

Getting Into the Production Mode



Total Time

90 minutes

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

Note: See the end of the lesson for an optional extra activity in which the youth decorate t-shirts with the group's *Big Production* team name. You will need an additional 30 minutes to do this activity.

If you did the *Tell Us What You Think* activity before Lesson 1, don't forget to do the *Tell Us What You Think Now* activity after this lesson. You will need an additional 20 minutes to do this activity.



Lesson Overview

In this lesson, youth begin planning their *Big Production* by focusing on key concepts of production. Youth develop a name and identity for their *Big Production* team, discover how to use the 6 Media Questions to create their media message, learn about the steps of media production, and determine the production roles they will play.



Lesson Objectives

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

- ◆ Explain why it is important to know the sponsor of a message
- ◆ Create a *Big Production* team name
- ◆ Construct a media message using the 6 Media Questions
- ◆ Explain the three phases of media production
- ◆ Describe the roles youth may play during each media production phase



Lesson Activities

- ◆ Activity A: This Message Brought to You By... (15 minutes)
- ◆ Snack Break: Dip It! (10 minutes)
- ◆ Activity B: The 6 Media Questions from the Production Point of View (35 minutes)
- ◆ Action Break: Walkin' in Style (10 minutes)
- ◆ Activity C: 3 Ps of Production (15 minutes)
- ◆ Finishing Up the Lesson (5 minutes)

A Note About Lesson 9, Lesson 10, and the *Big Production*

In Lesson 9, the youth began thinking more specifically about their *Big Production*. They chose several possible actions to promote, and they selected their *Big Production* media format. Lesson 10 builds on this work and allows the group to plan in more detail. By the end of this lesson, you should have a fairly complete *that you can use for your Big Production*. A creative plan is a tool that professional media producers use to make decisions before they start their actual media project. This plan covers all aspects of the production. The way you use your creative plan to structure and carry out the *Big Production* after Lesson 10 is up to you and your group. The tools and guidance you need to lead the young people through each of the production steps can be found in Appendices E and F.

If you have a media partner for your workshop, be sure to include him or her in this lesson, especially to help guide Activity B, in which youth make their creative plan decisions.



Materials Needed

For Activities

- The 6 Media Questions poster
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Large paper, markers, masking tape, watch/timer, easel (if available)
- Large paper with the 6 Media Questions from the Production Point of View
- Large papers with Nutrition Action and Physical Activity Action (from Lesson 9, Activity B)
- Large paper with “Our Creative Plan” written on it (see Facilitator’s Preparation for more detail)
- Large papers with “Message,” “Missing Information,” and “Techniques” written on them
- Final tally for *Big Production* media format or type of project (from Lesson 9, Activity C)

- Sticky posting notes (3” x 3” or 4” x 6” size will work well); have one note for each youth
- Pencils/pens (one for each youth)
- A large paper with “Pre-Production,” “Production,” and “Post-Production” written on it
- Role Game* sheet (one copy)
- Rolls of streamers (or string or yarn) in different colors (the number of rolls should equal one-half of the number of youth)
- Take Home a New Idea!* sheets (one copy for each youth)

For Optional T-Shirt Activity

- White t-shirt for each youth (either new t-shirts you purchase or t-shirts brought from home by each youth)
- Creative supplies for decorating t-shirts, including fabric paints, permanent markers, etc., or decoration kits purchased from a craft store

A Note About Timing

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

For Snack Break

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip
- Paper plates and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- Whistle or bell (optional)



Facilitator's Preparation

Activity A

- Post the 6 Media Questions poster in the room.

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Prepare a large sheet with the 6 Media Questions from the Production Point of View, as shown.

6 Media Questions from the Production Point of View

1. Who is the sponsor?
2. Who is your audience?
3. What is your purpose?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

- Post the sheet in the front of the room.
- Post the large papers with the Nutrition Action and Physical Activity Action and the *Big Production* final tally in a place where all youth can easily see them.
- Prepare and post a large paper with the title "Our Creative Plan." It should look like this:

Our Creative Plan

1. Author or Sponsor
2. Audience
3. Purpose
4. Message
5. Missing Information
6. Techniques

- Write the following titles on three other pieces of large paper: “Message,” “Missing Information,” and “Techniques.”

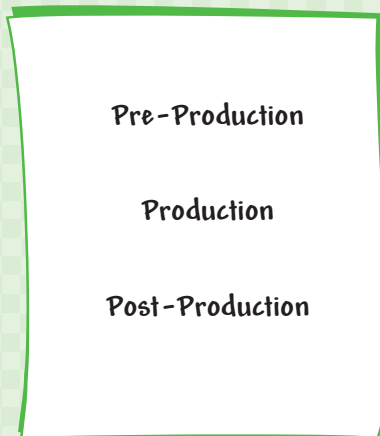


Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Prepare and post a piece of large paper with “Pre-Production,” “Production,” and “Post-Production” written on it.



- Photocopy the *Production Network* sheet. Cut along the dotted lines on the Production Network sheet so that each role and each definition is on its own slip of paper. Divide

the slips of paper into two separate piles—one for “definitions” and the other for “roles.” Mix up each pile.

- Arrange the room so that young people can easily toss rolls of streamers (or string or yarn) without obstructions.
- 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 Segments #12, #13, and #14: *On the Air! Roll the Presses!* They provide an inside look at how three different types of media productions are created. Each of these three segments is slightly longer than the other Media-Smart Youth video or DVD segments.
- Photocopy the *Take Home a New Idea!* sheets (one copy for each youth).

Optional Big Production T-Shirt Activity

- Fold large sheets of paper (one for each t-shirt) to a size that will fit inside the t-shirts. This paper will prevent fabric paint, permanent markers, or other art supplies from bleeding or seeping through both layers of the t-shirt fabric while youth are decorating their shirts.
- Have creative supplies and t-shirts ready and place them in a corner of the room until it is time to start the activity.

This Message Brought to You By...



Time

15 minutes



Activity Overview

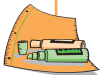
Youth establish a group name and identity as the production team for the *Big Production*.



Activity Objective

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

- ◆ Explain why it is important to know the sponsor of a message
- ◆ Create a *Big Production* team name



Materials Needed

- The 6 Media Questions poster
- Large paper, markers, masking tape, watch/timer, easel (if available)



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.



ACTIVITY A

 Total time: 15 minutes

THIS MESSAGE BROUGHT TO YOU BY...

 2 minutes

Warm-Up

1. WELCOME youth back.

2. SAY:



All of you have done incredible work in this workshop so far. I'm so impressed by your media-smart skills and your knowledge about nutrition and physical activity. Now you're ready to really start planning your Big Production! Remember, the goal of the Big Production is to create a media project that motivates other young people to take a specific action for better nutrition or increased physical activity. The Big Production will allow you to combine everything you've learned in the workshop, along with a few new production skills that you'll learn today. Let's get started with our planning. The first thing we're going to do is create a Big Production team name.

3. ASK youth:

- ◆ Think about the examples of media you've looked at in this workshop. What are some of the ways you can tell who the author or sponsor of a media product is?

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

- ❖ The media product shows the name of a company, group, or person it is from, or it says "sponsored by" or "brought to you by."
- ❖ The media product shows a logo that you identify with a specific company, group, or person.
- ❖ The media product uses colors or music that you associate with a particular company, group, or person.

- ◆ Why is it important to know who the sponsor of a media product is?

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

- ❖ To help you understand the point of view of the message
- ❖ To help you understand why you are being asked to take a certain action
- ❖ To help you form an opinion about the message



Doing the Activity

1. SAY:



When you create and launch your Big Production, it will be important that your audience knows you are the sponsor. By developing a production team identity, your audience can recognize media products made by your group.

2. FACILITATE a brainstorm to help youth select a team name by asking the following questions. RECORD youth ideas on large paper:

- ◆ What types of things do you have in common?

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

- ❖ We are all part of the same afterschool program.
 - ❖ We are all learning about media, physical activity, and nutrition.
 - ❖ We are all in middle school.
 - ❖ We all like to do the same kind of activities, such as...
 - ❖ We all like to eat the same kinds of food, such as...
 - ❖ We all like the same kind of animals, such as...
 - ❖ Other characteristics about the group
- ◆ What name could you use to describe yourselves as a group? Think about the following:
 - ❖ Name they came up with during a *Mini-Production*
 - ❖ Name of their afterschool program
 - ❖ Name of the school they attend (if all attend the same school) or the school's mascot
 - ❖ Name of the organization they belong to (if all belong to the same organization)
 - ❖ Media-Smart Youth

3. REVIEW the list of ideas. ASK the youth to vote by a show of hands for the name they want to use to identify themselves as a *Big Production* team.

4. ASK youth to practice saying the following statement in their best announcer's voice: "This message brought to you by [*Big Production* team name]." This activity will help them see whether they like the sound of their new name. ALLOW a few minutes for youth to do this and to discuss other options if they don't like how it sounds.



ACTIVITY **A**

 Total time: 15 minutes

THIS MESSAGE BROUGHT TO YOU BY...



Closing the Activity

1. CONGRATULATE the [*Big Production* team name] on a job well done! ASK whether youth have any comments or questions.
2. TELL youth they will have a *Snack Break* and then do some more production planning.

Snack Break

10



Dip It!

 **Time:** 10 minutes

What's In It?

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip

Other Things You Need

- Paper plates and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- ◆ **ARRANGE** the pita bread and tortilla triangles on paper plates.
- ◆ **PUT OUT** an array of dips for youth to try, along with serving spoons.
- ◆ **TELL** youth to put some pita bread or tortilla triangles on their plates, along with a spoonful of each dip.
- ◆ **ENCOURAGE** youth to try bread/tortilla and dip combinations they may not have had before.

POINT OUT that the pita bread and the tortillas they are eating are whole-grain foods.

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 or 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.

The 6 Media Questions from the Production Point of View



Time

35 minutes



Activity Overview

Youth will use the 6 Media Questions from the Production Point of View to create a media message for their *Big Production*.



Activity Objective

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

- ◆ Construct a media message using the 6 Media Questions



Materials Needed

- Large paper, masking tape, watch/timer, easel (if available)
- Large paper with the 6 Media Questions from the Production Point of View written on it
- Large paper with “Our Creative Plan” written on it (see facilitator’s preparation for more detail)
- Large papers with “Message,” “Missing Information,” and “Techniques” written on them
- Large papers with Nutrition Actions and Physical Activity Actions (from Lesson 9, Activity B)
- Final tally for *Big Production* media format or type of project (from Lesson 9, Activity C)
- Sticky posting notes (3” x 3” or 4” x 6” size will work well); have one note for each youth
- Pencils/pens (one for each youth)

A Note About the 6 Media Questions

The 6 Media Questions from the Production Point of View are the same six questions youth have been using throughout this curriculum to analyze media. The questions are slightly reworded so that youth can now use them to create media.



Facilitator's Preparation

- Prepare a large sheet with the 6 Media Questions from the Production Point of View, as shown.

6 Media Questions from the Production Point of View

1. Who is the sponsor?
2. Who is your audience?
3. What is your purpose?
4. What is your message?
5. What information are you leaving out?
6. What techniques are you using to attract attention?

- Post the sheet in the front of the room.
- Post the large papers with the Nutrition Actions and Benefits and Physical Activity Actions and Benefits and the *Big Production* final tally in a place where all youth can easily see them.
- Prepare and post a large paper with the title "Our Creative Plan." It should look like this:

Our Creative Plan

1. Author or Sponsor
2. Audience
3. Purpose
4. Message
5. Missing Information
6. Techniques

PRODUCTION POINT OF VIEW

🕒 Total time: 35 minutes

ACTIVITY

B

- ❑ Write the following titles on three other pieces of large paper: “Message,” “Missing Information,” and “Techniques.”

Message

Missing Information

Techniques

10

ACTIVITY B

 Total time: 35 minutes

PRODUCTION POINT OF VIEW

 9 minutes

Warm-Up

1. SAY:



It's time to continue planning the Big Production. First, let's review the decisions we made during Lesson 9.

2. REMIND youth of their *Big Production* media format decision.

3. SHOW youth the large papers with their options for Nutrition Actions and Physical Activity Actions. REVIEW the options they chose for each.

4. ASK youth to choose one specific action (either a nutrition or a physical activity action) that they will promote in their *Big Production*. GUIDE the youth to agree on one action to use, or ASK them to vote to choose one.

5. CONGRATULATE the youth on their decision.

6. SHOW youth the 6 Media Questions from the Production Point of View poster. EXPLAIN that these are the same questions they've been using to analyze media samples, but reworded slightly to help them create their own effective media.

7. ASK for a volunteer to read each question out loud. REFER to the "Understanding the 6 Media Questions from the Production Point of View" table to answer any questions.

This table is for facilitator reference only. It provides further information to help facilitators review and define the 6 Media Questions from the Production Point of View with their group.

Understanding the 6 Media Questions from the Production Point of View
 What goes into creating a media product? The following questions will help you decide.

| The 6 Media Questions | What Do They Mean? |
|--|--|
| 1. Who is the author or sponsor? | This question asks you to identify the person or group who is creating the media product. |
| 2. Who is the audience you are trying to reach? | This question asks you to identify the audience for your media. In other words, who should see, hear, or use your media product? |
| 3. What is the purpose of your media product? | This question asks you to identify the reason you are creating your media product (entertain, inform, persuade). |
| 4. What is your message? | This question asks you to identify the message you want to get across in your media product. The message is the main statement, point, or opinion expressed in a media product. In other words, what is the media product telling people? |
| 5. What information are you leaving out? | This question asks you to identify information that you will not include in your media product. Because media messages often are short, you'll need to decide what information you feel is most important for the audience to know. This question will help you decide what to leave out. |
| 6. What techniques are you using to attract attention? | This question asks you to select techniques you want to use in your media product to grab your audience's attention. Choose techniques—such as sound, color, or humor—that will make your media product more interesting and attractive. Keep in mind that different techniques work with different audiences. |

 **25 minutes** **Doing the Activity**

1. SAY:



You will now use the 6 Media Questions to decide what your Big Production will look like and to create a media message that promotes your specific action. In each of the Mini-Productions up to now, you've created media products using one or two questions at a time. Now you are going to use all 6 Media Questions at once. Going through all these questions will help you develop the same kind of "creative plan" that media professionals use when they plan products such as TV shows or magazines.

10

ACTIVITY B

 Total time: 35 minutes

PRODUCTION POINT OF VIEW

2. **SHOW** youth the “Our Creative Plan” large paper. **ASK** for volunteers to answer Media Questions #1, #2, and #3 for your *Big Production*. **RECORD** the answers on the piece of large paper.

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

- ◆ The author is the [Production Team name].
- ◆ The audience is [other young people].
- ◆ The purpose is to [inform, entertain, or persuade].

3. **SAY:**



Good work! Knowing the answers to the first three Media Questions is crucial to answering the others. Now we’re going to create our message. We know what action we want to promote—[REPEAT the action the youth selected].

What can you say in one short, memorable sentence that will encourage young people to take this action? Think back on the jingles you created a few sessions ago as an example of a short message. Your message will be the focus of your Big Production. What three elements make it more likely that a person will do an action? As much as possible, your message should reflect these elements.

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

- ◆ The action is specific.
- ◆ The action is easy to do.
- ◆ The action is appealing to the audience.

4. **HAND OUT** a sticky posting note to each youth. **ASK** youth to write down one sentence with a message promoting their action. **ALLOW** 2 minutes for youth to work.
5. **ASK** for a volunteer to collect the sticky notes and post them on the large paper titled “Message.”
6. **INVITE** youth to come up and look at all the messages. **DISCUSS** the messages. **GUIDE** the youth to agree on one message to use, or **ASK** them to vote to choose one. If necessary, **ALLOW** youth to select elements from several messages to create a new message that appeals to them.
7. **CONGRATULATE** youth on developing a terrific message for their *Big Production*. **WRITE** the message on the “Our Creative Plan” large paper.



8. SAY:

Now let's think about Media Question #5: What information is missing? In our Big Production, we'll be saying a number of things about the action we want young people to take, but we won't have time to say everything we could possibly say about it. What do we leave out? Think back to the Omission Mission Mini-Production. Why do media producers leave out some of the facts?

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

- ◆ Not enough time for all the facts
- ◆ Want to include only the information that is most important to achieving their purpose and expressing their message
- ◆ Want to make a specific point that appeals to the audience
- ◆ Want to ignore a specific point that might not sound good to an audience

9. ASK youth to name things they will leave out of their message. WRITE these items on the large paper titled "Missing Information." MAKE SURE that the youth keep their audience in mind and do not decide to leave out information that is really important to their audience or to their purpose.

A Note About the Missing Information Discussion

This conversation may take a little time because, in deciding what information to leave out, the youth will also probably talk about the information they feel is important to leave in. You'll need to keep this distinction clear for the youth. You may find that the group's message evolves somewhat as a result of this conversation, or that ideas emerge about how they want to present their message during the *Big Production*. On a separate piece of large paper, write down any of these creative production ideas. Youth may be able to use them when you move into the *Big Production* itself.

10. When it is clear that youth have no more thoughts on Media Question #5, CONGRATULATE them on their "Missing Information" list. WRITE their "Missing Information" items on the "Our Creative Plan" sheet.
11. TELL youth that they will now discuss the techniques they will use to grab their audience's attention. REMIND them that the techniques should work with the media format they have chosen. For example, music wouldn't work for a print production, but would be great background for a video or radio production.

10

ACTIVITY B

 Total time: 35 minutes

PRODUCTION POINT OF VIEW

12. ASK youth to quickly call out as many techniques as they can think of. LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ◆ Bright colors
 - ◆ No color (black and white photographs, for example)
 - ◆ Music (lively, sad, loud, or soft)
 - ◆ No sounds at all
 - ◆ Action
 - ◆ Celebrities they know (for example, the school principal or a well-known person in the neighborhood)
 - ◆ Beautiful or funny pictures
 - ◆ Funny dialogue
 - ◆ Catchy slogan or jingle

13. REMIND youth that the techniques should be tailored to fit the decisions they've already made:
 - ◆ Format
 - ◆ Audience
 - ◆ Specific action they are promoting
 - ◆ Message
 - ◆ Purpose of the message
 - ◆ Missing information

A Note About Techniques

Be sure to keep this discussion realistic and within the bounds of your budget, resources, and experience. If you have a media partner, he or she should be able to help you guide this discussion appropriately.

14. ASK youth which techniques they want to use in their *Big Production*. ALLOW a few minutes for this discussion. WRITE their thoughts on the large paper titled "Techniques." GUIDE the youth to agree on at least two techniques, and WRITE them on the large paper titled "Our Creative Plan."

1
minute**Closing the Activity**

1. CONGRATULATE youth. ACKNOWLEDGE that creative planning is hard work. EXPLAIN that media professionals often spend months planning a production, and that the youth are doing a great job. ASK whether youth have any comments or questions.
2. TELL youth it is time to take an *Action Break*. After the break, they will take care of one last production element.



Walkin' in Style

 Time: 10 minutes

Materials Needed:

Whistle or bell (optional)

1. CREATE a large, open space in the room by moving chairs out of the way.
2. ASK youth to spread out around the room.
3. TELL youth to walk around the room when you give the signal (blow a whistle, ring a bell, say “go,” or another action word) and to keep moving until you tell them otherwise. They may walk in any direction they like and can walk in any style they like, but they should avoid touching others and should fill the open spaces in the room. If youth touch or bump into each other, both youth who made contact must go to the side of the room and do 10 jumping jacks before returning to the group.
4. After a minute or two, ASK youth to do some of the following:
 - ◆ Change the direction they walk whenever you blow on your whistle or call out a particular word.
 - ◆ March and bring their knees up high to their hips. Slap each knee with their hands as they take each step or clap their hands together under the thigh that is raised.
 - ◆ Walk like a duck (walk while squatting).
 - ◆ Take long strides for two steps, short strides for two steps, and repeat this pattern.
 - ◆ Walk at an angle or zigzag in any sort of geometric shape.
 - ◆ Alternate walking on toes for three steps; then on heels for three steps, and repeat this pattern.
 - ◆ Add your own or ask youth to offer their ideas!
5. Remind youth that if they touch or bump into each other, they must go to the side of the room and do 10 jumping jacks before returning to the group.

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.

Mini-Production: 3 Ps of Production



Time
15 minutes



Activity Overview

Youth learn about the major phases or steps of media production and the roles associated with each phase.



Activity Objective

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

- ◆ Explain the three phases of media production
- ◆ Describe the roles they may play during each media production phase



Materials Needed

- Masking tape
- A large paper with “Pre-Production,” “Production,” and “Post-Production” written on it
- Role Game* sheet (one copy)
- Rolls of streamers (or string or yarn) in different colors (the number of rolls should equal one-half of the number of youth)
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator’s Preparation

- Create and post a piece of large paper with “Pre-Production,” “Production,” and “Post-Production” written on it.
- Photocopy the *Production Network* sheet. Cut along the dotted lines so each role and each definition is on its own piece of paper. Divide the slips of paper into two separate piles—one for “definitions” and the other for “roles.” Mix up each pile.

Pre-Production

Production

Post-Production

10

ACTIVITY C

 Total time: 15 minutes

3 Ps of PRODUCTION

- Arrange the room so that young people can easily toss rolls of streamers (or string or yarn) without obstructions.
- If using the Media-Smart Youth videotape or DVD player, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segments #12, #13, and/or #14: *On the Air! Roll the Presses!* They provide an inside look at how three different types of media productions are created. Each of these three segments is slightly longer than the other Media-Smart Youth video or DVD modules.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



Warm-Up

1. SAY:



Doing a production involves many steps. We can divide these steps into three main phases: pre-production, production, and post-production. Let's talk about these phases for a few minutes.

You need to do lots of things before you're ready to create your media product. All the things you do to prepare are part of pre-production. Let's think back to our Mini-Productions.

2. REFER to the large paper with the three production phases written on it. ASK youth:

- ◆ What were some of the pre-production things we did to prepare for our *Mini Productions*?

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

- ❖ Write or decide on our message(s)
- ❖ Answer the 6 Media Questions to decide how to create the media product
- ❖ Organize supplies

SAY:



Once you knew who your audience was, what you wanted to say, and had all your supplies and equipment gathered, you moved into the production phase. The production phase covers all the activities involved in creating your production—such as writing, designing, taking pictures, or any other kind of creating.

ASK youth:

- ◆ What *Mini-Productions* did we do?

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

- ❖ Acted out a news report about vending machines (Lesson 2)
- ❖ Created an action hero (Lesson 3)
- ❖ Designed a nutrition poster (Lesson 4)
- ❖ Composed a physical activity jingle (Lesson 5)
- ❖ Developed a radio advertisement for breakfast cereal (Lesson 7)
- ❖ Designed a nutrition/physical activity for “strong bones” billboard (Lesson 8)

10

ACTIVITY C

 Total time: 15 minutes

3 Ps of PRODUCTION



SAY:

Even when the creative part is finished, you're still not done with production. You have one more phase, called post-production.

ASK youth:

- ◆ What did you do after you finished your *Mini-Productions*?

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

- ❖ Showed/shared our products with each other
- ❖ Talked about the different ways we communicated our messages

SAY:



For many media productions, post-production includes other activities as well, such as putting the media product into final form—editing a video, for example—or promoting and advertising the product.

A Note About Structuring Your Big Production

You may wish to structure your *Big Production* implementation schedule around the stages of pre-production, production, and post-production. This will break up the process into smaller chunks and allow young people to see how their roles may change depending on where they are in the production process.



3. SAY:

As you can see, when you create your Big Production, you'll go through pre-production, production, and post-production. These are the 3 Ps of Production!

Creating messages and media products can involve a lot of people who do many different things during each of these phases.



Segments #12, #13, and #14: *On The Air! Roll the Presses!*

4. If you choose to use the Media-Smart Youth video or DVD, SAY: *Now you're going to get an inside look at how a media production crew goes through the 3 Ps of Production.*

If you choose not to show the video or DVD, go straight to DOING THE ACTIVITY.

Show one or more of the segments within *On the Air! Roll the Presses!* The segments include inside looks at video production, radio production, and newspaper production. Each segment is slightly longer than the other Media-Smart Youth video or DVD segments. If you choose to show only the segment about the format you will use in your *Big Production*, consider showing the remaining segments at a later date as a “virtual field trip” for the youth.



Doing the Activity

1. SAY:



Now let's play the Role Game. This activity will help you learn more about all the roles you can play during the Big Production.

2. TELL the youth they will divide into two groups to create a production network.
3. DIVIDE the youth into two groups with an equal number of people—Group A and Group B. If you don't have an equal number, you, your media partner, or another adult in the room can participate. Have Group A line up in a row on one side of the room while Group B lines up in a row along the opposite side of the room. The groups should stand about 10 feet apart. Each member of Group A should stand directly across from and facing a member of Group B.
4. ASK for two volunteers (one from each group) to pass out the slips of paper. HAND the "definitions" slips of paper to the Group A volunteer and the "roles" slips of paper to the Group B volunteer. TELL the volunteers to hand one to each youth in the group, and keep one for themselves. ASK the volunteers to return to their spots in line. ASK youth to read the slips of paper, but TELL them to keep what is written to themselves.
5. GIVE each youth in Group B a roll of streamer (or string or yarn).
6. EXPLAIN the Role Game:
 - ◆ The first person in Group A will read his or her definition out loud. Each member of Group B will listen to the definition to see if it fits the role listed on his or her slip of paper.
 - ◆ The person who has the role that matches the definition should yell out the name of the role, hold the loose end of their streamer, and then toss the streamer roll to the Group A member who read the definition. Both people should then hold onto ends of the streamer while all the other definitions are read and matched with the correct roles and all the other rolls of streamers tossed.
 - ◆ If any of the young people realize that they matched the wrong definition to a role when they hear other definitions read during the game, they should fix it by tossing the roll end of the streamer to the person with the correct role.

10

ACTIVITY C

 Total time: 15 minutes

3 Ps of PRODUCTION

- ◆ At the end of the activity, the group will have created a production network of streamers and will have learned about all the possible roles they might play in the *Big Production*.
- 7. ALLOW youth 5 minutes to play the Role Game. SUGGEST to youth that throughout the activity they should be thinking about the roles that sound interesting to them.
- 8. CLARIFY any definitions or roles as needed while youth play the game.
- 9. DEBRIEF with the group before they let go of their streamers. ASK youth to share their thoughts on the overlapping streamers or strings. LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Media production involves an intricate web or network of relationships and responsibilities.
 - ❖ Teamwork and cooperation are essential to production work.



Closing the Activity

1. CONGRATULATE youth for doing a great job getting into the production mode. ASK whether youth have any comments or questions.
2. TELL youth they will decide on roles soon, as part of the pre-production phase of the *Big Production*.

A Note About Assigning Roles

By this point in the workshop, the best roles for individual youth may be evident to you and to the group. Some youth may be especially good at writing or drawing, while others may excel at directing or coordinating productions. If you have time in this lesson and feel it is appropriate, go ahead and have the youth decide on the roles they will play during the *Big Production*.

Optional Activity

10

Big Production T-Shirts

 **Time:** 30 minutes

If you have time during this lesson, or later as you begin your *Big Production*, consider having the youth create *Big Production* t-shirts for themselves. Youth can decorate the t-shirts with their *Big Production* team name or logo, their message, or anything else related to the Media-Smart Youth workshop.

This fun activity can help build a strong sense of group togetherness during the *Big Production*. Sites that pilot-tested the Media-Smart Youth program reported that the shirts were valuable in other ways as well; youth were excited about wearing them at school and at home as a sign of their participation in the workshop. The t-shirts were also a great advertisement for the program and for their *Big Production*. As they learned in Lesson 7, clothing is media, and logos work!

Materials Needed

- White t-shirt for each youth (either new t-shirts purchased by you or t-shirts brought from home by each youth)
- Supplies for decorating t-shirts, including fabric paints, permanent markers, etc., or decoration kits purchased from a craft store

Facilitator's Preparation

- Fold large sheets of paper (one for each t-shirt) to a size that will fit inside the t-shirts. This paper will prevent fabric paint, permanent markers, or other supplies from bleeding or seeping through both layers of the t-shirt fabric while youth are decorating their shirts.
- Have art supplies and t-shirts ready and place them in a corner of the room until you're ready to start the activity.

Continued ...



Optional Activity

Big Production T-Shirts (continued)

Doing the Activity

Pre-Production

1. ASK for volunteers to help hand out the t-shirts, art supplies, and large folded papers. SHOW the youth how to place the folded paper inside their t-shirts.

Production

2. ALLOW groups to work for 20 minutes to create their t-shirts.

Post-Production

3. ASK the youth to place their t-shirt designs on a table or on the floor in the front of the room so they can see each other's productions.
4. When they are done, ASK youth to help clean up—gather together the supplies, wipe up spills, and throw away trash.

Closing the Activity

1. CONGRATULATE youth on their fine use of clothing to create a media product. ASK whether youth have any comments or questions.



Finishing Up the Lesson

 Time: 5 minutes

1. THANK youth for doing great work today.
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:
 - ◆ Creating a media message using the 6 Media Questions
 - ◆ The 3 Ps of Production
 - ◆ Roles in a production network
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 are now in production mode. During the next session they will continue the pre-production phase of their *Big Production*.
5. SHARE any further information about your *Big Production* process, schedule, and plans that will help youth understand how the *Big Production* will work and will keep them interested in and excited about the *Big Production*.

Take Home a New Idea!

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

- ◆ The next time you use media at home, try to figure out what went into the pre-production and post-production phases of that media product.
- ◆ Tell a family member or friend about the 3 Ps of Production. Tell them about your *Big Production*, too.

Notes About *Big Production* Guidance and Youth Certificates

Remember to refer to Appendices E and F. They contain useful guidance and tools to help you make the *Big Production* a big success.

At the end of the *Big Production*, you may want to give each youth a Media-Smart Youth Certificate of Participation. Look for a sample certificate in Appendix J.

This concludes the structured lessons in the curriculum. At this point, youth should be prepared to work with a facilitator or media partner to create their *Big Production*. Facilitators may choose to administer the optional *Tell Us What You Think Now* post-curriculum activity after the end of this lesson.

ROLE GAME

Directions: Photocopy this sheet and cut along the dotted lines so that each role and each definition is on a separate slip of paper. Divide the slips of paper into two piles—one for “roles” and the other for “definitions.” During the activity, you will divide the youth into two groups and give one group the roles and the other the definitions.

| | |
|-------------------|--|
| Producer | This person oversees the entire production project and makes sure everyone is doing his or her job as planned. |
| Director | This person directs actors, actresses, and the technical crew and supervises rehearsals and performances. |
| Editor | This person reviews, edits, and completes the script or puts together video and audio footage. |
| Talent | This person performs a role in the production. |
| Scriptwriter | This person writes the words that the talent or narrator speaks during a production. |
| Cameraperson | This person is in charge of recording performances for a video production. |
| Grip | This person is an assistant to the cameraperson and handles cords, lights, and microphones. |
| Music Director | This person composes, performs, or selects music to be used in the production. |
| Art Director | This person decides how a print production will look and supervises the designers who create it. |
| Reporter | This person interviews people to create stories about a particular issue or event. |
| Set/Prop Designer | This person decides how the scenery in the production should look and what types of props (objects such as a coffee cup, book, etc.) are needed. |
| Set Builder | This person builds the scenery. |
| Graphic Designer | This person designs pages for either print or online production projects. |
| Emcee | This person hosts a live event. |



TAKE HOME A NEW IDEA!

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

1. The next time you use media at home, try to figure out what went into the pre-production and post-production phases of that media product.
2. Tell a family member or friend about the 3 Ps of Production. Tell them about your *Big Production*, too.

Take Home a New Snack: Dip it!

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

What's In It?

- Whole-wheat pita bread and whole-wheat tortillas, cut into triangles (if these are not available in your local stores, look for other whole-grain substitutes)
- Hummus
- Salsa
- Bean dip

How to Put It Together

- Arrange the pita bread and tortilla triangles on paper plates.
- Put a spoonful of each dip on the plates.
- Try bread/tortilla and dip combinations you may not have had before.

Bonus: The pita bread and tortillas you are eating are whole-grain foods!