

## HEALTHY HABITS, TOO



Lesson 9:  
Focus on the Food  
**ENVIRONMENT**



**TRIPLE  
PLAY**

a game plan for the mind, body and soul



## FACILITATING THE LESSON

### PROGRAM OVERVIEW

This program contains the background information, step-by-step plans and handouts you need to teach sessions and conduct activities on 10 topics. Sessions are designed for four age groups: 6-to-9-year-olds, 10-to-12-year-olds, 13-to-15-year-olds and 16-to-18-year-olds.

Generally, each lesson and activity takes about 30 minutes for 6-to-9-year-olds and about 45 minutes for older youth. You can shorten or lengthen the time frame according to the needs and interests of your group.

### LESSON FORMAT

Each lesson includes tools to make it easier for you to teach youth about the topic.

- **Objectives.** Each session is designed to meet specific objectives for each age group.
- **Materials.** Materials needed to conduct the activity are listed at the start of each session.
- **Resources and Handouts.** A listing of resources and handouts details the materials you need to prepare for and facilitate the lesson (all necessary resources and handouts follow immediately after the lesson directions).
- **Advance Preparation.** Steps for preparation are detailed at the start of each lesson.
- **Key Teaching Points.** To guide you in teaching youth about the topic, each lesson summarizes key points, the important lessons youth will take away from the session. Adapt the level of detail you provide to the age and learning level of the group.
- **Leading the Activity.** Step-by-step guidelines are included for leading the activity.
  - *Warm-up Exercise* — To promote physical activity during each session, lead the kids in at least one warm-up exercise and review the benefits of physical activity. Choose an idea from the Get-Moving Exercises list (on [page 16](#) of this Implementation Manual), come up with your own idea or ask kids to think of creative ways to get moving.
  - *Introduction* — Each lesson provides step-by-step instructions to help you prepare for and conduct the lesson. It is a good idea to read the lesson carefully a few days in advance so you will have time to prepare.
  - *Group Learning Activity* — The group learning activity is the core of each session — the time when youth practice, develop or demonstrate what they have learned. The activities are age-appropriate and designed to be fun while reinforcing key concepts.
  - *Individual Application* — Brief application activities follow the group activity, giving youth a chance to apply learning in their own lives. They also promote small steps toward adopting healthy habits.
  - *Snack Time* — During snack time, youth share new learning and insights.
  - *Take-home Challenges* — At the end of each session, you will find suggested challenges for participants to do at home before the next meeting. These challenges reinforce what members have learned about healthy eating and physical activity.

- **Additional Resources.** Additional websites are listed at the end of each lesson for finding more information on the lesson's topic.

## LEADING THE ACTIVITIES

*Before an Activity.* You will have more success if you do the following before each lesson:

- **Review the Activity.** Review the activities and become familiar with the issues yourself, including key terms used.
- **Prepare Youth.** Before beginning the activities with youth, you may want to spend a few minutes telling them what they will be doing and why, asking questions to see how much they already know and introducing key terms in language they understand.
- **Gather Materials.** Be sure all materials are available before beginning each activity.

*During an Activity.* While conducting the activities/lessons, be sure to:

- **Establish Ground Rules.** Make it clear which behaviors will be acceptable and which behaviors will not be acceptable by setting ground rules and reinforcing them as necessary.
- **Be Patient.** Keep in mind that some activities will be difficult for some youth and easy for others. Encourage, challenge and support youth, but do not push them.
- **Take Advantage of Learning Opportunities.** Be ready for the “teachable moment” and use it to further understanding of the concepts.

*After an Activity.* At the end of each activity or session, it is a good idea to do the following:

- **Provide Closure.** Give youth a chance to reflect on what they have learned after each activity and discussion.
- **Evaluate the Activity.** Consider whether the objective of the activity was accomplished and try to understand why it was or was not.

## RESPONDING TO DIFFERENT AGE GROUPS

Activities in this Resource Guide are geared specifically to youth in the targeted age group. You may, however, want to divide the group of 6- to 9-year-olds, for example, into two smaller age groups. Because there is such a difference in interest, reading level and maturity between a 6-year-old and a 9-year-old, having two groups may be more effective. With the youngest children (6-year-olds), you will have to assist with reading, simplify the language you use and eliminate terms they may not understand.

Youth in the 10- to 12-year-old group present a challenge, especially when it comes to working in groups. This is a time when youth in this age group are developing identity, so peer influences are particularly strong. They may be reluctant to share personal experiences, attitudes or feelings. Give them time to get comfortable and encourage them to speak, but do not force them if they are reluctant.

Youth in the 13-to-15 and 16-to-18-year-old group respond well to performance-based activities such as drama, dance, video, music and anything that involves use of computers.

## LESSON FOR YOUTH AGES 6 TO 9 YEARS

### LESSON OVERVIEW

Using a set of story cards, children work in teams to arrange the cards in order and make up a story that tells something about why we eat even when we are not hungry.

**ESTIMATED TIME:** 30 minutes

### OBJECTIVES

1. Understand why we eat what we do.
2. Explore the various factors that impact our food choices and habits.
3. Recognize body cues for feeling full.
4. Explore personal food cues that are positive and negative.

### MATERIALS

- Heavy card stock
- Scissors
- Pens or pencils

### RESOURCES AND HANDOUTS

- How Hungry Are You Now? ([page 349](#))
- Story Cards ([page 350](#))

### ADVANCE PREPARATION

1. Review the resource, **How Hungry Are You Now?** and have available so you can refer to it during the lesson.
2. Copy **Story Cards** onto heavy card stock and cut apart (different set for each team).
3. Select a snack to serve during the session wrap-up.

### KEY TEACHING POINTS

- “Food cues” are the messages that prompt us to eat, often when we are not even hungry.
- It is important to be aware of why we are eating, so we can be sure we are really hungry.
- Food ads use a lot of different ways to get our attention and make us think about food.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, "What do you know about food cues? What do you want to know about food cues?"
2. Ask youth whether they ever think about why they eat the foods they eat.
3. Explain that people eat for a lot of different reasons. Usually, we eat when we are hungry — our stomachs growl and feel empty.
4. Point out that sometimes we also eat for other reasons. Invite youth to guess what some of these reasons are.
5. Explain that there are many reasons people eat, and these are called "food cues."
  - You are hungry and eat the first food you see.
  - You are bored and you eat because it gives you something to do.
  - You are worried or upset about something and eating helps calm you.
  - You eat because it is time to eat, not because you are hungry.
  - You see, hear or read a food ad and it makes you want a certain food.
  - You see or smell food, and you eat because the food looks or smells good.
  - You are with friends who are eating, and you want to join them.
  - You are doing something else and not thinking about what you are eating.
  - You have done something well and feel you deserve a reward.
6. Point out that food cues are all around us — at home, in school, in the grocery store, in shopping malls, at the movies and many other places. Ask youth if they have responded to any of these food cues.
7. Tell youth that it is important to become aware of food cues so they will know whether they are actually hungry or are eating for another reason.
8. Using **How Hungry Are You Now?** as a guide, explain the hunger scale to the group. Ask them to keep this in mind the next time they receive a food cue and to ask themselves whether they are really hungry. Read the list of strategies to them and suggest they try one of them.
9. Tell youth that food ads are cues we see online, on television, in magazines or on food packages themselves. Advertising uses a variety of approaches to get our attention and make us think about their products:
  - popular characters (sports figures, celebrities or cartoon characters);
  - constant exposure (seeing the product on TV, billboards, magazines, etc.);
  - health benefits (suggesting the food is nutritious or a good source of energy);
  - giveaways (a free item you can get for buying the product); or
  - wearable ads (a logo on a shirt, jacket, backpack or water bottle).
10. Discuss whether youth think the claims made by these ads are true.

### III. GROUP LEARNING ACTIVITY — WHAT'S THE STORY?

1. Divide the large group into smaller teams of three children each.
2. Tell youth that they will do a story activity together, working in teams.
3. Give each team a set of **Story Cards**.
4. Instruct them to put the cards in order and make up a story. Each team's story should tell something about why we sometimes eat even when we are not hungry.
5. Encourage team members to be as creative as possible and to take turns adding to the story so that everyone makes a contribution.
6. After teams have finished making up their stories, invite them to present them to the larger group.
7. End by asking, "What did you learn about food cues?"

### IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down a few of the food items they ate in the last few days.
2. Encourage them to think about how they were feeling when they decided to eat, especially if they were not feeling hungry. Were they tired or bored? Were they upset? Had they skipped any meals? Were there others around who were also eating?
3. Ask them to think about whether they were glad they ate what they did or would they want to do something differently the next time they were in that situation.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Pay attention to how hungry they are when they decide to eat something and keep track of what food cue makes them want to eat.
2. Notice food ads on TV or other places and pay attention to what feelings come up when viewing them.

### ADDITIONAL RESOURCES

- Check out **Build a Healthy Meal** on the ChooseMyPlate.gov website to find strategies for being aware of how and what we eat.
- Visit **PBS Parents** to find out more about the impact of the media on children.
- **Children Now** addresses the media's influence on youth — as well as other issues such as the problem with obesity among children in the U.S.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 10 TO 12 YEARS

### LESSON OVERVIEW

Participants compete in two teams to see if they can identify the food products associated with popular advertising slogans.

**ESTIMATED TIME:** 30 minutes

### OBJECTIVES

1. Recognize the impact of the media on eating habits.
2. Explore the impact of the media on our thoughts, feelings and nutrition behaviors.
3. Understand various reasons for food choices.
4. Distinguish positive food cues from negative food cues.
5. Explore personal food cues that are positive and negative.

### MATERIALS

- Flip chart and markers
- Pens or pencils

### RESOURCES AND HANDOUTS

- How Hungry Are You Now? ([page 349](#))

### ADVANCE PREPARATION

1. Review the resource, **How Hungry Are You Now?** and have available so you can refer to it during the lesson.
2. Select a snack to serve during the session wrap-up.

### KEY TEACHING POINTS

- “Food cues” are the messages that prompt us to eat, and some of these are negative because they cause us to eat when we are not even hungry.
- Food ads use a lot of different ways to get our attention and make us think about food.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on page 16 in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, "What do you know about food cues? What do you want to know about food cues?"
2. Ask youth if they ever think about why they eat the foods they eat.
3. Explain that people eat for a lot of different reasons. Usually, we eat when we are hungry — our stomachs growl and feel empty.
4. Point out that sometimes we also eat for other reasons. Invite youth to guess what some of these reasons are.
5. Explain that there are many reasons people eat, and these are called "food cues."
  - You are hungry and eat the first food you see.
  - You are bored and you eat because it gives you something to do.
  - You are worried or upset about something and eating helps calm you.
  - You eat because it is time to eat, not because you are hungry.
  - You see, hear or read a food ad and it makes you want a certain food.
  - You see or smell food, and you eat because the food looks or smells good.
  - You are with friends who are eating, and you want to join them.
  - You are doing something else and not thinking about what you are eating.
  - You have done something well and feel you deserve a reward.
6. Point out that food cues are all around us — at home, in school, in the grocery store, in shopping malls, at the movies and many other places. Ask youth if they have responded to any of these food cues.
7. Tell youth that it is important to become aware of food cues so they will know whether they are actually hungry or if they are eating for another reason.
8. Using How **Hungry Are You Now?** as a guide, explain the hunger scale to the group. Ask them to keep this in mind the next time they receive a food cue and to ask themselves if they are really hungry. Read the list of strategies to them and suggest they try one of them.
9. Tell youth that food ads are cues we see online, on television, in magazines or on food packages themselves. Advertising uses a variety of approaches to get our attention and make us think about their products:
  - popular characters (sports figures, celebrities or cartoon characters);
  - constant exposure (seeing the product on TV, billboards, magazines, etc.);
  - health benefits (suggesting the food is nutritious or a good source of energy);
  - giveaways (a free item you can get for buying the product); or
  - wearable ads (a logo on a shirt, jacket, backpack or water bottle).
10. Discuss whether youth think the claims made by these ads are true.

### III. GROUP LEARNING ACTIVITY — FOOD SLOGAN ROUND-UP

1. Divide the large group into two teams and give each group several pages of flip sheet paper and some markers.
2. Tell youth that they are going to play a game to see whether they can identify popular slogans for different types of foods.
3. Explain that each team will first come up with a list of 10 slogans or advertising messages for popular foods. Give an example to get them started. Suggest they write their slogans on the left side of the paper, leaving room for the name of the food product on the right side.
4. Once teams have written their 10 slogans on the flip chart paper, ask Team A to post its list on the wall.
5. Read the first slogan aloud to the group. If a player on Team B knows the food product it relates to, he or she raises a hand and gets a chance to guess. Players cannot shout out their guesses unless they have raised their hands and you give them the chance to answer.
6. Continue until the foods for all 10 slogans have been identified. Ask Team B to post its list and give Team A a chance to guess and earn points.
7. Keep score of each team's correct answers.
8. The team with the most correct guesses is the winning team.
9. After the round-up, discuss the impact of food slogans on our eating choices.
10. End by asking, "What did you learn about food cues?"

### FOOD AND ADVERTISING

According to a 2006 study by the Kaiser Foundation, children between the ages of 8 and 12 are most affected by food advertising because they watch so much television. This group sees, on average, 21 food ads a day, and many of these ads are promotions for candy, snacks, cereal and fast food. It is especially important to help youth at this age see the power of the media to influence food choices and encourage unhealthy habits.<sup>1</sup>

### IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down a few of the food items they have eaten in the last few days.
2. Encourage them to think about how they were feeling when they decided to eat, especially if they were not feeling hungry. Were they tired or bored? Were they upset? Had they skipped any meals? Were there others around who were also eating?
3. Ask them to think about whether they were glad they ate what they did or whether they would want to do something differently the next time they were in that situation.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

## VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Pay attention to how hungry they are when they decide to eat something, and keep track of which food cue makes them want to eat.
2. Notice food ads on TV or other places, and pay attention to which feelings come up when viewing them.

## ADDITIONAL RESOURCES

- Check out [Build a Healthy Meal](#) on the ChooseMyPlate.gov website to find strategies for being aware of how and what we eat.
- Visit [PBS Parents](#) to find out more about the impact of the media on children.
- [Children Now](#) addresses the media's influence on youth — as well as other issues such as the problem with obesity among children in the U.S.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 13 TO 15 YEARS

## LESSON OVERVIEW

Participants use the Internet to research various food products and their advertising claims, then identify the truth (the “real deal”) behind the claim.

**ESTIMATED TIME:** 45 minutes

## OBJECTIVES

1. Identify media and cultural influences on food choices.
2. Identify positive and negative influences on eating.
3. Distinguish positive food cues from negative food cues.
4. Recognize personal food cues that are positive and negative.

## MATERIALS

- Pens or pencils

## RESOURCES AND HANDOUTS

- How Hungry Are You Now? ([page 349](#))
- The Real Deal ([page 355](#))

## ADVANCE PREPARATION

1. Copy **How Hungry Are You Now?**, one for each youth.
2. Copy **The Real Deal** (one per team).
3. Select a snack to serve during the session wrap-up.

## KEY TEACHING POINTS

- “Food cues” are the messages that prompt us to eat, and some of these are negative because they cause us to eat when we are not even hungry.
- Food ads use a lot of different ways to get our attention and make us think about food.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (in page 16 the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, "What do you know about food cues? What do you want to know about food cues?"
2. Ask youth whether they ever think about why they eat the foods they eat.
3. Explain that people eat for a lot of different reasons. Usually, we eat when we are hungry — our stomachs growl and feel empty.
4. Point out that sometimes we also eat for other reasons. Invite youth to guess what some of these reasons are.
5. Explain that there are many reasons people eat, and these are called "food cues":
  - You are hungry and eat the first food you see.
  - You are bored and you eat because it gives you something to do.
  - You are worried or upset about something and eating helps calm you.
  - You eat because it is time to eat, not because you are hungry.
  - You see, hear or read a food ad and it makes you want a certain food.
  - You see or smell food, and you eat because the food looks or smells good.
  - You are with friends (or family) who are eating, and you want to join them.
  - You are doing something else and not thinking about what you are eating.
  - You have done something well and feel you deserve a reward.
6. Point out that food cues are all around us — at home, in school, in the grocery store, in shopping malls, at the movies and many other places. Ask youth whether they have responded to any of these food cues.
7. Tell youth that it is important to become aware of food cues so they will know whether they are actually hungry or whether they are eating for another reason.
8. Refer youth to **How Hungry Are You Now?** and highlight the hunger scale. Ask them to keep this in mind the next time they receive a food cue and to ask themselves if they are really hungry. Suggest they try one of the strategies listed.
9. Tell youth that food ads are cues we see online, on television, in magazines or on food packages themselves. Advertising uses a variety of approaches to get our attention and make us think about their products:
  - popular characters (sports figures, celebrities or cartoon characters);
  - constant exposure (seeing the product on TV, billboards, magazines, etc.);
  - health benefits (suggesting the food is nutritious or a good source of energy);
  - giveaways (a free item you can get for buying the product); or
  - wearable ads (a logo on a shirt, jacket, backpack or water bottle).
10. Discuss whether youth think the claims made by these ads are true.

### III. GROUP LEARNING ACTIVITY — THE REAL DEAL

1. Divide the large group into three teams and give each team a copy of **The Real Deal**.
2. Explain that each team will use the Internet to research various foods and their advertising claims. Instruct them to write them on the handout.
3. Tell the group that team members will then identify the truth — the real deal — about the advertising claim, asking themselves what the ad suggests and what the truth is about how healthy or nutritious the food really is. Ask them to record their ideas in column 3 of the handout.
4. Ask each team to share with the large group the name of the food product first, the advertising claim and the truth behind the claim.
5. After the activity, discuss the impact of advertising messages and claims on our eating choices and habits.
6. End by asking, “What did you learn about food cues?”

### IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down a few of the food items they ate in the last few days.
2. Encourage them to think about how they were feeling when they decided to eat, especially if they were not feeling hungry. Were they tired or bored? Were they upset? Had they skipped any meals? Were there others around who were also eating?
3. Ask them to think of food cues that prompt them to eat when they are not hungry.
4. Ask them to select one food cue/food habit that they would like to change, something they can do differently the next time they receive that food cue.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Pay attention to how hungry they are when they decide to eat something and keep track of what food cue makes them want to eat.
2. Notice food ads on TV or other places and pay attention to what feelings come up when viewing them.

### ADDITIONAL RESOURCES

- Check out [Build a Healthy Meal](#) on the ChooseMyPlate.gov website to find strategies for being aware of how and what we eat.
- Older youth can use the [SuperTracker](#) feature on the ChooseMyPlate.gov website to track foods they have eaten, the location, their physical activity and their mood/how they felt.
- Visit [PBS Parents](#) to find out more about the impact of the media on children.
- [Children Now](#) addresses the media's influence on youth — as well as other issues such as the problem with obesity among children in the U.S.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 16 TO 18 YEARS

### LESSON OVERVIEW

Working in groups of three, participants take turns interviewing each other about foods they have eaten in the last week and their reasons for eating that particular food.

**ESTIMATED TIME:** 45 minutes

### OBJECTIVES

1. Evaluate food advertising claims and messages.
2. Recognize the impact of eating while multi-tasking.
3. Distinguish positive food cues from negative food cues.
4. Identify personal food cues that are positive and negative.

### MATERIALS

- Pens or pencils

### RESOURCES AND HANDOUTS

- How Hungry Are You Now? ([page 349](#))
- Why Did You Eat That? ([page 356](#))

### ADVANCE PREPARATION

1. Copy **How Hungry Are You Now?** (one per youth).
2. Copy **Why Did You Eat That?** (one per youth).
3. Select a snack to serve during the session wrap-up.

### KEY TEACHING POINTS

- “Food cues” are the messages that prompt us to eat, and some of these are negative because they cause us to eat when we are not even hungry.
- Food ads use a lot of different ways to get our attention and make us think about food.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, "What do you know about food cues? What do you want to know about food cues?"
2. Ask youth whether they ever think about why they eat the foods they eat.
3. Explain that people eat for a lot of different reasons. Usually, we eat when we are hungry — our stomachs growl and feel empty.
4. Point out that sometimes we also eat for other reasons. Invite youth to guess what some of these reasons are.
5. Explain that there are many reasons people eat, and these are called "food cues."
  - You are hungry and eat the first food you see.
  - You are bored and you eat because it gives you something to do.
  - You are worried or upset about something and eating helps calm you.
  - You eat because it is time to eat, not because you are hungry.
  - You see, hear or read a food ad and it makes you want a certain food.
  - You see or smell food, and you eat because the food looks or smells good.
  - You are with friends who are eating, and you want to join them.
  - You are doing something else and not thinking about what you are eating.
  - You have done something well and feel you deserve a reward.
6. Point out that food cues are all around us — at home, in school, in the grocery store, in shopping malls, at the movies and many other places. Ask youth whether they have responded to any of these food cues.
7. Remind youth that Americans spend a lot of time eating while doing other things (multi-tasking). Ask youth to talk about why this is not a good idea.
8. Tell youth that it is important to become aware of food cues so they will know whether they are actually hungry or if they are eating for another reason.
9. Refer youth to **How Hungry Are You Now?** and highlight the hunger scale. Ask them to keep this in mind the next time they receive a food cue and to ask themselves if they are really hungry. Suggest they try one of the strategies listed.
10. Tell youth that food ads are cues we see online, on television, in magazines or on food packages themselves. Advertising uses a variety of approaches to get our attention and make us think about their products:
  - popular characters (sports figures, celebrities or cartoon characters);
  - constant exposure (seeing the product on TV, billboards, magazines, etc.);
  - health benefits (suggesting the food is nutritious or a good source of energy);
  - giveaways (a free item you can get for buying the product); or
  - wearable ads (a logo on a shirt, jacket, backpack or water bottle).
11. Discuss whether youth think the claims made by these ads are true.

### III. GROUP LEARNING ACTIVITY — WHY DID YOU EAT THAT?

1. Divide the large group into small teams of three.
2. Tell the group that team members will take turns interviewing each other about some of the foods they have eaten in the last week (including snacks) and their reasons for eating that food.
3. Encourage youth to think carefully about their reasons — where they were, what they were doing, who they were with at the time, whether they thought about what they were eating, etc.
4. Distribute three copies of **Why Did You Eat That?** to each team. Explain that they will record the information from their interviews on the handout.
5. When all teams have finished their interviews, invite each to share their results with the large group. Ask them to discuss what reasons for eating were most common.
6. End by asking, "What did you learn about food cues?"

### IV. INDIVIDUAL APPLICATION

1. Ask youth to jot down a few of the food items they have eaten in the last few days.
2. Encourage them to think about how they were feeling when they decided to eat, especially if they were not feeling hungry. Were they tired or bored? Were they upset? Had they skipped any meals? Were there others around who were also eating?
3. Ask them to think of food cues that prompt them to eat when they are not hungry.
4. Ask them to select one food cue/food habit that they would like to change, something they can do differently the next time they receive that food cue.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Pay attention to how hungry they are when they decide to eat something and keep track of what food cue makes them want to eat.
2. Notice food ads on TV or other places and pay attention to what feelings come up when viewing them.

### ADDITIONAL RESOURCES

- Check out **Build a Healthy Meal** on the ChooseMyPlate.gov website to find strategies for being aware of how and what we eat.
- Older youth can use the **My Journal** feature on the ChooseMyPlate.gov website to track foods they have eaten, the location, their physical activity and their mood/how they felt.
- Visit **PBS Parents** to find out more about the impact of the media on children.
- **Children Now** addresses the media's influence on youth — as well as other issues such as the problem with obesity among children in the U.S.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## RESOURCES AND HANDOUTS

### HOW HUNGRY ARE YOU NOW?

Everyone loves to eat! Enjoying food is one of life's greatest pleasures. While we all eat for many reasons besides hunger, being aware of your hunger level can help you eat for the right reasons. The next time you are ready to eat, check in with your hunger level before gobbling down food just because it's there. Use the scale below to rate your hunger and decide whether it's "time to eat" or time to do something else!

### HUNGER SCALE

1. Absolutely Stuffed: Can't eat another bite.
2. Somewhat Stuffed: Could fit in dessert but would rather not.
3. Sort of Stuffed: Pants feel a bit tight, had more than enough to eat
4. Comfortably Full: Ate enough but not too much, pants fit fine.
5. Not Full or Hungry: Feel great and ready to go.
6. Not Hungry: Feel great, ready to go, food is not on your mind.
7. A Little Hungry: Thinking about food more and noticing food smells.
8. Sort of Hungry: Stomach feels a bit empty, food is on your mind.
9. Somewhat Hungry: Stomach is rumbling and empty, it's time to look for food.
10. Very Hungry: Stomach is rumbling and empty, starting to get cranky and impatient, it's time to eat!

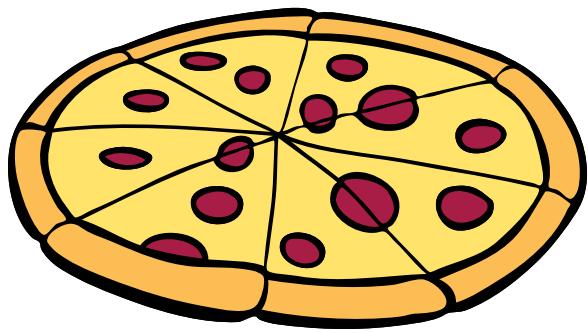
### INSTEAD OF EATING, TRY...

If you regularly find yourself wanting to eat when you aren't really hungry (six or less on the scale above), try doing some of the activities below instead of eating. They'll keep you busy until you are truly hungry. If you choose something with an asterisk (\*) you'll do something that moves your body and helps keep you active! Don't forget to fill in your own ideas!

- jump rope\*
- do sit ups or push ups\*
- go bike riding\*
- play basketball\*
- brush your teeth
- call a friend
- play a game
- read a book
- color, draw or paint
- listen or dance\* to music
- do a craft (knit, crochet, etc.)
- \_\_\_\_\_
- \_\_\_\_\_

**STORY CARDS****RHIANNE****FRENCH FRIES****DRIVING HOME****AFTER MARTIAL  
ARTS CLASS**

## STORY CARDS

**THOMAS****PIZZA****FRIENDS EATING****BASEBALL TEAM**

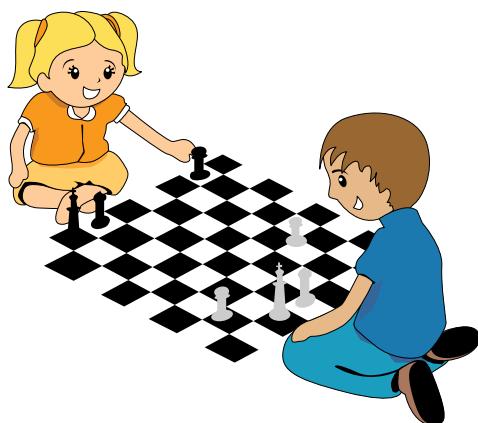
## STORY CARDS



LAWRENCE



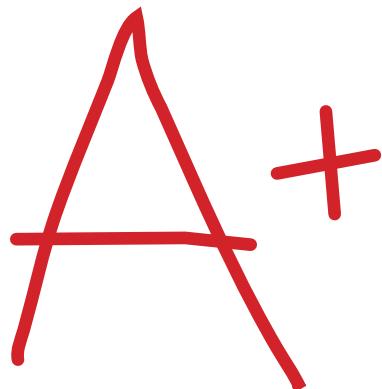
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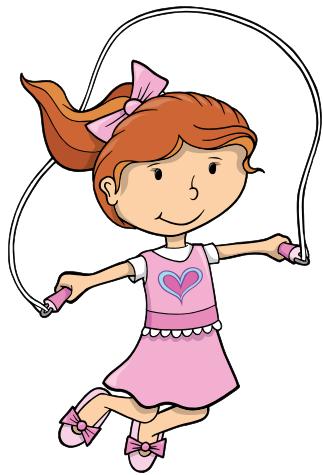
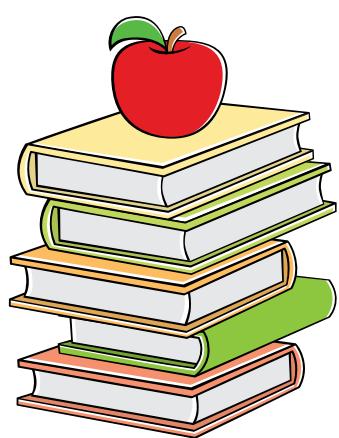


FRIEND'S HOUSE

SATURDAY

SATURDAY

**STORY CARDS****SANDRA****CUPCAKE****REWARD****GOOD TEST GRADE**

**STORY CARDS****ALYSSA****DONUTS****DOING HOMEWORK****AFTER DINNER**

## THE REAL DEAL

Food Product	Advertising Claim	The Real Deal

## WHY DID YOU EAT THAT?

Take turns interviewing each other about some of the foods you have eaten in the last week (including snacks). Discuss your reasons for eating that particular food — where you were, what you were doing, who you were with at the time, whether you thought about what you were eating.

What was the food you ate?	When did you eat this food?	Where were you?	Who were you with?	What were you doing?	Why did you eat it?