

# The Power of Advertising



## Total Time

90 minutes

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



## Lesson Overview

This lesson focuses on advertising. Youth create a list of all the different ways they are exposed to advertisements. They also talk about body image and create collages. For the *Mini-Production*, youth explore the concept of omission while creating advertisements for a new breakfast cereal.



## Lesson Objectives

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

- ◆ Name at least three ways that youth are exposed to advertisements
- ◆ Explain at least two ways that ads can influence food choices
- ◆ Describe the influence of the media on body image
- ◆ Explain the media concept of “omission”
- ◆ Identify information missing from an advertisement



## Lesson Activities

- ◆ **Activity A: What Is Advertising?**  
(20 minutes)
- ◆ **Snack Break: Food-Group Mania**  
(10 minutes)
- ◆ **Activity B: Thinking About Body Image**  
(23 minutes)
- ◆ **Action Break: Let’s Do Yoga!**  
(10 minutes)
- ◆ **Activity C: Mini-Production: Omission Mission**  
(25 minutes)
- ◆ **Finishing Up the Lesson**  
(2 minutes)

## A Note About Timing

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



## Materials Needed

### For Activities

- Youth folders
- Large paper, markers, masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- Brief segment of a popular TV show or movie for youth that includes product placement—the intentional placement of a product in a film, TV show, or radio program—make sure that these examples reflect the cultural identities of the group members (optional)
- Teen, fashion, and health magazines—make sure that these examples reflect the cultural identities of the group members (several magazines—one for every two to three youth in the group)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Scissors (several pairs for each of two groups)
- Glue
- Markers and other creative supplies (enough for two groups to use at the same time)
- Pencils/pens (one for each youth)
- Omission Mission Script Starter* sheets (several copies for each of two groups)
- Two small pieces of paper
- Take Home a New Idea!* sheets (one copy for each youth)



### For Snack Break

- Fat-free or low-fat cottage cheese, or low-fat or reduced-fat cream cheese or Neufchatel cheese
- Whole-wheat English muffins or rice cakes (if these are not available in your local stores, look for other whole-grain substitutes)
- Bananas
- Other fresh or dried fruit that the group likes (such as apricots, apples, raisins, or cranberries)
- Paper plates and napkins
- Plastic knives and spoons
- Drinks (100-percent fruit-juice, fat-free or low-fat milk, water, or seltzer)

### For Action Break

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



## Facilitator's Preparation

### Activity A

- Post the 6 Media Questions poster in the room.
- Post two sheets of large paper in the front of the room spaced at least a few feet apart. Label the top of each page with “Ways to Advertise.”
- Create an open space where youth can move from the back of the room to the front of the room

WAYS TO  
ADVERTISE

easily (or from one side of the room to the other), and in which they can also sit down in a circle.

- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the TV/VCR or DVD player so it is ready to play *Segment #9: The Power of Advertising*. This segment shows the influence of advertising and its connection to health.
- ❑ If you are showing a brief clip of a TV show or movie for youth that includes a product placement, have the videotape and TV/VCR set up and ready to play (optional additional activity).

#### **Snack Break**

- ❑ Review the snack and prepare ahead as needed.

#### **Activity B**

- ❑ Collect fashion and health magazines with pictures of models, and teen magazines with images of popular celebrities. Make sure you have enough magazines for members of each small group to look through and cut pictures from.

#### **Action Break**

- ❑ If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the TV/VCR or DVD player so it is ready to play *Segment #8: Let's Do Yoga!*. This segment features a yoga instructor demonstrating a few yoga poses. We

recommend that you show this video or DVD segment to the youth to help them learn the yoga poses. However, if you aren't able to do so, watch the segment in advance so you can properly teach the youth the poses.

#### **Activity C**

- ❑ Photocopy the *Omission Mission Script Starter* sheet (several copies for each of two groups).
- ❑ On one small sheet of paper, write "High in added sugar" and on the other write "Fortified with eight vitamins and minerals." Fold each piece of paper. You will give one to each small group. These statements are the facts that each group will leave out of its ad.
- ❑ Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



# What Is Advertising?



**Time**  
20 minutes



## Activity Overview

Youth talk about advertising and list all the ways they are exposed to ads. They also talk about subtle advertising approaches, such as logos and product placement.



## Activity Objective

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

- ◆ Name at least three ways that youth are exposed to advertisements
- ◆ Explain at least two ways that ads can influence food choices



## Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- The 6 Media Questions poster
- Brief segment of a popular TV show or movie for youth that includes product placement—the intentional placement of a product in a film, TV show, or radio program—make sure that these examples reflect the cultural identities of the group members (optional)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)



## Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- Post two sheets of large paper in the front of the room spaced a few feet apart. Label the top of each page with "Ways to Advertise."
- Create an open space where youth can move from the back of the room to the front of the room easily (or from one side of the room to the other), and in which they can also sit down in a circle.



LESSON  
7

ACTIVITY **A**



Total time: 20 minutes

WHAT IS ADVERTISING?

- 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 #9: *The Power of Advertising*. This segment shows the influence of advertising and its connection to health.
- If you are showing a brief clip of a TV show or movie for youth that includes product placement, have the videotape and TV/VCR set up and ready to play (optional additional activity).

## WHAT IS ADVERTISING?

 Total time: 20 minutes

### 1 minute **Warm-Up**

1. WELCOME youth back.

2. SAY:



*In the last couple of lessons we've focused on nutrition and physical activity. In this lesson we're going to return to media. We're going to consider a form of media that we're exposed to all the time. This form of media has a big influence on the decisions we make every day.*

3. ASK youth:

◆ What is an advertisement?

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

- ❖ An advertisement is an announcement designed to attract people's attention.
- ❖ It is a specific kind of media with a main purpose of persuading people to buy or support something—a product, service, or belief.

4. ASK youth:

◆ When you think of advertisements, what is the first thing that comes to your mind?

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

- ❖ TV commercials
- ❖ Radio commercials
- ❖ Magazine ads
- ❖ Internet pop-up ads

### 15 minutes **Doing the Activity**

#### 10 minutes | **Part One: Advertising Relay Race**

1. SAY:



*I am going to divide you into two groups. Each group will stand in the back of the room and group members should line up as though they're going to do a relay race. On the other side of the room are two sheets of large paper titled, "Ways to Advertise." Each group will use one of these sheets.*

*Here's how we'll do the race:*

◆ I'll give the first person in each line a marker.

- ◆ One by one, you will either hop, walk backwards, or crawl across the room to your group's large paper and write down one of the types of advertising you encounter on a typical day.
- ◆ After you write it down, hop, walk backwards, or crawl back to your group and pass the marker to the next person—who will then hop, walk backwards, or crawl across the room and add an idea to the list.
- ◆ All your group members will repeat the process. We'll keep playing until I tell you to stop.
- ◆ If anyone has trouble thinking of a type of advertising, talk with the rest of your group to get ideas.



You have 5 minutes to do the advertising relay race, so move quickly to see how many ideas your group can come up with. The group with the most ideas on its list wins!

There's one catch: You can decide if you want to hop, walk backwards, or crawl to go across the room and back, but you must choose a different movement from the person who went before you. Otherwise, you have to go back to the line and start again. For example, if the person before you chooses to crawl across the room and back, you must either hop or walk backwards. If you choose to hop, the person who goes after you should either crawl or walk backwards. Your group members will have to help you remember what movement the person before you did so you don't repeat the same one.

### A Note About Movement in This Activity

During the pilot test of the workshop, we learned from youth that they like being active while learning the lesson content, and they also like having options to choose from. You can substitute fun options the youth enjoy for the movements listed for this activity. We recommend that you include two or three comparable movements and let youth choose which one they want to do. Adding a twist to the rules of the activity, such as the one above, that says youth must do a different movement from the person before them, adds a sense of excitement and competition to the activity, which many youth enjoy. Suggestions for other ways to move across the room include:

- ◆ Jump
- ◆ Do jumping jacks
- ◆ Skip
- ◆ Sashay sideways
- ◆ Link arms with another teammate and move in pairs

Demonstrate each movement youth can select from—hop, walk backwards, crawl, or whatever else you choose—so they are clear about the options.

For more information and ideas about tailoring activities for individuals with physical disabilities, see Appendix C.



## WHAT IS ADVERTISING?



Total time: 20 minutes

ACTIVITY

A



2. ALLOW 5 minutes for youth to create their lists and finish the race. TELL youth when they have 1 minute left, and when it is time to stop. CONGRATULATE youth on their great ideas.
  
3. ASK for a volunteer from each group to read the lists. REVIEW the lists quickly. SUGGEST other ideas as needed. Possible ideas include:
  - ◆ TV commercials
  - ◆ Radio commercials
  - ◆ Infomercials (30-minute programs that promote a product or service)
  - ◆ Newspaper ads
  - ◆ Magazine ads
  - ◆ Public service announcements (PSAs) (print, TV, or radio)
  - ◆ Billboards
  - ◆ Signs on the outside and inside of buses
  - ◆ The Internet, including pop-up boxes
  - ◆ Previews before movies and video rentals
  - ◆ Promotional activities in schools
  - ◆ Radio contests
  - ◆ Art contests
  - ◆ Signs in sports stadiums
  - ◆ Signs on the sides of trucks and vans
  - ◆ Food and drink packages
  - ◆ Shopping bags
  - ◆ Mail
  - ◆ Telemarketing
  - ◆ Cups and mugs
  
4. CONGRATULATE youth on creating great lists quickly while being physically active at the same time!

5. ASK youth:

- ◆ What did you learn from the ideas on your lists?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
  - ❖ Advertising is all around us, in many parts of our lives.
  - ❖ There are many different ways to advertise.
  - ❖ Advertising appears in places we may not immediately think of, such as on cereal boxes or other product packages.

6. TELL youth they are going to spend a little time now talking about some subtle forms of advertising.



**Part Two: Exploring Subtle Advertising Approaches**

1. SAY:



*Some ads are powerful because they are subtle. Subtle describes something that can be hard to detect or analyze. Let's use a logo as an example.*

2. ASK youth:

- ◆ What is a logo?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
  - ❖ A logo is a symbol that stands for a company and its beliefs.
  - ❖ A logo aims to make you recognize and like a product.
- ◆ How many of you think of logos as advertisements?  
(ASK for a show of hands.)

3. SAY:



*We are going to do a quick exercise to explore the concept of logos. Let's sit in a circle together. I'm going to say a few statements. When I say a statement that applies to you, jump up from your seat quickly and then sit back down.*



4. READ the statements from the list below. ALLOW time in between reading each statement for youth to jump up and down.

- ◆ If you have a logo on your shirt, jump up.
- ◆ If you have a logo on your jacket, jump up.
- ◆ If you have a logo on your shoes, jump up.
- ◆ If you have a logo on your backpack or school bag, jump up.



## WHAT IS ADVERTISING?



Total time: 20 minutes

ACTIVITY

A

### 5. ASK youth:

- ◆ Why do many people think it is important to wear clothes with particular logos on them?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
  - ❖ They want to be associated with products or companies or teams that they think are cool or represent a certain lifestyle or attitude.
  - ❖ They see people they like wearing them, such as actors, music celebrities, athletes, or their friends, and so they want to wear them, too.
  - ❖ Many of these products are heavily advertised; seeing them often makes people want to have them.



### 6. SAY:

*Let's talk about another subtle form of advertising—product placement.*

### 7. ASK youth:

- ◆ Have you ever noticed specific products—such as jeans, shoes, food, drinks, or any other product—in a TV show or movie but not in a commercial?  
ASK for a show of hands.



### 8. SAY:

- ◆ *This is called product placement. What does product placement mean?*  
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
  - ❖ Companies pay to have their products placed in specific films and TV shows.
  - ❖ Product placement occurs in other forms of media, too, such as video games, books, music lyrics, and comic books.

### 9. ASK youth:

- ◆ How many of you have ever wanted to buy a product after you saw it in a TV show or movie that you like?  
ASK for a show of hands.
- ◆ Why is product placement such an effective and subtle form of advertising?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
  - ❖ From the audience's point of view, it looks like the product just “happens” to be there, but it is put there on purpose to market it to the show's audience.
  - ❖ We want to be like the actors and celebrities in TV shows and movies who use those products.

- ❖ Seeing a particular product all over the place—even in TV shows and the movies—makes it seem as though it’s everywhere.
- ❖ Companies want you to see their product because, when you think about needing a product like it, you are more likely to think of using their brand.

## Optional Additional Activity

If you have extra time, play a brief clip of a popular TV show or movie for youth that includes product placement. View the clip and discuss it with the group.



### Closing the Activity



#### Segment #9: *The Power of Advertising*

1. If you choose to use the Media-Smart Youth video or DVD, SKIP the material in step #2.



**SAY:** *You may not realize how much advertising you actually see in a day. We are going to watch a short segment that shows the power of advertising and its connection to health.*

**SHOW** Segment #9: *The Power of Advertising* module, and then go to step #3.

2. If you choose not to use the video or DVD, ASK youth to return to the larger group and share some of their observations about the effects of media.

ASK youth:

- ◆ What do you think about the effect of all these forms of advertising on your lives? LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
  - ❖ Advertising makes us want the products we see promoted.
  - ❖ We associate certain products with specific ways of being, such as being beautiful, happy, carefree, popular, rich, or smart.
  - ❖ We associate certain actors or music with specific products.
  - ❖ Advertising affects our emotions by portraying the way we want to feel about ourselves.

## WHAT IS ADVERTISING?



Total time: 20 minutes

ACTIVITY

A

### 3. ASK youth:

- ◆ On average, about how many ads do you think that young people see and hear every year?

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

- ❖ Youth see and hear an average of 40,000 advertisements a year.<sup>1</sup>



### 4. SAY: *Most of these advertisements are for food—primarily candy, cereal, and fast food.*<sup>2</sup>

### 5. ASK youth:

- ◆ How much do you think companies spend to advertise and market food products specifically to children and youth?

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

- ❖ Companies spend about \$10 billion to \$15 billion a year just to reach children and young people like you.<sup>3</sup>

### 6. ASK youth:

- ◆ What do you think about all of the food advertising aimed at young people?

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

- ❖ It's nice that advertisers are paying attention to young people, but it isn't necessarily healthy for us.
- ❖ Food advertisements promote processed foods and foods that are high in fat and added sugar more than they promote fruits and vegetables, whole grains, and foods that are low in fat and added sugar.
- ❖ It can be hard to choose fruits and vegetables, whole grains, and foods that are low in fat and added sugar when there is so much focus on foods that are high in fat and added sugar in the media. With all that attention, foods that are high in fat and added sugar can be hard to resist.

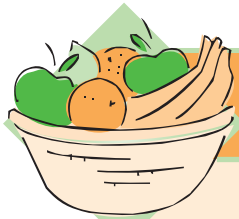
### 7. CONGRATULATE youth on their great work. ASK whether youth have any comments or questions. TELL them that they will enjoy items from several food groups during the *Snack Break*.

<sup>1</sup> Henry J. Kaiser Family Foundation. (2004). Issue Brief. *The Role of Media in Childhood Obesity*. Publication 7030. Retrieved January 14, 2005, from <http://www.kff.org/entmedia/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=32022>


<sup>2</sup> Ibid.

<sup>3</sup> Heilman, E. (2001). *The politics behind an overweight America: Talking with Dr. Marion Nestle*. Retrieved March 30, 2005, from <http://globalrph.healthology.com/globalrph/14951.htm>

# Snack Break



## Food-Group Mania

 Time: 10 minutes

### What's In It?

- Fat-free or low-fat cottage cheese, or low-fat or reduced-fat cream cheese or Neufchatel cheese
- Whole-wheat English muffins or rice cakes (if these are not available in your local stores, look for other whole-grain substitutes)
- Bananas
- Other fresh or dried fruit that the group likes (such as apricots, apples, raisins, or cranberries)

### Other Things You Need

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

### How to Put It Together

- ◆ TELL youth to spread cottage cheese or cream cheese on a rice cake or an English muffin.
- ◆ TOP with sliced bananas or other fruit provided.

**POINT OUT** that whole-wheat English muffins are a whole-grain food and that the cottage cheese contains calcium. **TELL** them they will talk about calcium in a later lesson.

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 or 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 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.

# Thinking About Body Image



## Time

23 minutes



## Activity Overview

Youth talk about body image and create collages of body types found in magazines. Youth reflect on how the media promotes certain body types.



## Activity Objective

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

- ◆ Describe the influence of the media on body image



## Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- Teen, fashion, and health magazines—make sure that these examples reflect the cultural identities of the group members (several magazines—one for every two to three youth in the group)
- Scissors (several pairs for each of two groups)
- Glue
- Markers and other creative supplies (enough for two groups to use at the same time)



## Facilitator's Preparation

- Collect fashion and health magazines with pictures of models, and teen magazines with images of popular celebrities. Make sure you have enough magazines for members of each small group to look through together and cut pictures from.

LESSON  
**7**  
ACTIVITY **B**

 Total time: 23 minutes

**THINKING ABOUT BODY IMAGE**



**A Note About Creating a Comfortable Environment**

In this activity, it is important to carefully observe youths' responses and reactions to the discussion. Body image is an extremely sensitive topic for many people, particularly young people, because their bodies are still growing and changing. Youth may bring up some ideas that they struggle with—appearance, body size, self image, self acceptance, fitting into a group, and fashion trends, among others. Attitudes about body image also are influenced by culture. Create a comfortable, supportive environment for these discussions. See the Media-Smart Youth Curriculum Introduction and Overview for tips on handling sensitive topics.

During this activity, pose discussion questions that are general and broad rather than personal or specific to individuals in the room. It is much easier for people to talk about body image issues in general, rather than talk about their own bodies. For example, instead of asking, “How do the images in the media affect how you feel about your own body?” ask, “How do you think the images in the media affect how young people feel about their bodies?” Also keep in mind the gender and cultural mix of the group. These factors may affect comfort levels for discussing these topics.

If you know that any youth in the group have serious issues with body image, you may want to tell them privately about the lesson topic beforehand.



1 minute

**Warm-Up**

1. ASK the following questions:

- ◆ What does the term body image mean?

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

- ❖ Body image refers to what we think our bodies look like and how we feel about our bodies.
- ❖ Body image is also how we think others see us.



21 minutes

**Doing the Activity**

1. SAY:



*Now we're going to talk about body image and the media. You're going to work in groups to create collages of body types that are typically shown in the media. Each group will get some magazines and creative supplies. Go through the magazines and select a few pictures of models. After you cut out a bunch of pictures, work together as a group to paste them on the piece of large paper and create a collage. You will have 15 minutes to create your collages.*



2. DIVIDE youth into two groups. HAND OUT magazines and creative supplies to each group.
3. ALLOW youth 15 minutes to do the collage activity. WALK around the room and help youth as needed. TELL youth when they have 5 minutes and then 1 minute left.
4. ASK youth to hang their collages in the front of the room so everyone can see them.
5. ASK the full group:
  - ◆ What do the people in your collages look like? Why did you choose them?
  - ◆ Why do you think actors and models look the way they do?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
    - ❖ Actors get a lot of professional help to look the way they do. They spend a lot of time with hairstylists, make-up artists, body trainers, and clothing consultants.
    - ❖ Models and actors often limit what they eat to maintain a certain body weight. Many models are very thin, which can be unhealthy.
  - ◆ What effects can the body types shown in the media have on the way young people feel about their own bodies?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
    - ❖ Youth may want to look like the people they admire or see in the media.
    - ❖ The body types shown in the media can create unrealistic expectations for people about how their bodies should look.



1  
minute

### Closing the Activity

1. SAY:



*Great work! Thank you for such a thoughtful and important discussion.*

2. ASK whether youth have any comments or questions.

3. SAY:



*Keep in mind that what you see in the media isn't always realistic. Advertisers often use*

LESSON  
**7**  
ACTIVITY **B**



Total time: 23 minutes

**THINKING ABOUT BODY IMAGE**

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*computer programs to make models look even thinner than they are. They touch up pictures to take out blemishes, wrinkles, bulges, and even freckles. Actors' and models' body types and looks may seem effortless and natural in a picture, but in reality, their looks are not always realistic or easy to achieve. Many actors have people helping them look the way they do; they also spend a lot of money to look the way they do. Also, these body types may not be healthy for most people, including the actors and models themselves.*


*Now, we are going to have fun stretching and twisting during our Action Break!*

# Action Break

7



## Let's Do Yoga!

 Time: 10 minutes

### Materials Needed

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

### Facilitator's Preparation

If using the Media-Smart Youth video tape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #8: *Let's Do Yoga!* This segment includes a demonstration of the yoga moves in this *Action Break* performed by a trained instructor. We recommend that you show this video or DVD segment to the youth to help them learn the yoga poses. However, if you aren't able to do so, watch the segment in advance so you can properly teach the youth the poses.

This segment also includes several optional poses that may be done if time allows.

1. *SAY: What is yoga? One meaning of the word yoga is to unite or to come together. Yoga brings together the mind and the body. It is a practice that involves physical postures, breathing techniques, and meditation. Yoga has many physical and emotional benefits, such as increased energy, reduced stress, better coordination, and lower blood pressure.*

*Yoga poses can look very simple from an outsider's perspective. Yet the person doing yoga knows that they require a lot of muscle strength, balance, and concentration.*

### Note to Facilitator

Read through the instructions to all five poses described below and decide which ones you want to do with the youth. You may choose to do all five, or just some of them, with your group. Make sure you allow enough time for the youth to get into a position and hold it for at least several seconds. Repeat a pose a few times before moving onto the next one. Youth should stop doing any pose that is painful for them. Yoga is about stretching, not about pain. While talking youth through the poses, keep reminding them to breathe.

# Action Break



## Let's Do Yoga! (continued)

2. *SAY: Let's do some yoga together.*

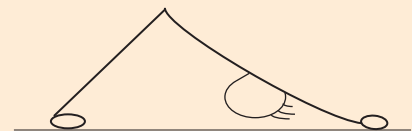
### Mountain Pose

- ◆ Stand straight in an upright position with your feet together. Press your feet flat against the floor as if to stretch them. As you stand straight, picture a string running through your spine, pulling you upward, lifting your knees, hamstrings (back of the thigh), and hips.
- ◆ Keep your abdomen in and chest high. Your arms may remain at your sides in a relaxed manner. Take deep breaths in and out.
- ◆ Try to hold the pose for 30 seconds or so. Repeat several times, trying to elongate your body more and more each time.
- ◆ This pose is good to repeat between other stretches or poses.



### Downward Dog Pose

- ◆ Start with your hands and knees on the floor. Keep your arms shoulder-width apart and place your hands flat on the floor directly below your shoulders. Point your fingers straight ahead. Keep your legs about hip-width apart.
- ◆ Inhale and curl your toes under, as if getting ready to stand up. Exhale and straighten your legs; push upward with your arms so that you end up looking like an upside down "V." Your weight should be evenly distributed between your hands and feet. Try to keep your legs straight and remember to breathe while in the pose. Hold the pose for at least a few seconds.
- ◆ Go back to your starting position, exhale, and repeat the Downward Dog pose several times.



Continued ...

# Action Break

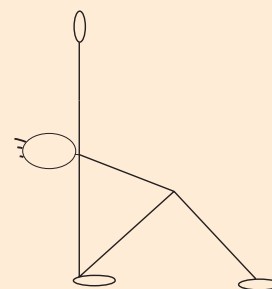
## LESSON 7



## Let's Do Yoga! (continued)

### Triangle Pose

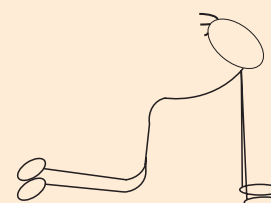
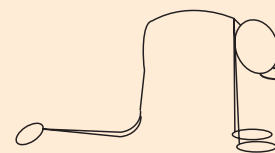
- ◆ Stand with your feet well apart (about 3 feet). Point the toes of your left foot all the way to the left, and your right foot just slightly to the left. Stretch your left arm straight out at shoulder level as if you were pointing to the wall on your left. Bring your right arm straight up toward the ceiling, against your right ear. Now inhale.
- ◆ As you exhale, bend to the left and slightly forward. Slide your left hand down your left leg and hold on to the lowest part of your leg or ankle that you can reach. Look out at your right hand, which is still reaching straight toward the ceiling. Take several full breaths in this pose before releasing it. Return to your starting position.
- ◆ Now point the toes of your right foot all the way to the right, and your left foot just slightly to the right. Repeat the steps above, this time bending to the right. Repeat the pose several times, alternating between your left and right sides.



### Cat and Cow Pose

These are really two poses, with one flowing into the other.

- ◆ Cat—Start on your hands and knees on the floor. Keep your hands shoulder-width apart and just in front of your shoulders; keep your legs about hip-width apart. Take a deep breath in. As you exhale, move into the Cat pose by drawing your spine up and pulling your chest and stomach in so your back reaches up to the ceiling. Drop your head down gently toward the floor.
- ◆ Cow—As you inhale deeply, move into Cow pose by letting your back curve downward, dropping your stomach low toward the floor, and lifting your head up so your body creates a cup. Stretch gently.



Continued ...

# 7

# Action Break



## Let's Do Yoga! (continued)

- ◆ Repeat this movement several times, flowing smoothly from the Cat pose into the Cow pose, and the Cow pose back into the Cat pose.

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.

Remember, if you have extra time and the youth are interested in learning more yoga, there are additional poses at the end of the video/DVD segment.

# Mini-Production: Omission Mission



## Time

25 minutes



## Activity Overview

Youth discuss the media concept of “omission.” Youth create an advertisement for a new breakfast cereal and leave out a fact from their ads.



## Activity Objective

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

- ◆ Explain the media concept of “omission”
- ◆ Identify missing information in an advertisement



## Materials Needed

- Youth folders
- Pencils/pens (enough for each youth)
- Omission Mission Script Starter* sheets (several copies for each of two groups)
- Two small pieces of paper
- Take Home a New Idea!* sheets (one copy for each youth)



## Facilitator's Preparation

- Photocopy the *Omission Mission Script Starter* sheet (several copies for each of two groups).
- On one sheet of small paper, write “High in added sugar” and on the other write “Fortified with eight vitamins and minerals.” Fold each piece of paper. You will give one to each small group. These statements are the facts that each group will leave out of its ad.
- Photocopy the *Take Home a New Idea!* sheet (one copy for each youth).



## Warm-Up

### 1. ASK youth:

- ◆ Which one of the 6 Media Questions focuses on missing information?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
  - ❖ Media Question #5: What information is missing?
  
- ◆ Media question #5 focuses on a media concept called “omission.” What does omission mean?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
  - ❖ To leave something out or to fail to include a specific fact or piece of information
  
- ◆ Why might media producers leave out some of the facts about an issue, story, or product in their media product?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following types of responses:
  - ❖ Advertisements are short. Media producers might not have enough time to include all the facts.
  - ❖ Producers want to include only the information they think is most important to their purpose and message.
  - ❖ Advertisers often want to stress a specific point that might sound good to an audience.
  - ❖ Advertisers may want to ignore a particular feature about a product that might not sound appealing to a target audience.

### 2. ASK youth for examples of media products that leave out certain information, or SHARE some of the following examples with youth:

- ◆ A local news show may not cover some types of news stories because its producers do not think these stories are important to the audience.
- ◆ A television show may not reflect the real impact of situations it shows because those storylines may not be funny or interesting to the audience. A good example of this situation is when a main character on a show has a baby. Even though the main character and the baby live together and the show focuses on the character’s daily life, the baby may be only a very small part of the show. The show doesn’t reflect the reality of life with a baby.
- ◆ A product that is called “Cool Fruit Thirst Quencher” may not mention in its ad that it contains only 10-percent fruit juice. The advertisers do not mention this fact because it probably would not help them sell the product.



- ◆ An advertisement for a car may focus on how fast and powerful the car is, but not mention anything about the car's safety features because the target audience is most interested in buying a car that offers speed and a powerful engine.



## Doing the Activity

### 1. SAY:



*Advertisers need to include information in their ads that will persuade people to buy or support their product, service, or ideas.*

*Now you are going to work in two groups to create a 30-second radio advertisement for a product. The skills you practice in this Mini-Production will help you when you begin work on your Big Production. You want to persuade your target audience to buy your product.*

*Here's what you need to know to create your ad:*

- ◆ *The Yummy Cereal Company has just developed a new breakfast cereal for youth called Happy Rectangles.*
- ◆ *The Yummy Cereal Company has hired your advertising firm to create a 30-second advertisement that promotes this cereal.*
- ◆ *The Yummy Cereal Company has two main target audiences for its ads—young people and parents.*
- ◆ *The Yummy Cereal Company wants the audience to know it is the sponsor of the ad.*
- ◆ *Happy Rectangles cereal is:*
  - ❖ *Made from corn and oats*
  - ❖ *High in added sugar*
  - ❖ *A fun, 3-D rectangle shape*
  - ❖ *Fortified with eight vitamins and minerals*




*There is one catch: You have to leave out a fact about Happy Rectangles cereal from your ad. After you divide into your groups, I am going to give each group a folded piece of paper with a different fact written on it. This fact is what your group will leave out of your ad. Do not share your fact with the other group! Your job is to create an appealing radio ad about Happy Rectangles cereal based on all the facts I have given you, except the one written on your group's piece of paper.*

*Your group will have 15 minutes to create an ad and to rehearse it. Then each group will present its ad to the other group, which will try to guess what fact is missing.*

*Don't forget to include the name of the author or sponsor in your ad. Sponsors are often named at the end of a radio or TV advertisement, at the beginning and end of a radio or TV show, and in the small print at the bottom of a print ad.*

2. HAND OUT the *Omission Mission Script Starter* sheets, youth folders, and pencils/pens.
3. DIVIDE the youth into two groups.
4. GIVE each group a folded piece of small paper. One piece should say, "High in added sugar." The other should say, "Fortified with eight vitamins and minerals."
5. ASK the groups to begin work. TELL youth when they have 5 minutes and then 1 minute left. ASK one group to come to the front of the room and read its advertisement. ASK the other group to guess what important fact was missing.
6. After the first group's presentation, ASK the second group to present its advertisement and allow the first group to guess the missing fact.
7. ASK youth:
  - ◆ Does your ad tell you the full story about the cereal?
  - ◆ Would knowing about the missing fact change your mind about wanting the product?
  - ◆ Do you think knowing the missing fact would change a parent's mind about purchasing or wanting the product?

1  
minute**Closing the Activity**

1. CONGRATULATE youth for their creative ideas and fun advertisements, and for doing a great job guessing the missing information. ASK whether youth have any comments or questions.
2. SAY:  
 *Don't forget to be a Media-Smart Youth when you experience media, especially advertisements. Keep in mind that you may not be hearing the full story, and that the missing facts may be important to you.*
3. ASK youth to place their *Script Starter* sheets in their folders. COLLECT youth 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:
  - ◆ Ways young people are exposed to advertisements
  - ◆ The influence of media on body image
  - ◆ Reasons advertisers leave information out of their ads
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 in the next lesson they will start planning for 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—such as watching TV or a movie—look for product placement.
- ◆ Tell your parents or other family members about the product you saw placed in the media you were using. Ask them to look for product placement the next time they use media, too. If they need help, explain product placement to them. You also can make this activity into a game: the next time you and a parent or family member are watching TV or using other media, have a contest to see who can be the first to find an example of product placement.

# Omission Mission Script Starter

Your mission is to create a 30-second radio advertisement for Happy Rectangles cereal. Your group will have one specific fact it must leave out of the ad. Except for this one fact, your ad should include all the other information below about Happy Rectangles. When you are done, rehearse your script with your group so that you can present it to the other group.

Group members' names: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Sponsor of this ad: \_\_\_\_\_

The name of our product: *HAPPY RECTANGLES CEREAL*

*HAPPY RECTANGLES CEREAL* is:

- o Made from corn and oats
- o A fun, 3-D rectangle shape
- o High in added sugar
- o Fortified with eight vitamins and minerals



Our advertisement's target audience: *YOUNG PEOPLE AND THEIR PARENTS*

Our advertisement's purpose: *TO PERSUADE PEOPLE TO BUY HAPPY RECTANGLES*

The fact that we will omit from our advertisement is:

**SCRIPT:**

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*If you need more room to write, use the back of this page.*



# TAKE HOME A NEW IDEA!

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

1. The next time you use media—such as watching TV or a movie—look for product placement.
2. Tell your parents or other family members about the product you saw placed in the media you were using. Ask them to look for product placement the next time they use media, too. If they need help, explain product placement to them. You can also make this activity into a game: the next time you and a parent or family member are watching TV or using other media, have a contest to see who can be the first to find an example of product placement.

## Take Home a New Snack: Food-Group Mania

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

### What's In It?

- Fat-free or low-fat cottage cheese, or low-fat or reduced-fat cream cheese or Neufchatel cheese
- Whole-wheat English muffins or rice cakes (if these are not available in your local stores, look for other whole-grain substitutes)
- Bananas
- Other fresh or dried fruit that the group likes (such as apricots, apples, raisins, or cranberries)

### How to Put It Together

- Spread cottage cheese or cream cheese on a rice cake or an English muffin.
- Top with sliced bananas or other fruit.

Bonus: The whole-wheat English muffin you are eating is a whole-grain food, and the cottage cheese contains calcium!