

# Discovering Healthy Choices

**Module 7:**  
Consumerism

**UNIVERSITY OF CALIFORNIA**  
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## **Adapted from *Nutrition to Grow On***

This curriculum is an adaptation of *Nutrition to Grow On*, a garden-enhanced nutrition curriculum for upper elementary school children. Authors: Jennifer Morris and Sheri Zidenberg-Cherr, Department of Nutrition, University of California, Davis in collaboration with the California Department of Education and Mary Shaw, Solano County Master Gardener, University of California Cooperative Extension.

## **Results from Research**

This curriculum was tested as part of the Shaping Healthy Choices Program research project during the 2012–2013 school year. Fourth grade youth participating in the Shaping Healthy Choices Program increased knowledge about nutrition and consumption of vegetables, and the rates of obesity were reduced from 56% to 38% (Scherr et al. 2014). In a subsequent study the Discovering Healthy Choices curriculum was implemented by fourth-grade teachers as part of the Shaping Healthy Choices Program in the 2013–2014 school year. Participating youth improved their knowledge about nutrition, critical thinking skills, and ability to identify vegetables (Linnell et al. 2016). Additionally, there was a significant reduction in average body mass percentile-for-age. The Shaping Healthy Choices Program was then piloted through the University of California CalFresh SNAP-Ed program and University of California Cooperative Extension and positive outcomes were observed, though they varied among implementation sites (Bergman et al. 2018). The research team attributed the variation to differences in fidelity to the curriculum, with the highest fidelity corresponding to the greatest improvements in outcomes.

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## Facilitator Tips: How to Get the Most from This Curriculum

### Teaching and Learning Strategies

All activities in the *Discovering Healthy Choices* curriculum were designed using experiential learning and inquiry. Experiential learning is grounded in the idea that experience is essential to learning and understanding. Specifically, experiential learning involves a recurring sequence of three distinct steps: 1) an experience (“Procedure/Experiencing”) that involves learner exploration; 2) a period of discussion and reflection (“Sharing, Processing, and Generalizing”), where learners share their reactions and observations, process their experience, and make generalizations to real-life examples; and 3) an opportunity to apply (“Apply”) new knowledge and skills in an authentic manner, which helps learners deepen and broaden their understanding (it helps learning last!).

Inquiry is a teaching and learning strategy whereby learners are engaged in activities that require the observation and manipulation of objects and ideas in order to construct knowledge and develop skills. Inquiry is grounded in experience, focuses on the use and development of critical thinking skills, and targets the learning and application of specific content knowledge. Furthermore, inquiry starts with a question, and effective questioning strategies are critical when facilitating inquiry-based learning. Open-ended questions or prompts (e.g., “Explain what you know about...”; or “Discuss your understanding of...”) promote learner inquiry and are considered more effective than closed-ended questions or prompts (e.g., “Name the parts of...”; or “What is the name of...?”).

The inquiry-based activities in the *Discovering Healthy Choices* curriculum were designed using the 5-step Experiential Learning Cycle by Pfeiffer and Jones (1983): Experience, Sharing, Processing, Generalizing, and Application. It is recommended that adequate time be allotted for youth learners to proceed through each step in order for learning to be maximized.

### Behavior Change Strategies

As part of *Discovering Healthy Choices*, learners will discover nutrition concepts through hands-on and garden-based nutrition activities. Garden-based activities allow youth to enhance nutrition knowledge, preferences for vegetables, and consumption of fruits and vegetables, and also gives them an opportunity to explore agriculture and the environment while improving life skills, self-esteem, social skills, and behavior (Heim et al. 2009; Jaenke et al. 2012; Lineberger and Zajicek 2002; Linnell et al. 2016; McAleese and Rankin 2007; Morgan et al. 2010; Morris and Zidenberg-Cherr 2002; Parmer et al. 2009; Robinson-O’Brien et al. 2009; Scherr et al. 2014).

The *Discovering Healthy Choices* curriculum activities were designed using the Social Cognitive Theory as a framework (Glanz and Viswanath 2008). The structure and content of the activities address Social Cognitive Theory domains of behavioral capability, self-efficacy, and reciprocal determinism. A detailed description of how the behavior change strategies were applied is available elsewhere (Linnell et al. 2016).

### Target Audience

*Discovering Healthy Choices* was developed for youth in upper elementary school (grades 4–6) and to be used in formal and non-formal educational settings. Curriculum activities support educational standards for grades K–12 and may be adapted for use in other grade levels.

## Facilitator Tips: How to Get the Most from This Curriculum (cont.)

### Organization of the Learning Environment: Creating Environments Where Learning Happens

The activities in the *Discovering Healthy Choices* curriculum were designed to be facilitated in a small group-learning environment. Learners construct understanding through inquiry using observations, the manipulation of objects and ideas, and personal reflection. However, learning is a social endeavor where dialogue and reflection with others are critical elements. Therefore, creating physical and social environments where learners can carry out inquiry will help learners organize their thoughts and develop an understanding of the content and processes being emphasized in specific curriculum activities.

### Organization of the Curriculum

The modules are sequenced so that foundational concepts are discovered first and then built upon with more advanced concepts as they continue through the modules.

Each module consists of one hands-on activity, one application activity in the instructional garden, and multiple take-home application activities. When learners apply their new knowledge and skills in authentic situations, this is when they are able to develop deeper understanding of the subject matter. At this point, youth have already completed the hands-on activities that have introduced new concepts and skills. The application activities provide the youth with the opportunity to take what they have learned and apply it to independent, real-world situations in the instructional garden, at home, or in the classroom. This application of knowledge is a critical step of the learning process.

### Curriculum Activity Layout

- **Activity Title**

The activity title introduces the facilitator to the topic that will be addressed during the activity.

- **Background Information**

This introductory section provides facilitators with a brief overview of the subject matter and provides examples that help to explain the importance of the topic.

**Facilitator Tip:** The background information is not meant to be shared with the youth prior to the activity. Rather, it is intended to support facilitators by providing factual information that may help ground and inform group discussions.

- **Life Skills**

Life skills are abilities that help youth become productive, contributing members of society. The activities are designed to provide youth with the opportunity to practice particular life skills that are utilized in everyday life. The life skills targeted are listed for each activity (Norman and Jordan n.d.).

- **Subject Links**

This describes other subject areas that are connected to the module. **Education Standards Supported**

This curriculum supports Common Core State Standards, Next Generation Science Standards, and California Nutrition Education Competencies. Specific details for standards addressed for each grade level is described in the “Education Standards Supported” section on page 9.

- **Time Required**

Each module includes an estimate of the time needed to complete the activities. The actual time required for the activities will vary based on level of learner interest, size of the group, age of the group members, and the setting in which the activities take place.

## Facilitator Tips: How to Get the Most from This Curriculum (cont.)

- **Learning Objectives: Concepts and Vocabulary**

Facilitators are provided with a list of defined concepts and vocabulary that is meant to be discovered by the youth during their exploration and completion of the activities. The list should not be provided to the youth at the beginning of the activity. At the end of each activity, the facilitators should ensure that the appropriate terms and concepts have been discovered by or introduced to the youth.
- **Suggested Groupings**

Suggestions are provided for the group size designed for each activity. The suggested groupings are meant to help facilitate quality learning among the youth. Some activities are designed for youth to work in either small groups, large groups, or individually.
- **Materials Needed**

A list of the materials needed to complete the activities is provided for the facilitator. The list describes the materials to be used. Most materials are provided (these are marked with an \*); however, other materials will need to be obtained prior to activity implementation.
- **Getting Ready**

This list describes what needs to be done by the facilitator to prepare for the activity, how many of each of the materials to prepare, and what tasks need to be completed prior to the beginning of the activity.
- **Opening Questions/Prompts**

Questions or prompts presented at the beginning of each activity are meant to draw the youth into the topic being addressed in the activity. Responses to the questions will provide the facilitator with an understanding of what the youth already know about the topic. Facilitators should encourage the youth to record their answers to these introductory questions on the provided flip chart paper, as this is an important part of the learning process. This is the point when the activity begins with the youth. Opening Questions/Prompts should be asked as they are written. Open-ended questioning is a key element of inquiry-based learning.
- **Procedure (Experiencing)**

This is the part of the curriculum when the youth experience and complete the activity itself. It is highly recommended that facilitators read the procedure in its entirety before implementing with the youth so that the activity flows smoothly. It is important for youth to record their observations, ideas, and other thoughts during the procedure on the flip chart paper provided, as this is an important part of the learning process.
- **Facilitator Tips**

These are suggestions and additional information for the facilitator.
- **Sharing, Processing, and Generalizing**

Following the procedure, there is a period of reflection, during which time the youth come back together as one group and share their observations with each other. This phase provides youth an opportunity to communicate their findings, listen to what others discovered, consider the various thought processes, and learn from each other. It helps to solidify what the youth have learned throughout the course of the activity. This phase also contains prompts that allow the youth to engage in thinking about how they went about solving a problem. This is called meta-cognition, which is considered a key element in developing a deeper understanding.
- **Concept and Term Discovery/Introduction**

At this point of the activity, most of the concepts will have most likely already been discovered by the youth. Many concepts will have already been defined by now as well. However, some concepts may have been missed or poorly understood and need to be clarified; additionally, technical terms may need to be introduced to the youth. Ensure that all terms/concepts have been discovered or introduced to the youth. Additionally, make certain that any misconceptions have been addressed.



## Facilitator Tips: How to Get the Most from This Curriculum (cont.)

### Starting an Instructional Garden

- **Books and Downloadable Resources**

Gardens for Learning: A Guide for Creating and Sustaining Your School Garden. Available at the California School Garden Network website, <http://www.csgn.org>.

Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms. Available at the Center for Eco Literacy website, <http://www.ecoliteracy.org/downloads/getting-started>.

Sunset Western Garden Book (9th ed). 2012. New York, NY: Time Home Entertainment.

- **School Garden Grant Opportunities**

California Fertilizer Foundation awards grants of \$1,200 to California K–12 school garden programs. Awards include educational materials. Applications reviewed in January and June. The grant application is available at the California Fertilizer Foundation website, <http://www.calfertilizer.org>.

KidsGardening offers a variety of grant programs with awards of up to \$500. Information about grants is available at the KidsGardening website, <https://kidsgardening.org>.

Western Growers Foundation offers grants and start-up supplies for school gardens in California and Arizona. Information and grant applications are available at the Western Growers Foundation website, <http://www.wga.com>.

### Extension Opportunities Beyond the Learning Setting

*Discovering Healthy Choices* was developed as part of the Shaping Healthy Choices Program. The Shaping Healthy Choices Program is a multicomponent approach to improving children's food choices. Other components of this program include a curriculum for cooking demonstrations, *Cooking Up Healthy Choices*, and family newsletters called *Team Up for Families*.

*Cooking Up Healthy Choices* is directly linked to *Discovering Healthy Choices*. It was developed to offer more opportunities for youth to apply the concepts they have learned through the participation in five cooking demonstrations.

The *Team Up for Families* newsletters include messages about what the youth are learning in the *Discovering Healthy Choices* curriculum, in addition to positive nutrition-related parenting practices. Each of the eight newsletters is designed to link to each of the eight modules in *Discovering Healthy Choices*.

### Food Safety and Other Considerations

The *Discovering Healthy Choices* curriculum includes activities where food is prepared for consumption and for handling. When preparing foods, it is important to follow food safety guidelines published by the Food and Drug Administration at their website, <http://www.fda.gov/Food/FoodborneIllnessContaminants/BuyStoreServeSafeFood/ucm255180.htm>. It is also important to be aware of youths' food allergies and alter recipes accordingly.

## Facilitator Tips: How to Get the Most from This Curriculum (cont.)

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## Educational Standards Supported

### Next Generation Science Standards Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Life Science Progression</b>														
LS1.A Structure and function	2, 3													
LS1.C Organization for matter and energy flow in organisms	2, 3, 5													
LS2.A Interdependent relationships in ecosystems	2, 3, 7													
LS2.B Cycles of matter and energy transfer in ecosystems	2, 3, 7													
LS4.D Biodiversity and humans	2, 3, 7													
<b>Science and Engineering Practices</b>														
1. Asking questions and defining problems	1, 2, 3, 4, 5, 6, 7, 8													
3. Planning and carrying out investigations	2, 3, 4, 5, 7													
4. Analyzing and interpreting data	2, 3, 4, 5, 7, 8													
5. Using mathematics and computational thinking	2, 4, 6													
6. Constructing explanations and designing solutions	2, 3, 4, 8													
7. Engaging in argument from evidence	1, 2, 3, 4, 7													
8. Obtaining, evaluating, and communicating information	1, 2, 3, 4, 5, 6, 7, 8													
<b>Crosscutting Concepts</b>														
1. Patterns	2, 3, 4, 5, 7, 8													
3. Scale, Proportion, and Quantity	2, 3, 4, 6, 8													

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

## Educational Standards Supported (continued)

### Common Core State Standards in English Language Arts Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Reading Standards for Literature</b>															
Key Ideas and Details	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Craft and Structure	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Range of Reading and Level of Text Complexity	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Reading Standards for Informational Text</b>															
Key Ideas and Details	1, 2, 3, 5	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Craft and Structure	1, 2, 3, 5, 6	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Integration of Knowledge and Ideas	1, 3, 7	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Range of Reading and Level of Text Complexity	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Reading Standards: Foundational Skills</b>															
Print Concepts	1, 2, 3, 4, 5, 6, 7, 8	•	•	-	-	-	-	-	-	-	-	-	-	-	-
Phonological Awareness	1, 2, 3, 4, 5, 6, 7, 8	•	•	-	-	-	-	-	-	-	-	-	-	-	-
Phonics and Work Recognition	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Fluency	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Writing Standards</b>															
Text Types and Purposes	1, 2, 3, 4, 5, 6, 7, 8				•	•	•	•	•	•	•	•	•	•	•
Production and Distribution of Writing	1				•	•	•	•	•	•	•	•	•	•	•
Research to Build and Present Knowledge	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Range of Writing	1, 2, 3, 4, 5, 6, 7, 8	-	-	-	•	•	•	•	•	•	•	•	•	•	•
<b>Speaking and Listening Standards</b>															
Comprehension and Collaboration	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Presentation of Knowledge and Ideas	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>Language Standards</b>															
Conventions of Standard English	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Knowledge of Language	1, 2, 3, 4, 5, 6, 7, 8	-	-	•	•	•	•	•	•	•	•	•	•	•	•
Vocabulary Acquisition and Use	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•	•

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

## Educational Standards Supported (continued)

### **Common Core State Standards Supported in Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

	Modules	6	7	8	9	10	11	12
<b>Reading Standards for Literacy in History/Social Studies</b>								
Integration of Knowledge and Ideas	1, 2, 4	•	•	•	•	•		
<b>Reading Standards for Literacy in Science and Technical Subjects</b>								
Key Ideas and Details	2, 3, 4	•	•	•	•	•	•	•
Integration of Knowledge and Ideas	2, 3, 4	•	•	•	•	•	•	•
Range of Reading and Level of Text Complexity	2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>								
Text Types and Purposes	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
Production and Distribution of Writing	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
Research to Build and Present Knowledge	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
Range of Writing	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•

- Standard is not applicable for grade level

- Supports standard for grade level
- Can be adapted to support standard for grade level

## Educational Standards Supported (continued)

### Common Core State Standards in Mathematics

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
Counting and Cardinality	2, 4, 5, 6	•	-	-	-	-	-	-	-	-	-	-	-	-
Operations and Algebraic Thinking	2, 3, 4, 5, 6	•	•	•	•	•	-	-	-	-	-	-	-	-
Number and Operations in Base Ten	2, 4, 5, 6				•		•	-			-	-	-	-
Number and Operations - Fractions	4, 5, 6, 7	-	-	-	•	•	•	-			-	-	-	-
Measurement and Data	2, 3, 4, 5, 6	•	•	•	•	•	•	-			-	-	-	-
Geometry	2, 3, 4, 5	•	•				•	-			-	-	-	-
Ratios and Proportional Relationships	2	-	-	-	-	-	-	•			-	-	-	-
The Number System	4, 5, 6	-	-	-	-	-	-	•			-	-	-	-
Statistics and Probability	2	-	-	-	-	-	-	•			-	-	-	-
<b>Number and Quantity</b>														
Quantities	2	-	-	-	-	-	-	-	-	-	•	•	•	•

- Standard is not applicable for grade level

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• Can be adapted to support standard for grade level

## Education Standards Supported (continued)

### Nutrition Education Competencies Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>1. Overarching Nutrition Competency: Essential Nutrition Concepts - All youth will know the relationships among nutrition, physiology, and health.</b>														
1a. Know the six nutrient groups and the functions.	3, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
1b. Know nutrition and health guidelines.	4, 5, 6, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
1c. Know factors affecting energy balance.	2, 5, 6	•	•	•	•	•	•	•	•	•	•	•	•	•
1d. Describe how nutritional needs vary throughout the life cycle.	5	•	•	•	•	•	•	•	•	•	•	•	•	•
1e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.	3, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
1f. Explain the influence of nutrition and physical activity on health.	2, 3, 5, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.	8	•	•	•	•	•	•	•	•	•	•	•	•	•
1h. Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives.	1, 2, 3	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>2. Overarching Nutrition Competency: Analyzing Nutrition Influences</b>														
All youth will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.	7	•	•	•	•	•	•	•	•	•	•	•	•	•

- Standard is not applicable for grade level

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## Educational Standards Supported (continued)

### Nutrition Education Competencies Supported (continued)

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>3. Overarching Nutrition Competency: Accessing Valid Nutrition Information</b>														
All youth will demonstrate the ability to access and analyze nutrition information, products, and services to analyze the accuracy and validity of nutrition claims.	2, 5, 6, 7	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>4. Overarching Nutrition Competency: Interpersonal Communication about Nutrition</b>														
All youth will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.	7						•							
<b>5. Overarching Nutrition Competency: Decision Making for Nutrition Choices</b>														
All youth will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.	2, 3, 5, 6, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>6. Overarching Nutrition Competency: Goal Setting for Nutrition</b>														
All youth will demonstrate the ability to use goal-setting skills to enhance nutrition and health.	2, 3, 5, 6, 8		•	•	•	•	•	•	•	•	•	•	•	•
<b>7. Overarching Nutrition Competency: Practicing Nutrition-Enhancing Behaviors</b>														
All youth will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.	2, 3, 5, 6, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>8. Overarching Nutrition Competency: Nutrition Promotion</b>														
All youth will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.	1, 2, 3, 5, 8	•	•	•	•	•	•	•	•	•	•	•	•	•

-Standard is not applicable for grade level

- Supports standard for grade level
- Can be adapted to support standard for grade level



# Module 7: Consumerism

## Background Information

**Consumerism** is an economic strategy where **consumers** are encouraged to buy **goods** and services in increasing amounts. Consumerism is based on the idea that an increased consumption of goods benefits the overall economy. **Marketing** is a way that companies attract consumers and encourage them to buy particular goods and services, like food, clothing, household items, etc. Food companies, restaurants, and grocery stores use marketing to promote the purchase of particular food items. Marketing efforts include product development, identification of target consumers, establishment of product pricing, packaging design, and product promotion through **advertisements**. An advertisement is a message through the **media** that promotes goods or services. We see advertisements of food products in many places, including television commercials, grocery stores, magazines, newspapers, fliers mailed to our homes, radio, and the internet.

Common marketing techniques used in advertisements and product packaging include **health claims**, bright colors, catchy slogans, songs and phrases, free toys and prizes, television or movie celebrities and cartoon characters as spokespersons, and sale prices.

Food companies spend a great deal of time and money to convince people to buy their products. In the United States, approximately six billion dollars are spent each year on food advertising, and children between 8 and 12 years of age view approximately 21 food advertisements on television each day (Kaiser Family Foundation 2007).

Due to the influence of advertising, it is important that people be able to make informed choices about the foods they eat. In order to make informed choices, people have to become educated consumers by learning about marketing practices and how to use reliable resources for information, like the Nutrition Facts label found on food packaging.

## Concepts and Vocabulary

- **Advertisement:** a message through the media that promotes goods or services.
- **Consumerism:** an economic strategy where consumers are encouraged to buy goods and services in increasing amounts.
- **Consumer:** a person who purchases goods or services.
- **Goods:** products made and sold to satisfy the wants and needs of the buyer.
- **Health claim:** a statement that a relationship exists between consumption of a food or an ingredient in the food and a person's health.
- **Marketing:** the technique of promoting and selling a consumer good.
- **Media:** means by which promotional messages are communicated to the public (e.g., television, radio, newspaper).

## Life Skills

Teamwork, Public Speaking, Critical Thinking

## Subject Links

English-Language Arts, Science, Nutrition, Health

## Educational Standards Supported

*Discovering Healthy Choices* curriculum supports Next Generation Science Standards, Common Core State Standards, and California Nutrition Education Competencies. For specific details on standards and grade levels, please see page 9.

## Activity 7.1: Classroom Activity

### Getting Ready

1. Make copies of the *Cereal “Boxes”* (Appendix 7A); one set for each group.
2. Make copies of the *Cereal Information Cards* (Appendix 7B), one card for each group. Cut out the individual cards.
3. Organize the class into small groups of 3 to 4 youth.

**Facilitator Tip:** These can be the same groups that were formed in Module 1, Activity 1. By doing so, the youth may continue developing teamwork skills with the same group members.

4. Provide each group with a sheet of flip chart paper and markers to answer opening questions.

#### **Time Required**

60 to 75 minutes

#### **Suggested Groupings**

Small groups of 3 to 4 youth

#### **Materials needed**

(\*Materials provided in curriculum)

- Flip chart paper
- Markers or other writing utensils
- \**Cereal “Boxes”* (Appendix 7A)
- \**Cereal Information Cards* (Appendix 7B)

### Opening Questions/Prompts

Ask the youth to respond to each question/prompt below by recording them on the flip chart paper provided and sharing their ideas verbally.

- Discuss places where you see and hear advertisements for food products.
- Explain how you think advertisements try to persuade us to buy their food.

### Procedure (Experiencing)

1. Provide each group with one copy of the *Cereal “Boxes.”*
2. Ask each group to discuss the cereal box packaging, including what they like or dislike about it, what caught their attention, and why (or why not) they might purchase it in the grocery store. Have them discuss in what ways they think what is written or illustrated on the cereal box may be trying to influence them to purchase the cereal. Have them record their ideas on the flip chart paper.
3. Have each group share their observations about the cereal boxes with the class.
4. Provide one *Cereal Information Card* to each group.
5. Ask the youth to create a 30-second commercial to perform as a skit. Ask them to create the commercial using the *Cereal Information Card*. Explain that the goal of the advertisement is to get as many other youth as possible to buy their product but not to reveal the Nutrition Facts Label. Allow enough time for each group to complete the task.
6. Have each group perform their 30-second commercial for the class.
7. Ask the youth to discuss within their group the observations they made about the different techniques used by each group to sell their cereal. Based on the commercials, have the youth vote on which cereal they would buy. Have them write down their decision on the flip chart paper.
8. Have each group share the Nutrition Facts Label from their cereal with the class.
9. Ask each group to discuss if they would change their mind about buying the cereal, based on the Nutrition Facts Label. Have them write down their thoughts on the flip chart paper.

## Sharing, Processing, and Generalizing

1. Ask the youth to share what they decided to include in their own commercial, why they made those decisions, and their thoughts about the other commercials.
2. Follow the lines of thinking of the youth through their general thoughts, observations, and questions. If necessary, ask more targeted questions/prompts:
  - Explain how you went about deciding what you would convey in your commercial.
  - Explain how you went about making the decision about which commercials did the best job at selling the cereal.
  - If you changed your mind after the Nutrition Facts were revealed, explain what it was about the Nutrition Facts that made you alter your decision.
  - Discuss how you think food packages and advertisements influence our food purchases.
  - Explain what we can do to avoid being convinced to buy a food based only on an advertisement.

## Concept and Term Discovery/Introduction

Youth should understand there are several ways companies use product packaging to entice people to purchase foods, including the use of bright colors, health claims, characters, and prizes. They should also understand that commercials are another way that food companies entice us to purchase their products. The youth should also find out that there is reliable information, like Nutrition Facts Labels, that can help us make informed choices. Additionally, make sure that key vocabulary terms are either discovered by the youth or introduced to them: **consumerism, consumer, advertisement, health claim, marketing, and media.**

## Activity 7.2: Home Concept Application

### Getting Ready

1. Make copies of the *Television Advertising and Consumerism* worksheet (Appendix 7C), one for each youth.

### Procedure (Experiencing)

1. Provide each group with one copy of the *Television Advertising and Consumerism* worksheet.
2. Ask the youth to take home the *Television Advertising and Consumerism* worksheet and complete it with their families. Explain that when they are watching television with their families they will select two television commercials to describe. Ask them to write down their observations about the techniques the food companies used to influence them to buy their product.
3. When the youth return with the completed sheet, ask the youth to share their observations about the television advertisements.

#### **Time Required**

5 to 10 minutes

#### **Suggested Groupings**

Individuals

#### **Materials Needed**

(\*Materials provided in curriculum)

- \**Television Advertising and Consumerism* (Appendix 7C)

## Activity 7.3: Garden Concept Application

### Getting Ready

1. Make copies of the *Garden Advertising* worksheet (Appendix 7D), one for each group.
2. Organize the class into small groups of 3 to 4 youth.

**Facilitator Tip:** these can be the same groups that were formed in Lesson 1, Activity 1. By doing so, the youth may continue developing teamwork skills with the same group members.

3. Provide each group with a sheet of flip chart paper and markers to answer opening questions.

### Opening Questions/Prompts

1. Explain what you know about advertising.
2. Explain what you know about plants and in what ways they might advertise.
3. Explain why you think it might be important for plants to advertise.

### Procedure (Experiencing)

1. Provide each group with one copy of the *Garden Advertising* worksheet.
2. Explain to the youth that they will go to the garden and make observations about the habitat plants in the garden. Ask them to answer each of the questions on the *Garden Advertising* worksheet.

### Sharing, Processing, and Generalizing

1. Ask the youth to share what they observed in the garden.
2. Follow the lines of thinking of the youth through their general thoughts, observations, and questions. If necessary, ask more targeted questions/prompts:
  - Explain what you noticed about how plants advertised and how you arrived at your conclusion.
  - Explain what you observed regarding similarities and differences in the way different plants advertise.
  - Explain how you originally chose the habitat plant you planted.
  - How are your observations today similar or different from your original prediction?

**Facilitator Tip:** This activity could be preceded by a lesson about pollinators to meet the California Science Content Standard for Grade 4 Life Sciences: living organisms depend on one another and on their environment for survival.

#### **Time Required**

60 to 75 minutes

#### **Suggested Groupings**

Small groups of 3 to 4 youth

#### **Materials Needed**

(\*Materials provided in curriculum)

- Flip chart paper
- Markers or writing utensils
- \**Garden Advertising* (Appendix 7D)

**Facilitator Tip:** The garden space should have been previously planted with habitat plants during Lesson 2.3 (Getting Physically Active Garden Application) so that the plants are now mature enough to attract pollinators and other beneficial insects.

## Activity 7.4: Goal Setting Application

### Getting Ready

1. Make copies of the *Goal Setting* worksheet (Appendix 7E), one for each youth.

### Procedure (Experiencing)

1. Provide each group with one copy of the Goal Setting worksheet.
2. Ask the youth to take home the Goal Setting worksheet (Appendix 7D) and complete it with their families. They will answer the following questions:
  - What are some things you can do to make informed food choices?
  - What are some things your family can do to make informed food choices?
3. When the youth return with the completed sheet, ask the youth to share the goals they set for themselves and for their families.

**Time required**

5 to 10 minutes

**Suggested Groupings**

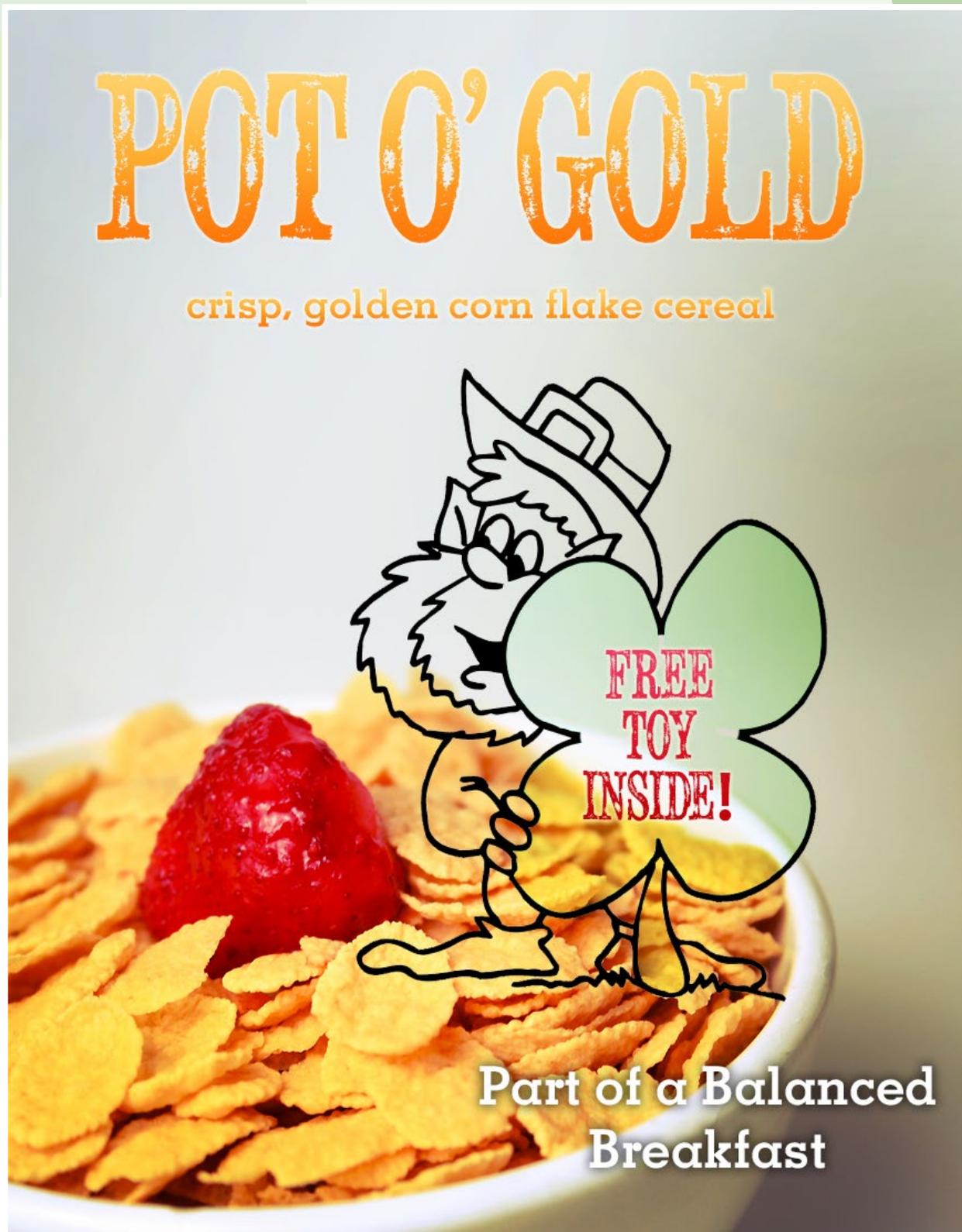
Individuals

**Materials Needed**

(\*Materials provided in curriculum)

- \**Goal Setting* (Appendix 7E)

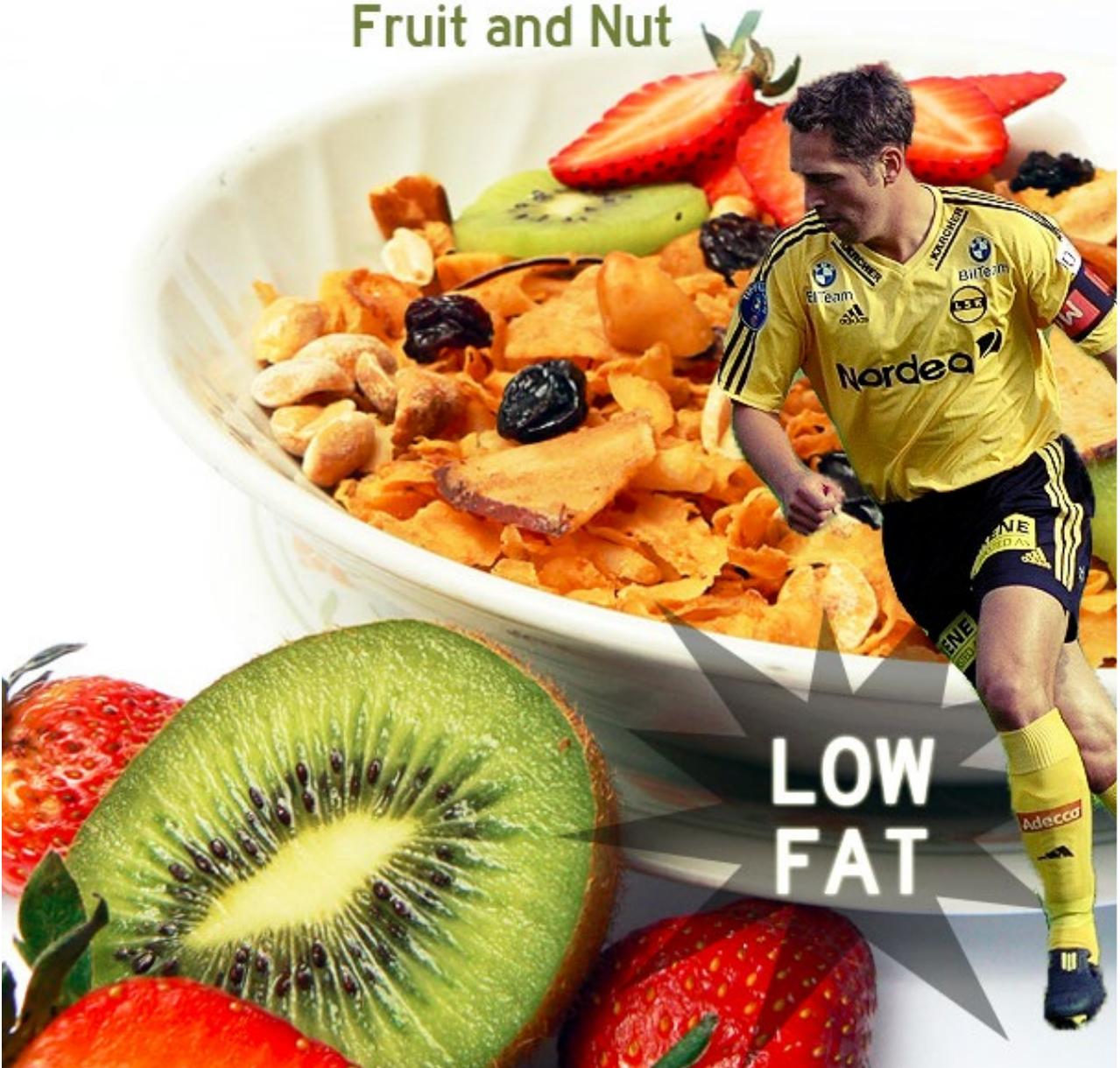
APPENDIX 7A: Cereal Boxes



APPENDIX 7A: Cereal Boxes

# Heart Healthy Granola

Fruit and Nut





# 7B

## APPENDIX 7B: Cereal Information Cards

### Cinnamon Twists

<b>Nutrition Facts</b>	
11 servings per box	3/4 Cup (31g)
Serving Size	
<b>Amount per serving</b>	<b>Calories 130</b>
% Daily Value*	
<b>Total Fat</b> 3g	<b>5%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans Fat</i> 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 220mg	<b>9%</b>
<b>Total Carbohydrate</b> 25g	<b>8%</b>
Dietary Fiber 2g	<b>4%</b>
Total Sugars 17g	
Includes 10g Added Sugars	
<b>Protein</b> 1g	<b>20%</b>
Vitamin D 0mcg	
Calcium 130mg	10%
Iron 4mg	22%
Potassium 335mg	7%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

### Dr. Braintastic

<b>Nutrition Facts</b>	
11 servings per box	3/4 Cup (28g)
Serving Size	
<b>Amount per serving</b>	<b>Calories 100</b>
% Daily Value*	
<b>Total Fat</b> 0g	<b>5%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans Fat</i> 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 90mg	<b>4%</b>
<b>Total Carbohydrate</b> 24g	<b>8%</b>
Dietary Fiber 6g	<b>21%</b>
Total Sugars 18g	
Includes 4g Added Sugars	
<b>Protein</b> 1g	<b>5%</b>
Vitamin D 0mcg	
Calcium 130mg	10%
Iron 2mg	7%
Potassium 470mg	10%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

### Funky Monkey Crunch

<b>Nutrition Facts</b>	
11 servings per box	3/4 Cup (30g)
Serving Size	
<b>Amount per serving</b>	<b>Calories 180</b>
% Daily Value*	
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans Fat</i> 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 300mg	<b>13%</b>
<b>Total Carbohydrate</b> 30g	<b>14%</b>
Dietary Fiber 10g	<b>36%</b>
Total Sugars 20g	
Includes 0g Added Sugars	
<b>Protein</b> 6g	<b>0%</b>
Vitamin D 0mcg	
Calcium 180mg	14%
Iron 2mg	7%
Potassium 658mg	14%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Marshmallow Crunchies

<b>Nutrition Facts</b>	
11 servings per box	3/4 Cup (40g)
Serving Size	
<b>Amount per serving</b>	<b>Calories 150</b>
% Daily Value*	
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 200mg	<b>5%</b>
<b>Total Carbohydrate</b> 36g	<b>13%</b>
Dietary Fiber 3g	<b>10%</b>
Total Sugars 33g	
Includes 20g Added Sugars	<b>40%</b>
<b>Protein</b> 1g	
Vitamin D 0mcg	0%
Calcium 130mg	10%
Iron 2mg	7%
Potassium 200mg	4%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Outer Space O's

<b>Nutrition Facts</b>	
11 servings per box	3/4 Cup (32g)
Serving Size	
<b>Amount per serving</b>	<b>Calories 150</b>
% Daily Value*	
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 300mg	<b>13%</b>
<b>Total Carbohydrate</b> 30g	<b>14%</b>
Dietary Fiber 5g	<b>18%</b>
Total Sugars 25g	
Includes 15g Added Sugars	<b>30%</b>
<b>Protein</b> 1g	
Vitamin D 0mcg	0%
Calcium 130mg	10%
Iron 2mg	7%
Potassium 200mg	4%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

Chocolate Rockets

<b>Nutrition Facts</b>	
11 servings per box	3/4 Cup (30g)
Serving Size	
<b>Amount per serving</b>	<b>Calories 170</b>
% Daily Value*	
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 300mg	<b>13%</b>
<b>Total Carbohydrate</b> 40g	<b>14%</b>
Dietary Fiber 1g	<b>4%</b>
Total Sugars 35g	
Includes 20g Added Sugars	<b>40%</b>
<b>Protein</b> 1g	
Vitamin D 0mcg	0%
Calcium 130mg	10%
Iron 2mg	7%
Potassium 200mg	4%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

## APPENDIX 7B: Cereal Information Cards

## Peanut Butter Cocoa Crunchies

<b>Nutrition Facts</b>	
12 servings per box	3/4 Cup (30g)
<b>Amount per serving</b>	
<b>Calories</b>	<b>115</b>
<b>% Daily Value*</b>	
<b>Total Fat</b> 2g	<b>0%</b>
Saturated Fat 1g	<b>5%</b>
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 200mg	<b>9%</b>
<b>Total Carbohydrate</b> 21g	<b>14%</b>
Dietary Fiber 1g	<b>4%</b>
Total Sugars 9g	
Includes 6g Added Sugars	<b>12%</b>
<b>Protein</b> 2g	
Vitamin D 0mcg	<b>0%</b>
Calcium 2mg	<b>1%</b>
Iron 5mg	<b>28%</b>
Potassium 54mg	<b>1%</b>

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

## Wild West Gold Nuggets

<b>Nutrition Facts</b>	
11 servings per box	3/4 Cup (30g)
<b>Amount per serving</b>	
<b>Calories</b>	<b>170</b>
<b>% Daily Value*</b>	
<b>Total Fat</b> 0g	<b>0%</b>
Saturated Fat 0g	<b>0%</b>
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 0mg	<b>0%</b>
<b>Sodium</b> 300mg	<b>13%</b>
<b>Total Carbohydrate</b> 40g	<b>14%</b>
Dietary Fiber 1g	<b>4%</b>
Total Sugars 35g	
Includes 20g Added Sugars	<b>40%</b>
<b>Protein</b> 1g	
Vitamin D 0mcg	<b>0%</b>
Calcium 130mg	<b>10%</b>
Iron 2mg	<b>7%</b>
Potassium 200mg	<b>4%</b>

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

## APPENDIX 7C: Television Advertising and Consumerism

When you are watching television with your family, select two food advertisements and then answer the following questions about them.

- 1. Describe the first advertisement.**
- 2. What are some techniques the first food company used to influence you to purchase their product?**
- 3. Describe the second advertisement.**
- 4. What are some techniques the second food company used to influence you to purchase their product?**
- 5. What are the similarities and differences between the two television advertisements?**

APPENDIX 7D: Garden Advertising

Garden plant	Plant name and short description.	Is this the plant your group chose? If yes, explain why you originally chose this plant.	Describe ways you think the plant advertises to insects and other animals.	Describe the insects or other animals you observed.	Explain how similar or different the plant was to what you expected when you chose to plant it.
1.					
2.					
3.					
4.					

## APPENDIX 7E: Goal Setting

**What are some things you can do to make informed food choices?**

**What are some things your family can do to make informed food choices?**

## Photo, Graphic, and Illustration Credits

### Cover

- Plant—<https://www.flickr.com/photos/aresauburnphotos/2508019220>

### Module 7: Consumerism

- Cereal Boxes—Erica Oberg and Lynn Chang
- Soccer Player Photo—Alf Inge Holsaeter, Free Images website, <https://www.freeimages.com/photo/soccerplayer-iii-1518081>
- Corn Flakes Photo—Fernando Kuri, Free Images website, <https://www.freeimages.com/photo/corn-flakes-1327097>
- Granola Photo—Creator unknown, Free Images website, <https://www.freeimages.com>
- Cereal Information Cards—Erica Oberg and Kelly Ho

