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Lesson 8

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 commonly featured in media, particularly in advertisements. They discuss food packaging 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 how to choose foods that are good sources of calcium. 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 intake of solid fats or added sugars when eating packaged snack foods.
- ◆ 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 foods high in calcium.
- ◆ Use the Nutrition Facts label to find the calcium content of a food.
- ◆ Describe at least three techniques that can draw 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, 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: Foods in the Media and Thinking About Packaging** (20 minutes)
- **Snack Break: Better Bones 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
 - 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)
 - One empty package of each of these snacks:
 - Large snack-size package of potato chips that contains more than one serving (see the Nutrition Facts label for serving size information); these packages of chips are sometimes called “grab bags,” or “hunger grab” or “big grab” bags, and typically have about 3 ounces of chips in them.
 - Large snack-sized candy bar that contains more than one serving (see the Nutrition Facts label for serving size information); these candy bars are sometimes called “king-size” or “2 to go” and tend to have at least two bars included in the package.
 - 20-ounce bottle of regular soda
- Sheets with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, regular orange juice, low-fat yogurt with fruit, rice, calcium-fortified orange juice, fat-free milk, whole-wheat bread (one double-sided copy for each youth)
 - *Calcium Counter* sheets (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, such as jumbo-tip markers, wide paintbrushes, paints, large stencils for lettering, construction paper, and streamers
 - Digital and/or mobile device with camera (optional)
 - *Your Attention, Please!* sheets (one copy for each youth)
 - *Take Home a New Idea!* sheets (one copy for each youth)
 - *Tips for Media-Smart Parents* 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 (plain, vanilla, or fruit-flavored)
- Two or three types of canned, fresh, or frozen fruit, such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple (if canned, in water or 100% juice, not syrup)
- Sink or bathroom for hand washing, or alcohol-based (60%) hand sanitizer
- Paper plates, cups, bowls, and napkins
- Plastic spoons
- Drinks (water, seltzer, fat-free or low-fat milk, or 100% fruit juice)

For Action Break

- Two food cans or other common items (such as books), weighing about 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.
- Rinse all vegetables and fruits prior to cutting or peeling, even if the peel is not consumed.

Activity B

- Write “Weight-Bearing Physical Activities” across the top of a piece of flipchart paper, and post it in the room.

Weight-Bearing
Physical Activities

- If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show Segment #9: *Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.
- Photocopy the sheets with Nutrition Facts labels (one double-sided 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).

Action Break

- Review the breaks, 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).
- Photocopy the *Tips for Media-Smart Parents* sheet (one copy for each youth).
- Photocopy the extra take-home activity, *Scavenger Hunt: Digging for Calcium* sheet (one copy for each youth).

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Activity A: Foods in the Media and Thinking About Packaging

Time

20 minutes

Activity Overview

Youth discuss the types of foods commonly seen in the media, particularly in advertisements. They discuss food packaging 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 intake of solid fats or added sugars when eating packaged snack foods.

Materials Needed

- ◆ 6 Media Questions poster
- ◆ One empty package of each of these snacks:
 - Large snack-size package of potato chips that contains more than one serving (see the Nutrition Facts label for serving size information); these packages of chips are sometimes called “grab bags,” or “hunger grab” or “big grab” bags, and typically have about 3 ounces of chips in them.
 - Large snack-sized candy bar that contains more than one serving (see the Nutrition Facts label for serving size information); these candy bars are sometimes called “king-size” or “2 to go” and tend to have at least two bars included in the package.
 - 20-ounce bottle of regular soda

Facilitator's Preparation

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

1. **ASK** how many youth saw a food or drink featured in the media the previous day, especially snack foods and drinks. **REMINDE** them to think of all the many ways that foods and drinks can appear in various media—TV, Internet, movies, magazines, radio, newspapers, billboards, bus signs, and others. **ADD** that the food or drink doesn't need to be in an advertisement. They may also see the foods or drinks integrated into a TV show or online video, 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 responses:
 - Foods that are fast and easy to make
 - Prepared foods
 - Bottled water
 - Yogurt drinks
 - Breakfast cereal or other breakfast foods
 - Granola bars
 - Sports drinks
 - Candy
 - Soda
 - Chips
 - ◆ Are vegetables and fruit or whole-grain foods featured very often in media?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - Fruits, vegetables, and whole-grain foods are not featured very often in the media.
 - ◆ How often are the featured foods and drinks low in solid fats and added sugars?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - Foods that are low in solid fats and added sugars are not featured very often in the media. Many of the foods featured in media are high in solid fats and/or added sugars.
 - ◆ 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 responses:
 - They make you want to have the foods, even if you aren't hungry or thirsty.
 - It can be hard to choose vegetables and fruit, whole grains, and foods that are low in solid fats and added sugars when other kinds of foods are so prominent in the media.

1. **SAY:**



In our previous 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 packaging 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 suggests 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 (such as bright colors, a catchy design, and portable size).

3. **ASK** youth to name the three ways to cut back on solid fats and added sugars that they learned about earlier.

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

- ◆ Choose alternatives that are lower in solid fats and added sugars and that provide nutrients.
- ◆ Choose smaller amounts of foods that are high in solid fats and added sugars.
- ◆ Choose foods higher in solid fats and added sugars less often.

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

- ◆ A serving size is a standardized amount of a food, such as a slice of bread, ½ cup of cut-up fruit, or 8 fluid ounces (1 cup) of milk.
- ◆ The nutrient information on the Nutrition Facts label is based on a single serving of that particular food or drink. The size of the serving on the Nutrition Facts label is not always the same as the recommended serving size given in nutrition recommendations.

5. **HOLD UP** the empty packages for the 20-ounce bottle of regular soda, the large snack-size candy bar, and the large snack-sized bag of chips. **ASK** youth:
- ◆ How many servings do you think are in the bottle of soda, the candy bar, and the chips, according to their Nutrition Fact labels?
- LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response:
- One serving

6. **SAY:**



Actually, the Nutrition Facts labels on these packages show that they are more than one serving, even though many people can eat or drink all of the contents at one time and may think of these packages as one serving. It is important to be aware of the difference between serving size—an amount on the Nutrition Facts label—and a portion—the actual amount of food that a person chooses to eat at one time.

7. **PASS AROUND** all the packages. **TELL** youth to look for the serving sizes on the Nutrition Facts labels and to read them out loud. **ASK** youth:
- ◆ Think about the packages as a form of media. In some cases, the Nutrition Facts 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?
 - ◆ When young people get a snack this size, do you think they usually finish the package all at once or eat or drink only part of it?
 - ◆ In stores, are these packages easy to find or hard to find?
8. **ASK** youth to look at the rest of the Nutrition Fact labels on all the packages. **NOTE** that the %DV on the label for total fat and total carbohydrates is based on one serving. **REMINDE** them that 5%DV is considered low and 20%DV is considered high. **ASK** youth:
- ◆ If a package of a snack 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 more than the %DV for that nutrient.
 - If one serving of the snack is high in solid fats or added sugars according to the %DV, then eating the whole package means a person may be consuming a lot of fats and sugars.
 - The fats and sugars in many snack foods tend to be solid fats and added sugars. These snack foods also are often high in calories and low in nutrients. Eating the whole package means that a person is consuming a lot of calories, solid fats, and added sugars without getting nutrients he or she needs.

- ◆ Sometimes the serving size on a large snack-sized food or drink is listed as “1 package.” The food or drink inside the package may be high in solid fats and/or added sugars and low in nutrients. If you eat the suggested serving size—1 package—would you be eating a lot or a little solid fats and added sugars? **LISTEN** to ideas from youth. If necessary, **GUIDE** them to the following response:
 - Eating the 1-serving package means eating a lot of solid fats and/or added sugars.

A Note About Total Carbohydrates and Added Sugars

Two of the snacks featured in this activity—the candy bar and the soda—are high in added sugars. The Nutrition Facts label does not give a %DV for sugars nor does it show added sugars versus naturally occurring sugar, but it does give a %DV for total carbohydrates (which 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 sugars, so looking at the %DV for total carbohydrate will give youth a good sense of how much the added sugars contribute to the total carbohydrates recommended for a day. Looking on the ingredient list for “sugar” words also gives a good clue about which and how much added sugars are in the product (see page 210 in *Lesson 6* for more on this strategy).

9. **ASK** youth:
- ◆ What’s the main conclusion we should draw from this activity?
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
 - No matter what the package says about servings, the amount you eat at one time counts!

10. **SAY:**



That’s right. Portions—the amount of food a person chooses to eat at one time—are important. For foods that are high in solid fats, added sugars, or calories, the smaller the portion, the better. Just because a snack is sold in one package, or the serving size is listed as “1 package,” does not mean that a person should eat all of it at one time.

11. **ASK** youth for their ideas about how they can make smart decisions about packaged snacks that are high in solid fats and added sugars.
LISTEN to ideas from youth. If necessary, **GUIDE** them to the following response:
- ◆ 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 solid fats or added sugars.

Closing the Activity | 1 minute

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

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Lesson 8

Snack Break



Better Bones 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 (plain, vanilla, or fruit-flavored)
- Two or three types of canned fruit (in juice, not syrup) or fresh fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

Other Things You Need

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

How to Put It Together

1. **PUT** ½ cup of yogurt or soy yogurt in bowls for the youth.
 2. **SUGGEST** they top the yogurt with fruit.
 3. **ENJOY!**
- **POINT OUT** that yogurt is a good source of calcium and that they will learn more about calcium in the next activity.

- **TELL** youth about these other calcium-containing snacks:
 - Almonds
 - Low-fat or reduced-fat cheese
 - Calcium-fortified 100% orange juice
- **TELL** youth they will be able to take home a copy of 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.

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

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Activity B: Building Better Bones

Time

23 minutes

Activity Overview

Youth learn that a calcium-rich diet and weight-bearing physical activities will help them build strong bones and teeth now and will help prevent weak bones 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 foods high in calcium.
- ◆ Use the Nutrition Facts label to find the calcium content of a food.

Materials Needed

- ◆ Flipchart paper, easel (if available), markers, masking tape, watch or timer
- ◆ Equipment to play and show the Media-Smart Youth DVD (optional)
- ◆ Sheets with Nutrition Facts labels for the following foods: cooked broccoli, bean burrito, regular orange juice, calcium-fortified orange juice, low-fat yogurt with fruit, rice, fat-free milk, whole-wheat bread (one double-sided copy for each youth)
- ◆ *Calcium Counter* sheets (one copy for each youth)

Facilitator's Preparation

- ◆ Write “Weight-Bearing Physical Activities” across the top of a piece of flipchart paper, and post it in the room.
- ◆ If using the Media-Smart Youth DVD, preview the segment before the lesson. Set up the equipment to play and show *Segment #9: Smoothie Sensations*. This segment shows how to make a calcium-rich smoothie.

- ◆ Photocopy the sheet with Nutrition Facts labels (one copy for each youth).
- ◆ Photocopy the *Calcium Counter* sheet (one copy for each youth).

Warm-Up | 7 minutes

1. **ASK** youth whether they have older relatives or family friends who have recently broken a bone or who seem to have gotten shorter as they've grown older. If so, explain that their family member or friend may have a condition called osteoporosis (pronounced "aws-tee-oh-puh-row-siss"), which means that their bones are weak and more likely to break. Getting too little calcium when you're young can increase your chances of getting osteoporosis when you're older.

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

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

* A Note About Resources

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

- *Milk Matters* Calcium Education Campaign (<http://www.nichd.nih.gov/milk>), supported by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD)
- *Best Bones Forever!* (<http://www.bestbonesforever.gov>), supported by the Office on Women's Health, Office of the Assistant Secretary of Health, U.S. Department of Health and Human Services
- *Kids and Their Bones: A Guide for Parents* from the National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS) (<http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>)
- National Institutes of Health Osteoporosis and Related Bone Diseases—National Resource Center (<http://bones.nih.gov>)

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 supporting most of your weight. Examples of weight-bearing activities include running, jumping, or hiking.

Did you know that 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 activities.

5. **ASK** youth to name some weight-bearing physical activities. **WRITE** their ideas on the flipchart paper entitled “Weight-Bearing Physical Activities.”

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

- ◆ Running
- ◆ Walking
- ◆ Hiking
- ◆ Skipping
- ◆ Jumping rope
- ◆ Jumping jacks
- ◆ Push-ups
- ◆ Climbing stairs
- ◆ Raking leaves
- ◆ Yoga
- ◆ Hopping
- ◆ Jumping
- ◆ Playing sports that include running or catching, such as basketball, soccer, and baseball
- ◆ Hopscotch
- ◆ Dancing
- ◆ Lifting weights
- ◆ Handstands and cartwheels
- ◆ Carrying groceries

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

This is a good place in the activity 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).

6. **ASK** youth to name at least two physical activities that are not weight-bearing because something else is supporting your weight (but are still great to do!).

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

- ◆ Swimming
- ◆ Horseback riding
- ◆ Biking

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 in your everyday eating and drinking. Calcium is a mineral that:
 - ◆ Builds strong, healthy bones and teeth
 - ◆ Keeps bones and teeth strong throughout life
 - ◆ Is important for overall health¹⁷

9. **SAY:**



It is most important to get enough calcium during your childhood and teen years—about 90 percent of all the calcium you'll ever get into your bones is there by age 18 in girls and age 20 in boys.¹⁸ If you don't get enough calcium during these important years, you can't make up for it later. As you get older, it's important to keep consuming enough calcium to maintain the strength of your bones. Building strong bones and teeth now and keeping them strong can help prevent health problems later in life.

10. **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 products¹⁹

¹⁷ For more information on calcium, visit the NICHD's *Milk Matters* Calcium Education Campaign website at <http://www.nichd.nih.gov/milk>.

¹⁸ NIAMS. Retrieved August 2, 2010, from <http://www.niams.nih.gov/hi/topics/osteoporosis/kidbones.htm>.

¹⁹ 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, especially older women, do need to take calcium supplements. See the *Milk Matters* Calcium Education Campaign at <http://www.nichd.nih.gov/milk> for more information on calcium supplements.

11. **SAY:**



That's right. We get most of our calcium from food and drinks. Milk products—milk, yogurt, and cheese—are the best dietary sources of calcium. Because some milk products are also high in solid fats, 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. Some food companies are adding calcium to foods that don't naturally contain this nutrient. So now you can 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 nondairy foods that naturally contain calcium. Even though these foods have smaller amounts of calcium than milk and milk products, that calcium is still important for your bones. For example, dark-green leafy vegetables, such as spinach, kale, turnip greens, and collard greens, and beans, such as white beans, soybeans, and garbanzo beans, naturally contain calcium. So do almonds, figs, and canned salmon with bones.



DVD Segment #9: Smoothie Sensations

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



Now we're going to see a segment that shows how to make a smoothie that's rich in calcium.

SHOW Segment #9: Smoothie Sensations. When the segment is finished, **GO** to Doing the Activity.

13. If you choose not to use the Media-Smart Youth DVD, **SAY:**



Some people do not get enough calcium in their diets and need to work on consuming more. I'm going to ask you a question and I want you to jump to your feet when you hear the answer you think is right.

14. **ASK:** Which of the following groups do you think gets the *LEAST* amount of calcium in their diets?

- ◆ Boys ages 9 to 13
- ◆ Girls ages 9 to 13

SAY:



The answer is “girls ages 9 to 13.” Less than 10 percent of girls in that age group, fewer than 1 in 10, get enough calcium. For boys ages 9 to 13, only 25 percent, or 1 in 4, get enough calcium.²⁰ These statistics tell us that as young people start to make more of their own food and drink choices, they’re not choosing as many foods and drinks with calcium as they need.

You can help change this trend among girls and boys in your age group by choosing foods and drinks that have calcium. Fat-free or low-fat milk is a great drink choice because it is an excellent source of calcium. Many other foods have calcium in them, too. We’re going to do an activity now to learn more about drinks and foods that can help you get the calcium you need during your important bone-growing years.

* 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 the homes or schools of the youth. If they are not, find out what other kinds of calcium-containing foods are commonly available. (See the *Calcium Counter* sheet on page 303 for a list of some common calcium-containing foods.)

²⁰ NICHD’s Milk Matters Calcium Education Campaign. Retrieved August 2, 2010, from <http://www.nichd.nih.gov/milk>.

1. **PASS OUT** the Nutrition Facts labels sheets.²¹ **SAY:**



How can you figure out whether you're getting enough calcium? Reading the Nutrition Facts label is one way to 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). **POINT OUT** that they should see the %DV next to it.

3. **SAY:**



Most adults need 1,000 milligrams of calcium every day. That means they need to choose foods each day with calcium %DVs that add up to 100%. Young people need more calcium than adults because they are still growing. Young people need 1,300 milligrams of calcium every day.

4. **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%

5. **TELL** 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 yogurt with fruit, calcium-fortified orange juice
- Low in calcium: rice, regular orange juice, whole-wheat bread
- In between: bean burrito, broccoli

²¹ U.S. Department of Agriculture Food & Nutrition Service. (2003) Revised (2008). *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide*. (USDA Publication No. FNS-323). Retrieved August 2, 2010, from 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—vegetables and fruits; grains; milk and milk products; and protein foods (seafood, meat, poultry, eggs, beans and peas, soy products, nuts, and seeds)—differ from each other in many ways, including the types and amounts of nutrients they contain. Just because one food is higher in calcium or another nutrient than other foods, doesn't mean it's "better." Eating many different kinds of nutritious foods is the best way for young people to get all the nutrients they need to grow and be healthy.

- HAND OUT** a *Calcium Counter* sheet 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. **EXPLAIN** that they need to pick foods from the sheet with %DVs that add up to at least 130%DV because the calcium DV is 1,000 mg and youth need 1,300 mg. **GIVE** them two important hints:
 - ◆ They should focus on foods high in calcium, but should try to include other foods that are in between and low in calcium.
 - ◆ Choosing more than one serving of a favorite calcium-rich food or drink can help the %DVs add up (for example, 1 cup of fat-free milk at lunch and 1 cup at dinner).
- ALLOW** youth 1 minute to look through the list. **BEGIN** the brainstorm. **ALLOW** youth to come up with two or three combinations of foods and drinks. **WRITE** their suggestions on flipchart paper. **ADD** the %DVs to make sure that each combination totals 130%DV.

Closing the Activity | 1 minute

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

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Lesson 8

Action Break



Weight-Bearing Fun



Time

10 minutes

Materials Needed

- Two food cans or other common items (such as books), weighing about 2 pounds each

Doing the Activity

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 at the other end of the room, about 20 feet away from each of the cans.
 3. **EXPLAIN** the activity:
 - The first youth in each group should run to a can at the other end of room, do a weight-bearing activity five times, run back, and tag the second youth in line. Youth can do any weight-bearing activity, including push-ups, jumping jacks, pretending to climb stairs, or lifting weights using the can.
 - When tagged, the second youth in the group should run to the other end of room, do a different weight-bearing activity five times, then run back and tag the next person.
 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 ideas. The groups can do them in any order, and they can repeat the same activity if they choose.
 5. **ASK** one youth in each group to start the activity.
 6. **CONGRATULATE** youth when they have finished the activity.
 7. **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 8

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Activity C: 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 at least three techniques that can draw a viewer’s attention to a message.

Materials Needed

- ◆ Youth folders
- ◆ Several very large pieces (as large as you can get) of poster board or paper or a roll of easel or craft paper (available in toy or craft stores)
- ◆ Decorative supplies, such as jumbo-tip markers, wide paintbrushes, paints, large stencils for lettering, construction paper, and streamers
- ◆ Digital and/or mobile device with camera (optional)
- ◆ *Your Attention, Please!* sheets (one copy for each youth)
- ◆ *Take Home a New Idea!* sheets (one copy for each youth)
- ◆ *Tips for Media-Smart Parents* 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 *Tips for Media-Smart Parents* sheet (one copy for each youth).
- ◆ Photocopy the extra take-home activity, *Scavenger Hunt: Digging for Calcium* sheets (one copy for each youth).

1. **SAY:**



Now, we're going to do our Mini-Production. This Mini-Production plays with several of the 6 Media Questions you learned about—audience, message, and technique—but its focus is 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 their message across fast. People often see billboards when they are driving by—so 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:

- Use of color, such as bright colors or no color (black and white photographs or black background and white text, for example)
- Few words
- Interesting design of text or slogans
- Funny words
- Use of celebrities
- Beautiful or funny pictures
- Action

- ◆ What techniques attract your attention when you see other media?

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

- Music (lively, sad, loud, or soft)
- No sounds at all
- Fast-moving images
- Animation

- ◆ Why is technique important?

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

- It's what gets people's attention.
- Once you have people's attention, you can get your message across.

3. **SAY:**



You're 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 to attract attention and get your message across.

Doing the Activity | 20 minutes

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 foods high in calcium and/or doing weight-bearing physical activities.
2. **HAND OUT** the youth folders and a *Your Attention, Please!* planner sheet to each youth. **TELL** the youth they should use the planner sheets to decide what they want to say and what techniques they want to use to get their message across. **ADD** that once they have decided on their message and techniques, they can begin to create their 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. **TELL** youth when time is up.
4. **ASK** youth to post 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.
5. If a digital camera is available, **TAKE** pictures of the billboard. **E-MAIL** the pictures to the youth in the group so they can share them with their friends online.

Closing the Activity | 1 minute

1. **CONGRATULATE** youth on their creativity and beautiful work.
2. **ASK** whether youth have any comments or questions.
3. **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. Or, add the photos of the billboards to a photo-sharing website.

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Lesson 8

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, serving size, and portions
 - ◆ Calcium, weight-bearing physical activity, and healthy bones
 - ◆ Techniques used by media to get people's attention

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!* sheets, the *Tips for Media-Smart Parents* sheets, and the *Scavenger Hunt Guide: Digging for Calcium* sheets.
5. **TELL** youth that the last sheet 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.

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, *Lesson 9*. Youth will make some important decisions in that lesson about their *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 pages 327 and 328 ahead of time, in case you need any preparation to answer the questions.

Your Attention, Please!

Our billboard topic is:

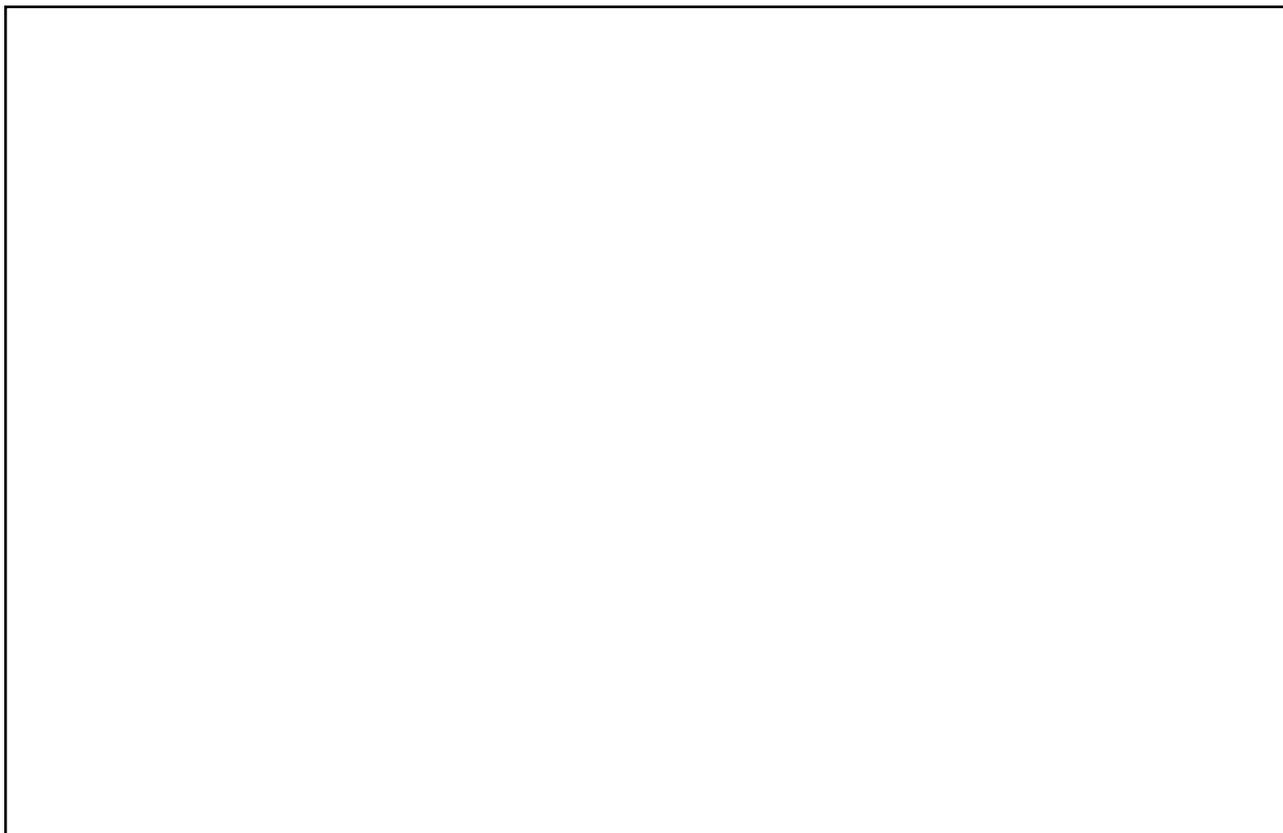
Smart Snacking

Building 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.

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%
Trans Fat 0g	
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 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%
Trans Fat 0g	
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 are based on a 2,000 calorie diet.	

Orange Juice

Nutrition Facts	
Serving Size 8 FL OZ (249g) Servings Per Container 8	
Amount Per Serving	
Calories 110	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 26g	9%
Dietary Fiber 0g	0%
Sugars 22g	
Protein 1g	
Vitamin A 0% • Vitamin C 50%	
Calcium 2% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Calcium-Fortified Orange Juice

Nutrition Facts	
Serving Size 8 FL OZ (249g) Servings Per Container 8	
Amount Per Serving	
Calories 110	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 26g	9%
Dietary Fiber 0g	0%
Sugars 22g	
Protein 2g	
Vitamin A 0% • Vitamin C 180%	
Calcium 35% • Iron 0%	
* Percent Daily Values are based on a 2,000 calorie diet.	

Lesson 8, Activity B

Nutrition Facts Labels

Below are Nutrition Facts labels for a variety of foods.

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%
<i>Trans</i> Fat 0g	
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 0%
* Percent Daily Values are based on a 2,000 calorie diet.	

Rice, White, 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%
<i>Trans</i> Fat 0g	
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 are based on a 2,000 calorie diet.	

Fat-Free Milk

Nutrition Facts	
Serving Size 8 FL OZ (245g)	
Servings Per Container 8	
Amount Per Serving	
Calories 90	
% Daily Value*	
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
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 are based on a 2,000 calorie diet.	

Bread, Whole Wheat

Nutrition Facts	
Serving Size 1 slice (50g)	
Servings Per Container 15	
Amount Per Serving	
Calories 140	Calories from Fat 30
% Daily Value*	
Total Fat 3g	5%
Saturated Fat 0.5g	3%
<i>Trans</i> Fat 3g	
Cholesterol 0mg	0%
Sodium 340mg	14%
Total Carbohydrate 24g	8%
Dietary Fiber 3g	14%
Sugars 0g	
Protein 4g	
Vitamin A 0%	Vitamin C 0%
Calcium 2%	Iron 8%
* Percent Daily Values are based on a 2,000 calorie diet.	

U.S. Department of Agriculture Food & Nutrition Service. (2008). *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide* (USDA Publication No. FNS-323). Retrieved August 2, 2010, from http://www.fns.usda.gov/tn/RESOURCES/power_of_choice.html.

Calcium Counter

Food	Food Label Serving Size	%DV Calcium
MILK GROUP		
Fat-free or low-fat milk	1 cup (8 fluid ounces)	30%
Fat-free or low-fat fruit-flavored yogurt	1 cup	35%
Fat-free or reduced-fat cheese	1 ounce	12%
Chocolate pudding, made with 2% milk	½ cup	15%
Fat-free or low-fat cottage cheese	1 cup	13%
GRAIN GROUP		
Calcium-fortified bread	1 slice	15%
Corn tortillas	3 medium	6%
VEGETABLE AND FRUIT GROUP		
Broccoli	½ cup	3%
Collard greens	½ cup	18%
Bok choy (also called pak choi)	½ cup	8%
Potato	1 medium, baked with skin	3%
Calcium-fortified orange juice	1 cup	50%
Regular orange juice	1 cup	2%
Figs, dried	2 figs	6%
PROTEIN GROUP		
Chili with beans	1 cup	8%
Baked beans, vegetarian	½ cup	4%
Dry-roasted almonds	1 ounce (22 almonds)	8%
Scrambled eggs	2 eggs	8%
Peanut butter	2 tablespoons	1%
Tofu, regular, calcium-fortified	¼ block	16%
MIXED DISHES		
Cheese pizza, 12"	1 slice	20%
Macaroni and cheese	1 cup	9%
Soup prepared with milk	1 cup	17%
Lasagna, meat with tomato sauce	1 cup	30%

Data sources: U.S. Department of Agriculture. *National Nutrient Database for Standard Reference, Release 23*. Retrieved on June 19, 2011, from <http://www.nal.usda.gov/fnic/foodcomp/search>; Wonder® Bread website. Retrieved on June 19, 2011, from <http://www.wonderbread.com/white-bread.html>.

For more information on the calcium content of foods, go to Appendix 14 of the *Dietary Guidelines for Americans, 2010* at <http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>.

Scavenger Hunt Guide: Digging for Calcium

What is a gram?

- 1 gram (g) = 1,000 milligrams (mg)
- The Nutrition Facts label tells you the exact weight of each nutrient in a serving of food.
- Consider this comparison: a paper clip or a raisin weighs about 1 gram.

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

Step 1: Find sources of calcium in milk and milk products (milk, yogurt, and cheese).

Read these paragraphs 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 mg 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 greater 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's also best to eat calcium-containing foods that are low in solid fat.

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

Questions	Whole Milk	Fat-Free Milk	Cheddar Cheese	String Cheese	Plain Fat-Free Yogurt	Fruit-Flavored Low-Fat Yogurt	Cottage Cheese
1. What is the %DV of calcium per serving?							
2. How many milligrams of calcium does this food have? (HINT: just add a zero to the %DV.)							

3. Of the milk products listed in the table above, which are considered "high" in calcium?

1. _____ 2. _____ 3. _____

Step 2: Find sources of calcium in foods other than milk and milk products.

Read this paragraph out loud:

Some people have trouble digesting milk, yogurt, and cheese, and others 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. See whether your grocery store has any of these calcium-fortified foods!

Go to the soy drinks section. You might find soy drinks located in the milk or breakfast cereal aisle. If you can't find soy drinks, ask someone who works in the store to tell you where they are.

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

1. _____ 2. _____

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?

1. _____ 2. _____

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?

1. _____ 2. _____

Lesson 8, Extra Take-Home Activity

Step 3: Don't forget about other nondairy foods that contain 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 ___mg ___%DV of calcium
- Blackstrap molasses ___mg ___%DV of calcium
- Canned white beans ___mg ___%DV of calcium
- Frozen collard greens ___mg ___%DV of calcium
- Frozen spinach ___mg ___%DV of calcium
- Dry-roasted almonds ___ mg ___ %DV of calcium
- Frozen kale ___mg ___%DV of calcium

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



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 an excellent source of calcium (at least 20%DV).
2. Tell your parents and other family members about the importance of calcium and weight-bearing physical activity for strong bones. Talk about it during a walk together or while enjoying a sundae made with fat-free or low-fat yogurt.
3. Show them how to figure out if a food is a good source of calcium using the Nutrition Facts label.
4. 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: Better Bones Sundaes and More

Try it at home with your family and friends.

What's In It?

- Fat-free or low-fat yogurt or soy yogurt (plain, vanilla, or fruit-flavored)
- Canned (in water or 100% juice, not syrup), fresh, or frozen fruit (such as peaches, strawberries, cantaloupe, banana, grapes, apples, pears, or pineapple)

How To Put It Together:

1. Put $\frac{1}{2}$ cup of yogurt or soy yogurt in a bowl.
2. Top with fruit.
3. Enjoy!

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

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 8: Super Snacks and Better Bones?

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

He or she:

- Discussed the difference between serving size and portion. A serving size is a standardized amount of a food, such as a cup or a slice. Serving sizes are found on the Nutrition Facts label. A portion is the amount of food a person chooses to eat at one time.
- Explored how food packages are a form of advertising. The packaging can affect how much of a specific food a person chooses to eat. Just because a snack is sold in one package, and the serving size is listed as "1 package," does not mean that a person should eat all of it at one time.
- Learned that a calcium-rich diet and weight-bearing physical activity help build strong bones and teeth, and help prevent bone loss and fractures later in life. Weight-bearing activities are any activities in which feet, legs, or arms are supporting most of a person's weight, such as running, hiking, dancing, or climbing stairs.
- Discussed sources of calcium, such as fat-free or low-fat milk and milk products, almonds, dark-green leafy vegetables, and beans. Some foods, such as soy drinks, orange juice, and breakfast cereal, also are fortified with calcium.

- Read the Nutrition Facts label before you eat packaged foods. Look at the serving size listed and decide if the serving size is right for you.
- Choose small portions of foods that are high in solid fats, added sugars, and calories. Many snack foods that are high in solid fats and/or added sugars also are high in calories and low in nutrients. Eating the whole package means that a person is consuming a lot of calories, solid fats, and added sugars without getting needed nutrients.
- Choose calcium-containing foods and drinks every day.
- Look at the calcium %DV on the Nutrition Facts label of foods. Keep in mind that many adults need 1,000 milligrams of calcium a day, and young people ages 9 to 18 need 1,300 milligrams a day because they are still growing.
- Pick a weight-bearing activity to do today. You'll be doing something great for your bones and your overall health!

Ask your young person to tell you about one or more ideas he or she really liked for getting enough calcium and for weight-bearing physical activity. Try them together at home!

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