

Exploring Nutrition

Time

30 minutes

Activity Overview

This module examines the nutrition concepts in the curriculum and reviews the parts of the Nutrition Facts label that the youth focus on during their activities. Participants are also involved in an activity that highlights the importance of whole grains and demonstrates how a whole grain is refined.

Activity Objective

- ◆ Discuss the nutrition concepts in the Media-Smart Youth program.

Materials Needed

- ◆ *All About Nutrition in Media-Smart Youth* sheet
- ◆ An 8½” x 11” sheet of paper for each of the following terms, written in black marker: ENDOSPERM, B VITAMINS, IRON, BRAN, GERM, FIBER, ANTIOXIDANTS, VITAMIN E
- ◆ An 8½” x 11” sheet of paper for each of the following terms, written in red marker: IRON, B VITAMINS
- ◆ Flipchart paper containing an enlarged sketch of a whole grain, based on the drawing on page 89
- ◆ *Option 2: Scavenger Hunt Guide* sheets (one copy for each participant)
- ◆ Pencils/pens (one for each participant)
- ◆ Equipment to play and show the Media-Smart Youth DVD

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

Provide each group with materials from one of the following categories:

1. Breakfast Cereal

- ◆ Empty box from a sweetened, corn- or rice-based cereal
- ◆ Empty box from an unsweetened, whole wheat-based cereal
- ◆ Empty box from a sweetened, corn- or rice-based cereal that includes the words, “Made with Whole Grains” on the packaging

Note: Only one box with the “Made with Whole Grains” label is needed for the trainer’s demonstration.

2. Bread

- ◆ An empty bag from a loaf of 100% whole-grain bread
- ◆ An empty bag from a loaf of white bread

3. Milk and Milk Products

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

Note: If you have a large class, divide participants into multiple small groups and provide each group with its own set of materials.

 **Trainer's Preparation**

- ◆ Photocopy enough of the *Option 2: Scavenger Hunt Guide* sheets to have one set for each participant.
- ◆ Photocopy enough of the *All About Nutrition in Media-Smart Youth* sheets to have one for each participant.
- ◆ Distribute either the cereal, bread, or milk and milk product food packages to each small group, but keep the “Made with Whole Grains” cereal to the side for a demonstration. If you anticipate having more than seven participants per group, then have more than one group work on the same set of food packages.
- ◆ Draw a sketch of an enlarged whole grain on a flipchart paper, based on the whole-grain diagram provided on page 89.
- ◆ Set up the equipment to play and show DVD Segment #5: *Eat It Up!*

1. **SAY:**



Due to the complexities of nutrition, it's impossible to cover all aspects of a healthy diet in a program that focuses on other topic areas.

Because we can't cover all topics in nutrition, the curriculum covers four basic nutrition content areas and encourages young people to consider these in their daily eating. They are:

- *Eating more fruits and vegetables*
- *Choosing whole grains*
- *Increasing foods and drinks that contain calcium*
- *Reducing snacks and drinks with solid fats and added sugars*

Please review the All About Nutrition in Media-Smart Youth worksheet for more detailed information on these topics. Keep in mind that:

- *Media-Smart Youth is not a weight-loss program or a diet; it's about making healthy choices, and everyone can benefit from making healthy choices.*
- *All foods, eaten in moderation, can be part of a healthy way of eating.*
- *Try to avoid the phrases "junk food" or "diet," and don't label any food as "good" or "bad."*

2. **TELL** participants that they will be looking at the Nutrition Facts labels and ingredient lists on packaged products, talking about whole grains versus refined grains, and watching a video about making smart snack choices.

3. **SAY:**



We'll begin by looking at ingredient lists and Nutrition Facts labels of different food packages. The Nutrition Facts label is a tool that people can use to identify:

- *Serving size*
- *Amounts of:*
 - *Fat*
 - *Added sugar*
 - *Calcium*
 - *Fiber*
- *Whether a product contains whole grains*

You'll also look at how food manufacturers use product packaging to influence people to buy certain foods.

1. **ASK** participants:

- ◆ What is a Nutrition Facts label?

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

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

- ◆ What is an ingredient list?

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

- The ingredient list tells you exactly what is in a particular food item. The ingredient that weighs the most is listed first, and the ingredient that weighs the least is listed last.

- ◆ What is a serving size?

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

- A serving size is a standardized amount of food or drink, such as one slice of bread, ½ cup of sliced fruit, or 8 fluid ounces of milk.
- The nutrient information provided on a Nutrition Facts label is based on a single serving size for that particular food or beverage. The size of the serving on a Nutrition Facts label is not always the same as serving sizes in nutrition recommendations.

- ◆ What is %DV (percent daily value)?

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

- %DV is a number that helps you know if there is a lot or a little of a certain nutrient in a serving of food. This is an important identification tool for helping you use the Nutrition Facts label to make better nutrition choices.
- We use the “5–20 rule” to make sense of the %DV. For example, 5%DV or less is low. 20%DV or more is high. So if you want to choose foods that are lower in total fat and solid fats, look for a %DV that is 5 or less. If you want to eat foods that are higher in certain nutrients, such as vitamin C, look for %DV that is closer to or higher than 20.

- The amount of sugar is listed in grams (g) and does not include a %DV. The sugar amount listed is total sugars, which includes both sugars found naturally in the food as well as added sugars. The higher the number of grams, the more sugar is in the food or drink. Sugars are naturally found mostly in milk products and fruit. Sugars in other types of food products are generally added sugars. The “sugar” words in the ingredient list—such as high fructose corn syrup or sucrose—tell you about the kind of added sugars in the food.
- The Nutrition Facts label also includes “Total Fat.” Underneath “Total Fat,” you’ll see “Saturated Fat” and “Trans Fat.” The number of grams of these fats and the %DV of total fat and saturated fat will give you a good idea of whether the food is high in solid fats (solid fats contain mostly saturated fats and trans fats). The Nutrition Facts label does not include %DV for trans fat. Most people should keep their intake of trans fats as low as possible.

2. **DIVIDE** participants into small groups.
3. **EXPLAIN** to participants they should look for the *Scavenger Hunt Guide* sheets in their participant folders, and they will fill out the sheets based on the food packages in front of them.
4. **TELL** the groups that they will have 7 minutes to complete their sheets, and that you will let them know when they have 1 minute remaining.
5. **START** the scavenger hunt. **TELL** participants when they have 1 minute remaining.
6. **REVIEW** the *Scavenger Hunt Guide* sheets out loud with all of the groups.
SAY:



- For those of you who had the breakfast cereal scavenger hunt:
 - ❑ How much fiber does the sweetened cereal have?
 - ❑ How about the whole-grain cereal?
 - ❑ If you were looking at fiber, which would be a better choice? (Answer: whole-grain cereal)
- For those of you who had the bread scavenger hunt:
 - ❑ How much fiber does the white bread have?
 - ❑ How about the whole-wheat bread?
 - ❑ If you were looking at fiber, which would be a better choice? (Answer: whole-wheat bread)

- For those of you who had the milk and milk products scavenger hunt:
 - ❑ How much fat did the 2% milk have? (Answer: 5 grams)
 - ❑ How about the fat-free milk? (Answer: 0 grams)
 - ❑ Which has more calcium? (Answer: Both have the same amount, 30%DV)
 - ❑ If you were looking at reducing fat and increasing calcium, which would be a better choice? (Answer: Fat-free milk)

7. **SHOW** the box for the cereal “made with whole grain.”

SAY:



It’s important to pay attention to the Nutrition Facts label even if there are other cues on the packaging that tell you something about the content of a product. For example, some cereal companies advertise that all their cereals are made with whole grain. But “made with whole grain” does 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.

8. **ASK** someone to read the fiber content of a serving of the cereal.

9. **SAY:**



Even though product packaging tells you one thing, it may actually mean something else, so you need to pay attention to the Nutrition Facts label. The cereal that is “made with whole grain” doesn’t necessarily have more fiber than the version that does not have the “made with whole grain” message on it.

10. **ANSWER** any questions they may have. **RECOMMEND** that they take the other *Scavenger Hunt Guides* that they didn’t work on to the grocery store to practice reading the Nutrition Facts label before they do the activity with the young people.

1. **SAY:**



At the beginning of this section, we briefly mentioned the idea of whole grains versus refined grains.

2. **SHOW** participants the picture of a whole grain on the flipchart paper. **NOTE** that a whole grain contains all the parts of the grain—the bran, endosperm, and germ.

3. **EXPLAIN** that a “refined grain” is a whole grain that has gone through a milling process. In this process, the whole-grain kernels are cleaned and moistened 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. **NOTE** that removing the bran and the germ also removes the fiber; nutrients, such as iron and B vitamins; 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.

4. **TELL** participants that they will now do a demonstration that puts this explanation into action.

5. **ASK** for 10 volunteers to come to the open space in the room and help with the demonstration. The rest of the group should stand to the side and watch.

6. **SAY:**



You will now pretend to be 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.

7. **HAND OUT** the prepared signs. Each participant should hold a sign indicating what part of the whole grain he or she is: FIBER, BRAN, ENDOSPERM, GERM, ANTIOXIDANTS, VITAMIN E, B VITAMINS, or IRON. **ASK** the participants to stand in a tight cluster together at one end of the space. **ASK** the participant holding the BRAN sign to stand at the outside of the cluster because he or she is the outer covering of the whole grain. **EXPLAIN** that, together, the participants are a whole grain ready to be made into flour for whole-grain bread, pasta, cereal, or other whole-grain products.

8. **TELL** participants 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 are still a whole-grain flour,, ready to be made into whole-grain bread, pasta, cereal, or other whole grain products.
9. **TELL** participants 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.
10. **ASK** all the participants 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 participant holding the BRAN sign to stand at the outside of the cluster because he or she is the outer covering of the whole grain. **EXPLAIN** that, together, the participants are a whole grain. **TELL** the two participants 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.
11. **TELL** participants 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.
12. **ASK** participants 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 the participant reaches the two participants holding the red B VITAMINS and IRON signs, **TELL** him or her to stop.
13. **ASK** the participants 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.
14. **ASK** participants 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?

15. **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.
16. **TELL** participants that the *Hurray for Whole Grains!* activity comes from *Lesson 4* in the Media-Smart Youth curriculum.

Cutting Back on Solid Fats and Added Sugars | 5 minutes

1. **SAY:**



Now we will watch a video that focuses on cutting back on solid fats and added sugars.



2. **PLAY** DVD Segment #5: *Eat It Up!*

3. **ASK** the participants:

- ◆ Would one person like to share some of the ways that you can cut back on solid fats and added sugars in the foods you eat?

If necessary, **GUIDE** them to the following responses:

- Choose *alternatives* that are low in solid fats and added sugars and that provide nutrients.
- Choose *smaller amounts* of foods that are high in solid fats or added sugar.
- Choose foods that are high in solid fats or added sugar *less often*.
- ◆ If there is additional time, **ASK:**
 - Which of these approaches for cutting back on solid fats and added sugar would you be most likely to try? Please give specific examples.

Closing the Activity | 1 minute

1. **SAY:**



Remember, if you have questions, there's a Parking Lot where you can write them, and we will do our best to address them before the end of the training.

2. **REMINDE** participants that the *All About Nutrition in Media-Smart Youth* sheet describes the program's nutrition concepts in more detail.

3. **SAY:**



This concludes the discussion about nutrition in Media-Smart Youth. Next we will learn about another content area of the program: physical activity.