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Lesson 4

Nutrition Know-How... Eat It Up!

 **Total Time** | 90 minutes

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

Lesson Overview

Youth learn about whole grains and discuss ways to choose whole-grain foods more often in daily eating. Youth also talk about the importance of choosing foods that are low in solid fats and added sugars, and work in groups to identify ways to reduce them in food choices. For the *Mini-Production*, youth create a mock nutrition page for a social networking site to encourage young people to choose vegetables and fruits, whole-grain foods, or foods that are low in solid fats and added sugars.

Lesson Objectives

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

- ◆ Name two benefits of a diet rich in whole-grain foods.
- ◆ List at least three types of whole-grain foods.
- ◆ Identify a whole-grain food from information presented in the ingredient list and on the Nutrition Facts label.
- ◆ Name three ways to include whole-grain foods in daily eating.
- ◆ Name two foods that are high in solid fats.
- ◆ Name two foods that are high in added sugars.
- ◆ Explain why reducing intake of solid fats and added sugars is important for good health.
- ◆ List three ways to reduce solid fats and added sugars in daily eating and drinking.
- ◆ Create food-related health messages for an audience of young people.

A Note About Timing

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

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Lesson Activities

- ◆ **Activity A: Hurray for Whole Grains!** (25 minutes)
- ◆ **Snack Break: Fruit and Krunch Kebabs** (10 minutes)
- ◆ **Activity B: Cutting Back on Solid Fats and Added Sugars** (23 minutes)
- ◆ **Action Break: A Cool Wind Blows** (10 minutes)
- ◆ **Activity C: Mini-Production: Creating a Nutrition Page for a Social Networking Site** (20 minutes)
- ◆ **Finishing Up the Lesson** (2 minutes)

Materials Needed

For Activities

- Flipchart paper, easel (if available), markers, masking tape, watch or timer
- 6 Media Questions poster
- Equipment to play and show the Media-Smart Youth DVD (optional)
- Picture of a whole grain with the parts labeled (see page 160)
- Empty packages of several whole-grain and refined-grain foods, such as:
 - Whole-wheat and white bread
 - Brown and white rice
 - Whole-grain breakfast cereal (such as a whole-wheat flake cereal), and refined-grain breakfast cereal (such as a sweetened rice- or corn-based cereal)
- Prepared signs listing nutrients and other components of whole grains (see Facilitator's Preparation notes on the next page)
- Flipchart paper entitled “Ways to Enjoy Vegetables and Fruits Every

Day” on which the youth wrote their ideas in *Lesson 1, Activity C*

- Sheets of flipchart paper entitled “Ways to Enjoy Whole Grains Every Day” and “Strategies to Reduce Solid Fats and Added Sugars” (*Activities A and B* in this lesson)
- Two or three pieces of blank poster board
- Markers and pens in a variety of colors (several for each youth)
- Decorative supplies, such as stickers
- *Take Home a New Idea!* sheets (one copy for each youth)
- *Tips for Media-Smart Parents* sheets (one copy for each youth)

For Snack Break

- Crunchy whole-grain breakfast cereal (such as an unfrosted whole-wheat flake cereal or a whole-wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit-flavored)
- Fruit, such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks (fresh, frozen, or canned in water or 100% juice)
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Toothpicks or wooden skewers
- Three or four bowls
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- None

Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.
- Make an enlarged photocopy of the picture of a whole grain with parts labeled (see page 160). Make the photocopy big enough to be easily seen by youth. Post the picture on a wall.
- On 8½" x 11" sheets of paper, make signs listing nutrients and other components of a whole grain, as shown on the next page. Make two additional signs—one for “IRON” and one for “B VITAMINS”—in red pen or marker. Each youth will hold a sign during the whole-grain demonstration. (Note: the whole grain has eight parts, so you will have a minimum of 10 signs). If you have more than 10 youth in the group, make additional signs for “BRAN.” If you have fewer than 10 youth, youth can hold more than one sign (except for the person holding the ENDOSPERM” sign, who should hold only that sign).

Snack Break

- Review the snack and prepare ahead as needed.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups

needed depends on the number of youth in your workshop. Each workstation should have markers and a few sheets of flipchart paper for the group to write on. At each workstation, take one sheet of flipchart paper and write “Strategies to Reduce Solid Fats and Added Sugars” across the top.

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #5: Eat It Up!* This segment features young people in real-life situations faced with snack choices.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Set up two or three workstations in different areas of the room where the youth can work in small groups. Each workstation should have one piece of poster board, markers and pens, and decorative supplies. Make sure that the sheets of flipchart paper with food choice strategies are posted somewhere in the room and are easily visible to youth.
- Post the flipchart paper the youth used for their ideas in *Lesson 1, Activity C*, about ways to choose vegetables and fruits more often in their daily eating, somewhere in the room.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

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Activity A: Hurray for Whole Grains!

Time

25 minutes

Activity Overview

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

Activity Objective

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

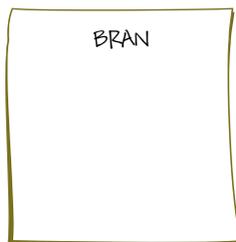
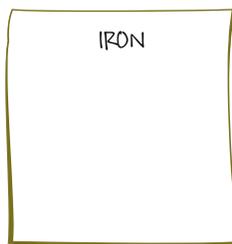
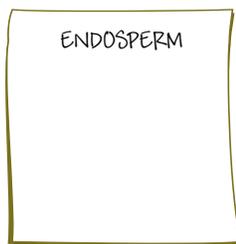
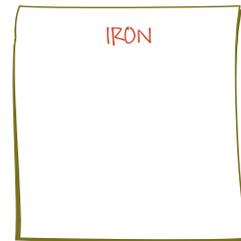
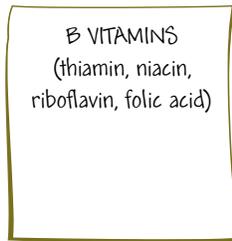
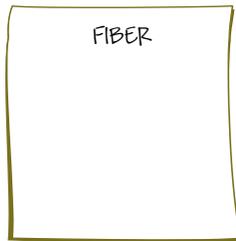
- ◆ Name two benefits of a diet rich in whole-grain foods.
- ◆ List at least three types of whole-grain foods.
- ◆ Identify a whole-grain food from information presented in the ingredient list and on the Nutrition Facts label.
- ◆ Name three ways to include whole-grain foods more often in daily eating.

Materials Needed

- ◆ 6 Media Questions poster
- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Picture of a whole grain with the parts labeled (see page 160)
- ◆ Empty packages of several whole-grain and refined-grain foods, such as whole-wheat and white bread, brown and white rice, whole-grain breakfast cereal (such as a whole-wheat flake cereal), and refined-grain breakfast cereal (such as a sweetened, rice- or corn-based cereal)
- ◆ Prepared signs listing nutrients and other components of whole grains (see the next page)

💡 Facilitator's Preparation

- ◆ Post the 6 Media Questions poster in the room.
- ◆ Make an enlarged photocopy of the picture of a whole grain with parts labeled (see page 160). Make the photocopy big enough to be easily seen by youth. Post the picture on a wall of the room.
- ◆ On 8½" x 11" sheets of paper, make signs listing nutrients and other components of a whole grain, as shown below. Make two additional signs—one for “IRON” and one for “B VITAMINS”—in red pen or marker. Each youth will hold a sign during the whole-grain demonstration. (Note: the whole grain has eight parts, so you will have a minimum of 10 signs). If you have more than 10 youth in the group, make additional signs for “BRAN.” If you have fewer than 10 youth, youth can hold more than one sign (except for the person holding the “ENDOSPERM” sign, who should hold only that sign).
- ◆ Write “Ways to Enjoy Whole Grains Every Day” across the top of a sheet of flipchart paper.



1. **WELCOME** youth back. **SAY:**



In this activity we're going to go back to the subject of nutrition. We're going to talk about whole grains and foods made with whole grains.

2. **TELL** youth they are going to do a quick brainstorm. **ASK** them to name as many grains and foods made from grain as they can. To get them started, **PROVIDE** an example or two from the list below. **WRITE DOWN** all their responses on flipchart paper.

Grains	
■ Amaranth	■ Rice
■ Barley	■ Rye
■ Buckwheat	■ Sorghum
■ Corn	■ Spelt
■ Millet	■ Triticale
■ Oats	■ Wheat
■ Quinoa	■ Wild rice

Foods Made From Grains		
■ Bagels	■ Grits	■ Pizza crust
■ Breads	■ Hominy	■ Polenta
■ Breakfast cereal	■ Injera (Ethiopian flat bread)	■ Popcorn
■ Bulgur	■ Matzoh	■ Pretzels
■ Cake	■ Muffins	■ Rice cakes
■ Cookies	■ Naan (Indian flat bread)	■ Rice pilaf
■ Corn bread	■ Oatmeal	■ Rolls and buns
■ Corn chips	■ Pancakes	■ Taco shells
■ Couscous	■ Pasta (noodles, spaghetti, macaroni, etc.)	■ Tortillas
■ Crackers	■ Pie crust	■ Waffles
■ English muffins	■ Pita bread	

3. **CONGRATULATE** youth on all their ideas. **SAY:**



For thousands of years, people all over the world have eaten grains, like rice and corn, and foods made from grains, like bread. Grains are an important part of a nutritious diet because, in their plain forms like bread, oatmeal, or pasta, they are relatively low in calories and some grains are high in fiber and other important nutrients.

4. **EXPLAIN** that there are two main types of grain: whole grain and refined grain. **SHOW** youth the picture of a whole grain that is posted on the wall. **NOTE** that a whole grain contains all the parts of the grain—the bran, endosperm, and germ. Using the picture, **EXPLAIN** the parts of the grain, and **POINT OUT** that each of these parts contains nutrients that are important in helping young people grow and develop in a healthy way. **SAY:**



The outer shell of the grain is called the bran. It contains fiber, B vitamins, and trace minerals. Inside this shell is the endosperm, which is made up of carbohydrates and protein. Within the endosperm is the germ, which contains antioxidants, vitamin E, and B vitamins.

5. **EXPLAIN** that a refined grain is a whole grain that has gone through a milling process. In this process, the whole-grain kernels are cleaned, moistened, and crushed between heavy rollers. This removes most of the bran and some of the germ, leaving only the endosperm. The endosperm particles of wheat are ground some more and sifted to make fine-textured white flour.

ADD that removing the bran and the germ also removes the nutrients, such as iron and vitamins, fiber, and other compounds from the grain. After they are refined, some grains are enriched, a process that adds back the iron and some of the B vitamins, but not the fiber or certain other nutrients.

* A Note About What Happens to the Bran and the Germ

The youth may wonder what happens to the bran and the germ once they are removed during the refining process. You can tell them that these particles are gathered together and sold as feed for livestock.

6. **SAY:**



In the United States, most of the grain-containing foods that people eat are made of refined and enriched grains, rather than whole grains. At least half of our recommended total grain intake each day should be whole grains, according to the Dietary Guidelines for Americans, 2010. We should aim to replace many of the refined-grain foods we eat with whole-grain foods. And when we do eat refined grains, they should be enriched with vitamins and minerals.

7. **ASK** youth:

- ◆ Why do you think that health experts encourage us to eat whole grains and foods made from whole grains instead of refined grains?

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

- Whole grains and foods made from them contain the bran, germ, and endosperm so you get all of the nutrients that the grain has to offer.
- Eating whole-grain foods can help keep us healthy.

8. **SAY:**



Whole-grain foods often have more fiber than refined or refined, enriched grains. Let's focus on fiber for a moment. Dietary fiber is a kind of carbohydrate (sugars and starches are the other two kinds of carbohydrates). Fiber is important because it helps keep your digestive tract healthy. Fiber comes from plant foods, such as vegetables, fruits, whole grains, nuts, beans and peas, and seeds. It is not found in animal foods, such as milk, eggs, meat, poultry, or seafood.

The amount of fiber in foods varies a lot. A few foods, like beans and peas, are very high in fiber. Some foods, like whole grains and brown rice, have just a little fiber. Most fiber-containing foods, such as whole-wheat flour, oatmeal, and most vegetables and fruits, fall somewhere in between. We can increase the fiber content of our diet by consuming a variety of fiber-rich foods as part of meals and snacks. The fiber we eat in whole fruits, vegetables, beans and peas, and whole-grain breads, cereals, popcorn, and other foods adds up! Eating fiber-containing foods may help lower the risks of heart disease, diabetes, and obesity.

* A Note About Terminology

You may need to define “beans and peas.” These are different from green beans and green peas. Beans and peas include black beans, pinto beans, navy beans, lentils, and split peas. You can buy them uncooked in plastic bags or cooked and ready-to-eat in cans. Beans and peas are also called legumes.

Part 1: Using the Package To Find Whole Grains | 8 minutes

1. **ASK** youth: How do you know if you're eating a whole-grain food?

2. **SAY:**



One important way to know if a food is made from whole grains is to look at the ingredient list, which is often on the back or side of a package. The ingredient list tells you exactly what is in a food item and lists items by weight. The ingredient that weighs the most is listed first, and the ingredient that weighs the least is listed last. For example, the ingredient list for one type of cracker is: whole wheat, soybean and/or palm oil, salt. This means that the whole wheat weighs the most, followed by oil, and the salt weighs the least.

We're going to use the food package right now to understand a little more about whole grains.

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

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

◆ *Clues for foods made only from whole grains:*

- “Whole” or “whole grain” is listed before the grain ingredient’s name. Examples include whole wheat, whole rye, and whole oats. Other whole-grain foods are brown rice, wild rice, bulgur, graham flour, and oatmeal.¹⁰
- All grains included are whole grains and no refined grains are included in the ingredient list.
- The package may say “100% whole grain” or “100% whole wheat.”
- Many whole-grain foods have 3 grams or more of fiber per serving.

◆ *Clues for foods made only from refined, enriched grains:*

- Words like “wheat flour,” “enriched flour,” or “degerminated cornmeal” are in the ingredient list.
- Many foods made only from refined, enriched grains have 1 gram of fiber or less per serving.
- The ingredient list includes vitamins and minerals, such as thiamin, riboflavin, and iron, which are added back after the grain is refined.

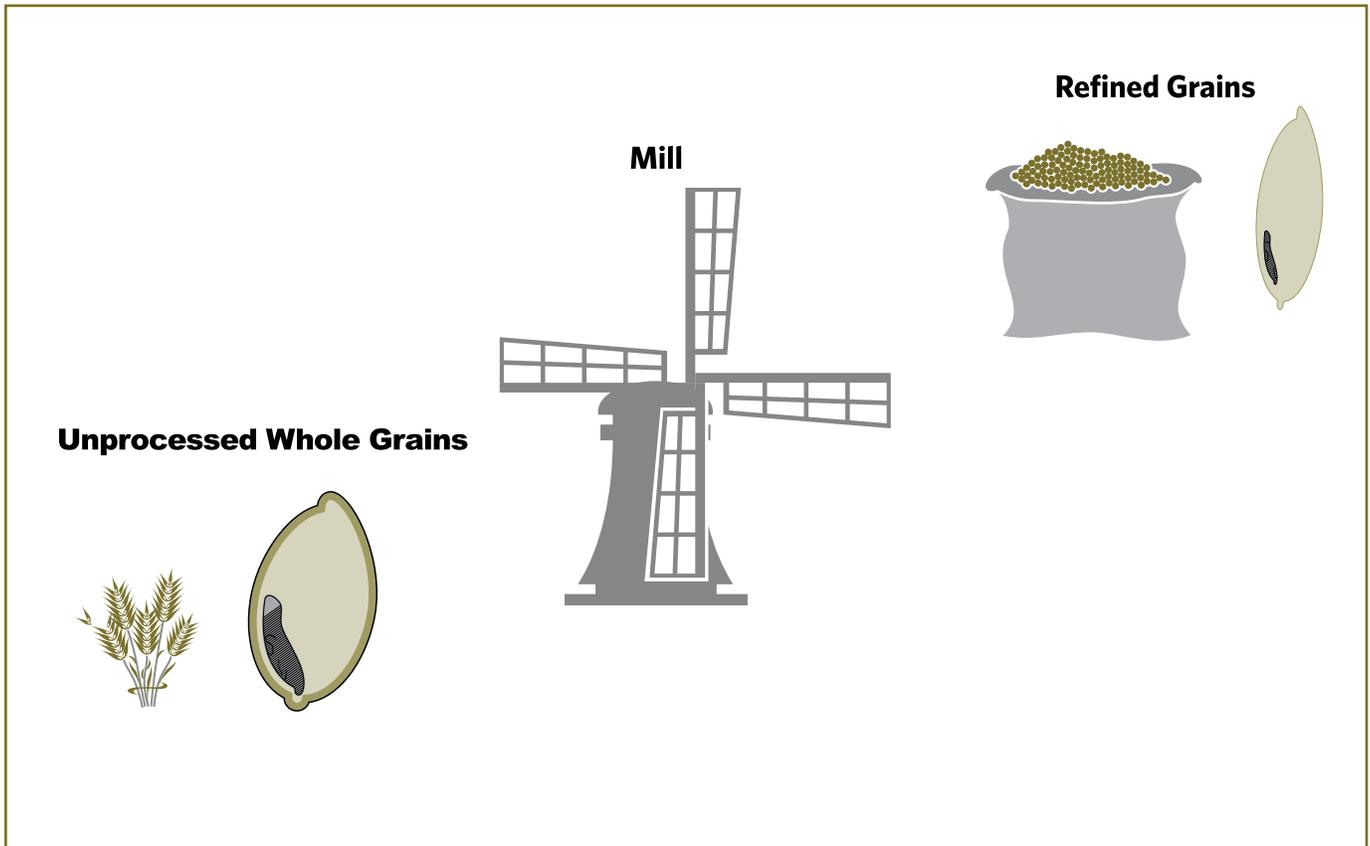
¹⁰ U.S. Department of Agriculture. (no date). *What Foods Are In the Grains Group?* ChooseMyPlate.gov. Retrieved July 15, 2012, from <http://www.choosemyplate.gov/food-groups/grains.html>.

4. **TELL** youth about other clues to look for:
- ◆ A grain food with a brown or dark color isn't necessarily a whole-grain food. The color can come from molasses or other ingredients.
 - ◆ Many breads, crackers, and cereals are made from both whole grains and refined grains, and the amount of whole grains compared to refined grains can vary. These foods are not 100% whole-grain foods because they contain both types of grains. Eating foods made from both whole and refined grains is one way to increase the whole grains we eat, especially if most of the grains in the food are whole grains.
 - ◆ Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not 100% whole-grain foods. They are refined, enriched grain products that may have some whole grains added. These terms tell you how the grain was processed (“stone ground”) or what kind of grains the food is made from (“100% wheat” or “multi-grain”).
 - ◆ A whole-grain health claim on the package tells you the food is made from whole grains: “Diets rich in whole-grain foods and other plant foods and low in total fat, saturated fat, and cholesterol may help reduce the risk of heart disease and certain cancers.” This can mean that the product is made with some whole grains, but it may not be a 100% whole-grain food.
 - ◆ The phrases “Made with whole grains” or “Whole grains guaranteed,” often found on cereal boxes, do not always mean that the product is a healthy, fiber-rich food. Even though the cereal could be made from a whole grain, it could be a low-fiber grain, like corn or rice. These cereals also can be high in added sugars.
5. **ASK** youth to look at the Nutrition Facts labels. **ASK** them to find “Fiber” on the label. If they need help finding fiber on the Nutrition Facts label, look at the table on page 208 in *Lesson 6* to help guide them. **ASK** them which grains have more fiber. **NOTE** that this activity is just a quick look at the label. **TELL** youth that they will look at the label in more detail in *Lesson 6: Visiting a Grocery Store* (page 193).

A Note About Reading the Nutrition Facts Label

The U.S. Food and Drug Administration website offers great information about the Nutrition Facts label and how to use it to make food choices. Go to: <http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm>. Another good source of information about ingredient lists and the Nutrition Facts label is Appendix 4 of the *Dietary Guidelines for Americans, 2010*. Go to: <http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/Appendices.pdf>.

Part 2: At the Grain Mill | 11 minutes



1. SAY:



At the beginning of this activity, I explained the milling process. Let's do a demonstration now that puts that explanation into action. The whole group will gather at one end of the room and move to the other end of the room while pretending we're a grain going through the milling process. We'll do it twice—the first time, we'll become whole-grain flour. The second time, we'll become refined, enriched flour. This activity will help you understand the difference between whole grains and refined, enriched grains, and why you should choose whole-grain foods more often.

* A Note About This Activity

The intent of forming a tight cluster is that the youth understand that they are working together as one unit—as a seed packed full of elements. If the youth prefer some space in their cluster, that works, too.



2. **HAND OUT** the signs labeled with the parts of the whole grain. Each youth should hold a sign indicating what part of the whole grain he or she is: “FIBER,” “BRAN,” “ENDOSPERM,” “GERM,” “ANTIOXIDANTS,” “VITAMIN E,” “B VITAMINS,” or “IRON.” (Note: The whole grain has eight parts, but if there are more signs than youth, some can hold two signs. The person holding the “ENDOSPERM” sign should hold only that sign.) **ASK** all the youth to stand in a tight cluster together at one end of the space. **ASK** the youth or youths holding the “BRAN” signs to stand at the outside of the cluster because they are the outer covering of the whole grain. **EXPLAIN** that, together, they are a whole grain, ready to be made into flour for whole-grain bread, pasta, cereal, or other whole-grain products.
3. **TELL** youth that the milling process has begun. **ASK** the group to slowly shuffle toward the other end of the room. **REMINDE** them to stay as close together as they can. When they get to the other end of the room, **TELL** them to stop. Ta-da! **EXPLAIN** that they now whole-grain flour, ready to be made into whole-grain bread, pasta, cereal, or other whole-grain products.
4. **TELL** youth to return to the place where they started (they do not have to stay in their cluster as they return to the starting place). **EXPLAIN** that they are now going to demonstrate what happens when a whole grain is milled into refined, enriched flour.
5. **ASK** all the youth but two—the one holding the red “IRON” sign and the one holding the red “B VITAMINS” sign—to stand in a tight cluster together at one end of the room. **ASK** the youth or youths holding the “BRAN” signs to stand at the outside of the cluster because they are the outer covering of the whole grain. **EXPLAIN** that, together, they are a whole grain. **TELL** the two youth who are holding the red signs to stand about two-thirds of the way down the space. **EXPLAIN** that they are the nutrients added back during the enrichment process.
6. **TELL** youth that the milling process has begun. **ASK** the group to begin to shuffle toward the other end of the room. **REMINDE** them to stay as close together as they can. When the group is about one-third of the way across the space, **TELL** the cluster to stop.
7. **ASK** the youth holding the “BRAN,” “GERM,” “FIBER,” “B VITAMINS,” “IRON,” “ANTIOXIDANTS,” and “VITAMIN E” signs to leave the cluster and stand to the side. **TELL** the one person remaining in the cluster (“ENDOSPERM”) to continue on toward the other end of the room. When that youth reaches the two youth holding the red “B VITAMINS” and “IRON” signs, **TELL** him or her to stop.

8. **ASK** the youth holding the red “B VITAMINS” and “IRON” signs to join the person holding the endosperm sign in a tight cluster. **TELL** the cluster to continue shuffling. When they get to the other end of the room, **TELL** them to stop. Ta-da! **EXPLAIN** that they are now refined, enriched flour ready to be made into bread, pasta, cereal, or other refined-grain products.
9. **ASK** youth to return to their seats. **CONDUCT** a quick debriefing, using the following questions:
 - ◆ What do you think about what happens to a whole grain during the milling process?
 - ◆ Has this demonstration changed your opinions about grain foods? If so, how?
10. **BE SURE** to note that even though nutrients are added back when the grain is enriched, it doesn’t mean that the final product is exactly the same or as nutritious as the original whole grain.
11. **DISCUSS** the kinds of grain foods the youth like to eat. This talk may be particularly interesting if the group is ethnically or culturally diverse and enjoys grain foods specific to the youth’s heritages. 
12. **ASK** youth for their suggestions about ways to choose whole-grain foods in daily eating. **FOCUS** on good times, places, and occasions to eat these foods. **USE** the chart below and on the next page as a guide to help youth as needed. **WRITE** their ideas on the flipchart paper entitled “Ways to Enjoy Whole Grains Every Day.” **KEEP** these sheets for the next activity.

Tips on Eating More Whole-Grain Foods	
CHOOSE WHOLE-GRAIN FOODS INSTEAD OF REFINED-GRAIN FOODS	
<i>Choose</i>	<i>Instead of</i>
<ul style="list-style-type: none"> ■ Whole-wheat bread, bagels, pita, or tortillas ■ Oatmeal bread 	<ul style="list-style-type: none"> ■ White bread, bagels, pita, or tortillas
<ul style="list-style-type: none"> ■ Whole-wheat pasta (try going half whole wheat and half regular at first) 	<ul style="list-style-type: none"> ■ Regular pasta
<ul style="list-style-type: none"> ■ Brown rice or bulgur 	<ul style="list-style-type: none"> ■ White rice
<ul style="list-style-type: none"> ■ Unfrosted whole-wheat flake or shredded wheat breakfast cereal ■ Oat-based breakfast cereal from whole grains ■ Oatmeal ■ Hot whole-wheat cereal 	<ul style="list-style-type: none"> ■ Corn- or rice-based breakfast cereal that is not whole grain ■ Grits

Tips on Eating More Whole-Grain Foods

TRY WHOLE-GRAIN FOODS YOU'VE NEVER TRIED BEFORE

- Bulgur (cracked wheat that tastes a little like rice and has a nutty flavor)
- Barley (a cereal grain that has a nutty flavor and a chewy, pasta-like consistency)
- Whole-wheat couscous
- Wild rice
- Quinoa (pronounced “KEEN-wah”)

EAT WHOLE-GRAIN FOODS MORE OFTEN

Enjoy at Breakfast

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

Enjoy at Lunch

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

Enjoy at Dinner

- Whole-wheat spaghetti with tomato sauce
- Cooked bulgur as a side dish with chicken or fish

Enjoy for Snacks

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

PUT THESE TIPS INTO ACTION!

- Talk to your parents about choosing whole grains and whole-grain foods when they grocery shop.
- Pay attention to restaurant menus and ask for whole-grain items if they are available.
- Get a group of friends together and petition your school cafeteria to include whole-grain items on the menu.
- When you're choosing a snack, consider whole-grain options, like air-popped popcorn, whole-grain crackers or breads, or whole-grain breakfast cereal to sprinkle on fat-free or low-fat yogurt.
- ADD YOUR IDEAS HERE!

Closing the Activity | 1 minute

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

4

Lesson 4

Snack Break



Fruit and Krunch Kebabs



Time

10 minutes

What's In It?

- Crunchy whole-grain breakfast cereal (such as unfrosted whole-wheat flake cereal or whole-wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit-flavored)
- Fruit, such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks (fresh, frozen, or canned in water or 100% juice)

Other Things You Need

- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Toothpicks or wooden skewers
- Three or four bowls
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

How to Put It Together

1. **SPOON** yogurt into bowls.
2. **POUR** cereal onto plates.
3. **TELL** youth to stick a toothpick in a piece of fruit.
4. **HAVE** them dip the fruit that's on the toothpick into the yogurt.
5. **TELL** youth to roll the yogurt-covered fruit in the cereal to coat it.
6. **ENJOY!**

- **POINT OUT** that the cereal they are eating is a whole-grain food and that yogurt is a good source of calcium—a nutrient that's important for healthy bones and teeth.
- **TELL** youth they will be able to take home the recipe for this snack at the end of the lesson. **ENCOURAGE** them 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 and eating their snacks. If soapy water is not available, use alcohol-based (60%) hand sanitizer.

All cut-up vegetables and fruits, dips, cooked foods, and leftovers must be refrigerated.

 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 C* for other snack ideas, including easy-preparation, no-refrigeration-needed options.

A ¼ cup measure will help portion out all these calorie-dense ingredients. When deciding how much food to put out, keep in mind that this is a snack and not a meal.

Lesson 4

4

Activity B: Cutting Back on Solid Fats and Added Sugars

Time

23 minutes

Activity Overview

In this activity, youth talk about the importance of cutting back on foods that are high in solid fats and added sugars. Youth discuss some major sources of solid fats and added sugars and work in groups to identify ways to reduce them when choosing foods and drinks.

Activity Objective

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

- ◆ Name two foods that are high in solid fats.
- ◆ Name two foods that are high in added sugars.
- ◆ Explain why reducing intake of solid fats and added sugars is important for good health.
- ◆ List three ways to reduce solid fats and added sugars in daily eating and drinking.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)

Facilitator's Preparation

- ◆ Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups and workstations needed depends on the number of youth in your workshop. Each workstation should have markers and a few sheets of flipchart paper for the group to write on. At each workstation, take one sheet of flipchart paper and write “Strategies to Reduce Solid Fats and Added Sugars” across the top.

Strategies to Reduce
Solid Fats and
Added Sugars

- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the DVD player so it is ready to play Segment #5: *Eat It Up!* This segment features young people in real-life situations faced with snack choices.

Warm-Up | 9 minutes

1. **WELCOME** youth back. **SAY:**



We've already talked about fruits, vegetables, and whole-grain foods and why they are good for our bodies. Now, we're going to talk about solid fats and added sugars and why they aren't so good for our bodies.

2. **ASK** youth:

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

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

- Young people need nutrients to help their bodies grow. Many foods that are high in solid fats or added sugars can fill us up and provide lots of calories without offering important nutrients. It's important to make sure that our food choices satisfy our hunger cravings while also giving our bodies the nutrients they need.
- The way you eat now has an impact on your future health. When you're young, eating foods that are rich in nutrients and low in solid fats and added sugars helps you build good eating habits and keeps your body healthy as you grow older. Over time, diets that are high in solid fats and added sugars, high in calories, and low in fiber can lead to health problems, such as heart disease, diabetes, and obesity.

3. **SAY:**



Let's talk about fat first. There are two main types of fat:

- *Solids—fats that are solid at room temperature. They are found mostly in animal foods, including the fat in meat and poultry, and in full-fat dairy products like whole milk and cheese, and other foods such as butter, cream, and ice cream. Most solid fats are saturated.*
- *Liquids—fats that are liquid at room temperature. They come from the oils in plant foods, like corn, olives, peanuts, soybeans, and sunflowers, and from seafood. They are unsaturated fats.*

Solid fats and liquid oils provide the same number of calories per gram. However, oils are generally better for your health than solid fats because they contain less saturated fats and/or trans fats and provide important nutrients like vitamin E. Saturated and trans fats affect the risk for heart problems, obesity, and other problems as we get older.

Follow these recommendations when choosing foods to eat and how you prepare them:

- ◆ *Make major sources of solid or saturated fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not everyday foods.*
- ◆ *Choose lean cuts of meats or poultry and fat-free or low-fat milk, yogurt, and cheese.*
- ◆ *Switch from solid fats to oils when preparing food.*

4. **TELL** youth they are going to do a quick brainstorm. **ASK** them to name as many foods as possible that they think are high in solid fats. **REMINDE** them to think about the two different kinds of fat (liquid oils and solid fats) and the two ways that fats are found in food (naturally and added during processing). **WRITE** their ideas on flipchart paper. **USE** the list below to help them.

Some Foods High in Solid Fats

- ◆ Many desserts and baked goods, such as cakes, cookies, doughnuts, pastries, and croissants
- ◆ Many cheeses and foods containing cheese, such as pizza
- ◆ Sausages, hot dogs, bacon, and ribs
- ◆ Ice cream and other dairy desserts
- ◆ French fries, if fried in a solid fat or hydrogenated oil
- ◆ Regular ground beef and cuts of meat with marbling or visible fat
- ◆ Fried chicken and other chicken dishes with the skin

A Note About Food Cultures



We have provided examples of foods high in solid fats and added sugars to help guide this discussion. If appropriate, encourage youth to mention foods high in solid fats and added sugars from their own cultures throughout this discussion.

5. **SAY:**



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

- Naturally occurring sugars, such as the sugars found naturally in fruit and milk
- Added sugars, such as sugars and syrups that are added to foods during processing or preparation

6. **SAY:**



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

7. **TELL** youth they are going to do another quick brainstorm. **ASK** them to name as many foods as possible that are high in added sugars. **WRITE** their ideas on flipchart paper. **USE** the list below to help them, if necessary.

Examples of Foods That Are High in Added Sugars

- | | | |
|----------------|--------------------------------------|--------------------------|
| ◆ Regular soda | ◆ Fruit drinks (such as fruit punch) | ◆ Sweet rolls |
| ◆ Candy | ◆ Sports drinks | ◆ Danish |
| ◆ Cakes | ◆ Ice cream | ◆ Doughnuts |
| ◆ Cookies | ◆ Sweetened yogurt and yogurt drinks | ◆ Granola bars |
| ◆ Pies | | ◆ Some breakfast cereals |

8. **CONGRATULATE** youth on their ideas. **SAY:**



Health experts often talk about solid fats and added sugars together. Why do you think they do that?

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

- Solid fats and added sugars are found together in many foods (such as cookies or ice cream).
- We should cut back on solid fats as well as added sugars.

9. **SAY:**



As you can see from your lists, many favorite foods and drinks are high in solid fats, added sugars—or both. That’s important to remember because solid fats and added sugars add calories to the diet but they don’t provide any other nutrients. Cutting back on solid fats and added sugars gives you room in your daily eating to enjoy foods and drinks that do provide nutrients and fiber. Cutting back may seem hard to do at first, but there are a few ways to do it.

Doing the Activity | 13 minutes

1. **TELL** youth they are going to play a game in which they brainstorm ideas for reducing intake of solid fats and added sugars in their diets.

ASK youth:

- ◆ What are three important ways to reduce solid fats and added sugars in your diet?

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

- Choose alternatives that are low in solid fats and added sugars and that provide nutrients.
- Choose small amounts of foods that are high in solid fats and added sugars.
- Choose foods that are high in solid fats and added sugars less often.

2. **TELL** youth that their ideas should build on these three approaches.

3. **DIVIDE** the youth into two or three small groups, and **PUT** each group at a workstation that is set up with flipchart paper and markers.

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

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

 **A Note About Engaging Youth**

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

5. **ASK** youth to work in their small groups and brainstorm as many strategies as possible for reducing solid fats and added sugars in their diets. **TELL** youth they will have 5 minutes to brainstorm as many ideas as possible. **ENCOURAGE** them to think about their own lives, what they eat, and what strategies would work for them in their daily lives.

6. **ALLOW** 5 minutes for youth to brainstorm and write down their ideas. **VISIT** each group, and **PROVIDE** help as needed. **TELL** youth when they have 1 minute left to finish their lists. **TELL** youth when time is up. If necessary, **GUIDE** youth to examples, such as these:
 - ◆ Have a plain breakfast cereal instead of a frosted breakfast cereal (added sugar: alternative).
 - ◆ Choose fat-free or low-fat milk or water most of the time instead of regular soda (added sugar: less often and alternative).
 - ◆ Have plain, broiled chicken instead of chicken nuggets (solid fats: alternative).
 - ◆ Choose a small order of fries instead of a large order (solid fats: small amounts).
 - ◆ Make cookies a “sometimes treat” instead of a regular snack (solid fats and added sugar: less often).
 - ◆ Snack on a piece of fruit instead of a granola bar (solid fats and added sugars: alternative).
 - ◆ Split an ice cream sandwich with a friend instead of eating it all yourself (solid fats and added sugars: small amounts).

7. When they are finished with the brainstorm, **TELL** youth that each group will have 1 minute to present its list. **ASK** youth to gather around the first group’s paper and listen as the presenter reads the list out loud. **CONTINUE** until all groups have presented their lists.

8. **CONGRATULATE** youth for their teamwork and creative ideas. **TELL** youth that their lists show there are many different ways to reduce solid fats and added sugars in our diets. Some ways may work better for some people than others.



DVD Segment #5: *Eat It Up!*

9. If you choose to use the Media-Smart Youth DVD, **SAY:**



Now we’re going to watch a video segment that shows young people in real-life situations faced with making some choices about snacks. You may even see some of the great strategies you came up with!

SHOW Segment #5: *Eat It Up!* When the DVD segment is finished, **SKIP** to Step #11.

10. If you choose not to use the DVD, **SAY:**



It's important to choose foods and drinks that are low in solid fats and added sugars so that your bodies can get all the nutrients they need to grow now, and to help prevent health problems in the future.

11. **ASK** the youth as a full group:

- ◆ Which of the approaches for reducing solid fats and added sugars did you like best?
- ◆ Which ideas do you think you'd be most likely to try?

Closing the Activity | 1 minute

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



A Note About Substitute Sweeteners and Milk

During your discussion about added sugars, you may get questions about foods or drinks made with noncaloric sweeteners. Youth may want to know whether they are an acceptable substitute for similar products made with added sugars. Diet soda is an obvious example. Remind youth that they should focus on foods and drinks that provide nutrients and that fit within their calorie needs. Even though diet soda is low in calories, it has no nutrients. When youth drink diet soda instead of other drinks, like fat-free or low-fat milk, they're missing out on a chance to get some important nutrients that their bodies need, such as calcium and protein.

You also may get some questions from parents about the acceptability of whole milk versus fat-free or low-fat milk. The best choice for youth in the Media-Smart Youth age group is fat-free or low-fat milk. These forms of milk contain all the same nutrients (and even a little more calcium) as whole milk, but they contain little or no solid fats. Choosing fat-free or low-fat milk and fat-free or low-fat yogurt and cheese will help young people get the nutrients they need without additional solid fats and extra calories.

A further note about milk terminology: Different kinds of milk have different amounts of fat in them, and the percentages on the label refer to the weight of the fat in the milk. "Fat-free" milk is the same as "skim" milk (no fat at all) and "low-fat" milk is the same as "1%" milk (1% of the weight of the milk is fat). "2%" milk, also called "reduced-fat" milk, has more fat than low-fat milk but less fat than whole milk. 2% milk is not considered to be low-fat milk.

4

Lesson 4

Action Break



A Cool Wind Blows



Time

10 minutes

Doing the Activity

1. **SET UP** chairs in a half-circle. **USE** one fewer chair than there are youth.
2. **CHOOSE** one youth to remain standing in front of the chairs, facing the group. **ASK** remaining youth to sit on the chairs.
3. **EXPLAIN** the activity:
 - A person will call out a statement that describes some members of the group. The person must begin the statement by saying, "A cool wind blows for anyone who _____," filling in the blank with any descriptive quality about some members of the group. The statement should also apply to the youth standing in the middle of the circle, so he or she can try to find a seat too. For example, the person could say: "A cool wind blows for anyone who played basketball yesterday." If any of the youth played basketball the previous day, the wind makes them move. Those who played basketball must get out of their seats and move to a completely different empty seat in the circle of chairs. The goal is to find a seat before all the seats are gone.
 - The activity has two rules:
 - Youth cannot move to a seat on either side of the one they just stood up from (unless only two youth, who are sitting next to each other, stand up).
 - They cannot push or hurt each other to get a seat.
 - There always will be one youth left who doesn't find a seat. That person should then stand in the middle of the circle and say another statement that describes members of the group, such as, "A cool wind blows for anyone who has brown eyes," and so on.
 - The person in the middle can call out "Tornado!" at any time and *everyone* (including the youth who was standing at the time) must find a different seat.
4. **ENCOURAGE** youth to think of descriptive qualities that relate to media, food, and physical activity. Some examples include:
 - Anyone who listened to music today
 - Anyone who drank soda yesterday
 - Anyone who played a video game yesterday
 - Anyone who has more than 10 friends on a social networking site
 - Anyone who drank fat-free or low-fat milk today
 - Anyone who did a physical activity yesterday
 - Anyone who likes grapes
 - Anyone who likes to play soccer
 - Anyone who has a blog
 - Anyone who went online today
 - Anyone who sent a text message today
 - Anyone who chatted online this week

4

Lesson 4

Action Break



A Cool Wind Blows (continued)



Time

10 minutes

- Anyone who visited a social networking site today
 - Anyone who walked to school yesterday
5. **START** the activity. **ASK** the standing youth to say, “A cool wind blows....”
 6. **MAKE SURE** the game moves quickly so youth are moving often. **CONGRATULATE** youth when the activity is over.
 7. **ASK** youth if they had fun. **ASK** if they think “A Cool Wind Blows” counts as physical activity. **TELL** them that it does count. **EXPLAIN** that anything that has them moving quickly, jumping around, and getting out of breath is a great way to be physically active and have fun, too!
 8. **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 B* for other *Action Break* ideas.

Lesson 4

Activity C: Mini-Production: Creating a Nutrition Page for a Social Networking Site

4

Time

20 minutes

Activity Overview

Youth design a mock social networking page for young people based on the food and nutrition topics covered so far in the workshop—vegetables and fruits, whole-grain foods, and solid fats and added sugars.

Activity Objective

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

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

Materials Needed

- ◆ Masking tape
- ◆ Flipchart paper entitled “Ways to Enjoy Vegetables and Fruits Every Day” on which the youth wrote their ideas in *Lesson 1, Activity C*
- ◆ Flipchart papers entitled “Ways to Enjoy Whole Grains Every Day” and “Strategies to Reduce Solid Fats and Added Sugars” (*Activities A and B* in this lesson)
- ◆ Two or three pieces of blank poster board
- ◆ Markers and pens in a variety of colors (several for each youth)
- ◆ Decorative supplies, such as stickers
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Set up two or three workstations in different areas of the room where the youth can work in small groups. Each workstation should have one piece of poster board, markers and pens, and decorative supplies. Make sure that the sheets of flipchart paper with food choice strategies are posted in the room and are easily visible to youth.
- ◆ Post the flipchart paper the youth used for their ideas in *Lesson 1, Activity C*, about ways to choose vegetables and fruits more often in their daily eating, somewhere in the room.
- ◆ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).
- ◆ Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).

Warm-Up | 3 minutes

1. **SAY:**



We've talked a lot about nutrition so far in the workshop. We explored the wonderful qualities of vegetables and fruits in Lesson 1. In this lesson, we talked about whole-grain foods and the importance of reducing the amount of solid fats and added sugars we eat.

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

This Mini-Production includes several of the 6 Media Questions you learned about in the previous lesson—sponsor, purpose, and audience—but its main focus is on Media Question #3: Who is the intended target audience? In this Mini-Production, you'll practice skills that you can use in your Big Production at the end of the workshop, and you'll flex your nutrition know-how.

2. Briefly **REVIEW** the first three Media Questions.

SAY:



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

ASK youth:

- ◆ Who is the author or sponsor of this *Mini-Production*?

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

- We are.

3. **SAY:**



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

ASK youth:

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

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

- To educate and inform the audience about important nutrition concepts
- To persuade them to choose vegetables and fruits or whole-grain foods more often, or to reduce their intake of solid fats and added sugars

4. **SAY:**



Let's focus on Media Question #3.

ASK youth:

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

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

- Young people

5. Doing the Activity | 16 minutes

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

2. **SAY:**



Each group is going to create a fun and creative mock page for a social networking site to highlight nutrition for young people. These pages can look like anything you want, but they should focus on one topic only—choosing more vegetables and fruits, choosing more whole-grain foods, or cutting back on solid fats and added sugars in food choices. If more than one group wants to do a page on the same topic, that's fine. The main requirements are that it must:

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

3. **REFER** youth to the flipchart sheets posted on the walls with suggestions from earlier activities.

4. **SAY:**



First, each group will need to create a short description (1 or 2 sentences) to inform your target audience about your particular nutrition topic. Keep in mind that your page description should communicate a nutrition concept you have learned so far, and the purpose of your page is to encourage others to “Like” the page. For example, if your page is created for young people who like whole-wheat bread, your description might read, “This page celebrates young people who choose whole-wheat bread instead of white bread. We choose whole grains over refined grains to get more fiber into our bodies!”

Once you have written a description, you will brainstorm ideas of fun features you can add on your page that will appeal to your target audience. Have fun and use your imagination! You can add features commonly found on social networking sites, such as videos or colorful photos of your friends making and eating nutritious snacks, the latest news related to your nutrition concept, or even links to a blog or related page.

Each group will also have a discussion board on its page where you and others can post comments to one another. So, you can also add some activity to your discussion board by posting or writing comments, such as important nutrition concepts or a fun slogan for the group.

5. **ASK** youth to begin the activity. **TELL** youth they will have 15 minutes to create their pages. **VISIT** each group, and **PROVIDE** help as needed. **TELL** youth when they have 5 minutes and then 1 minute remaining. **TELL** youth when time is up.
6. **ASK** the groups to tape their pages to the wall so that everyone can see them.

Closing the Activity | 1 minute

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

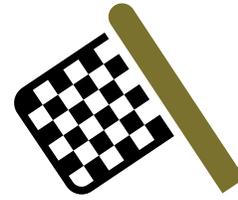
* A Note About the Flipchart Paper and Posters

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

4

Lesson 4

Finishing Up the Lesson



Time

2 minutes

1. **THANK** youth for doing great work during today's lesson.
2. **ASK** for one or more volunteers to share something fun or interesting they learned today.

LISTEN for ideas from youth about these key topics:

- ◆ Differences between whole grains and refined grains
- ◆ The importance of cutting back on solid fats and added sugars
- ◆ How to use pictures and words together to help other young people learn about healthy eating

3. **SAY:**



I have two sheets for you to take home today. The first is the Take Home a New Idea! sheet, which highlights some key ideas and the snack recipe from today's lesson that you can share with your family and friends. The second is the Tips for Media-Smart Parents sheet, which is for your parents or guardians, to help them learn about media, nutrition, and physical activity.

4. **HAND OUT** the *Take Home a New Idea!* and *Tips for Media-Smart Parents* sheets.
5. **ASK** youth to turn in any signed permission slips for the grocery store field trip (if applicable). **REMIND** those who have not yet done so to bring them in at the next lesson.

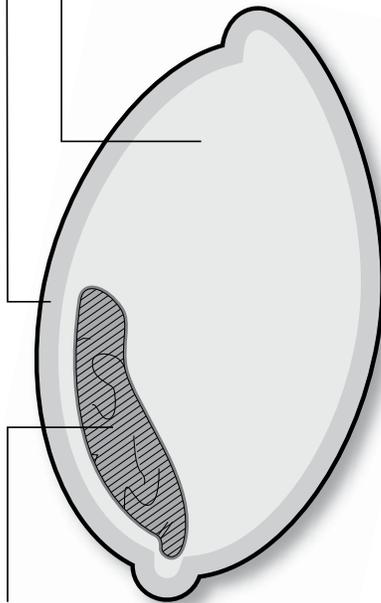
Whole-Grain Kernel

Bran

"Outer shell" protects seed
Fiber, B vitamins, trace minerals

Endosperm

Provides energy
Carbohydrates, protein



Germ

Nourishment for the seed
Antioxidants, vitamin E, B vitamins

Source: Center for Nutrition Policy and Promotion, U.S. Department of Agriculture. (March 2008). *Get on the Grain Train*. Retrieved July 1, 2010, from <http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2000/GrainTrain-revisedMar08.pdf>.



Take Home a New Idea!

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

1. Tell or text your parents and other family members about the differences between whole grains and refined, enriched grains.
2. Think about one strategy you really liked for eating more whole grains or for cutting back on solid fats and added sugars. Tell your parents and/or other family members about this strategy.

Take Home a New Snack: Fruit and Krunch Kebabs

Try it at home with your family and friends.

What's In It?

- Crunchy whole-grain breakfast cereal (such as a whole-wheat flake, unfrosted shredded wheat, or whole-wheat and barley nugget cereal)
- Fat-free or low-fat yogurt (plain, vanilla, or fruit flavored)
- Fruit, such as strawberries, grapes, apple or pear wedges, banana slices, or melon chunks (fresh, frozen, or canned in water or 100% juice)

How To Put It Together:

1. Spoon yogurt in a bowl.
2. Pour cereal onto a plate.
3. Stick a toothpick in a piece of fruit.
4. Pick up the fruit with the toothpick and dip the fruit into yogurt.
5. Roll the yogurt-covered fruit in the cereal to coat it.
6. Enjoy!

Bonus: The cereal in this snack is a whole-grain food, and fat-free or low-fat yogurt is a good source of calcium, a nutrient that is important for strong bones and teeth.

Tips For Media-Smart Parents

Throughout the Media-Smart Youth program, youth will bring home *Tips for Media-Smart Parents*. These handouts will highlight what they are learning about media and the connection to health, nutrition, and physical activity. Knowing about these topics can help you make healthy nutrition and activity choices for you and your family.

What did your young person learn in Lesson 4: Nutrition Know-How...Eat It Up?

He or she:

- Learned about whole grains and ways to choose whole-grain foods in daily eating:
 - Whole-grain foods have more fiber than many refined-grain foods do. They also include other important nutrients. Whole-grain foods can help keep us healthy.
- Discussed the importance of cutting back on solid fats and added sugars:
 - The total amount of fat you eat is important. Some is good; too much is not. Knowing how fats are found in foods can help you make smart choices. The type of fat you eat makes a big difference. Most of the fats in our diet should be oils. However, much of the fat that Americans eat today is solid fats.
 - Added sugars are those added to foods during processing or preparation. Even though our bodies process natural and added sugars in the same way, foods that have naturally occurring sugars also tend to have more nutrients than do foods that are high in added sugars.
 - Solid fats and added sugars have calories but not the nutrients young people need to grow and develop. Cutting back on foods and drinks high in solid fats and added sugars gives room in a young person's daily eating to enjoy foods that provide nutrients and fiber.

Here's how to put it into action at home:

- When you're at the grocery store, read the ingredient list and Nutrition Facts label:
 - To make sure you're choosing whole grains:
 - Look for "whole" or "whole grain" to be first in the ingredient list.
 - Look for fiber on the Nutrition Facts label; many whole grains have 3 grams or more.
 - Solid fats will be shown on the Nutrition Facts label as saturated fat and trans fat.
 - The ingredient list shows sugar-type words, such as high fructose corn syrup or sucrose. Foods and drinks with these words on the ingredient list and that are high in sugars on the Nutrition Facts label are high in added sugars.
- Increase whole grains and cut back on solid fats and added sugars:
 - Try some new whole grains at family meals:
 - Whole-wheat pancakes or oatmeal for breakfast
 - Whole-wheat bread for sandwiches at lunch
 - Bulgur or brown rice at dinner
 - Choose low-fat choices, such as fat-free or low-fat milk instead of whole or 2% milk, extra lean ground beef instead of regular, and lower calorie salad dressing instead of regular.
 - Choose low-added-sugar alternatives, such as water instead of soda.
 - Make foods high in solid fats and added sugars, like pizza, chicken nuggets, chips, soda, ice cream, granola bars, and baked goods (cakes, pies, cookies) a "sometimes treat," not an everyday choice.

Ask your young person to tell you about one or more strategies he or she really liked for eating more whole grains or for cutting back on solid fats and added sugars. Try them at home!

For more resources and ideas for parents and guardians, visit: <http://www.nichd.nih.gov/msy>.