes and More** (10 minutes)
- ◆ **Activity B: Building Better Bones** (23 minutes)
- ◆ **Action Break: Weight-Bearing Fun** (10 minutes)
- ◆ **Activity C: Mini-Production: Your Attention, Please!** (25 minutes)
- ◆ **Finishing Up the Lesson** (2 minutes)

## Materials Needed



### For Activities

- Youth folders
- Large paper, markers, masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- One empty package of each of these snacks:
  - ◆ 3.5-ounce “grab bag” of chips
  - ◆ King-size candy bar
  - ◆ 20-ounce bottle of regular soda
- Sheet with Nutrition Facts labels

for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth)

- Calcium Counter* sheet (one copy for each youth)
- Several very large pieces of poster board or paper (as large as you can get) or a roll of easel or craft paper (available in toy or craft stores)
- Decorative supplies: jumbo-tip markers, wide paint brushes, paints, large stencils for lettering, construction paper, streamers, etc.
- Your Attention, Please!* sheets (one copy for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Scavenger Hunt Guide: Digging for Calcium* sheets (one copy for each youth)

### For Snack Break

- Two or three different flavors of fat-free or low-fat yogurt or soy yogurt (vanilla or fruit flavored)
- Two or three types of canned or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)
- Paper plates, napkins, cups, bowls, and spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

### For Action Break

- ❑ Two food cans or other common items weighing 2 pounds each



## Facilitator's Preparation

### Activity A

- ❑ Post the 6 Media Questions poster in the room.

### Snack Break

- ❑ Review the snack and prepare ahead as needed.

### Activity B

- ❑ Label the top of a piece of large paper with the heading “Weight-Bearing Physical Activities” and post in the room.
- ❑ 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 #10: *Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.
- ❑ Photocopy the sheet with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth).
- ❑ Photocopy the *Calcium Counter* sheet (one copy for each youth).

- ❑ Photocopy the Extra Take-Home Activity, *Scavenger Hunt: Digging for Calcium* sheets (one copy for each youth).

WEIGHT-BEARING  
PHYSICAL ACTIVITIES

### Action Break

- ❑ Review the break and prepare ahead as needed.

### Activity C

- ❑ Set up four workstations with poster board and decorative supplies.
- ❑ Photocopy the *Your Attention, Please!* sheet (one copy for each youth).
- ❑ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



# Foods in the Media and Thinking About Packaging



**Time**  
20 minutes



## Activity Overview

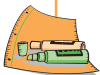
Youth discuss the types of foods seen in the media, particularly in advertisements. They discuss food packages as a form of advertising and learn about serving sizes by looking at the Nutrition Facts labels for several common snack items.



## Activity Objective

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

- ◆ Explain two ways that advertisements and packaging can influence food choices
- ◆ List at least two ways to reduce fat or added sugar when eating packaged snack foods



## Materials Needed

- One empty package of each of these snacks:
  - ◆ 3.5-ounce “grab bag” of chips
  - ◆ King-size candy bar
  - ◆ 20-ounce bottle of regular soda



## Facilitator’s Preparation

- No preparation needed.



## Warm-Up

1. ASK how many youth saw a food or drink in the media the previous day, especially snack foods and drinks. REMIND them to think of all the many ways that things to eat and drink can appear in media—TV, radio, newspapers, magazines, the Internet, billboards, bus signs, and others. They may also see the foods or drinks integrated into a TV show, such as when a character drinks a soda or a family eats a meal together.
  
2. ASK youth:
  - ◆ What kinds of foods and drinks are usually featured in the media? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
    - ❖ Foods that are fast and easy to make
    - ❖ Prepared food
    - ❖ Bottled water
    - ❖ Yogurt drinks
    - ❖ Breakfast cereal
    - ❖ Sports drinks
    - ❖ Candy
    - ❖ Soda
    - ❖ Chips
    - ❖ Foods available from restaurants
  
  - ◆ Are fruits and vegetables or whole-grain foods featured in media very often? How often are the featured foods and drinks low in fat or added sugar? LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
    - ❖ Fruits, vegetables, and whole-grain foods are not featured in the media very often.
    - ❖ Few of the foods featured in media are low in fat or added sugar.
  
  - ◆ What do you think about the kinds of food and snacks shown in the media and how they influence food choices? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
    - ❖ They make you want to have them, even if you aren't hungry or thirsty.
    - ❖ It can be hard to choose fruits and vegetables, whole grains, and low-fat and low-sugar foods when other kinds of foods are everywhere in the media.



## Doing the Activity

### 1. SAY:



*In our last lesson, we talked about advertising as an important form of media. When we took our trip to the grocery store we looked at food packaging and shelf placement. Now we're going to put those two concepts together and look at food packages as a kind of advertising. We're also going to examine how packages themselves, especially those for snacks that are heavily advertised in the media, can influence how much or what we eat.*

### 2. HOLD UP the empty packages of the snack items. MAKE SURE that all youth can see them. ASK youth:

- ◆ Do you think that these packages count as a form of advertising?
- ◆ What about the packages suggest that they are ads?

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

- ❖ They have logos.
- ❖ The design used is similar to what's shown in TV and print ads.
- ❖ Everything about the package is designed to get me to buy it.

### 3. ASK youth to name the three ways to cut back on fat and added sugar that they learned about earlier.

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

- ◆ Choose alternatives that are lower in fat and added sugar.
- ◆ Eat smaller amounts of foods that are higher in fat and added sugar.
- ◆ Have foods higher in fat and added sugar less often.

### 4. TELL youth that they are now going to do some detective work on the “amounts” idea to see how the packages of these common snacks influence how much people eat. REMIND youth about serving size:

- ◆ A serving size is a measured amount of food or drink, such as one slice of bread, ½ cup of cut-up fruit, or 8 fluid ounces (1 cup) of milk.
- ◆ Nutrition guides use serving size as a way to help people know how much of different types of foods they should eat to get the nutrients they need.
- ◆ The nutrient information on the Nutrition Facts label is based on a serving size.
- ◆ The serving size on the Nutrition Facts label is sometimes, but not always, the same as the recommended serving sizes given in nutrition guides.

5. HOLD up packages again. ASK youth:
  - ◆ How many servings do you think are in each package according to their Nutrition Facts labels?

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

  - ❖ One serving
  
6. PASS around the packages. TELL youth to find the serving sizes on the Nutrition Facts labels and to read them out loud.
 

ASK youth:

  - ◆ Were you surprised to learn that these packages contain more than one serving?
  - ◆ Think about the packages as a form of media. The label tells you this package contains more than one serving. But what about the package might make you think that this snack is just one serving? Which information stands out more—the packaging or the serving size information on the Nutrition Facts label?
  - ◆ Do you think that when young people get this size, they usually finish the package all at once?
  - ◆ Are these packages easy to find in stores or hard to find?
  
7. ASK youth to look at the rest of the Nutrition Facts labels. NOTE that the % DV on the label for total fat and total carbohydrates is based on one serving. REMIND them that 5% DV is considered low, and 20% DV is considered high. ASK youth:
  - ◆ If a package of a snack like this contains more than one serving, and a person eats the whole package, what does that mean for % DV?

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

  - ❖ A person is getting two or more times the % DV for that nutrient.
  - ❖ If one serving of the snack is high in fat or added sugar according to the % DV, then eating the whole package means that a person is consuming a lot of fat or added sugar.

### A Note About Total Carbohydrates and Added Sugar

Two of the snacks featured in this activity—the candy bar and the soda—are high in added sugar. The Nutrition Facts label does not give a % DV for sugars, but it does give one for total carbohydrate (carbohydrates include sugars as well as starches and fiber). Much of the total carbohydrates in the candy bar and all of the carbohydrates in the soda come from added sugar, so looking at the % DV for total carbohydrate will give youth a good sense of how much the added sugar is contributing to the total carbohydrates recommended for a day.



## Foods in the Media

 Total time: 20 minutes

ACTIVITY

A

- ❖ Many snack foods that are high in fat or added sugar are also high in calories and low in nutrients. Eating the whole package means that a person is consuming a lot of calories without getting nutrients they need.

### 8. ASK youth:

- ◆ So, what's the main conclusion we should draw from this activity?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
  - ❖ Serving size counts!

### 9. SAY:



*That's right. Serving size is important. For foods that are high in fat, added sugar, or calories, the smaller the serving size, the better. Just because a snack is sold in one package does not mean that a person should eat it all at one time.*

### 10. ASK youth for their ideas about how they can make smart decisions about packaged snacks that are high in fat and added sugar.

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

- ❖ Have the snack less often.
- ❖ Share the snack with a friend.
- ❖ Have some now and put the rest away for another time.
- ❖ Look for a smaller package.
- ❖ Choose another snack that is lower in fat or added sugar.



1  
minute

## Closing the Activity

1. CONGRATULATE youth on their thoughtful discussion. ASK whether youth have any comments or questions. TELL them they are now going to have a delicious, good-for-you snack that's also a great introduction to the next activity.

# Snack Time



## Bone-Building Sundaes and More

 **Time:** 10 minutes

### What's In It?

- Two or three different flavors of fat-free or low-fat yogurt or soy yogurt (vanilla or fruit flavored)
- Two or three types of canned or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

### Other Things You Need

- Paper plates, napkins, cups, bowls, and spoons
- Drinks (100-percent fruit juice, water, or seltzer)

### How to Put It Together

- ◆ TELL youth to put  $\frac{1}{2}$  cup of yogurt or soy yogurt in a bowl.
- ◆ TOP with fruit.

**POINT OUT** that yogurt is a good source of calcium and that they will learn more about calcium in the next activity.

TELL youth to try these others calcium-containing snacks:

- ◆ Almonds and fruit
- ◆ Low-fat or reduced-fat cheese and whole-wheat pita bread
- ◆ Calcium-fortified, 100-percent orange juice

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 snack.

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 that this is a snack and not a meal.

# Building Better Bones



## Time

23 minutes



## Activity Overview

Youth learn that a calcium-rich diet and weight-bearing physical activity will help them build strong bones and teeth now and will help prevent fractures and bone loss later in life.



## Activity Objective

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

- ◆ Describe the importance of calcium and physical activity to building and maintaining strong bones and teeth
- ◆ Name at least two types of weight-bearing physical activities
- ◆ Name two calcium-rich foods
- ◆ Use the Nutrition Facts label to find the calcium content of a food



## 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)
- Sheet with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth)
- Calcium Counter* sheet (one for each youth; see end of lesson)



## Facilitator's Preparation

- Label the top of a sheet of large paper with the heading “Weight-Bearing Physical Activities” and post in the room.
- Using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the player so it is ready to play Segment #10: *Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.
- Photocopy the sheet with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, calcium-fortified orange juice, fat-free milk, low-fat yogurt with fruit, rice (one copy for each youth).
- Photocopy the *Calcium Counter* sheet (one copy for each youth).

LESSON  
**8**  
ACTIVITY **B**

 Total time: 23 minutes

**BUILDING BETTER BONES**

 7 minutes

**Warm-Up**

1. ASK youth whether any have grandmothers or grandfathers who have recently broken a bone or who have gotten shorter as they've grown older. If so, explain that their family member may have a condition called osteoporosis (AWS-tee-o-po-ro-sis), which means that their bones don't have enough calcium and other minerals. Without these nutrients, bones can break very easily.

2. SAY:



*A number of things are important for building your bones and teeth when you're young and for keeping them strong all through life. We're going to talk about two of those things in this activity. Can you guess what they are? I'll give you some hints: We've done one of them in every lesson so far. The other begins with the letter C. What are these two things?*

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

- ◆ Physical activity
- ◆ Calcium

**Note to Facilitator**

Some resources about "strong bones" for you and the youth in your group:

- ◆ The *Milk Matters* Calcium Education Campaign (<http://www.nichd.nih.gov/milk>), supported by the National Institute of Child Health and Human Development (NICHD)
- ◆ Powerful Bones. Powerful Girls. The National Bone Health Campaign (<http://www.cdc.gov/powerfulbones>), a joint effort of the U.S. Department of Health and Human Service's Office on Women's Health, the U.S. Centers for Disease Control and Prevention, and the National Osteoporosis Foundation
- ◆ National Institutes of Health Osteoporosis and Related Bone Diseases—National Resource Center (<http://www.osteoporosis.org>)
- ◆ "Kids and Their Bones: A Guide for Parents" from the National Institute of Arthritis and Musculoskeletal and Skin Diseases (<http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>)

3. TELL youth they are going to talk about weight-bearing physical activity first.

4. SAY:



*Weight-bearing physical activities are any activities in which your body works against gravity. That happens when your feet, legs, or arms are carrying most of your weight.*

*Bones are living tissue. Weight-bearing physical activity causes new bone tissue to form, which makes your bones stronger. Bones also become stronger when muscles push and tug against them during weight-bearing physical activity.*

5. ASK youth to name some weight-bearing physical activities. WRITE their ideas on large paper.



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

- ❖ Running
- ❖ Walking
- ❖ Skipping
- ❖ Hopping
- ❖ Jumping
- ❖ Playing sports like, basketball, soccer, and baseball
- ❖ Jumping rope
- ❖ Doing jumping jacks
- ❖ Doing push-ups
- ❖ Climbing stairs
- ❖ Raking leaves
- ❖ Playing hopscotch
- ❖ Dancing
- ❖ Lifting weights
- ❖ Carrying groceries
- ❖ Doing handstands and cartwheels

6. ASK youth to name at least two physical activities that are not weight bearing (but are still great to do!):

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

- ❖ Swimming
- ❖ Biking
- ❖ Horseback riding

7. CONGRATULATE youth on their wonderful ideas. TELL them that they are going to try some weight-bearing activities in just a few minutes during the *Action Break*.
8. EXPLAIN that another way to keep bones strong is to get enough calcium. Calcium is a mineral that builds strong, healthy bones and teeth, that keeps them strong throughout life, and that is important for overall health.<sup>1</sup>
9. ASK youth:
  - ◆ Where do we get calcium?

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

  - ❖ From foods and drinks, especially milk and milk products<sup>2</sup>
10. SAY:



*That's right. Milk products—milk, yogurt, and cheese—are the best dietary sources of calcium. Because some milk products are also high in fat, it's important to choose fat-free or low-fat versions of these products.*

*But milk products aren't the only sources of calcium. Some people have trouble digesting milk products and others choose not to consume them. So, some food companies are adding calcium to foods that don't naturally contain this nutrient. You can now buy calcium-fortified soy drinks, orange juice, breakfast cereals, and bread. These products are good for people who don't eat or can't digest milk products.*

*Another way to get calcium is by eating non-dairy foods that naturally contain smaller amounts of calcium than milk products. For example, dark-green leafy vegetables (such as broccoli, spinach, kale, turnip greens, and collard greens), cooked dried beans (such as white beans, soybeans, and garbanzo beans), almonds, figs, and canned salmon with bone all contain calcium.*

### A Note About Linking to Lesson 5: Motion Commotion

This point in the activity is a good place to refer to Lesson 5: Motion Commotion. ASK youth if they remember their Top 10 *It's Hard to Believe, But It's Physical Activity* lists. Ask the youth how many of the activities on those lists are weight bearing, and how many are not (but are still great ways to be active).

<sup>1</sup>For more information on calcium, visit the *Milk Matters* Calcium Education Campaign Web site at <http://www.nichd.nih.gov/milk>.

<sup>2</sup>Youth may mention vitamins or supplements as a source of calcium. We emphasize food sources because most experts agree that calcium should come from natural dietary sources whenever possible. However, some people do need to take calcium supplements. See the *Milk Matters* Calcium Education Campaign (<http://www.nichd.nih.gov/milk/>) for more information on calcium supplements.

BUILDING BETTER BONES

 Total time: 23 minutes



Segment #10: Smoothie Sensations

11. If you choose to use the Media-Smart Youth videotape or DVD, SKIP the material in step #12 and #13. SAY: *Now we're going to see a segment that shows how to make a smoothie that's rich in calcium. SHOW the Smoothie Sensations segment. GO to DOING THE ACTIVITY.*



12. If you choose not to use the video or DVD, SAY:

*It is most important to consume enough calcium during the childhood and teen years because about 90 percent of all the calcium you'll ever get into your bones is there by age 18.<sup>3</sup> After that, it's important to keep consuming enough calcium to maintain the calcium that's already in your bones. So, building strong bones and teeth now and keeping them strong will help prevent health problems later in life.*



13. SAY: *Some people do not get enough calcium in their diets and need to work on consuming more. Jump to your feet if you know the answer to the next question. ASK: Which of the following groups of people do you think is LEAST likely to get enough calcium in their diets?*

- ◆ Teen boys
- ◆ Teen girls
- ◆ Girls under the age of 8
- ◆ Boys under the age of 8



*SAY: The answer is "teen girls." Only 19 percent of females between the ages of 9 and 18 get enough calcium.<sup>4</sup> That means only about one in every five teen girls gets the calcium they need each day. For teen boys, 52 percent, or a little more than half, get enough calcium. For those younger than age 8, 79 percent of girls and 89 percent of boys get enough calcium. These statistics tell us that as young people get older and make more of their own food and drink choices, they're not choosing as many foods and drinks with calcium as they should.*

**A Note About Adapting This Discussion to Your Group**



Depending on the cultural make-up of your group and how much time you have, you can extend this discussion. Talk about whether milk products are common at home or school. If they are not, find out what other kinds of calcium-containing foods are available. (See the *Calcium Counter* sheet on p. 283 for a list of some common calcium-containing foods.)

<sup>3</sup> From: National Institute of Arthritis and Musculoskeletal and Skin Diseases. Retrieved September 13, 2005, from <http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>.

<sup>4</sup> Source: The National Health and Nutrition Examination Survey (NHANES) 1988-1994

LESSON  
**8**

ACTIVITY **B**

 Total time: 23 minutes

**BUILDING BETTER BONES**

 15 minutes

**Doing the Activity**

1. PASS OUT the *Nutrition Facts* labels sheet.<sup>4</sup>



SAY:

*The Nutrition Facts label is one way you can find out how much calcium is in the food you're eating so you can be sure you're getting enough.*

2. ASK youth to find "Calcium" on the labels. (It is located at the bottom left-hand side of the label.) They will see the % DV next to it.



SAY:

*Most adults need 1,000 milligrams of calcium a day. That means they need to choose foods every day that add up to 100% DV. Because young people are still growing, they need more calcium than adults—they need 1,300 milligrams every day.*

3. ASK youth:

- ◆ If 1,000 milligrams is 100% DV, what % DV is 1,300 milligrams?

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

- ❖ 130%

4. ASK youth to compare the calcium % DV on the Nutrition Facts labels. ASK youth:

- ◆ Which foods are high in calcium (20% DV or more)? Which foods are low in calcium (5% DV or less)? Which foods are in between?

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

- ❖ High in calcium: fat-free milk, low-fat fruit yogurt, calcium-fortified orange juice
- ❖ Low in calcium: rice, orange juice
- ❖ In between: bean burrito, broccoli

<sup>4</sup>From: U.S. Department of Agriculture Food & Nutrition Service (2003). *The Power Of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide*. (USDA Publication No. FNS-323). Retrieved August 11, 2005, from [http://www.fns.usda.gov/tn/Resources/Power\\_of\\_Choice.html](http://www.fns.usda.gov/tn/Resources/Power_of_Choice.html).



### A Note About Foods Being High or Low in Calcium

The major food groups—fruits and vegetables; grains; milk and milk products; meat, fish, poultry and dry beans; fats, oils, and sweets—differ from each other in many ways, including the nutrients they contain. Some food groups are naturally higher in some nutrients than in others. For example, most milk products are naturally rich in calcium; most vegetables are not. But most vegetables have more fiber and niacin (a B vitamin) than milk products do. In this activity, make sure that youth understand that just because one food is higher in calcium than another, it doesn't necessarily mean that it is a "better" food.

5. **PASS OUT** the *Calcium Counter* sheets and a pen or pencil to each youth. **TELL** youth that this list shows the % DV of calcium for some common foods. **EXPLAIN** that the group is going to do a quick brainstorm to see how many ways a young person can get the recommended amount of calcium in a day. They are to pick foods that add up to 130% DV. **GIVE** them two important hints:
  - ◆ They should focus on foods high in calcium and try to include other foods that are in between and low in calcium.
  - ◆ Choosing more than one serving of a favorite calcium-rich food can help the % DV add up (for example, a cup of fat-free milk at lunch and a cup at dinner).
6. **ALLOW** youth 1 minute to look through the list. **BEGIN** the brainstorm. **ALLOW** youth to come up with two or three options. **WRITE** their suggestions on the large paper and add up the % DVs to make sure that each option totals 130% DV.



1  
minute

### Closing the Activity

1. **CONGRATULATE** youth on their calcium-rich thinking! **SUGGEST** that they take their *Calcium Counter* sheets home to help them think about calcium in their daily food choices.
2. **TELL** youth they are going to put what they just learned about weight-bearing physical activity into action with a fun *Action Break*.

# Action Break



## Weight-Bearing Fun

 **Time:** 10 minutes

### Materials Needed

Two food cans or other common items weighing about 2 pounds each

1. PLACE the two cans at one end of the room, about 10 feet apart.
2. DIVIDE youth into two groups. Each group should be about 20 feet away from a can.
3. GIVE the following instructions:
  - ◆ The first youth in each group runs to a can at the other end of room, does a weight-bearing activity five times, runs back, and tags the second youth in line. Youth can do any weight-bearing activity, including push-ups, pretend to climb stairs, or lift weights using the can.
  - ◆ The second youth in the group runs to the other end of room and does another weight-bearing activity five times.
  - ◆ One at a time, the remaining members of the groups run to the other end of room and do a weight-bearing activity five times.
  - ◆ The first group to have every member complete the sequence wins.
4. Before the groups begin, ASK them to choose the weight-bearing activities that each member will do. USE the list they came up with in the previous discussion for more ideas. The groups can do them in any order and they can repeat the same activity if they choose.

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: Your Attention, Please!



## Time

25 minutes



## Activity Overview

Youth explore the media concept of “technique” by creating two billboards. One focuses on snacking, and the other focuses on bone building.



## Activity Objective

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

- ◆ Describe techniques that can draw a viewer’s attention to a message



## Materials Needed

- Youth folders
- Several very large pieces of poster board or paper (as large as are available) or a roll of easel or craft paper (available in toy or craft stores)
- Decorative supplies: jumbo-tip markers, wide paintbrushes, paints, large stencils for lettering, construction paper, streamers, etc.
- Your Attention, Please!* sheets (one copy for each youth)
- Take Home a New Idea!* sheets (one copy for each youth)
- Scavenger Hunt Guide: Digging for Calcium* sheets (one copy for each youth)



## Facilitator’s Preparation

- Set up four workstations with poster board and decorative supplies.
- Photocopy the *Your Attention, Please!* sheet (one copy for each youth).
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the Extra Take-Home Activity, *Scavenger Hunt: Digging for Calcium* sheets (one copy for each youth).



## Warm-Up

### 1. SAY:



*We're going to do our Mini-Production now. This time, we're going to focus on Media Question 6: What techniques are used to attract attention?*

*You're going to explore this question through the media format of billboards. The skills you practice in this Mini-Production will help you when you begin planning your Big Production.*

*Billboards are a common form of outdoor advertising. They use big, bold pictures and few words because they have to get a message across fast. People often see billboards when they are driving by—they don't have a lot of time to read!*

### 2. ASK youth:

- ◆ What techniques attract your attention when you see billboards?
  - LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
    - ❖ Bright colors
    - ❖ No color (black and white photographs or black background and white text, for example)
    - ❖ Few words
    - ❖ Funny words
    - ❖ Celebrities
    - ❖ Beautiful or funny pictures
    - ❖ Action
  
- ◆ What techniques attract your attention when you see other media?
  - ❖ Music (lively, sad, loud, or soft)
  - ❖ No sounds at all
  
- ◆ Why is technique important?
  - LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
    - ❖ It gets people's attention.
    - ❖ When you have people's attention, you can get your message across.

## YOUR ATTENTION, PLEASE!

 Total time: 25 minutes

ACTIVITY



### 3. SAY:



*You are going to create billboards with messages about snacking and building strong bones. Your audience is other people your age. Knowing your audience will help you decide what techniques to use.*



20  
minutes

## Doing the Activity

1. DIVIDE the youth into four groups. ASK each group to go to a workstation. TELL two groups that they will create billboards with a message about making smart snack choices. TELL the other two groups that they will create billboards with a message about building strong bones by eating calcium-rich foods and doing weight-bearing physical activities.
2. HAND OUT the youth folders and a *Your Attention, Please!* planner sheet to each youth. The youth should use the planner sheets to decide what they want to say and what techniques they will use to get their message across. Once they have decided on their message and techniques, they can begin to create the billboards.
3. ASK youth to begin work on their billboards. ALLOW 12 minutes for youth to complete their billboards. TELL them when they have 5 minutes and then 1 minute left to work.
4. ASK youth to tape their billboards on the wall when they are done. ASK a volunteer from each group to explain the group's billboard and the techniques the group used to get viewers to pay attention to their message.



1  
minute

## Closing the Activity

1. CONGRATULATE youth on their creativity and beautiful work. ASK whether youth have any comments or questions. TELL them to put their *Your Attention Please!* creative planner sheets into their folders.

### A Note About Showcasing the Billboards

Ask if you can post the billboards in a main hallway or lobby of your facility, or in some other space where many people will see them.



## 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:
  - ◆ Snacks, packaging, and serving size
  - ◆ Calcium, weight-bearing physical activity, and healthy bones
  - ◆ Techniques used by media to get people's attention
3. ASK youth to take home a new idea (see box). HAND OUT the *Take Home a New Idea!* sheets and the *Scavenger Hunt Guide*. TELL youth the Scavenger Hunt is an extra take-home activity for this lesson—it's a scavenger hunt for calcium that they can do with their family or friends the next time they are at the grocery store.

## Take Home a New Idea!

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

- ◆ The next time you want a snack, check out the Nutrition Facts label and see if the snack is a good source of calcium (at least 20% DV).
- ◆ Tell your parents or other family members about why calcium and weight-bearing physical activity are important for strong bones. Talk about it during a walk together or while enjoying a sundae made with fat-free or low-fat frozen yogurt! Show them how to figure out if a food is a good source of calcium using the Nutrition Facts label.
- ◆ Take the *Scavenger Hunt: Digging for Calcium* sheet with you the next time you go to the grocery store with a parent or family member.

## Look Ahead Alert: Lesson 9

If you will be working with a media partner, consider inviting your partner to be a part of the next lesson. The youth will make some important decisions then about your *Big Production*, and your media partner's participation may be helpful.

In Lesson 9, Activity C, you will be asking youth specific questions about their media product. Make sure to review the questions on p. 311 ahead of time, in case you need to prepare to help them answer the questions.

# Your Attention, Please

OUR BILLBOARD TOPIC IS:     SMART SNACKING

CALCIUM, PHYSICAL  
ACTIVITY, AND STRONG

BONES

OUR MESSAGE IS: \_\_\_\_\_

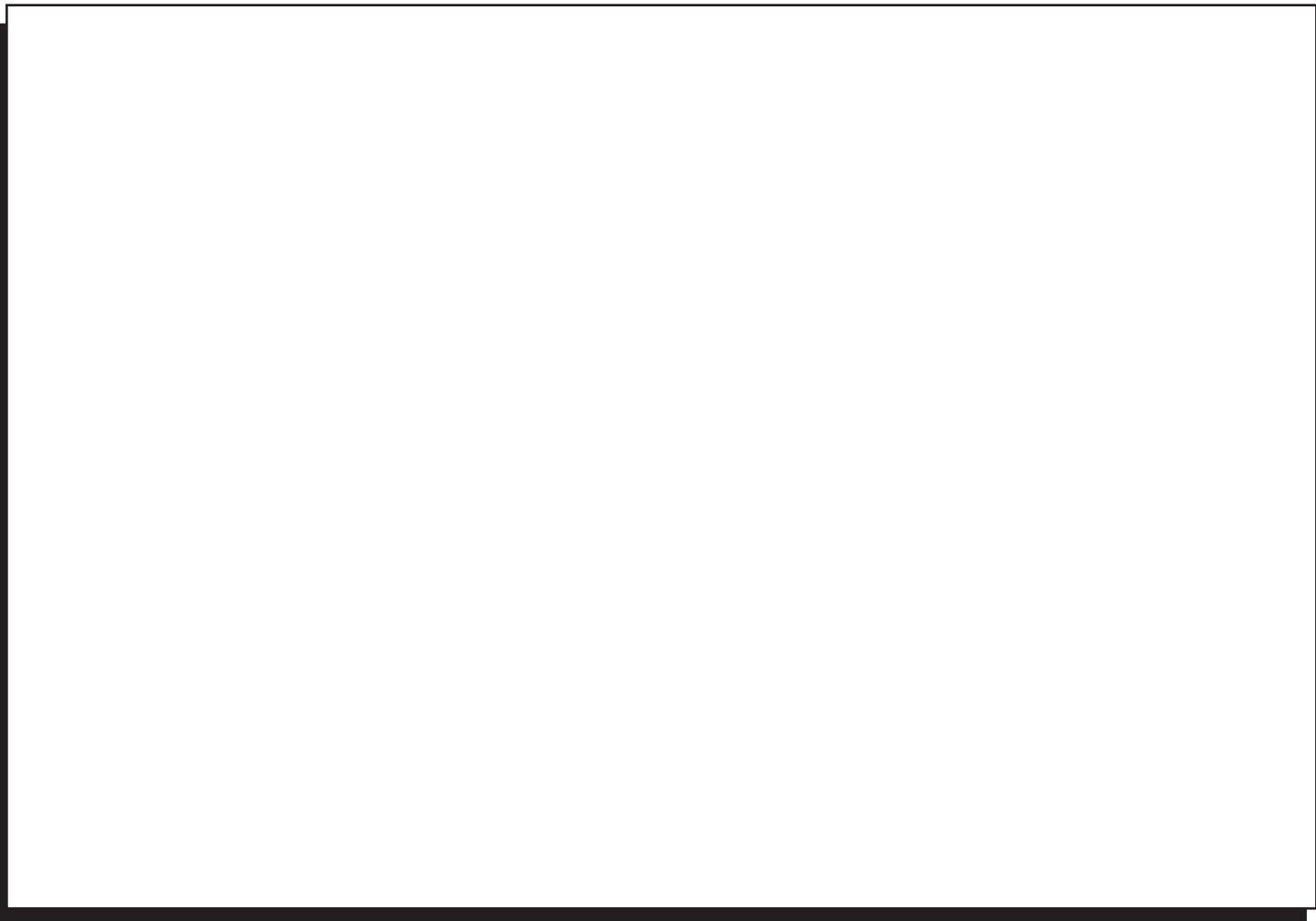
WE WILL USE THESE TECHNIQUES TO GRAB PEOPLE'S ATTENTION:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DRAW A ROUGH SKETCH OF YOUR BILLBOARD IN THE SPACE BELOW:





# NUTRITION FACTS LABELS\*\*

Below are Nutrition Facts labels for a variety of foods. Photocopy and cut out these labels to use in Activity A.

## BROCCOLI, COOKED

Nutrition Facts		
Serving Size 1/2 cup (92g)		
Servings Per Container 6		
Amount Per Serving		
Calories	25	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	20mg	1%
Total Carbohydrate	5g	2%
Dietary Fiber	3g	11%
Sugars	1g	
Protein	3g	
Vitamin A	35%	• Vitamin C 60%
Calcium	4%	• Iron 4%

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

## BURRITO, BEAN

Nutrition Facts		
Serving Size 1 burrito (198g)		
Servings Per Container 1		
Amount Per Serving		
Calories	380	Calories from Fat 110
		%Daily Value*
Total Fat	12g	18%
Saturated Fat	4g	20%
Cholesterol	10mg	3%
Sodium	1100mg	46%
Total Carbohydrate	55g	18%
Dietary Fiber	13g	52%
Sugars	3g	
Protein	13g	
Vitamin A	45%	• Vitamin C 0%
Calcium	15%	• Iron 15%

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

## ORANGE JUICE

Nutrition Facts		
Serving Size 8 fluid ounces (249g)		
Servings Per Container 8		
Amount Per Serving		
Calories	110	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	0mg	0%
Total Carbohydrate	26g	0%
Dietary Fiber	0g	0%
Sugars	22g	
Protein	1g	
Vitamin A	0%	• Vitamin C 50%
Calcium	2%	• Iron 0%

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

## CALCIUM-FORTIFIED ORANGE JUICE

Nutrition Facts		
Serving Size 8 fluid ounces (249g)		
Servings Per Container 8		
Amount Per Serving		
Calories	110	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	0mg	0%
Total Carbohydrate	26g	0%
Dietary Fiber	0g	0%
Sugars	22g	
Protein	2g	
Vitamin A	0%	• Vitamin C 180%
Calcium	35%	• Iron 0%

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

# NUTRITION FACTS LABELS

## YOGURT, LOW-FAT WITH FRUIT

Nutrition Facts		
Serving Size 1 Cup (245g)		
Servings Per Container 1		
Amount Per Serving		
Calories	280	Calories from Fat 70
		%Daily Value*
Total Fat	7g	11%
Saturated Fat	4.5g	24%
Cholesterol	25mg	8%
Sodium	150mg	6%
Total Carbohydrate	44g	15%
Dietary Fiber	0g	0%
Sugars	38g	
Protein	9g	
Vitamin A	4%	• Vitamin C 20%
Calcium	35%	• Iron 4%

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

## RICE, PLAIN, BOILED

Nutrition Facts		
Serving Size 1/2 cup (88g)		
Servings Per Container 8		
Amount Per Serving		
Calories	100	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	0mg	0%
Sodium	0mg	0%
Total Carbohydrate	22g	7%
Dietary Fiber	0g	0%
Sugars	0g	
Protein	2g	
Vitamin A	0%	• Vitamin C 0%
Calcium	0%	• Iron 6%

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

## FAT-FREE MILK

Nutrition Facts		
Serving Size 8 fluid ounces (245g)		
Servings Per Container 8		
Amount Per Serving		
Calories	90	
		%Daily Value*
Total Fat	0g	0%
Saturated Fat	0g	0%
Cholesterol	<5mg	0%
Sodium	125mg	5%
Total Carbohydrate	12g	4%
Dietary Fiber	0g	0%
Sugars	11g	
Protein	8g	
Vitamin A	10%	• Vitamin C 4%
Calcium	30%	• Iron 0%

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

\*\* From: U.S. Department of Agriculture Food & Nutrition Service (2003). *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).

# CALCIUM COUNTER

Food	Food Label Serving Size	% DV Calcium
<b>MILK GROUP</b>		
Fat-free or low-fat milk	1 cup (8 fluid ounces)	30%
Fat-free or low-fat yogurt	1 cup	35%
Low-fat milkshake	1 cup	25%
Fat-free or reduced-fat cheese	1 oz.	20%
Low-fat pudding	1/2 oz.	10%
Fat-free or low-fat cottage cheese	1/2 oz.	6%
<b>GRAIN GROUP</b>		
Waffles	2 waffles	20%
Pancakes	3 pancakes	20%
Calcium-fortified bread	1 slice	8%
Corn tortillas	3 medium	8%
<b>FRUIT AND VEGETABLE GROUP</b>		
Broccoli	1/2 cup	4%
Collard greens	1/2 cup	20%
Bok choy (also called pak choi)	1/2 cup	10%
Potato	1 medium	2%
Calcium-fortified orange juice	1 cup	30%
Regular orange juice	1 cup	2%
Figs, dried	1 figs	6%
<b>MEAT AND BEAN GROUP</b>		
Chili with beans	1 cup	10%
Baked beans	1/2 cup	8%
Dry roasted almonds	1/4 cup	10%
Scrambled eggs	2 eggs	8%
Peanut butter	2 tablespoons	0%
<b>MIXED DISHES</b>		
Cheese pizza, 12"	2 slices	25%
Macaroni and cheese	1 cup	25%
Soup prepared with milk	1 cup	15%
Lasagna	1 cup	25%

Adapted from: Center for Food Safety and Applied Nutrition, U.S. Food and Drug Administration. (2002). *Calcium! Do You Get It? A Calcium Education Program for Girls Ages 11–14. Leader's Guide*. Section V: Calcium Sources, ([www.cfsan.fda.gov/~dms/ca-5.html](http://www.cfsan.fda.gov/~dms/ca-5.html)) and appendices: Calcium Scorecard ([www.dvsan.fda.gov/~dms/ca-a2.html](http://www.dvsan.fda.gov/~dms/ca-a2.html)). Obtained: November 2, 2004.

For more information on the calcium content of foods go to Appendices B-4 and B-5 of the Dietary Guidelines for Americans at <http://www.health.gov/dietaryguidelines/dga2005/document/html/appendixB.htm>.



# TAKE HOME A NEW IDEA!

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

1. The next time you want a snack, check out the Nutrition Facts label and see if the snack is a good source of calcium (at least 20% DV).
2. Tell your parents or other family members about the importance of calcium and weight-bearing physical activity to strong bones. Talk about it during a walk together or while enjoying a sundae made with fat-free or low-fat frozen yogurt. Show them how to figure out if a food is a good source of calcium using the Nutrition Facts label.
3. Take the *Scavenger Hunt: Digging for Calcium* sheet with you the next time you go to the grocery store with a parent or family member.

## Take Home a New Snack: Bone-Building Sundaes and More

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

### What's In It?

- Low-fat or fat-free yogurt or soy yogurt (vanilla or fruit flavored)
- Canned or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

### How to Put It Together

- Put 1/2 cup of yogurt or soy yogurt in a bowl.
- Top with fruit.

Bonus: The yogurt is a good source of calcium!

Try these other calcium-containing snacks:

- Almonds and fruit
- Low-fat or reduced-fat cheese and whole-wheat pita bread
- Calcium-fortified orange juice



## Extra Take-Home Activity

# Scavenger Hunt Guide: Digging for Calcium

**Note:** The next time you're at a grocery store with a parent or family member, take this scavenger hunt guide along with you to search for foods and drinks that are sources of calcium.

### Step 1 FIND SOURCES OF CALCIUM IN MILK PRODUCTS

**Read this paragraph out loud:**

Many milk products are good sources of calcium. On the Nutrition Facts label, calcium is listed as a percentage of the daily value (% DV). To figure out how many milligrams of calcium a food has, add a 0 (zero) to the end of the % DV listed on the label. For example, a food with 20% DV of calcium has 200 milligrams of calcium in it. Don't forget the "5-20" rule when looking at the Nutrition Facts label. 5% DV or less means the product is low in calcium, and 20% DV or more means the product is high in calcium.

Young people ages 9 through 18 should get 1,300 milligrams of calcium a day, so they should choose foods that add up to 130% DV of calcium. It is best to eat calcium-rich foods that are low in fat.

### Nutrition Information

**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 label and ingredient list, and fill in the chart.

Questions	Whole milk	Fat-free milk	Cheddar cheese	String cheese	Plain fat-free yogurt	Yogurt with fruit flavor	Cottage cheese
<b>1.</b> What is the % DV of calcium per serving?							
<b>2.</b> How many milligrams of calcium does this food have? (HINT: just add a zero to the % DV.)							

3. Of the milk products listed above, which are considered "high" in calcium (contain 20% DV or more)?

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

## STEP 2: FIND SOURCES OF CALCIUM IN NON-DAIRY FOODS

### Read this paragraph out loud:

Not everyone likes milk, yogurt, or cheese. Some people have trouble digesting these foods, and others may choose not to eat or drink them. Young people who do not or cannot have milk or milk products still need plenty of calcium. To help people get enough calcium, food companies are adding calcium to certain foods that don't contain it naturally.

**A: Go to the SOY DRINKS SECTION.** You might find soy drinks located in the dairy or breakfast cereal aisle. If you can't find soy drinks, ask someone who works in the store to tell you where they are (if the store does not have a soy drinks section, skip to question #5).

4. Do all of the soy drinks have added calcium? Yes                  No  
What clues on the package tell you that calcium may be added?

\_\_\_\_\_

### **B: Go to the BREAD SECTION**

5. Write the names of two brands of bread that have added calcium.  
1. \_\_\_\_\_ 2. \_\_\_\_\_

What clues on the package tell you that calcium may be added to bread?

\_\_\_\_\_

### **C: Go to the JUICE SECTION (frozen or fresh)**

6. Write the names of two brands of orange juice that have added calcium.  
1. \_\_\_\_\_ 2. \_\_\_\_\_

What clues on the package tell you that calcium may be added to orange juice?

\_\_\_\_\_

**STEP 3: DON'T FORGET ABOUT OTHER NON-DAIRY FOODS THAT CONTAIN SMALL AMOUNTS OF CALCIUM!**

See if you can find any of these foods in the grocery store. Check the Nutrition Facts labels to see how much calcium they contain:

- Canned sardines or salmon with bone
- Collard greens
- Spinach
- Blackstrap molasses
- Bok choy (Chinese cabbage, also called pak choi)
- Canned white beans

***Congratulations! You have finished the Digging for Calcium Scavenger Hunt!***

