

Asking Questions



Total Time

90 minutes

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



Lesson Overview

This lesson continues to focus on concepts that help youth become media smart. Youth learn about the media concept of target audience and explore different ways to define audiences. They are introduced to the 6 Media Questions, a tool for analyzing and creating media. Youth practice analyzing different forms of media using the 6 Media Questions. For the *Mini-Production*, youth create an action hero who promotes a healthy action.



Lesson Objectives

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

- ◆ Define the media concept of target audience
- ◆ Name at least two characteristics of a youth audience
- ◆ Recognize the 6 Media Questions
- ◆ Use the 6 Media Questions to analyze selected media examples

- ◆ Explain that media messages often promote a specific action



Lesson Activities

- ◆ **Activity A: More Than One Kind of Kid**
(15 minutes)
- ◆ **Snack Break: Just Peachy!**
(10 minutes)
- ◆ **Activity B: The 6 Media Questions**
(30 minutes)
- ◆ **Action Break: The Director Says...**
(10 minutes)
- ◆ **Activity C: Mini-Production: And...Action!**
(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
- The 6 Media Questions poster
- Two examples of media from the following options: a cover of a popular compact disc, a print ad, or a poster (make sure that these examples reflect the cultural identity of the group)
- Media Detective Notepad* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- Watch/timer
- Masking tape
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD or a videotape with a taped segment of your group's favorite TV show (optional)
- Action Hero Kit* sheets (one copy for each youth)
- Fine-point colored markers (enough for each youth to have several to draw with)
- Field Trip Permission Form* (one copy for each youth)
- Take Home A New Idea!* sheets (one copy for each youth)

For Snack Break

- Sliced peaches (fresh or canned in water or juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen desserts (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola
- Ice cream scoop



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

Action Break

- None



Facilitator's Preparation

Activity A

- None

Snack Break

- Review the snack and prepare ahead as needed.

Activity B

- Post the 6 Media Questions poster in the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each youth).
- Find two examples of media (based on the responses given at the end of Lesson 2)—a cover of a popular compact disc, a print ad, or a poster.
- 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 #5: *Sample Media*. This segment includes samples

of public service announcements (PSAs). Select one PSA to play for the youth during Part Two of this activity. Or, videotape a brief segment of your group's favorite TV show (based on the responses given at the end of Lesson 2) before the lesson and bring it in to show the group.

Action Break

- Review the activity and prepare ahead as needed.

Activity C

- Photocopy the *Action Hero Kit* sheet (one copy for each youth).
- Photocopy or adapt the *Lesson 6 Field Trip Permission Form* (one copy for each youth).
- Photocopy the *Take Home A New Idea!* sheet (one copy for each youth).

Look Ahead Alert: Lesson 6

Lesson 6: *Visiting a Grocery Store* is coming up soon. You have two options for doing the lesson. The first option is to take the youth to a grocery store, where they can apply the skills and ideas they are learning to a real-life setting. The second option is to create a "virtual tour" of the grocery store in your workshop setting.

You will need to do some advance preparation for both options, so please review Lesson 6 and follow the preparation instructions for the option that works best for your group. The end of this lesson has a sample permission form for groups who will go on the field trip. You also can find this form in Appendix A. We recommend that you send permission forms home at the end of today's lesson to allow enough time for youth to bring them back with a parent's signature before the trip takes place.

More Than One Kind of Kid



Time

15 minutes



Activity Overview

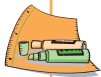
Youth do an exercise to show different ways a group of young people can be defined as a target audience.



Activity Objective

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

- ◆ Define the media concept of target audience
- ◆ Name at least two characteristics of a youth audience



Materials Needed

- None



Facilitator's Preparation

- None

LESSON
3

ACTIVITY **A**

 Total time: 15 minutes

MORE THAN ONE KIND OF KID

 2
minutes

Warm-Up

1. WELCOME youth back.

2. ASK youth:

◆ What is a **target audience**?

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

- ❖ A target audience is a specific group of people that a media producer, a company, or a program is trying to reach.
- ❖ Members of a target audience usually have something in common. A target audience may be people of the same age and gender, such as 12-year-old girls, or it may be a group of people who like to do the same thing, such as youth who play soccer.

◆ Why do media producers target their media to specific audiences, instead of just making one show or advertisement for everyone?

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

- ❖ One media product will not appeal to everyone. That's why there are shows created for youth, others created for adults, and still others created for toddlers. Groups of people who have things in common often enjoy the same TV show, or music, or other media formats.
- ❖ Media are more appealing and powerful when they are created for a specific group of people.

3. SAY:



Let's play a game to see some different ways we can group ourselves as a target audience.

 12
minutes

Doing the Activity

A Note About Engaging Youth

This activity provides a wonderful opportunity to engage youth in the teaching process. Therefore, we've structured this activity so that, after you read the first few statements on the next page, you can ask for volunteers to read from your list. When this list is complete, invite youth to suggest other characteristics and call those characteristics out to the group. They have great ideas for traits that define them—after all, they are a target audience!

1. Ask the youth to stand in a big circle.

2. SAY:



I will read a list of phrases that describe young people. If you hear a phrase that describes you, step into the middle of the circle. If the next phrase doesn't apply to you, take a step back to the edge of the circle. Try to remember how many phrases apply to you.

3. START the game. READ the first few phrases from the list below. Then ASK a few volunteers from the group to read from the list. (You may add more phrases or change those below to reflect the interests or characteristics of the youth in your group.)



- ◆ Everyone who is a girl
- ◆ Everyone who is a boy
- ◆ Everyone who is in 7th grade
- ◆ Everyone who is 11 years old
- ◆ Everyone who is 12 years old
- ◆ Everyone who is 13 years old
- ◆ Everyone who lives in an apartment building
- ◆ Everyone who likes to dance
- ◆ Everyone who likes pizza
- ◆ Everyone who likes vegetables
- ◆ Everyone who ate fruit today
- ◆ Everyone who likes music
- ◆ Everyone who drinks milk with their lunch
- ◆ Everyone who likes to draw or paint
- ◆ Everyone who likes to watch soccer games
- ◆ Everyone who played basketball in the last week
- ◆ Everyone who knows how to jump rope
- ◆ Everyone who walks to school
- ◆ Everyone who thinks his or her parents or guardians are too strict
- ◆ Everyone who likes to wear jeans

4. INVITE the youth to take turns thinking of other characteristics that may apply to young people. As youth call out different characteristics, the rest of the group should continue to step in and out of the circle depending on whether the characteristics apply to them.

LESSON 3

ACTIVITY A

 Total time: 15 minutes

MORE THAN ONE KIND OF KID

A Note About Defining an Audience by Ethnic Identity



We recommend that you do not use ethnic identity as an example of how advertisers segment or define a target audience. We tested workshop materials with pilot groups and found that young people were uncomfortable drawing these kinds of distinctions among themselves. In later discussions about target audiences, you may simply want to mention that ethnic groups are another example of differences among people, and that media producers may use them as a way to target audiences. If youth should choose ethnic identity as a characteristic when they take turns leading the activity, monitor the group to make sure the exercise still feels comfortable for everyone. If youth discuss ethnic identity, be sure they use terms that are appropriate and not derogatory.

5. ASK youth to return to their seats.
6. ASK youth how many times they stepped in the middle of the circle. CALL OUT ranges and ASK youth to raise their hands when you call out the range that they fit into, such as 1 to 5 times, 6 to 10 times, and more than 10 times.

 1 minute

Closing the Activity

1. SAY:



As we just saw, target audiences can be defined in many ways. Every time you were in the middle of the circle, you were the target audience. At one time or another, all of us are a target audience that the media focuses on. It may happen more often than we realize.

One way that media producers create media that appeal to a specific audience is by learning about the things that specific audience cares about. Then they link the media product to those specific interests.

2. THANK youth for participating. ASK whether youth have any comments or questions. TELL them it is time for a *Snack Break*.

Snack Break

LESSON 3



Just Peachy!

 **Time: 10 minutes**

What's In It?

- Sliced peaches (fresh or canned in water or juice)
- Fat-free or low-fat frozen yogurt
- Soy frozen desserts (for youth who are lactose intolerant or who prefer nondairy foods) (optional)
- Low-fat granola

Other Things You Need

- Ice cream scoop
- Paper bowls
- Plastic spoons
- Paper napkins
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)

How to Put It Together

- TELL youth to place peach slices in a bowl.
- TOP the slices with one scoop ($\frac{1}{2}$ cup) of fat-free or low-fat frozen yogurt, or soy frozen dessert.
- INSTRUCT youth to sprinkle a spoonful of granola on top.

While making and eating this snack, SUGGEST to youth that they invent a short statement that would tell their friends why they would want to choose this particular snack. Can they come up with a statement that is 10 words or fewer? EXPLAIN to

the youth that they will talk about statements made by media in the next activity, so this brainstorm during the snack is a fun way to get their creative juices flowing.

POINT OUT that the granola they are eating is a whole-grain food and that fat-free or low-fat frozen yogurt is a good source of calcium, a nutrient important for strong bones and bodies. TELL youth that they will learn more about these topics in later lessons.

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 this is a snack and not a meal.

The 6 Media Questions



Time
30 minutes



Activity Overview

Youth use the 6 Media Questions to analyze different kinds of media.



Activity Objective

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

- ◆ Recognize the 6 Media Questions
- ◆ Use the 6 Media Questions to analyze selected media examples



Materials Needed

- Youth folders
- The 6 Media Questions poster
- Two examples of media from the following options: a cover of a popular compact disc, a print ad, or a poster (make sure that these examples reflect the cultural identity of the group)
- Media Detective Notepad* sheets (one copy for each youth)
- Pencils/pens (one for each youth)
- Watch/timer
- Masking tape
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD or a videotape with a taped segment of your group's favorite TV show (optional)



Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- Photocopy the *Media Detective Notepad* sheet (one copy for each youth).
- Find two examples of media (based on the responses given at the end of Lesson 2)—a cover of a popular compact disc, a print ad, or a poster.
- 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 #5: *Sample Media*. This segment includes samples of PSAs. Select one to play for youth during Part Two of this activity. Or, videotape a brief segment of your group's favorite TV show (based on the responses given at the end of Lesson 2) before the lesson and bring it in to show the group.

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ACTIVITY **B**

 Total time: 30 minutes

THE 6 MEDIA QUESTIONS

 **9**
minutes

Warm-Up



1. SAY:
All media have a message.

2. ASK youth: What does message mean?
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
◆ A message is the specific point or statement made by a media product, such as the main idea of a TV advertisement or a key point in a news story.



3. SAY:
All media have messages to express, and media messages are communicated in many ways.

Understanding the messages in media is an important part of becoming media smart. Once you identify a media message, you can decide what you think of it.

In fact, six key principles—we call them the 6 Media Questions—help us understand the messages in the media we use. The 6 Media Questions are basic questions you can use to analyze media. These messages also will help you create media in your Mini-Productions and your Big Production.

4. ASK for a volunteer to read each question. After each question is read, ASK for a volunteer to explain what the question means. Some additional questions for this review include:

- ◆ What is this question asking you to think about?
- ◆ What does this question mean to you?

5. CLARIFY the concepts in each media question as needed. USE the *Understanding the 6 Media Questions* table for definitions of these concepts and examples of each.

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

Understanding the 6 Media Questions	
<i>What do you think about this media product? Answer the 6 Media Questions to help you decide.</i>	
The 6 Media Questions	What Do They Mean?
1. Who is the author or sponsor ?	This question is asking you to identify who wrote, created, or sponsored the media product. A newspaper journalist, a musician, or a food company are examples of sponsors.
2. Who is the audience?	This question is asking you to identify the group, such as young people, parents, older adults, or any other group you think the media product is meant for. In other words, who does the creator/sponsor want to see, hear, or use this product?
3. What is the purpose?	This question is asking you to identify the reason this media product was created (such as to inform, entertain, or persuade).
4. What is the message?	This question is asking you to identify the message that this specific media product is trying to get across. The message is the main statement, point, or opinion that is being expressed in the media. In other words, what is the media product telling you? Once you know what the message is, you can decide what you think about it and whether you agree with it.
5. What information is missing?	This question is asking you to identify information that is not included in the media message, but that is still important. The act of leaving out information is also known as omission . For example, a food ad might leave out information about ingredients, or a news story might present only one point of view about an issue.
6. What techniques are used to attract your attention?	This question is asking you to identify the specific techniques the media product uses to grab your attention and draw you in. The techniques used in media—such as sound, color, humor, or use of well-known people—are important because they make the media more interesting and attractive. Different techniques work with different audiences.

LESSON
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ACTIVITY **B**

 Total time: 30 minutes

THE 6 MEDIA QUESTIONS

 20 minutes

Part One: Using the 6 Media Questions

 15 minutes

1. TELL youth that they will now have a chance to practice using the 6 Media Questions. EXPLAIN to youth:
 - ◆ I am going to divide you into two small groups.
 - ◆ Each group will get a media example.
 - ◆ Each group will work together to analyze its media example by answering the questions on the *Media Detective Notepad* sheet.
 - ◆ Both groups will have 5 minutes to analyze the media example.
 - ◆ Then each group will take turns presenting its ideas to all of us.
2. ASK for a volunteer to pass out the *Media Detective Notepad* sheets and the youth folders. Remind youth that only one person in each small group needs to write down the answers for the group. Other group members also can write the answers on their *Media Detective Notepad* sheets if they like, but they do not have to do so.
3. DIVIDE youth into two small groups.
4. GIVE each group one of the following media examples to analyze: a cover of a popular compact disc, a print ad, or a poster.
5. 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 *Media Detective Notepad* sheet.
 - ◆ Encourager(s) will cheer on the group and urge it to finish the activity in the time available.
 - ◆ Presenter(s) will read the answers when the group is done.
6. ALLOW groups to work for 5 minutes. VISIT each group and PROVIDE help as needed. TELL youth when they have 1 minute left to finish their sheets.
7. ASK the groups to take turns presenting their media example and answers from the *Media Detective Notepad* sheet. TELL each group that it has 2 minutes to present its example and answers. CLARIFY any concepts or questions that youth have difficulty with.

Media Analysis Example

Below is an example of how to analyze an advertisement using the 6 Media Questions. Keep in mind that these answers are only some possible answers. There may be other correct answers to some of the questions. For example, “What information is missing?” can have a wide variety of answers, depending on the perspective of the person answering the questions.

1. Who is the author or sponsor of this ad?
NHTSA (National Highway Traffic Safety Administration)
2. Who is the audience for this ad?
Parents
3. What is the purpose of this ad?
To persuade parents to use booster seats
4. What is the message in this ad?
Use a booster seat to protect your child.
5. What information is missing from this ad?
Where to buy booster seats
6. What techniques are used to attract your attention in this ad?
Black and white photograph of a smiling girl



🕒 5 minutes

Part Two: Reviewing a PSA or Favorite TV Show



Segment #5: *Sample Media*

1. If you choose to use the Media-Smart Youth videotape or DVD, SKIP step #3.



SAY:

Now we're going to watch an example of a type of media. Then we'll talk about this example, so pay close attention. Keep in mind the 6 Media Questions we just talked about so you can be as media smart as possible!

2. **PLAY** one of the video media samples from the *Sample Media* video module, or a brief 1-minute clip from one of your group's favorite TV shows. After you play the sample, **ASK** youth the 6 Media Questions in connection with what they just viewed, and **DISCUSS** the answers as a group.

Answers to the 6 Media Questions for the PSAs in Segment #5: Sample Media

Sample #1 Football (Video)	
Questions	Answer
1. Who is the author or sponsor?	http://www.teensvolunteer.org
2. Who is the audience?	Teenagers, specifically boys
3. What is the purpose?	To persuade you to be a volunteer
4. What is the message?	Take the things you like to do and turn them into opportunities to volunteer.
5. What information is missing?	Lists of places to volunteer, what's the first step in finding a volunteer option
6. What techniques are used to attract your attention?	Football players coming out of the screen, music, humor (teen getting kicked by the boy)
Sample #2 Hello (Audio)	
1. Who is the author or sponsor?	http://www.weprevent.org , U.S. Department of Justice, Crime Prevention Coalition of America, National Conservation Council, the Ad Council
2. Who is the audience?	Primarily adults, anyone worried about crime in their neighborhood
3. What is the purpose?	To persuade you to talk to your neighbors so you can work together to identify potential criminals in your neighborhood
4. What is the message?	Talking to your neighbors is an easy way to be on the alert for neighborhood crime and to be informed about your neighborhood, in general.
5. What information is missing?	Where to call or what to do if you spot a crime and/or identify a criminal in your neighborhood
6. What techniques are used to attract your attention?	Talk-show format, humor and laugh track, McGruff the Crime Dog (well-known figure)

A Note About Using a PSA or Favorite TV Sample

Part Two of Activity B gives youth a chance to analyze a video media sample. Because TV and video are a regular part of many young people's lives, it is valuable for youth to analyze a video sample in this activity if you have a TV/VCR or DVD player available. The Media-Smart Youth videotape or DVD includes several examples of PSAs for you to choose from, or you may play the clip you recorded from one of your group's favorite TV shows.

The media sample on the Media-Smart Youth videotape or DVD is a PSA. A PSA makes people aware of a problem or issue and often includes a solution for the problem. Examples of the kind of issues that are discussed in PSAs include:

- Teen smoking
- Drug use
- Crime and safety
- Littering
- Lead poisoning

When you are finished with the discussion, conduct CLOSING THE ACTIVITY.

3. If you choose not to use the video or DVD, ASK youth:
What is the difference between the purpose and message of media?

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

- ◆ Purpose tells you what the media was created to do, such as entertain, inform, or persuade.
- ◆ Message is the main point or statement made by a media format, such as the main idea of a TV story or a key point in a news article.



1
minute

Closing the Activity

1. CONGRATULATE youth for being observant about media. ASK whether youth have any comments or questions. TELL them to put their *Media Detective Notepad* sheets into their folders.

2. SAY:



Throughout the rest of this workshop, you'll use the 6 Media Questions to analyze media and to create your own media. Knowing how to use the 6 Media Questions is an important step in becoming media smart. Now, each of you will take a turn being a director during the Action Break!

Action Break



The Director Says...

 **Time: 10 minutes**

This game will get the group moving and give each youth a chance to practice being a director. First, you (the facilitator) will be the director. Then youth can have their turn.

1. To begin, all the youth should stand facing the director (facilitator). Youth should spread out so they are at arm's length from each other and have room to move easily.
2. The director instructs everyone to perform an action by saying, "The director says" followed by an action and then demonstrates that action. For instance—"The director says jog in place." The group must imitate the director by jogging in place until the director gives the next action. Then each young person takes a turn being the director and may call out up to two actions for the group to do (you may increase this number depending on the size of your group and the time available).
3. There's one twist: If the director only says an action, such as "Jump up and down," and does not begin his or her sentence with the words "The director says..." then the director's turn is automatically over even if he or she did not get to name two actions for the

group to do. Also, the group members should not imitate a director's action if the instruction does not begin with the words "The director says." Instead, the members should continue doing the previous action (for example, jogging in place) while the group rotates to another director.

4. Make sure the director gives actions that include physical activity. Some suggestions include:
 - ◆ Do jumping jacks.
 - ◆ Touch your toes, then your head, then your toes, etc.
 - ◆ Dance in place.
 - ◆ Turn around in a circle.
 - ◆ Jump up and down on your left foot or on your right foot.
 - ◆ Do sit-ups.
 - ◆ Do leg lifts.
 - ◆ Stretch your arms up toward the ceiling.
 - ◆ Shuffle two steps to the left and then two steps to the right.

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

Mini-Production: And...Action!



Time
23 minutes



Activity Overview

Youth brainstorm and create an action hero for a new cartoon show.



Activity Objective

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

- ◆ Explain that media messages often promote a specific action



Materials Needed

- Youth folders
- Action Hero Kit* sheets (one copy for each youth)
- Fine-point colored markers (enough for each youth to have several to draw with)
- Masking tape
- Take Home a New Idea!* sheets (one copy for each youth)



Facilitator's Preparation

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

LESSON 3

ACTIVITY C

 Total time: 23 minutes

AND... ACTION!

 5 minutes

Warm-Up

1. ASK youth:

- ◆ What does **action** mean?

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

- ❖ Action means doing something—such as making movement, creating change, buying something, or going somewhere.
- ❖ Examples of action include dancing, reading, doing community service, talking with your friends, thinking, coming to this workshop, or buying an apple.

2. SAY:



The third media question focuses on purpose. One purpose of media is to persuade an audience to act. We're going to focus on the concept of action in this activity. This Mini-Production will teach you skills that you can use in your Big Production at the end of the workshop. Let's begin by thinking of your favorite TV commercials.

3. ASK youth:

- ◆ What specific actions do your favorite commercials ask you to take?
- ◆ What specific actions do other media products you've seen ask you to take?

4. ASK youth:

- ◆ What do you think it means when we say that an ad promotes a **specific action**? LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:

- ❖ It means the advertisement's producer wants you to take one certain action. For example, an advertisement for a particular brand of breakfast cereal doesn't want you to buy just any kind of cereal. The producer wants you to buy the brand of cereal you saw in the ad.
- ❖ To be effective, it is important for media producers to be clear and exact about the action they want the audience to take. Being clear and exact is what makes the action specific.

5. SAY:



Sometimes people who create advertisements or public service announcements include a short, catchy phrase to persuade an audience to take an action.

6. ASK youth:

- ◆ What is this short phrase called?

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

- ◆ **Slogan**

- ◆ What are some examples of slogans?

7. SAY:



In your Big Production, you are going to encourage your audience to take a specific action for better nutrition or increased physical activity. Let's practice thinking of specific actions now by doing a creative activity.



17 minutes

Doing the Activity

1. SAY:



You are going to create an action hero to star in a new cartoon show. Your action hero can be any kind of hero you want—you are the sponsor of this new cartoon show, after all. The unique feature of your hero is that it has special powers to promote a specific healthy action that focuses on nutrition or physical activity. You must decide what kind of action your hero will promote, and then create a slogan that he or she can say often to persuade others to do it, too. After you choose your hero's nutrition or physical activity action and slogan, you will draw a sketch of your action hero. Some examples include:

- ◆ Carrot Boy likes to eat a handful of carrots every day. Carrots help his eyesight so he can find missing toys for kids all over the city. Carrot Boy encourages kids his age to eat carrots to help their eyes be healthy, too. His slogan is: "Go crunchy! Eat carrots today!"
- ◆ Basketball Girl likes to play basketball every day. Playing basketball helps her feel energetic and makes her legs strong so she can run fast and catch criminals. Basketball Girl encourages kids her age to play basketball so they can be strong and fast, too. Her slogan is: "Dribble a ball today!"

2. HAND OUT the Action Hero Kit sheets and markers to each youth. ASK youth to work individually or in pairs to create an action hero. TELL youth they have 10 minutes to

LESSON 3

ACTIVITY C

 Total time: 23 minutes

AND... ACTION!

create their action hero. TELL youth when they have 5 minutes and then 1 minute left to finish their action heroes. If they finish early, they can start outlining a story about their action hero on the back of the page.

A Note About Thinking of a Specific Action

This activity is meant to be fun and fast. Encourage youth to spend just 1 minute thinking of a nutrition or physical activity action they like to do, and then use the rest of the time to create a character and slogan about this action.

3. REMIND youth to name their heroes! They should choose a name that reflects the hero's unique skills and the specific action the hero promotes.
4. ASK youth to hang their action heroes on the wall when they are done, or when 10 minutes have passed, so the rest of the group can view them.
5. DISCUSS briefly with the group:
 - ◆ What specific actions do your action heroes promote?
 - ◆ Why is it important that they promote specific actions?
 - ◆ What are their slogans?



Closing the Activity

1. CONGRATULATE the group members on their creativity and fun approach to this activity. ASK whether youth have any comments or questions. TELL them to remove their action hero drawings from the wall and put them in their folders.
2. TELL youth that they will have more opportunities throughout the workshop to promote nutrition and physical activity actions.



Finishing Up the Lesson

 **Time: 2 minutes**

1. THANK youth for doing great work during today's lesson. COLLECT their folders.
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:
 - ◆ Target audience
 - ◆ The 6 Media Questions
 - ◆ Role of media in promoting specific actions
 - ◆ Slogans
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 nutrition.

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 message.
- ◆ Tell your parent or other family member about that type of media's message. Ask them to identify messages the next time they use media, too. If they need help, explain the term "message" to them.



Media Detective Notepad

6 QUESTIONS TO ASK WHEN USING MEDIA

Take a close look at your media sample. Discuss it with your group and answer the following questions. Remember, you're a detective, so be sure to think beyond the ordinary—you may have to dig a little to find the true answers. There may even be more than one answer to some questions—be sure to write down all the answers you discover.

1. WHO IS THE AUTHOR OR SPONSOR?

2. WHO IS THE AUDIENCE?

3. WHAT IS THE PURPOSE?

4. WHAT IS THE MESSAGE?

5. WHAT INFORMATION IS MISSING?

6. WHAT TECHNIQUES ARE USED TO ATTRACT YOUR ATTENTION?

ACTION HERO KIT

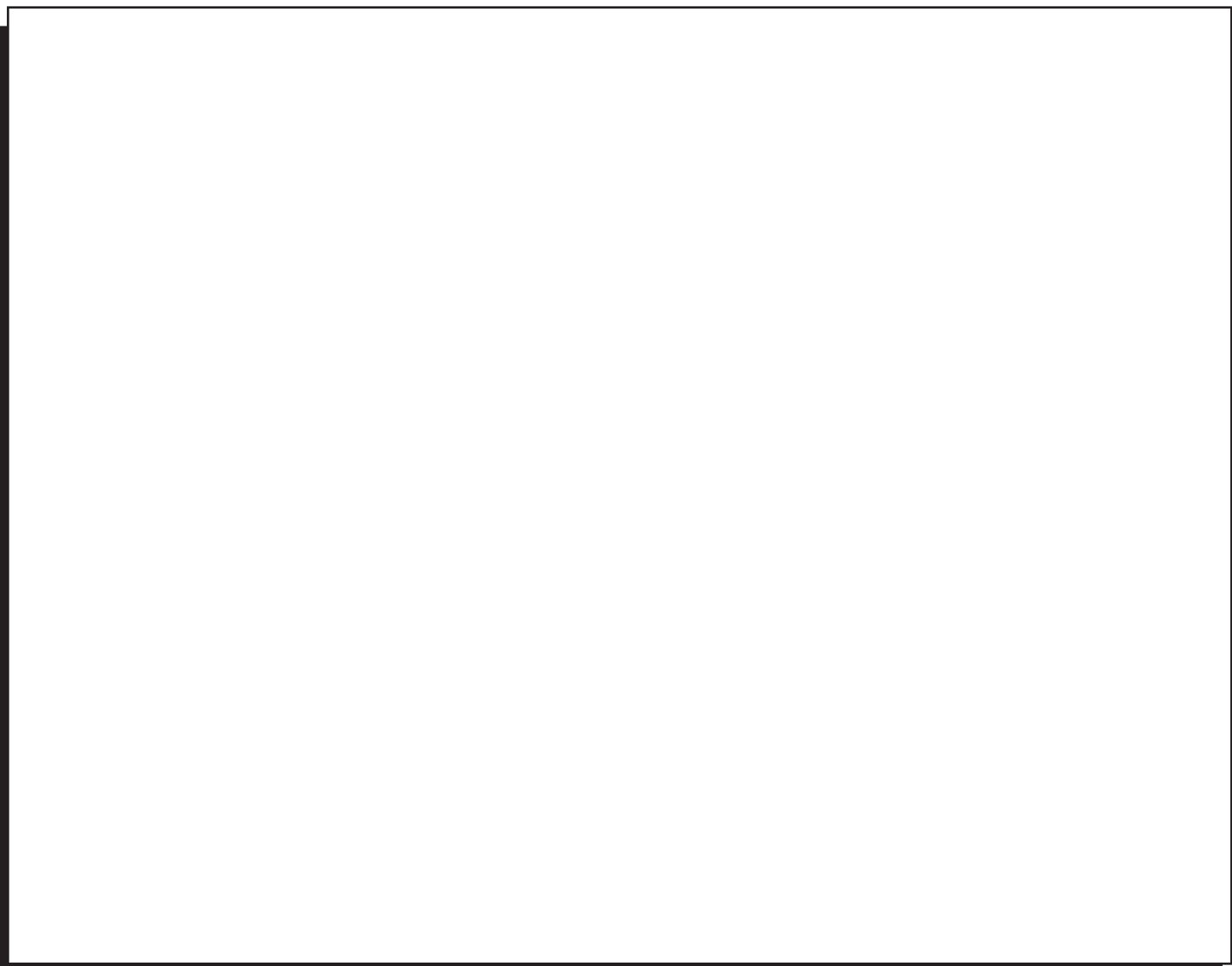
My name is: _____

The name of my action hero is: _____

My action hero's nutrition or physical activity action is: _____

My action hero's slogan is: _____

Draw your action hero in the space below.



Sample Parental Permission Form for Lesson 6 Grocery Store Field Trip

If you decide to conduct Lesson 6 by taking a field trip to a grocery store, your organization may want to obtain parent/guardian permission. If so, this sample permission form may be helpful to you. Please adapt it as needed.

DATE

Dear Parents/Guardians,

YOUR ORGANIZATION'S NAME

will be conducting a field trip to a grocery store as part of the *Media-Smart Youth: Eat, Think, and Be Active!* program. The trip will give youth a chance to apply many of the nutrition concepts they have been exploring in the program. While they are at the grocery store, youth will:

- Review the wide variety of nutritious foods available at the store
- Examine and compare ingredient lists and Nutrition Facts labels to see how these tools can help them make smart food choices
- Explore how food manufacturers use product packaging and in-store product placement to influence sales

WHERE: -----
NAME OF GROCERY STORE

WHEN: -----
DATE OF FIELD TRIP

TRANSPORTATION: -----
HOW YOUTH WILL GET TO THE STORE AND BACK

If you can help out as a chaperone, we would be very happy to have you come along on the field trip. This is a great chance to see these thoughtful and creative youth in action!

Sincerely,

NAME OF FACILITATOR/PROGRAM DIRECTOR

Yes, my child -----
NAME OF YOUTH may participate in the grocery store field trip.

No, my child -----
NAME OF YOUTH may not participate in the grocery store field trip.

I can help chaperone the field trip.

Youth's name (Print): _____

Parent/guardian name (Print): _____

Parent/guardian signature: _____

Telephone: (Work) _____ (Home) _____ (Cell) _____

My child has the following food allergies/medical conditions: _____



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 message.
2. Tell your parent or other family member about that type of media's message. Ask them to identify messages the next time they use media, too. If they need help, explain the term "message" to them.

Take Home a New Snack: Just Peachy

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

What's In It?

- Sliced peaches (fresh or canned in water or juice)
- Fat-free or low-fat frozen yogurt or soy frozen dessert
- Low-fat granola

How to Put It Together

- Place peach slices in a bowl.
- Top them with one scoop ($\frac{1}{2}$ cup) of fat-free or low-fat frozen yogurt, or soy frozen dessert.
- Sprinkle a spoonful of granola on top.

Bonus

The granola you are eating is a whole-grain food and the fat-free or low-fat frozen yogurt is a good source of calcium, a nutrient important for strong bones and bodies!

