

Welcome To Media-Smart Youth



Total Time

90 minutes

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



Lesson Overview

In this lesson, youth learn the workshop's overall purpose and structure. The facilitator and the youth get to know each other, become comfortable sharing ideas and opinions, and establish a set of rules for working together throughout the workshop. They also learn about the nutrition concepts that the Media-Smart Youth program emphasizes and play a game that explores the sensory qualities of fruits and vegetables.



Lesson Objectives

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

- ◆ State the workshop purpose and topics
- ◆ Create a working agreement
- ◆ Name at least two qualities that make fruits and vegetables appealing to eat
- ◆ List three ways to include fruits and vegetables in daily eating



Lesson Activities

- ◆ **Getting Started**
(13 minutes)
- ◆ **Activity A: What Is the Media-Smart Youth Workshop?**
(18 minutes)
- ◆ **Snack Break: It's Veggie Time!**
(10 minutes)
- ◆ **Activity B: Working Agreement**
(12 minutes)
- ◆ **Action Break: Red Light, Green Light**
(10 minutes)
- ◆ **Activity C: Focus on Fruits and Vegetables**
(25 minutes)
- ◆ **Finishing Up the Lesson**
(2 minutes)

A Note About Timing

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



Materials Needed

For Activities

- Name tags (one for each facilitator and youth)
- Empty pocket folders (one for each youth)
- Pencils/pens (one for each youth)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Large paper, markers, masking tape, watch/timer, easel (if available)
- A bandana or similar material to use as a blindfold (you may want to have one additional blindfold as a back-up)
- Paper plates (enough for about half of the youth in the group)
- A variety of individual fruits and vegetables; consider the following when making selections (also see box, “A Few Notes About This Activity,” p. 46):
 - Choose foods that appeal to the senses (for example, they have a good smell or an interesting texture).
 - Choose equal numbers of fruits and vegetables and bring enough for half the number of youth in the group.
 - Choose well-known fruits and vegetables as well as some that may not be so familiar to all of the youth.
 - Choose fruits and vegetables that reflect the cultures and ethnicities of the youth.
- A knife to cut up the fruits and vegetables

- A piece of cloth or paper large enough to cover the prepared produce
- Labels that identify each fruit or vegetable and what sense it tests
- Paper towels, napkins, or wipes for youth to clean their hands
- Take Home a New Idea!* sheets (one copy for each youth)

For Snack Break

- Fresh, raw vegetables, such as carrots, cauliflower, broccoli, green or red peppers, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable the youth in your group like (include vegetables that the youth like and also ones that they may not have tried before)
- Several dips, such as: low-fat salad dressing; a dip made of $\frac{3}{4}$ cup of plain low-fat yogurt, $\frac{1}{4}$ cup of low-fat sour cream, and a packet of dried onion soup mix; nonfat or low-fat cottage cheese; or guacamole made from a ripe avocado, $\frac{1}{4}$ cup of salsa, garlic powder, and lime juice
- Platter or tray
- Paper plates, bowls, cups, and napkins
- Serving spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- None



Facilitator's Preparation

Getting Started

- None

Activity A

- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #3: *What Is Media-Smart Youth?* This segment introduces the workshop.

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Write "Working Agreement" across the top of a sheet of large paper.



Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Just before the activity, place one fruit or vegetable on each plate. Cut or peel the food, if necessary, to enhance its sensory quality (the texture or smell, for example). Do not let the youth see what you are doing. Cover the plates with a cloth or paper when you are done, and

set the prepared plates aside until they are actually used in the activity.

- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

LESSON 1

A Few Notes About This Activity

- We have structured this activity for pairs of youth, which means that half the youth in the group are blindfolded and have to guess the identity of the fruit or vegetable; the other half are their “testers.”
- You will need to buy fruits and vegetables for this activity, but you will need only a small amount for each test, so that disposing of the food touched by the youth during the activity is not too wasteful.
- You can use leftover pieces of fruit or vegetables for additional rounds of the game if youth who were “testers” want to take a turn as blindfolded “guessers.” Or, you



can ask youth if they want to take any leftovers with them to enjoy at home.

- You can do this activity in lots of different ways—the table below describes individual sensory qualities and individual fruits and vegetables, but you could test all the qualities of a single food.
- If it is appropriate for your group, you also can try taste tests as well as sensory tests. However, be sensitive to the fact that some cultures have taboos about touching and tasting food, especially if more than one person touches the food. If these taboos apply to the youth in your group, have the “tester” hold the piece of food in a paper towel or napkin.

A Few Fruits and Vegetables that Appeal to the Senses		
Smell	Hearing	Touch
<ul style="list-style-type: none"> • A lemon slice • Cantaloupe pieces • A very ripe tomato • Pineapple • Raw onion • Green or red bell pepper 	<ul style="list-style-type: none"> • Biting on a crunchy apple • Breaking open and peeling a banana • Snapping a carrot in two • Peeling an orange • Tearing lettuce leaves • Dropping grapes into a bowl • Knocking on a ripe watermelon or honeydew melon 	<ul style="list-style-type: none"> • A prickly artichoke • A bumpy ear of corn • A hairy coconut • A slippery slice of kiwi • Lumpy raisins • Straight and narrow asparagus • Tree-like broccoli
<p>What other possibilities can you think of?</p>		

Getting Started



Time
13 minutes



Activity Overview

Facilitator and workshop participants write their names on name tags. The youth write their names on folders that will hold their handouts. They introduce themselves and tell a fact about themselves.



Materials Needed

- Name tags (one for each facilitator and youth)
- Empty pocket folders (one for each youth; these folders will stay at the workshop location)
- Pens (one for each youth)



Facilitator's Preparation

- None



🕒 Total time: 13 minutes

GETTING STARTED

Getting Started

1. **HAND OUT** a name tag and a folder to each youth.
2. **TELL** youth that they will use the folders to store handouts they receive during the workshop.
3. **ASK** youth to write their names on the name tags and folders. **ALLOW** 5 minutes for this activity. **MAKE** a name tag for yourself. **COLLECT** the folders.
4. **WELCOME** the youth to the Media-Smart Youth workshop.
5. **SAY:**



*The Media-Smart Youth workshop will help you learn about **media** and their connection to health, **nutrition**, and **physical activity**.*

A Note About Terms

Terms in bold are defined in the Glossary (Appendix K).

Over the course of the workshop, you'll become media experts. You'll also learn some key nutrition and physical activity concepts. Knowing about these topics can help you make good choices for your health.

To start, let's introduce ourselves.

6. **BEGIN** by introducing yourself and sharing one of your favorite foods and physical activities. **ASK** youth to introduce themselves in turn by saying their first name and then naming their favorite food and physical activity. **ALLOW** 5 minutes for the introductions.

A Note About Adapting the Introduction

If group members know each other, ask them other questions, such as the craziest food combination that they ever ate. Do not insist that youth share this fact about themselves if they seem reluctant to do so.

7. **ADD** other points as needed to fit the needs of the group.
 - ◆ Give youth a brief orientation to the facility so they can find their way around.
 - ◆ Tell youth where the restrooms and water fountains are located.
8. **THANK** the group for sharing. **TELL** youth they will now learn more about the Media-Smart Youth workshop.

What Is the Media-Smart Youth Workshop?



Time
18 minutes



Activity Overview

Youth learn about the workshop's overall purpose, topics, and structure. If desired, they can watch a videotape or DVD segment about the workshop.



Activity Objective

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

- ◆ State the workshop purpose and topics



Materials Needed

- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



Facilitator's Preparation

- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #3: *What Is Media-Smart Youth?* This segment introduces the workshop.

A Note About the Videotape/DVD

The Media-Smart Youth videotape/DVD includes modules for facilitators that you can watch as part of your preparation for conducting the workshop. It also includes modules for youth that correspond to each lesson of the workshop. These modules complement the material presented during the lessons. However, using the video or DVD during lessons is entirely optional. Choosing not to use the video/DVD modules will not affect your ability to lead the workshop or the success of the program.

LESSON
1
ACTIVITY **A**

🕒 Total time: 18 minutes **WHAT IS MEDIA-SMART YOUTH?**

🕒 2 minutes

Warm-Up

1. LEAD a brief discussion about workshop topics.
ASK youth:
 - ◆ What are some of your favorite TV shows, radio stations, and magazines?
 - ◆ What kinds of foods do you and your friends like to eat?
 - ◆ How often do you do something active, such as walking, playing a sport, or anything that gets your body moving? How active do you think other youth your age are?
2. CONGRATULATE youth on their thoughtful responses. TELL them they will do a lot more thinking and talking about these issues during the workshop.

🕒 10 minutes

Doing the Activity

1. SAY:



This workshop is about youth, media, nutrition, and physical activity. Health experts know that media have a strong influence on the choices that young people make. They also are worried that young people aren't eating well and aren't active enough.

Media-Smart Youth helps youth understand more about media so that they can use it wisely. It's about promoting smart eating and physical activity choices. Media-Smart Youth is NOT about weight control or dieting or forcing anyone to do sports.

A Note About Body Image



Throughout the workshop, be sensitive to issues related to **body image**, weight, appearance, and physical ability. Young people and their bodies are going through many changes, and youth are often sensitive about these changes. They also experience peer pressure related to these issues, and that pressure may affect their participation in workshop discussions and activities. Attitudes about body image may also be influenced by culture.

In every lesson, maintain a positive tone, acknowledging that everyone is unique and has special gifts to contribute to the group. Remind participants that the focus of the workshop is media and making healthy food and physical activity choices, not weight control or having a particular body size or shape. Be aware if anyone appears to be reluctant to talk about or participate in any of the activities. You may want to talk with them individually outside of the session to make sure they feel comfortable participating in the group.

For more tips on handling sensitive issues, see the *Making the Most of Your Facilitation* section of the Media-Smart Youth Introduction and Overview (p. 24).

WHAT IS MEDIA-SMART YOUTH?

🕒 Total time: 18 minutes

ACTIVITY



Segment #3: What Is Media-Smart Youth?



- If you choose to use the Media-Smart Youth videotape or DVD, SKIP steps #4 and #5.
SAY: Now we're going to watch a segment that will tell you more about this workshop and the types of activities you will do related to media, nutrition, and physical activity.

- SHOW the *What Is Media-Smart Youth?* segment and then conduct CLOSING THE ACTIVITY.



- If you choose not to use the video or DVD, SAY:
Everyone today is surrounded by media. Media are ways of communicating information or ideas to people, for example a video, play, song, newspaper, or Web site. Media can influence lifestyle and habits in many ways, especially in terms of nutrition and physical activity.

*Over the past 20 years, some young people and adults in our society have begun to eat too much. We are also choosing too many foods that are high in **fat**, **added sugar**, and **calories**, and we are not eating enough fruits, vegetables, and **whole grains**. The choices we make can affect our health now and in the future.*

Another part of the problem—for youth as well as for adults—is that we don't spend enough time doing physical activities that get our bodies moving and our hearts pumping. Not being active enough also can affect our health now and in the future.



- SAY:
In this workshop, we'll spend time exploring different kinds of media and finding out how media affects what we do. By the end, you'll be media experts!

You'll also learn about nutrition and physical activity and some of the challenges involved in making smart physical activity and food decisions.

Throughout the workshop, you'll have a chance to apply what you've learned about media, nutrition, and physical activity in Mini-Productions, where you will act out skits, design billboards, compose songs, and create news reports.

A Note About Physical Activity

Throughout the workshop, the term **physical activity** is used instead of exercise because it suggests a broader concept beyond just organized sports or defined types of exercise. The idea behind Media-Smart Youth is to encourage youth to be more physically active in many different ways, some of which don't fall inside the usual understanding of exercise, such as walking up a flight of stairs or carrying groceries into the home. As you lead the lessons, try to avoid saying "exercise" and use the term "physical activity" instead.

A Note About the Dietary Guidelines for Americans

The issues we address in Media-Smart Youth are emphasized by many health experts and are discussed in detail in the **Dietary Guidelines for Americans**: <http://www.health.gov/dietaryguidelines/>

LESSON
1
ACTIVITY **A**

🕒 Total time: 18 minutes **WHAT IS MEDIA-SMART YOUTH?**

At the end of the workshop, you'll put it all together in a Big Production. The purpose of the Big Production is to create a media product that motivates others your age to take action for better nutrition or increased physical activity.



6
minutes

Closing the Activity

1. **THANK** youth for their participation. **ASK** whether youth have any comments or questions.

A Note About Probing for Answers

Throughout the lessons, you'll often see the phrase "LISTEN to ideas from youth. If necessary, GUIDE them to the following responses" as part of the facilitator's directions. This phrase indicates where and how you might help move the discussion in a certain direction. In some cases, the list under this phrase includes examples of potential answers. In other cases, it is specific content that we want the youth to learn. This convention is used to stimulate discussion so you aren't lecturing to the youth, but rather are engaging them in a guided discussion. Use open-ended questions to guide the discussion (such as "What about...," "Have you thought of...," "Can you think of other ways, such as..."). For more information on asking open-ended questions, see the *Leading with Open-Ended Questions* section of the Media-Smart Youth Introduction and Overview (p. 25).

2. **EXPLAIN** that youth will now have a **snack**. **SAY**:
Before we eat this lesson's snack, let's talk about snacking a little.
3. **ASK** youth:
 - ◆ What is a snack?
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
 - ❖ Any food or beverage a person eats or drinks between meals.
 - ◆ Where do you get your snacks?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Parents/home
 - ❖ School
 - ❖ Friends/friends' houses
 - ❖ Buy them myself
 - ◆ Is it good to eat snacks? Why or why not?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Yes: We get hungry and snacks give us energy to keep going. Snacks taste good.
 - ❖ No: Snacks aren't nutritious or healthy.

4. SAY:

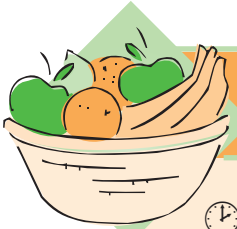


Actually, snacks *are* a good thing. Young people are growing so fast, they need more nutrients than younger children or adults do. Snacks are a great way to fill in the gaps between meals, and give youth the nutrition their bodies need to get through the day.

Just as with any other food choice, the key to smart snacking is to focus on nutritious foods and to less often choose snacks that are high in fat and added sugar. You may have more control over the snacks you eat than over other foods, such as those at mealtime, so snacking is an important nutrition issue for young people.

Each Media-Smart Youth lesson includes a snack. Some will be familiar to you; others might include foods you've never had before. They all reflect the nutrition ideas you'll be learning about in the workshop. I hope that you'll be willing to give them all a try. You never know, you might discover some new foods that you really like!

Snack Break



It's Veggie Time!

 **Time: 10 minutes**

POINT OUT that vegetables are an important part of healthy eating. Raw vegetables are fast and easy to prepare—just wash and cut them. You can even buy vegetables already washed and cut. Trying them with a variety of low-fat, tasty dips makes them even more appealing.

What's In It?

- Fresh, raw vegetables, such as carrots, cauliflower, broccoli, green or red pepper, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable
- Several dips, such as: low-fat salad dressing; a dip made of $\frac{3}{4}$ cup of plain low-fat yogurt, $\frac{1}{4}$ cup of low-fat sour cream, and a packet of dried onion soup mix; fat-free or low-fat cottage cheese; or guacamole made from a ripe avocado, $\frac{1}{4}$ cup of salsa, garlic powder, and lime juice

Other Things You Need

- Platter or tray
- Paper plates, bowls, cups, and napkins
- Serving spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- **TELL** youth to select some fresh vegetables and place them on a plate.

- Then they can put the dips on top of the vegetables or on the side of the plate for dipping.
- **ENCOURAGE** youth to try some vegetables and dips that they have not had before.

There's a copy of this recipe at the end of the lesson for youth to take home. **ENCOURAGE** youth to share it with their family and friends.

Important Notes

To prevent the spread of germs, make sure that youth wash and dry their hands before preparing and eating their snacks.

Adapt this snack as needed to reflect the cultures of the youth in your group or for youth who have food allergies or other dietary needs.

If you think this snack will not work for your group, see Appendix B for other snack ideas, including easy-preparation, no-refrigeration-needed options.

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

Working Agreement



Time
12 minutes



Activity Overview

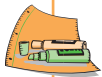
Youth establish a set of rules for working together throughout the workshop.



Activity Objective

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

- ◆ Create a working agreement



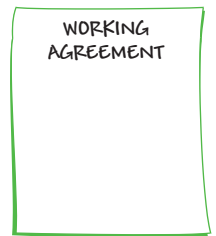
Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)



Facilitator's Preparation

- Write "Working Agreement" across the top of a sheet of large paper before the session begins.



LESSON
1
ACTIVITY **B**

🕒 Total time: 12 minutes

WORKING AGREEMENT



1
minute

Warm-Up



1. TELL youth that they will now develop a **working agreement** for the workshop.
2. EXPLAIN why this agreement is important. SAY:
A working agreement is a set of rules made by a group to help its members work together.

A Note About the Working Agreement

A working agreement is a valuable way to help maintain positive behavior over the course of the workshop. If problem behaviors emerge, you can always revisit the list with the group and change or add rules.

A working agreement will help everyone feel comfortable taking part in the workshop because we all will understand what's expected of us.

The agreement will also help us all feel respected and free to express our ideas and thoughts.

By deciding together about what behaviors are and are not acceptable, we can help prevent problems later.



10
minutes

Doing the Activity



1. BEGIN to **brainstorm** ideas for the working agreement. SUGGEST the first one.
SAY: *Everyone should actively participate in the discussions and activities.*
2. If everyone agrees with your suggested idea, WRITE on the large paper entitled *Working Agreement*: "1. Everyone should participate."
3. ASK youth to suggest other rules for the group. WRITE each suggestion on the large paper. NUMBER them as you go.

A Note About Brainstorming

Brainstorming is a great way to create ideas and have fun. Here are some simple guidelines for brainstorming:

- All ideas are good ideas during a brainstorm! Ask youth to share thoughts and not hold any ideas back.
- Everyone should contribute. Tell youth that the more minds that are at work, the bigger and better the brainstorm.
- Absolutely no criticism of ideas is allowed. Criticism can bring the brainstorming session to a halt.
- Write down all ideas. Don't let any ideas be forgotten because you or the youth did not write them down.

WORKING AGREEMENT

🕒 Total time: 12 minutes

ACTIVITY

4. SUGGEST ideas, if necessary. MAKE SURE to frame the agreements as positive statements rather than negatives (for example, “Respect differences” rather than “Don’t put anyone down”). Possible ideas include:
 - ◆ Allow only one person to talk at a time.
 - ◆ Listen to others.
 - ◆ Respect differences and opinions.
 - ◆ Welcome all ideas.
 - ◆ Offer positive comments only.
 - ◆ Help set up and clean up activities and snacks.
 - ◆ Show up on time.
 - ◆ Attend all sessions (if possible).

5. POST the working agreement. If it is helpful, KEEP this sheet and POST it at the start of each lesson.

6. SAY:



At any time, if someone feels that a member of the group is breaking the agreement, you can remind them that you’ve all agreed to these ground rules.



1 minute

Closing the Activity

1. CONGRATULATE youth on their working agreement. ASK whether youth have any comments or questions. TELL them it is time for an *Action Break*.

A Note About Including Movement in the Lessons

Try to add movement to the lessons in creative ways. For example, instead of raising their hands when they want to speak, youth can stand and hop, twirl around, wave their arms, or do jumping jacks. We’ve intentionally incorporated movement into all of the lessons to get the youth active and energized. These physical activities are noted with an icon that looks like this:



If you think of other ways to make the lessons active, go for it!

A Note About Consequences

If it seems appropriate for your group, you may want to ask youth to suggest consequences for breaking the rules. Consequences will help keep them focused and out of trouble. Their answers may help you later if behavior issues arise.

Action Break



Red Light, Green Light

 **Time: 10 minutes**

1. Clear away all the chairs so there is open space in the room (better yet, go outside if you have time and space, and if weather permits).
2. Ask for a volunteer to be the “crossing guard,” who stands in front of the room facing the group.
3. Ask the rest of the group to line up horizontally at the other end of the room.
4. When the crossing guard turns around so his/her back is to the youth, he/she yells “green light!” and the group members can run (or walk fast if the room is small) toward the crossing guard until the crossing guard turns around again to face the class and yells “red light!” When the crossing guard yells “red light,” all the youth must freeze in place until the crossing guard turns around and yells “green light” again.
5. If the crossing guard sees someone moving when they are supposed to be “frozen” in place, the crossing guard should call that person to leave the game and stand at the side of the room.
6. The first to “catch” the crossing guard wins. If the room is small, change the game to have youth circle the room or snake around a certain path between the desks and chairs.

ENCOURAGE youth to try this activity with their family, friends, or sports teams.

If you think this *Action Break* will not work for your group, see Appendix C for other *Action Break* ideas.

Focus on Fruits and Vegetables



Time
25 minutes



Activity Overview

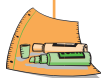
After a brief introduction to the nutrition concepts emphasized in the Media-Smart Youth workshop, youth play a game that allows them to explore the sensory qualities of fruits and vegetables. The activity ends with a quick discussion about ways to enjoy fruits and vegetables more often in daily eating.



Activity Objective

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

- ◆ Name at least two qualities that make fruits and vegetables appealing to eat
- ◆ List three ways to include fruits and vegetables in daily eating



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- A bandana or similar material to use as a blindfold (you may want to have one additional blindfold as a back-up)
- Paper plates (enough for about half the youth in the group)
- A variety of individual fruits and vegetables; consider the following when making selections (also see box, “A Few Notes About This Activity,” p. 46):
 - Choose foods that appeal to the senses (for example, they have a good smell or an interesting texture).
 - Choose an equal number of fruits and vegetables and bring enough for half the number of youth in the group.
 - Choose well-known fruits and vegetables as well as some that may not be so familiar to all the youth.
 - Choose fruits and vegetables that reflect the cultures and ethnicities of the youth.

LESSON 1

ACTIVITY C

🕒 Total time: 25 minutes

FRUITS AND VEGETABLES

- A knife to cut up the fruits and vegetables
- A piece of cloth or paper large enough to cover the prepared produce
- Labels that identify each fruit or vegetable and what sense it tests
- Paper towels, napkins, or wipes for youth to clean their hands
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

- Just before the activity, place one fruit or vegetable on each plate. Cut or peel the food, if necessary, to enhance its sensory quality (the texture or smell, for example). Do not let the youth see what you are doing, cover the plates with a cloth or paper when you are done, and set the prepared plates aside until they are actually used in the activity.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

4
minutes**Warm-Up****1. ASK youth:**

- ◆ Why do we eat?

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

- ❖ To help our bodies grow
- ❖ To get nutrients that our bodies need to be healthy
- ❖ To satisfy hunger
- ❖ To stay alive
- ❖ To enjoy the taste of foods
- ❖ To have fun, be social

2. TELL youth that they will be talking a lot about health, nutrition, and food—especially snacks—during Media-Smart Youth.**3. SAY:**

To have a healthy body, you need to feed it right. That means giving it all the nutrients and other good things it needs to grow and develop while staying within calorie needs. Nutrition is a pretty complicated subject, and we don't have time to cover all the details in the Media-Smart Youth workshop. So, instead, we're going to focus on a few types of foods that health experts agree are really important for youth:

- ◆ *Fruits and vegetables*
- ◆ *Whole grains*
- ◆ **Calcium**-containing foods

We're also going to talk about the importance of reducing fat and added sugars in our food choices.

4. MENTION that all of the *Snack Breaks* will feature at least one food or drink that contains a fruit or vegetable, whole-grain food, or calcium. REMIND youth that this lesson's *Snack Break* featured vegetables.

5. ASK youth:

- ◆ What are some examples of fruits and vegetables, whole grains, and calcium-containing foods?

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

- ❖ Fruits and vegetables: apples, oranges, strawberries, peas, beans, potatoes
- ❖ Whole grains: whole-wheat bread, oatmeal, brown rice
- ❖ Calcium-containing foods: milk, yogurt, calcium-fortified orange juice

6. ASK youth:

- ◆ What do you think health experts say about including fruits and vegetables, whole grains, and calcium-containing foods in our food choices?

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

- ❖ Choose them more often
- ❖ Have them every day



20 minutes

Doing the Activity

1. SAY:



*We're going to talk about most of these nutrition issues later in the workshop. But now we're going to do something fun to help us focus on fruits and vegetables. Fruits and vegetables are good for us because they are rich in nutrients and **dietary fiber**. What are some other reasons why people like to eat fruits and vegetables?*

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

- ◆ They taste great.
- ◆ They're pretty and colorful.
- ◆ They're quick to prepare and easy to eat.

2. TELL youth that they will now play a game that focuses on the sensory qualities of fruits and veggies (good smells, interesting sounds, and unique textures.)

3. PASS out paper towels or wipes for youth to clean their hands.

4. EXPLAIN the rules of the game:

- ◆ Youth will form pairs. One person in each pair will be the “guesser”; the other person in the pair will be the “tester.” Each pair, in turn, will play the game. The point of the game is for the guesser to correctly identify a particular fruit or vegetable.
- ◆ Pair #1 comes forward. The guesser sits at a table and is blindfolded by the tester.
- ◆ The tester puts a plate with a fruit or vegetable in front of the blindfolded tester.
- ◆ Depending on the sensory test, the tester puts the guesser’s hands on the item (so the guesser can identify the item based on the way it feels), holds the item up to the guesser’s nose (so the guesser can identify the item based on the way it smells), or does something to the item near the guesser’s ear (such as peeling or breaking, so the guesser can identify the item based on the sound).
- ◆ The guesser has 20 seconds in which to identify the fruit or vegetable. He or she can ask the tester or the whole group for hints. When the time is up, the guesser’s blindfold is removed.

A Note About This Game

This game is intended to reinforce the fact that fruits and vegetables have many wonderful qualities and are appealing and satisfying foods. Make the game fast-paced and fun. Encourage all the youth—the participating pairs and the observers—to join in with giving hints and answering questions.

If you have an odd number of youth, pair with a youth and become a guesser or a tester yourself!

5. ASK youth to form pairs and choose whether they will be a guesser or a tester. Each pair will take a turn playing the game while the rest of the group watches. **BEGIN** the game. **CONGRATULATE** the youth when they are done.

6. LEAD a brief discussion about the fruits and vegetables the youth like to eat (this chat may be particularly interesting if the group is ethnically or culturally diverse and enjoys produce specific to their home cultures).

7. ASK youth for their suggestions about ways to choose fruits and vegetables more often in daily eating (see the tips on p. 64 for more ideas). **WRITE** their ideas on large paper. **ENCOURAGE** youth to choose deeply colorful fruits and vegetables (such as spinach, broccoli, sweet potatoes, berries, and cantaloupe) because they are especially rich in nutrients important to health.



LESSON
1
ACTIVITY **C**

🕒 Total time: 25 minutes

FRUITS AND VEGETABLES

Here are some tips on incorporating fruits and vegetables into daily eating:

- ◆ Add cut-up fruit to a bowl of cereal.
- ◆ Have a piece of fruit or cut-up vegetables for a snack.
- ◆ Enjoy a bowl of vegetable soup.
- ◆ When you have a restaurant meal, order a side dish of vegetables or fruit for dessert.
- ◆ Add cut-up vegetables (such as baby carrots, red peppers, broccoli, or zucchini) or fruit (such as a cut-up apple or some raisins) to a leafy green salad.
- ◆ Have a glass of 100-percent fruit juice when you're thirsty.
- ◆ Keep a bowl of fruit on the kitchen counter for easy access to healthy snacks.
- ◆ Try vegetables on a pizza.
- ◆ Eat a vegetable wrap sandwich or a bean burrito with lettuce and tomatoes.

For more suggestions visit:

- <http://www.cdc.gov/nccdphp/dnpa/5aday/tips/basics.htm>

A Note About This Discussion

Save the large paper with the group's ideas about ways to more often choose fruits and vegetables. In Lesson 4, the youth will create a nutrition poster, and some of these ideas may come in handy.



1
minute

Closing the Activity

1. **THANK** youth for their wonderful ideas and suggestions. **TELL** them that this discussion is a great beginning and that they will be building on these ideas throughout the workshop.



Finishing Up the Lesson

 **Time: 2 minutes**

1. **THANK** youth for doing great work during today's lesson.
2. **ASK** for one or more volunteers to share something fun or interesting they learned today.
LISTEN for ideas from youth about these key topics:
 - ◆ Media-Smart Youth purpose and topics
 - ◆ Working agreements
 - ◆ Fruits and vegetables
3. **ASK** youth to take home a new idea (see box below). **HAND OUT** the *Take Home a New Idea!* sheets.
4. **TELL** youth that they will begin to explore the world of media in the next lesson.

Take Home a New Idea!

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

- ◆ Tell them about the workshop and what you'll be doing in it.
- ◆ Tell them about the many ways that fruits and vegetables appeal to the senses.
- ◆ The next time you need to work in a group, suggest creating a working agreement first.



TAKE HOME A NEW IDEA!

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

1. Tell them about the workshop and what you'll be doing in it.
2. Tell them about the many ways that fruits and vegetables appeal to the senses.
3. The next time you need to work in a group, suggest creating a working agreement first.

Take Home a New Snack: It's Veggie Time!

Here's the recipe from today's snack. Try it at home with your family and friends.

Vegetables are an important part of healthy eating. Raw vegetables are fast and easy to prepare—just wash and cut them. Make sure if you cut vegetables, you do it with an adult around to help. You can even buy vegetables already washed and cut. Trying them with a variety of low-fat, tasty dips makes them even more appealing.

What's In It?

- Fresh, raw vegetables, such as carrots, cauliflower, broccoli, green or red pepper, celery, sugar snap peas, cucumbers, mushrooms, zucchini, cherry or grape tomatoes, jicama, or any other vegetable
- Several dips, such as: low-fat salad dressing; a dip made of $\frac{3}{4}$ cup of plain low-fat yogurt, $\frac{1}{4}$ cup of low-fat sour cream, and a packet of dried onion soup mix; fat-free or low-fat cottage cheese; or guacamole made from a ripe avocado, $\frac{1}{4}$ cup of salsa, garlic powder, and lime juice

How to Put It Together

- Select some fresh vegetables and place them on a plate.
- Put the dips on top of the vegetables or on the side of the plate for dipping.
- Try some vegetables and dips that you have not had before!