

Thinking About Media



Total Time

90 minutes

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



Lesson Overview

This lesson focuses on media. Youth brainstorm different kinds of media formats and identify the purpose of each. They also discuss current trends in media use among young people and explore the connection between media and health. For the *Mini-Production*, youth explore the concept of point of view in media. They learn how understanding the point of view helps people form opinions about what they see and hear in the media. Youth write scripts for a 1-minute TV news report that presents two different points of view.



Lesson Objectives

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

- ◆ List at least four types of media
- ◆ Name three purposes of media

- ◆ Explain at least two ways that media can affect health behaviors
- ◆ Explain the media concept of point of view



Lesson Activities

- ◆ **Activity A: What Are Media?**
(30 minutes)
- ◆ *Snack Break: Mix It Up!*
(10 minutes)
- ◆ **Activity B: Media & Health—What's the Connection?**
(15 minutes)
- ◆ *Action Break: It All Depends On Where You Sit*
(10 minutes)
- ◆ **Activity C: Mini-Production: Whose Point of View Is It?**
(23 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 *Activity C: Mini-Production* and the *Snack Break*.



Materials Needed

For Activities

- Youth folders
- Large paper, markers, masking tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have four stickers
- Scissors (one pair)
- TV News Script Starter* sheets #1 and #2 (3 to 5 copies of each sheet)
- Pencils/pens (one for each youth)
- Video camera and blank videotape (optional)
- Disposable camera (optional)
- Take Home a New Idea!* sheets (one copy for each youth)

For Snack Break

- Whole-grain breakfast cereal (such as whole-wheat flakes or wheat and barley nugget cereal)
- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples, apricots, or bananas)
- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons

- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

For Action Break

- None



Facilitator's Preparation

Activity A

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and make two columns at the top with the headings: "Type of Media" and "Purpose."
- 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 #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

TYPE OF MEDIA	PURPOSE

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Set up an easel at the front of the room with blank sheets of large paper to write on during the discussion.
- Post four pieces of large paper around the front of the room. At the top of each piece of paper, write one of the following statements:
 - ◆ I watched TV yesterday.
 - ◆ I played video games yesterday.
 - ◆ I surfed the Internet yesterday.
 - ◆ I listened to the radio yesterday.



- Cut a strip of four stickers for each youth.
- Write the following fact about media use among children in the United States on a note card or piece of paper:

Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Source: Roberts, D.F., Foehr, U.G., Rideout, V.S., & Brodie, M. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Photocopy the *TV News Script Starter* sheets.
- If you plan to videotape the youth as they present their news stories to the group, set up a TV/VCR and put a blank videotape in the video camera. You can play back the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

What Are Media?



Time

30 minutes



Activity Overview

Youth brainstorm different kinds of media formats and identify their purposes.



Activity Objective

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

- ◆ List at least four types of media
- ◆ Name three purposes of media



Materials Needed

- Large paper, markers, tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



Facilitator's Preparation

- Set up two or three workstations in different spaces around the room where youth can work in small groups. The number of small groups needed depends on the size of your workshop. Each workstation should have markers and a few sheets of large paper for the group to write on. At each workstation, take one sheet of large paper and make two columns at the top with the headings: "Type of Media" and "Purpose."
- 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 #4: *What Are Media?* This segment includes clips of various media formats and their purposes.

TYPE OF MEDIA	PURPOSE

LESSON
2
ACTIVITY **A**

 Total time: 30 minutes

WHAT ARE MEDIA?

 **3**
minutes

Warm-Up

A Note About the Term *Media*

Use the warm-up discussion to define the term *media*. Make this a quick discussion and then move right into DOING THE ACTIVITY.

Be sure to note that media is a broad concept. Encourage youth to think broadly and creatively during their brainstorming. Also mention to youth that the workshop will focus on mass media (such as television or radio) rather than on individual media (such as a letter or telephone call).

1. WELCOME youth back. TELL youth that today’s lesson will focus on the connection between media and health.
2. ASK youth:
 - ◆ What does the word *media* mean to you? LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ Ways of communicating or expressing information or ideas to people
 - ❖ Examples of media: newspapers, radio, books, letters, recorded music, the Internet, television, and telephone calls
3. SAY:
Today we are going to brainstorm about media. To get started, let’s think about all the types of media we come across every day. This activity will also help you think about possible media projects you might create for your Big Production.



 **25**
minutes

Doing the Activity

 **10**
minutes

Part One: Brainstorm Media

1. TELL youth they are going to make a list of different kinds of media.
2. DIVIDE the youth into two or three small groups and put one group at each workstation.
3. ASK the group to select one or more youth for each of these roles:
 - ◆ Note taker(s) will write down the group’s ideas on a piece of large paper.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the list when the group is done.
4. ASK youth to work in their small groups and brainstorm all the different kinds of media formats they can think of. Their lists should include any and all kinds of media. ASK youth to write only under the “Type of Media” column for now. NOTE that they

WHAT ARE MEDIA?

 Total time: 30 minutes

ACTIVITY A

will use the “Purpose” column later. If youth fill up the “Type of Media” column with ideas, INVITE them to continue on the next page of large paper; HAVE them divide the second page into two columns with the same headings.

5. ALLOW 5 minutes for youth to brainstorm and write down their ideas. TELL youth when they have 1 minute left to finish their lists.
6. TELL youth that each group will have 1 minute to present its list to the entire group. ASK youth to gather around the first group’s paper and listen as the presenter reads the group’s list out loud. CONTINUE until all work groups have presented their lists.

7. SUGGEST any media you think of that may be missing from the lists, including:

- ◆ Newspapers
- ◆ TV
- ◆ Radio
- ◆ Books
- ◆ Magazines
- ◆ Music
- ◆ Internet
- ◆ Billboards
- ◆ Movies
- ◆ Videos
- ◆ Visual art (paintings, photos, sculptures, etc.)
- ◆ Theater
- ◆ Dance
- ◆ Performance art
- ◆ Video games
- ◆ Comic books/graphic novels
- ◆ Advertisements/commercials
- ◆ **Infomercials**
- ◆ **Public Service Announcements (PSAs)**
- ◆ Signs on the outside or inside of buses or at bus stops/transit stops
- ◆ Radio contests
- ◆ Art contests
- ◆ Sports sponsorships
- ◆ Signs on the sides of trucks and vans
- ◆ Food or drink packages (for example, cereal boxes)
- ◆ Mail/e-mail/instant messaging
- ◆ Telephone/text messages
- ◆ Flyers/brochures

A Note About Engaging Youth

To add energy and suspense to the activity, turn it into a friendly contest. For example, which team can be the first to come up with 10 or even 15 media formats? Or, see which team has the longest list when the 5 minutes for this activity are up. Give a round of applause to the group that wins and invite those youth to present their list first.



15
minutes

Part Two: Finding the Purpose

1. EXPLAIN that all media products have a **purpose**, or a reason why they are created. ASK youth what the three main purposes of media are.

A Note About the Purposes of Media

Listen for the three main purposes listed to the right when youth offer their ideas. In the next part of this activity, youth will use these three purposes to categorize the media on their lists. They may also include any other purposes of media they thought of during the brainstorming.

2. WRITE down the group's ideas about purposes on a piece of large paper posted at the front of the room. INVITE youth to look at the examples of media on their lists to help them think about purpose.

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

- ◆ To **entertain** (for example, comic books or movies)
- ◆ To **inform** (for example, TV or radio news)
- ◆ To **persuade** (for example, magazine and TV advertisements)

3. SAY:



Now I'd like you to return to your work groups and identify the purpose of each type of media on your list. Write down a purpose next to the type of media it refers to, in the "Purpose" column on your lists. Keep in mind that some types of media may have more than one purpose. You will have 5 minutes to create your purpose list.

4. ALLOW youth 5 minutes to write down a purpose for each media type. TELL youth when they have 1 minute left to finish their lists.



Segment #4: *What Are Media?*

5. If you choose to use the Media-Smart Youth video or DVD, SKIP the material in step #7. SAY: *Now we will watch a video segment that tells more about media and their purposes.*



6. SHOW the *What Are Media?* module, then CONDUCT CLOSING THE ACTIVITY.

7. If you choose not to use the videotape or DVD, ASK youth to return to the larger group and share some of their observations about the purposes of media. ASK youth:
 - ◆ Why is it helpful to know the purposes of different kinds of media? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
 - ❖ Knowing the purpose helps us to be more aware of how media are used and how media may affect us.
 - ❖ Knowing the purpose helps us to think critically about what we see and hear in the media.

2
minutes**Closing the Activity**

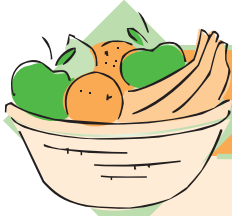
1. CONGRATULATE youth on their good work. ASK whether youth have any questions.

2. SAY:



Media can influence people's attitudes and decisions about many things, especially nutrition and physical activity. This activity was a starting point for thinking about media and the purposes of media. Throughout this workshop, we will build on these ideas and learn how to be media smart. But first, it is time for a Snack Break!

Snack Break



Mix It Up!

 **Time: 10 minutes**

What's In It?

- Whole-grain breakfast cereal (such as whole-wheat flakes or wheat and barley nugget cereal)
- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples, apricots, or bananas)

Other Things You Need

- Plastic sandwich bags
- Twist ties (optional)
- Paper plates, cups, and napkins
- Plastic spoons
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- **TELL** youth they are going to make their own trail mix.
- **POUR** each ingredient onto a plate.
- **GIVE** each youth a sandwich bag.
- **INVITE** them to make their own trail mix by spooning into their bags any combination of ingredients they like.

EXPLAIN that trail mix is a great snack for busy youth on the go. **TELL** youth that it is fun and easy to prepare several bags

ahead of time at home so they can grab one as they leave their home. They can try out different combinations of dried fruits and cereal.

POINT OUT that the cereal and the granola in the snack mix 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.

Media & Health—What’s the Connection?



Time
15 minutes



Activity Overview

Youth discuss current trends in media use among young people and explore the connection between media use, food choices, and levels of physical activity.



Activity Objective

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

- ◆ Explain at least two ways that media can affect health behaviors



Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- Stickers, all identical in size, shape, and color (for example, colored circles or stars, seasonal stickers [such as snowmen or pumpkins], or other fun stickers); have enough so that each youth can have four stickers
- Scissors (one pair)



Facilitator’s Preparation

- Set up an easel with blank sheets of large paper to write on during the discussion at the front of the room.
- Post four pieces of large paper around the front of the room. At the top of each piece of paper, write one of the following statements:
 - ◆ I watched TV yesterday.
 - ◆ I played video games yesterday.
 - ◆ I surfed the Internet yesterday.
 - ◆ I listened to the radio yesterday.
- Cut a strip of four stickers for each youth.
- Write down on a note card or piece of paper the following fact about media use among children in the United States.



Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

Source: Roberts, D.F., Foehr, U.G., Rideout, V.S., & Brodie, M. (2004). *Kids & Media in America*. United Kingdom: Cambridge University Press.

LESSON
2

ACTIVITY **B**

 Total time: 15 minutes


MEDIA & HEALTH

 1
minute

Warm-Up

A Note About Doing Media-Use Research

This research activity is meant to be brief. Youth should move quickly to complete it in just a few minutes. This activity shows that, even when we only have a small amount of time, we still can gather useful information about a group of people. The information will help youth understand the members of the group. Moving along quickly will allow you to have more time for a discussion of the results and of the link between media and health.

1. ASK youth how much time each day they think young people spend, on average, using media, not including any time spent at school. EXPLAIN that using media includes behaviors such as playing video games, listening to music, reading, using the computer, and watching TV, videotapes, or DVDs. 
2. WRITE youth's ideas on large paper in the front of the room so that they can compare their thoughts with the actual statistic later.

3. SAY:



Before I tell you the answer to this question, let's do some quick research about media use.

 13
minutes

Doing the Activity

 5
minutes

Part One: Quick Group Research

1. SAY:



Even when you don't have a lot of time, you can still learn a lot of valuable information from some quick, basic research.

The research we're going to do now will be anonymous, which means no one will write down his or her name. Instead, you will use stickers to record your answers to a few questions about media use. May I have a volunteer to help hand out the stickers?

2. ASK youth to think about how they spent their day yesterday. EXPLAIN that several sheets of large paper are posted around the room, and that each sheet has a different statement written on it. TELL youth to read each statement to themselves and put one sticker on the page if the statement is true for them. If the statement is not true for them, they should go to the next statement.

3. SAY:

You have 2 minutes for this research process, so move quickly! I'll call "Stop" when the time is up. You can read the statements in any order you wish. Once you've answered each of the statements, return to your seat.

No talking during this exercise! This is a silent, individual activity. We want to reduce bias in our research. Bias (pronounced "BY-us") means influence. Reducing the bias in research means reducing the influence you have on each other's answers.

4. ALLOW 2 minutes for youth to do the research activity.**5. ASK** for four volunteers to count the "data" from this quick research. Each volunteer will count the stickers on one of the large paper sheets and write the total on the bottom of the page.**6. SAY:**

This information gives us a sense of some of the media the group used yesterday. Keep in mind that we didn't include a lot of different forms of media for the sake of time.

7. ASK:

- ◆ Do you think this media use is typical among youth your age?

A Note About Creating a Nonjudgmental Environment

This quick research exercise is intended to help youth think about the connection between media and health by reflecting on their own behaviors in a safe, comfortable environment. Facilitators should ensure that all youth feel comfortable by keeping the conversation casual and nonjudgmental. There is no need to focus on specific individual behaviors or challenges; talking about media use in a general manner is enough.

LESSON
2

ACTIVITY **B**

 Total time: 15 minutes

MEDIA & HEALTH

 8 minutes

Part Two: Exploring the Connection Between Media and Health

1. SAY:



Let's look at the answer to the question I asked you earlier about how much time young people spend with media at home in one day.

2. ASK for a volunteer to read the note card with data about media use:

Young people ages 11 to 14 spend an average of 6 hours and 45 minutes a day using media. This is more time than they spend doing anything else except sleeping.

3. DISCUSS this statistic and the connection between media and health with youth.

ASK youth:

- ◆ What do you think about this amount of time? How does it compare to what you thought earlier when I first asked you the question?
- ◆ Instead of sitting in front of a screen or using other media for more than 6 hours each day, what else could young people do with their time?

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

- ❖ Walk with friends
 - ❖ Do homework
 - ❖ Play sports or games with friends
 - ❖ Go roller skating/in-line skating
 - ❖ Talk with friends
 - ❖ Go on errands with a parent
 - ❖ Do household chores
-
- ◆ Why do you think most youth spend more time using media than being physically active?

- ◆ What's the connection between media and health?

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

- ❖ Media are everywhere and can have a powerful effect on our attitudes, behaviors, and health.
- ❖ Many media advertisements promote foods that are high in fat and added sugar and that do not have much nutritional value.
- ❖ Many people like to snack while they use media and do not realize how much they are eating. They often choose high-fat, high-added sugar foods that taste good and fill them up, but may not have much nutritional value.
- ❖ Many media advertisements aimed at young people (and adults) make foods very tempting. TV ads often link eating with “fun” and “excitement,” which can lead away from eating to satisfy hunger. People are more likely to overeat if they lose track of whether or not they are hungry.
- ❖ Media offer attractive role models who can inspire us to take care of our bodies by eating smart and being active. But media often portray body sizes and shapes that are unrealistic and have little to do with being healthy.
- ❖ Media keep us busy but not necessarily active. People often choose to use media instead of being physically active.
- ❖ Media often portray sports as fun and exciting. Even though that portrayal encourages an interest in sports, some people watch TV sports instead of being active themselves.



1
minute

Closing the Activity

1. THANK youth for sharing their experiences, good ideas, and comments. ASK whether youth have any comments or questions. TELL them it is time for an *Action Break*.

Action Break



It All Depends On Where You Sit

 **Time: 10 minutes**

SAY:



This activity may not look difficult to an observer, but those who are doing it know it's hard work! This exercise is an example of how the same situation can differ, depending on your perspective or point of view. Later in this lesson we will explore the concept of point of view in the media.

READ the directions out loud to the youth once before leading them through the steps:

1. Divide the youth into two groups—Group A and Group B.
2. ASK members of Group A to stand in a row with their backs against an empty wall. They should spread out along the wall so that there is “elbow” room between each person.
3. ASK members of Group B to watch the members of Group A.
4. ASK Group A’s members to keep their backs against the wall and, at the same time, walk one or two medium-sized steps out in front of them (away from the wall).
5. ASK members of Group A to slowly slide their backs down the wall until their legs form a 90-degree angle with their backs. Their backs should still be flat against the wall. TELL them that their bodies should look like imaginary chairs. Their arms should be dangling at their sides or crossed over their chests.
6. TELL members of Group A that they must try as hard as they can to maintain this position. If they move, they are out of the game. The last person to stay in this position without moving wins!
7. ASK members of Group B if they think that the activity looks easy or hard. LISTEN to their answers, and ASK why they feel that way.
8. When everyone has dropped out and you have a winner in Group A, ASK members of Group A if Group B’s opinion about the wall-sit was correct. POINT OUT that actually doing an activity can be very different from watching it. Group A’s point of view may be very different from Group B’s point of view. It is important to keep in mind that what you may think is true (for example, that the wall-sit didn’t look too hard) may not be true once you try it for yourself (for example, once members of Group B do the wall-sit, they may realize it actually is difficult).
9. REPEAT steps 2 through 6 with Group B so its members have a chance to try the wall-sit and members of Group A have a chance to watch it.
10. ASK everyone if they felt that the activity was harder than they expected it to be when it was first explained.
11. CLOSE the activity by asking youth to keep the wall-sit in mind as an example of point of view. ENCOURAGE youth to be open to trying new activities before judging them.

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: Whose Point of View Is It?



Time
23 minutes



Activity Overview

Youth explore the concept of point of view in media and learn how understanding the point of view helps people form opinions about what they see and hear. Youth work in small groups to brainstorm and write a 1-minute script for a TV news report about vending machines in school. At the end of the activity, each group reads its news script to the full group. If a video camera is available, the group presentations can be taped and watched later.



Activity Objective

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

- ◆ Explain the media concept of point of view



Materials Needed

- Youth folders
- TV News Script Starter* sheets #1 and #2 (3 to 5 copies of each sheet)
- Pencils/pens (one for each youth)
- Video camera and blank videotape (optional)
- TV/VCR (optional)
- Disposable camera (optional)
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

- Photocopy the *TV News Script Starter* sheets.
- If you plan to videotape the youth as they present their news stories, set up a TV/VCR and put a blank videotape in the video camera. You can play the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).

A Note About This Mini-Production

Don't forget to remind the youth that the Mini-Production is a great opportunity for them to showcase their cultural heritage through the media they create.

A Note About Expanding the Activity

If you have extra time to expand this activity, you may wish to give each young person a chance to write his or her own script. To do this, divide youth into pairs. One youth in the pair will fill in the *TV News Script Starter Point of View #1* sheet and the other youth will fill in the *Point of View #2* sheet. The pairs will combine their individual scripts to create a complete news story. During the presentations, ask each pair to present its combined script to the group.



1
minute

Warm-Up

1. ASK youth:

- ◆ What does **point of view** mean?

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

- ❖ The way in which someone looks at or interprets a specific situation or issue; someone's perspective on an issue
- ❖ The position from which something is considered

- ◆ Why is it helpful to consider the point of view presented in the media?

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

- ❖ The same topic or issue often can be perceived from many different perspectives.
- ❖ Knowing the point of view that is presented in media can help you understand the information you see and hear.
- ❖ People may form different opinions about a topic depending on the points of view they are exposed to in the media.



21
minutes

Doing the Activity

1. SAY:



News reports aim to include many points of view so all people can get the full story on a topic. For example, a news report about a new highway being built in a neighborhood may include information from local residents who are in favor of the highway, as well as information from those who are against it. This full picture helps people learn all sides of the story.

You're going to write a TV news report that explores two different points of view on vending machines that sell soft drinks in schools. The skills you practice here will help you

WHOSE POINT OF VIEW IS IT?

 Total time: 23 minutes

ACTIVITY C

when you do your Big Production at the end of the workshop. I'm going to divide you into two groups. Group 1 will be assigned the point of view that it's a good idea to have vending machines that sell soft drinks in school. Group 2 will be assigned the point of view that it's not a good idea to have vending machines that sell soft drinks in school. Each group will develop a script for a 1-minute news story that presents its point of view. A 1-minute radio spot should be about 3/4 of a page of written script. Then we will put your stories together to create the complete news report. For the purpose of this activity, you need to create a news report that presents the point of view you are assigned, regardless of whether or not you personally believe this point of view.

2. SHARE a few facts about vending machines and soft drinks in schools to help youth understand the issue. SAY:



- ◆ 60% of all public middle schools and high schools have vending machines that sell soft drinks.
- ◆ In exchange for having vending machines, most schools receive cash—as much as hundreds of thousands of dollars each year—from soft drink companies. Schools often use the money for programs, such as athletics and music, that benefit students.
- ◆ One 20-ounce bottle of soft drink contains carbonated water, natural and artificial flavors, sometimes caffeine, and about 17 teaspoons of sugar, for a total of 250 calories or more. All of the drink's calories come from sugar.
- ◆ Some schools are starting to ban the sale of soft drinks from school vending machines and are offering milk, fruit juice, water, and low-sugar sports drinks instead.

Source: Woolston, C. (2002). *Kids, soda, and obesity*. Blue Cross Blue Shield of Minnesota. Retrieved May 18, 2005, from <http://blueprint.bluecrossmn.com/topic/soda>.

3. DIVIDE the youth into two groups. ASSIGN one group to be the students who support having vending machines sell soft drinks in school and the other group to be the students who are against vending machines that sell soft drinks in school. ENCOURAGE youth to mention some of the facts about vending machines in their news report.
4. ASK each group to select one or more youth for each of these roles:
- ◆ Note taker(s) will write down the group's ideas on the *TV News Script Starter* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the script when the group is done.

5. GIVE each group one *TV News Script Starter* sheet. Group 1 should receive Point of View #1; Group 2 should get Point of View #2. EXPLAIN that each group will work together to complete one *Script Starter* sheet. When the groups are done, the selected presenter(s) will present the script on behalf of their group.
6. ALLOW youth 10 minutes to create their news story scripts. TELL youth when they have 5 minutes and then 1 minute left to finish their scripts.
7. WALK around to both groups while they work to see if group members need any help creating the scripts or to answer any questions.
8. If desired, ASK a youth volunteer to record the news reports on videotape or with the disposable camera during the presentations.
9. After 10 minutes, ASK the presenter from each small group to read the group's 1-minute TV news story. REMIND youth that together, the two groups are creating one complete news report.
10. DISCUSS the news stories with the group.

ASK youth:

- ◆ Why is it so important to identify the point of view represented in a particular media piece?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
 - ❖ The information, images, or sounds that are included in any media segment often depend on the point of view that is represented.
 - ❖ If a news story or an advertisement includes only one point of view, you may not be getting the whole story. Even two points of view do not always represent the whole story.
- 11. If you videotaped the news report presentations and have a few extra minutes and a TV/VCR available, watch the videotape of the news report with the group. If time is short, show the recording before or after a future Media-Smart Youth lesson or even during a *Snack Break*. If you took photographs, TELL youth that you will have the pictures for them to see at a later session.

Optional Additional Activity

If you have time and if it seems feasible, invite youth to write a letter to the editor of their local or school newspaper about vending machines in school that sell soft drinks. Youth have an important and unique point of view on this issue—encourage them to share it with others. Letters to the editor are a great media format for expressing opinions.



1
minute

Closing the Activity

1. CONGRATULATE youth on their creativity and insights. ASK whether youth have any comments or questions.
2. TELL youth to put the scripts in their folders.



Finishing Up the Lesson

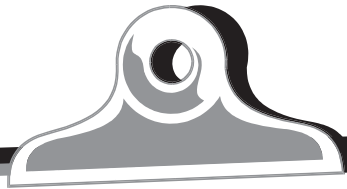
Time: 2 minutes

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:
 - ◆ Different types of media formats
 - ◆ Purposes of media
 - ◆ Examples of the connection between media and health
 - ◆ Point of view presented in media
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 the next lesson will focus on key questions to ask when using or seeing media.
5. To help you prepare for the lesson, ASK youth to share the names of a few CDs they listen to and TV shows they watch. USE this information to prepare for Lesson 3 (See Facilitator's Preparation, Activity B, p. 94).

Take Home a New Idea!

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

- ◆ The next time you use a type of media at home, try to figure out its purpose.
- ◆ Tell your parent or other family member about the purpose of that type of media. Ask parents and friends to identify a purpose the next time they use media, too. If they need help, explain "purpose" to them.



TV NEWS SCRIPT STARTER

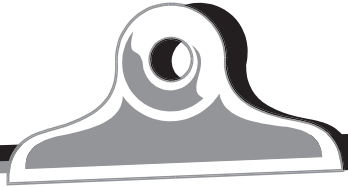
POINT OF VIEW #1

“Good afternoon. I’m _____ (FILL IN YOUR NAME), reporting for the Media-Smart Youth Network. In today’s news, we look at the issue of vending machines in schools.”

Write your 1-minute script in the lines below. Use the back of this page if you need more room. Answer the following questions to help you write your script:

- 1 What does your group think about vending machines that sell soft drinks in school?
- 2 Can you name three reasons why your group feels this way?
- 3 What would you like to see happen with vending machines in schools in the future?

“And now, here’s my friend, _____ (FILL IN THE PRESENTER’S NAME FROM GROUP #2), with another point of view on this issue.”



TV NEWS SCRIPT STARTER

POINT OF VIEW #2

“Thanks. I’m _____ (FILL IN YOUR NAME) with another point of view of this issue.”

Write your one-minute script in the lines below. Use the back of this page if you need more room. Answer the following questions to help you write your script:

- 1 What does your group think about vending machines that sell soda in school?
- 2 Can you name three reasons why your group feels this way?
- 3 What would you like to see happen with vending machines in schools in the future?

“I’m _____ (FILL IN YOUR NAME),
from the Media-Smart Youth Network reporting on vending machines in schools.
That’s the end of our news coverage for today. Have a great day.”



TAKE HOME A NEW IDEA!

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

1. The next time you use a type of media at home, try to figure out its purpose.
2. Tell your parent or other family member about the purpose of that type of media. Ask parents and friends to identify a purpose the next time they use media, too. If they need help, explain "purpose" to them.

Take Home a New Snack: Mix It Up!

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

What's In It? Whole-grain breakfast cereal (such as whole-wheat flakes or wheat and barley nugget cereal)

- Low-fat granola
- Sunflower or pumpkin seeds
- Raisins
- Other dried fruits (such as apples, apricots, or bananas)

How to Put It Together • Pour each ingredient onto a separate plate.

- Get a sandwich bag.
- Make your own trail mix by spooning into your bag any combination of ingredients you like.

Trail mix is a great snack for busy youth on the go. It is fun and easy to prepare several bags ahead of time at home so you can grab one as you leave your home. You can try out different combinations of dried fruits and cereal.

