

# Making Smart Choices Fun and Easy



## Total Time

90 minutes

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



## Lesson Overview

Youth explore reasons why it may be easy or hard for them to be physically active. Youth also learn the difference between specific and general actions and select potential specific actions for their *Big Production*. The lesson concludes with the youth selecting the media format and type of project they will use in their *Big Production*.



## Lesson Objectives

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

- ◆ Name at least two factors that make it easy to be physically active every day
- ◆ Name at least two factors that make it hard to be physically active every day
- ◆ Identify at least two specific actions they will take to improve nutrition or physical activity
- ◆ Choose a media format for the *Big Production*



## Lesson Activities

- ◆ **Activity A: Being Active: What Makes It Easy? What Makes It Hard?**  
(20 minutes)
- ◆ **Snack Break: Pop It!**  
(10 minutes)
- ◆ **Activity B: Get In the Action!**  
(20 minutes)
- ◆ **Action Break: The Human Knot**  
(10 minutes)
- ◆ **Activity C: Mini-Production: Get Out the Vote! Choose Your *Big Production* Media Format**  
(28 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 for the lesson, consider expanding the time you allow for activities, particularly the *Activity C: Mini-Production* and the *Snack Break*.

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## Materials Needed

### For Activities

- Youth folders
- The 6 Media Questions Poster
- Small slips of paper, each with a question written on it (one slip of paper for each youth and the facilitator; see Facilitator's Preparation)
- Container to hold slips of paper
- Large paper, markers, masking tape, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Pencils/pens (one for each youth)
- Ballot cards (index cards)
- Ballot box (a shoe box with lid)
- Large piece of colorful paper to cover the ballot box (try gift wrap paper or the comics page from the Sunday newspaper)
- Take Home a New Idea!* sheets (one copy for each youth)
- Choosing Specific Actions for the Big Production* sheets (one copy for each youth)

### For Snack Break

- Air-popped popcorn or low-fat microwave popcorn
- Non-stick cooking spray
- A variety of spices and toppings, such as parmesan cheese, dill, oregano, pepper, garlic powder, chili powder, Italian herb seasoning, lemon pepper, paprika

- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)
- Paper plates, cups, and napkins
- Microwave oven or air-popper

### For Action Break

- None



## Facilitator's Preparation

### Activity A

- Post the 6 Media Questions poster in the room.
  - Write the two following questions on separate slips of paper:
    - ◆ What makes it easy to be physically active?
    - ◆ What makes it hard to be physically active?
- If possible, have an equal number of each question on the slips of paper. If the number of slips does not divide evenly by two, repeat the "What makes it easy..." categories for the remaining slip of paper.
- Put the slips of paper in a container. Shake to mix well.

### Snack Break

- Review the snack and prepare ahead as needed.

### Activity B

- Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).

- ❑ Bring the large papers from Lessons 1 and 4, in which youth created lists of nutrition tips, and from Lesson 5, in which youth listed physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

### Action Break

- ❑ Review the activity and prepare ahead as needed.

### Activity C

- ❑ 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 #11: *Big Production Montage*. This segment shows examples of *Big Productions* that other Media-Smart Youth participants have created.
- ❑ Prepare the secret ballot box: Cover a shoebox with colorful paper (such as gift wrap paper or the comics page from the Sunday newspaper) and cut a wide slit in the lid of the box.
- ❑ To help you choose potential *Big Production* media formats, review sources of ideas:
  - ◆ The “Types of Media” and “Ways to Advertise” lists generated in Lessons 2 and 6
  - ◆ The *Mini-Productions* the youth have developed over the course of the curriculum
  - ◆ Appendix E, which contains additional *Big Production* ideas, information, and tips for working with each format

- ❑ From these potential media possibilities, choose six to eight options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. List these options on a piece of large paper and post at the front of the room. Include a range of project ideas. The projects you list will not necessarily be those chosen by the youth, but can provide ideas from which they can brainstorm additional ideas.
- ❑ If you have enlisted a media partner for your *Big Production*, have a conversation before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- ❑ List the questions below on a piece of large paper, and post the paper at the front of the room.

### Should We Do It?

- Do we have enough time?
- Do we have the materials/equipment?
- Do we need outside help?
- Do we have the right number of people?
- Is it a popular format for our audience?
- Is it a good format for our messages?

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



# Being Active: What Makes It Easy? What Makes It Hard?



## Time

20 minutes



## Activity Overview

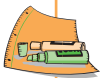
In this activity, youth think about factors that make it easy or hard to be physically active every day. The youth play a game in which they ask each other questions about what makes it easy and hard to be physically active every day.



## Activity Objective

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

- ◆ Name at least two factors that make it easy to be physically active every day
- ◆ Name at least two factors that make it hard to be physically active every day



## Materials Needed

- The 6 Media Questions poster
- Small slips of paper, each with a question written on it (one slip of paper for each youth and the facilitator; see Facilitator's Preparation)
- Container to hold slips of paper



## Facilitator's Preparation

- Post the 6 Media Questions poster in the room.
- Write the two following questions on separate slips of paper:
  - ◆ What makes it easy to be physically active?
  - ◆ What makes it hard to be physically active?

If possible, have an equal number of each question on the slips of paper. If the number of slips does not divide evenly by two, repeat the "What makes it easy..." category for the remaining slip of paper.

- Put the slips of paper in a container. Shake to mix well.

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## ACTIVITY A

 Total time: 20 minutes

## BEING ACTIVE

 4 minutes

### Warm-Up

1. WELCOME youth back.

2. SAY:



*Today we're going to talk about the everyday reality of being physically active. You're going to do an activity that will help you think about the things in your own lives that make it easy or hard to be physically active every day. This activity also will help us think about our Big Production.*



3. For each of these statements, ASK youth to jump to their feet if they agree with the statement. Ask youth to sit down before moving on to the next statement:

- ◆ Everyone who thinks it's easy to be physically active every day
- ◆ Everyone who thinks it's hard to be physically active every day
- ◆ Everyone who wants to be physically active every day
- ◆ Everyone who plans to be physically active every day

4. SAY:



*Sometimes it's easy to be physically active every day. Other times, things get in the way and it's hard to fit it in.*

5. CONDUCT a quick brainstorm. ASK youth for one or two examples of the kind of things that might make it easy or hard to be active. Here are some possibilities:



Things That Make It Easy To Be Active	Things That Make It Hard To Be Active
<ul style="list-style-type: none"> <li>• Having a dog that needs to be walked every day</li> <li>• Playing on a softball team with friends</li> <li>• Having a parent or guardian who likes to do physically active things with me</li> <li>• Listening to music that makes me want to dance</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling that I do not have time to be physically active every day</li> <li>• Living too far away to bike or walk to school every day</li> <li>• Living in a place with cold and rainy weather, which makes it hard to go outside and do physical activities</li> <li>• Being tired after school and not feeling like being physically active</li> </ul>



## 6. SAY:

*Good ideas! Let's do an activity that will get us thinking some more about these issues.*

15  
minutes

## Doing the Activity

1. DIVIDE the youth into two groups. ASK the two groups to face each other in two lines that are about 20 feet apart (or far enough apart to allow youth to run/skip/hop from one line to the other).
2. PASS the container of slips of paper with the questions on them. ASK each youth to take one slip of paper. TELL youth not to read the questions out loud or share them! TAKE the last slip for yourself.
3. EXPLAIN the rules of the game:
  - ◆ I will start by reading a question from a slip of paper out loud. I will call on a person to answer the question. After answering the question, that person (Person A) reads the question on his or her own slip of paper. Everyone should think of an answer.
  - ◆ After reading the question, Person A immediately runs/skips/hops across to the other group and stops in front of a person (Person B).
  - ◆ Person B must answer the question. Person A sits down on the floor at the place where Person B was standing. The process continues in the same way: Person B reads out his or her question, runs/skips/hops across to the other group, and picks a person (Person C) to answer the question. After Person C answers, Person B sits down. Person C asks his or her question, runs/skips/hops to the other line, and picks a person to answer.
  - ◆ This process continues until only one of you is left standing. The last person gets to ask me the last question.
  - ◆ Try not to repeat answers, but if someone mentions an idea that really applies to another person, too, it is okay to give the same answer.
4. Before youth start the game, ENCOURAGE them to think of answers in terms of their own lives—what in their daily routines and family situations makes it easy or hard to be physically active? When thinking of things that make it easy to be physically active, do they:
  - ◆ Choose to do physical activities
  - ◆ Plan ahead to fit physical activity into the day
  - ◆ Do a little physical activity whenever possible



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## ACTIVITY **A**

 Total time: 20 minutes

## BEING ACTIVE

5. TELL youth to play the game. When all youth have asked and answered the questions, END the game. DISCUSS their answers. ASK:

- ◆ Which answers surprised you because you never thought of them as **helpers** (things that make it easy to be physically active) or as **obstacles** (things that make it hard to be physically active)?
- ◆ Why is it good to think about helpers and obstacles?

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

- ❖ If we understand what things help us or stand in our way, then we can see how to change things in our lives so that we have more helpers and fewer obstacles. Changes like these can help us make smart choices.
- ❖ Understanding the helpers and obstacles in our lives will help us focus on the things in our lives that we can change, not on the things we can't change. For example, if we live too far away to walk to school, we can't change that. Maybe there are other things in our lives we can change to help us be more active, such as including physical activity in other things we are already doing.

### A Note About Engaging the Youth

Make this game as fun and lively as possible. Encourage the youth to call out their questions and answers loudly and clearly, and urge them to keep thinking of answers even if they already had their turn.

### A Note About Discussing Obstacles



Some of the obstacles that the youth list may be more difficult to address than others. Be prepared to come up with thoughtful responses to issues such as, “My neighborhood is dangerous, and I don’t feel safe outside,” or “My parents can’t afford sports equipment,” or “Kids laugh at me when I run.” See the Media-Smart Youth Curriculum Introduction and Overview for tips on handling sensitive topics.





1  
minute

### Closing the Activity

1. CONGRATULATE youth for their thoughtful and creative efforts and for working well together. ASK whether youth have any comments or questions.
2. EXPLAIN to youth that they also can apply these same questions—What makes it easy? What makes it hard?—to better understand what might make it easier or harder to choose fruits and vegetables, whole-grain foods, and foods that are lower in fat and added sugar. Knowing the answers to these questions can help them make smart choices about the food they eat.
3. TELL youth that after a quick *Snack Break* they will do an activity to get them thinking about their *Big Production*.

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# Snack Break



## Pop It!

 **Time: 10 minutes**

### What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Non-stick cooking spray
- A variety of spices and toppings, some ideas include:
  - ◆ Parmesan cheese
  - ◆ Dill
  - ◆ Oregano
  - ◆ Pepper
  - ◆ Garlic powder
  - ◆ Chili powder
  - ◆ Italian herb seasoning
  - ◆ Lemon pepper
  - ◆ Paprika

### Other Things You Need

- Paper plates and napkins
- Drinks (100-percent fruit juice, fat-free or low-fat milk, water, or seltzer)
- Microwave oven or air-popper

### How to Put It Together

- ◆ POP the popcorn in the microwave or with an air-popper.
- ◆ POUR into a large bowl.
- ◆ SPRAY popcorn with the cooking spray.
- ◆ ADD two or three of the suggested toppings.

TRY different combinations such as:

- ❖ **Pizza popcorn:** Parmesan cheese, oregano, and Italian herb seasoning
- ❖ **Lemony dill popcorn:** Lemon pepper and dill
- ❖ **Spicy popcorn:** Parmesan cheese, garlic powder, and chili powder

**POINT OUT** that popcorn is a whole-grain food!

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.

# Get In the Action!



## Time

20 minutes



## Activity Overview

Youth explore the difference between specific and general actions and select potential specific actions for use in their *Big Production*.



## Activity Objective

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

- ◆ Identify at least two specific actions to promote nutrition or physical activity



## Materials Needed

- Large paper, markers, masking tape, watch/timer, easel (if available)
- *Choosing Specific Actions for the Big Production* sheets (one copy for each youth)
- Youth folders



## Facilitator's Preparation

- Photocopy the *Choosing Specific Actions for the Big Production* sheet (one copy for each youth).
- Bring in the large papers from Lessons 1 and 4, in which youth created lists of nutrition tips, and from Lesson 5, in which youth listed physical activities. These lists may be helpful during this activity if youth need ideas for specific actions.

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## ACTIVITY B



Total time: 20 minutes

GET IN THE ACTION!



7 minutes

### Warm-Up

#### 1. SAY:



*In this activity we're going to begin thinking about our Big Production. The Big Production will allow you to use all the things you've learned about media, physical activity, and nutrition to create your own media products.*

*Because it takes time to plan for the Big Production, we need to start now. That's why we're going to come up with several ideas for the nutrition or physical activity action we want to promote to other young people. We'll begin serious work on the Big Production in the next session.*

#### 2. SAY:



*As we've learned, media products are often designed to promote an action, such as buying a product, going somewhere on vacation, or thinking a certain way about a subject. The authors or sponsors of a media product do whatever they can to ensure that you—the target audience—do the action they are promoting. One way they do this is by choosing an action that's easy for the audience to do. They also try to avoid talking about any obstacles that might prevent the audience from doing the action. Finally, they make the action appealing to the audience.*

*Let's look at an example: The Zippy's fast food chain sells hamburgers, salads, French fries, and fruit smoothies. Zippy's is well known for its delicious food. Its advertising emphasizes that Zippy's restaurants are all over town and that the restaurants are open 24 hours a day.*

#### 3. ASK youth:

- ◆ What action is Zippy's promoting?

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

- ❖ Eat at Zippy's!

- ◆ How does Zippy's make it easy for us to eat there?

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






- ❖ It's convenient to go there because they have restaurants all over town.
- ❖ We can get food any time we want because they are open 24 hours a day.

**GET IN THE ACTION!**

 Total time: 20 minutes

**ACTIVITY**

- ◆ Why does Zippy’s want to make it easy and appealing for us to eat there?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
    - ❖ If it’s easy to eat there, we’re more likely to do it.
  - ◆ How does Zippy’s make it appealing for us to eat there?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following response:
    - ❖ The food at Zippy’s is really delicious.
4. ASK youth to think back to Lesson 3 and their Action Heroes. ASK them what action they promoted in that *Mini-Production*. TELL them that they are now going to do something similar, but will take it one step further. They are going to decide on a specific nutrition or physical activity action to promote in the *Big Production*, keeping in mind ways to make it easy as well as appealing to their target audience.
5. ASK youth if they remember what the word “specific” means?  
LISTEN to ideas from youth. If necessary, GUIDE them to the following responses:
  - ❖ Precise
  - ❖ Exact
  - ❖ Definite
6. MAKE SURE that youth know the difference between a specific action and a **general action**. ASK youth to name one or two general actions and then ASK them to make these actions specific. Examples could include:

General Action		Specific Action
Eat healthy food.		Have a piece of fruit at lunch every day.
Cut back on added sugar.		Choose fat-free milk instead of soda for an afterschool drink.
Be more physically active.		Call up a friend and invite him or her to play basketball.
Do vigorous physical activities.		Every time you take the stairs, run up them.

# 9

## ACTIVITY B



Total time: 20 minutes

GET IN THE ACTION!

### 7. ASK youth:

- ◆ Why are specific actions better than general actions?

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

- ❖ Specific actions are easier to do because we know exactly what we are supposed to do.
- ❖ We can clearly see the progress we are making toward a goal.



12 minutes

### Doing the Activity

#### 1. HAND OUT the *Choosing Specific Actions for the Big Production* worksheet. SAY:



*Take a look at the sheet I just handed out. Let's review the left column. This column lists the main ideas that we've talked about all through the Media-Smart Youth lessons.*

#### 2. ASK one of the youth participants to read the left column of the worksheet out loud to the rest of the group.

#### 3. DIVIDE the youth into two groups. ASSIGN the nutrition actions to one group and the physical activity actions to the other group.

#### 4. SAY:



*Your group is going to work to change each of the Media-Smart Youth actions you were assigned. Change the general action in the left column into a specific action in the middle column. The right column has examples of specific actions so you can get an idea of how to do it. For example, one message is "Eat more whole-grain foods each day." To make it specific, you could say, "Make your next sandwich with whole-wheat bread." As a group, you have to think of a specific action for each of these general actions.*

#### 5. ALLOW youth 8 minutes to work on the actions. TELL them when they have 5 minutes, then 1 minute left.

#### 6. ASK a volunteer from each group to read their group's answers out loud. WRITE both groups' specific actions on a sheet of large paper as they read them. If necessary, HELP youth to rephrase their actions to make them more specific.

#### 7. Briefly DISCUSS their reasons for choosing these particular actions.

**GET IN THE ACTION!**
 Total time: 20 minutes

8. REMIND youth that if the action is specific, easy to do, and appealing to your target audience, people will be more likely to do it!
  
9. ASK youth to select as a group one nutrition action and one physical activity action as possibilities for their *Big Production* to focus on.
  
10. Once they have selected their actions, CIRCLE the two selected actions so they stand out. SAVE this paper for Lesson 10.

**A Note About Choosing Actions**

See if youth can agree on what action to choose. If they cannot come to a consensus, try a simple voting process: Have the youth put a check mark next to the nutrition and the physical activity actions they like best. The actions with the most check marks win. Remember, though, that the decisions the youth make today are not set in stone. Youth will have another chance to consider them in Lesson 10.

## Optional Additional Activity

If you have time and it seems feasible, ask the youth whether they would like to make a group nutrition or physical activity resolution using the actions they selected. Use all the elements they have worked with in this lesson so far—the “What makes it easy...” and “What makes it hard...” activity—as well as the discussions about general actions versus specific actions. Encourage them to be realistic, and remind them that their resolution can involve a little change or a big change—whatever they think they can achieve. In discussing their resolution, have the youth talk about how they plan to accomplish their goal and who might help them (such as parents/guardians, siblings, friends, or teachers).



### 1 minute Closing the Activity

1. CONGRATULATE youth on their wonderful work. ASK whether the youth have any comments or questions. TELL youth to put their *Choosing Specific Actions for the Big Production* sheets in their folders.



## ACTIVITY B



Total time: 20 minutes

**GET IN THE ACTION!**

### 2. SAY:



*Even when we try to be active and eat healthy foods, it's sometimes hard to do. Identifying specific actions makes it easier for us to know what we want to do and to know when we are doing it! Your ideas about actions are a great resource for your Big Production.*

*In the next activity we're going to do some more Big Production planning. But first, let's take an Action Break.*



# Action Break

9



## The Human Knot

 **Time: 10 minutes**

1. HAVE youth stand in a circle facing each other.
2. TELL each person to reach out and grab the hands of two people across from them, not next to them. Youth must hold the hands of two different people.
3. When everyone is holding two other people's hands, INSTRUCT youth to remain holding hands until the game is over. They must not break the knot.
4. EXPLAIN that they must find a way to “untie the knot” and return to their original circle with everyone still holding hands. They can twist, turn, step over hands, and go under arms—anything to untie the knot, except letting go. If they let go, they must rejoin hands and reconnect the circle as it was before they disconnected and start over.
5. When they are finished, ASK youth whether they think this was physical activity (yes). ASK if it was easy or hard to play this game.
6. SAY:



*See...doing something fun helps make it easy to be physically active.*

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: Get Out the Vote!

## Choose Your Media Format



### Time

28 minutes



### Activity Overview

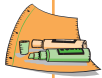
In this activity, youth will review the goal of the *Big Production*, then discuss and decide upon their chosen media format for the *Big Production*.



### Activity Objective

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

- ◆ Choose a media format for the *Big Production*



### Materials Needed

- Large paper, masking tape, markers, watch/timer, easel (if available)
- TV/VCR or DVD player and Media-Smart Youth videotape or DVD (optional)
- Pencils/pens (one for each youth)
- Ballot cards (index cards)
- Ballot box (a shoe box with lid)
- Large piece of colorful paper to cover the ballot box (try gift wrap paper or the comics page from the Sunday newspaper)
- *Take Home a New Idea!* sheet (one copy for each youth)



### Facilitator's Preparation

- If using the Media-Smart Youth videotape or DVD, preview the segment before the lesson. Set up the VCR or DVD player so it is ready to play Segment #11: *Big Production Montage*. This segment shows examples of *Big Productions* that other Media-Smart Youth participants have created.
- Prepare the secret ballot box: Cover a shoebox with colorful paper (such as gift wrap paper or the comics page from the Sunday newspaper) and cut a wide slit in the lid of the box.



- To help you choose potential *Big Production* media formats, review sources of ideas:
  - ◆ The “Types of Media” and “Ways to Advertise” lists generated in Lessons 2 and 7
  - ◆ The *Mini-Productions* the youth have developed over the course of the curriculum
  - ◆ Appendix E, which contains additional *Big Production* ideas, information, and tips for working with each format
- From these potential media possibilities, choose six to eight options that you feel would be appropriate for the youth to take on as projects for their *Big Production*. List these options on a piece of large paper and post at the front of the room. Include a range of project ideas. The projects you list will not necessarily be those chosen by the youth, but can provide ideas from which they can brainstorm additional ideas.
- If you have enlisted a media partner for your *Big Production*, have a conversation before this lesson to discuss preparation for the *Big Production* and potential roles and formats.
- List the questions below on a piece of large paper, and post the paper at the front of the room.

### Should We Do It?

- Do we have enough time?
- Do we have the materials/equipment?
- Do we need outside help?
- Do we have the right number of people?
- Is it a popular format for our audience?
- Is it a good format for our messages?

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

2  
minutes**Warm-Up****1. SAY:**

*In this activity, we're going to continue thinking about the Big Production. Today we're going to vote on the type of project we'll do.*

**2. ASK youth:**

- ◆ Thinking back to Lesson 2, can you remember the purposes of media?

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

- ❖ Entertain
- ❖ Inform
- ❖ Persuade

- ◆ What are some of the different types of media we have talked about in the workshop so far?

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

- ❖ Newspapers
- ❖ TV
- ❖ Radio
- ❖ Magazines
- ❖ Music
- ❖ Internet
- ❖ Billboards
- ❖ Movies and videos
- ❖ Advertisements
- ❖ Signs on the outside and inside of buses or at bus stops
- ❖ Product packaging

**A Note About Possible Media Formats**

Depending on your media partner and the types of projects that are realistic for your group to do—given time, room space, materials, or other issues—you may need to adapt this discussion slightly to reflect the options that are available for your group to consider for its *Big Production*.

**A Note About Other Types of Media**

For a broader list of types of media, see Lesson 2, p. 73.



## Doing the Activity

1. HAND OUT an index card and a pencil or pen to each youth.

2. SAY:



*Before we vote on the type of project we want for our Big Production, let's review the possibilities and then discuss each one so that you can make a choice you feel sure about.*



Segment #11: *Big Production Montage*

3. If you choose not to use the Media-Smart Youth video or DVD, SKIP to step #5 now. If you choose to use the video or DVD, SAY:



*Now we're going to look at some Big Productions that other Media-Smart Youth have created. These may give you an idea of some of the many things you could do for your Big Production.*

4. SHOW the *Big Production Montage* segment, and then continue with step #5.

5. SAY:



*Let's make some decisions as a group, and then each of you will have the chance to cast one vote on a final decision.*

6. ASK the youth to look at the ideas posted at the front of the room. ASK for other *Big Production* ideas not included on the list. WRITE any additional items on the paper.

7. ASK whether there are any ideas they do not want to pursue. DRAW a line through these ideas on the list. Try to NARROW down the list to three ideas.

8. USE the list of questions on the large paper to help youth discuss the pros and cons of one project versus another. EXPLAIN to youth that, for each idea, you'll ask a series of questions. Let them know that this discussion will help them agree on a choice together. ALLOW 10 minutes for this discussion. Do not eliminate any of the three ideas, but rather, discuss the feasibility of doing each proposed *Big Production* format.



9. REVIEW the questions on the large paper with the youth. USE the points below to guide the discussion.
  - ◆ Do we have enough time?
    - ❖ Let youth know how much time will be available for them to complete the *Big Production*.
  - ◆ Do we have the materials/equipment?
    - ❖ If not, where could we get them? Who could we ask for help?
  - ◆ Do we need outside help?
    - ❖ If so, who could we ask for help?
  - ◆ Do we have the right number of people?
    - ❖ Too few? Too many?
  - ◆ Is it a popular format with our audience (other young people)?
  - ◆ Is it a good format for our messages?
10. After 10 minutes, BRING the discussion to a close. TELL youth that it is now time to cast their votes.
11. If desired, WRITE each of the three *Big Production* ideas on a new piece of large paper so that youth know exactly what options they are voting for.
12. ASK youth to vote for the one *Big Production* project idea that they feel the group could complete most successfully. EXPLAIN that this is a secret ballot vote, which means that no one will know how others vote. They should not include their names on their ballots. ASK each youth to write their vote on an index card and put the completed ballot in the secret ballot box.
13. ASK for a volunteer to read the ballots. ASK for a second volunteer to put a check mark on the large paper next to each idea for each vote received. ANNOUNCE which idea has the most votes. In the event of a tie vote, TOSS a coin and WRITE the winning project idea on a sheet of large paper. SAVE this paper for Lesson 10.

1  
minute

### Closing the Activity

1. CONGRATULATE youth on working together to choose their *Big Production* media format. ASK whether youth have any comments or questions. REMIND them that the *Big Production* begins with Lesson 10.



## 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:
  - ◆ Ways young people can make it easier to be physically active
  - ◆ Specific actions they can take to improve nutrition or physical activity
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 learning about the three phases of media production.

### Take Home a New Idea!

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

- ◆ The next time you want to try a new physical activity, think about how it fits into your life. What helpers and obstacles do you see?
- ◆ Tellw your parents or other family members what you learned about. Ask them to take the same action. If they need to be convinced, think together about the ways they can make it easy and appealing—and therefore more likely—to do.

### Look Ahead Alert: Decorating Big Production Team T-Shirts!

Lesson 10 includes an optional activity in which youth decorate white t-shirts with their *Big Production* team name. You may buy these shirts or ask youth to bring them from home. If you choose the latter, **TELL** youth about this activity now and **ASK** each youth to bring a t-shirt to the next lesson. See Lesson 10 for more details. This activity requires an extra 30 minutes of time.



## Choosing Specific Actions for the *Big Production*

Nutrition		
Main Nutrition Ideas (These are general actions.)	Your Specific Actions Go Here	Specific Action Examples
Have fruits and vegetables each day.		Put blueberries or other fruit on your cereal in the morning.
Have whole-grain foods each day.		Make your next sandwich on 100-percent whole-wheat bread.
Cut back on fat.		Have a baked potato instead of fries.
Cut back on added sugar.		Split a candy bar with your friend instead of eating it all on your own.
Have foods and drinks with calcium each day.		Drink a tasty low-fat yogurt smoothie for a calcium-filled snack.

Physical Activity		
Main Physical Activity Ideas (These are general actions.)	Your Specific Actions Go Here	Specific Action Examples
Be physically active each day.		Take the stairs instead of the elevator.
Add some "I can't believe it's physical activity" activities into your week.		The next time it snows, have a snowball fight with your friends.
Try new physical activities that you've never done before.		Pick a new sport—such as tennis—and play it with a friend.
Make physical activity a part of everyday life.		If you love to dance, put music on and dance every day.



# TAKE HOME A NEW IDEA!

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

1. The next time you want to try a new physical activity, think about how it fits into your life. What helpers and obstacles do you see?
2. Tell your parents or other family members what you learned about. Ask them to take the same action. If they need to be convinced, think together about the ways they can make it easy and appealing—  
and therefore more likely—to do.

## Take Home a New Snack: Pop it!

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

### What's In It?

- Air-popped popcorn or low-fat microwave popcorn
- Non-stick cooking spray
- A variety of spices and toppings; some ideas include:
  - Parmesan cheese
  - Dill
  - Oregano
  - Pepper
  - Garlic powder
  - Chili powder
  - Lemon pepper
  - Paprika
  - Italian herb seasoning

### How to Put It Together

- Pop the popcorn in the microwave or in an air-popper.
- Pour into a large bowl.
- Spray popcorn with the cooking spray.
- Add two or three of the suggested toppings.

TRY different combinations such as:

- Pizza popcorn: Parmesan cheese, oregano, and Italian herb seasoning
- Lemony dill popcorn: Lemon pepper and dill
- Spicy popcorn: Parmesan cheese, garlic powder, and chili powder

Bonus: Popcorn is a whole-grain food!