

# Tell Us What You Think Now

## Post-Curriculum Activity

Optional

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### Time

20 minutes



### Activity Overview

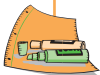
Youth will complete a post-curriculum activity to find out what they have learned about media, nutrition, and physical activity and to get their feedback about the workshop so far.



### Activity Objective

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

- ◆ Determine youth knowledge of the topics covered in the Media-Smart Youth program



### Materials Needed

- Pencils/pens (one for each youth)
- Tell Us What You Think Now* sheets (one copy for each youth)
- Word Search* sheet (one copy for each youth)



### Facilitator's Preparation

- Photocopy the *Tell Us What You Think Now* and *Word Search* sheets (one copy of each for each youth).



## Warm-Up

1. EXPLAIN the *Tell Us What You Think Now* sheet briefly.

2. SAY:



*I will now hand out a sheet that's designed to see what you think today about media, nutrition, and physical activity. Now that you've completed 10 sessions on these topics, you may have different ideas than you did at the beginning of the workshop, when you completed the Tell Us What You Think sheets. Knowing what you think now and what you thought at the beginning of the workshop helps me do a better job of presenting this workshop.*



## Doing the Activity

1. HAND OUT the *Tell Us What You Think Now* and *Word Search* sheets and the pencils/pens.

2. ASK youth to complete the *Tell Us What You Think Now* sheet. EXPLAIN that they should do this on their own, without talking to one another. Youth who finish quickly can do the *Word Search* sheet until all youth complete their *Tell Us What You Think Now* sheets.

3. ALLOW 15 minutes for youth to complete the *Tell Us What You Think Now* sheet. TELL youth when they have 5 minutes and then 1 minute left.

4. ASK youth to hand in their completed *Tell Us What You Think Now* sheets.

### A Note About Keeping This Activity Upbeat

This activity is not a test! Keep the tone light and fun. Make the young people comfortable by telling them that there are no wrong answers and that they won't be graded.

### A Note About Reviewing the Youth's Responses

After the lesson, take time to review the youth's responses. Compare the sheets with the pre-curriculum activity from the beginning of the workshop. The information provided should be helpful in several ways:

- ◆ It will give you a good sense of how much the youth knew at the beginning of workshop about the Media-Smart Youth workshop topics—media, nutrition, and physical activity—and what they knew about these topics by the end of the workshop. A comparison of the pre- and post-curriculum sheets will help you gauge how much the youth learned during the lessons.
- ◆ The information from the pre-curriculum sheet and the post-curriculum sheet will give you data you can use to plan future Media-Smart Youth workshops, as well as other programs. The data also may be useful in making presentations to current or potential funders, administrators, or to afterschool program management.

**1**  
minute

### Closing the Activity

1. THANK youth. ASK whether youth have any comments or questions.

# WORD SEARCH



Find and circle as many of these healthy foods as you can. Try to find them all!  
Then, try to remember to eat more of them in your daily meals and snacks!

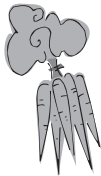
There are 40 words total. You will find them backward, forward, diagonal, and straight up and down.



APPLE  
ASPARAGUS  
AVOCADO  
BANANA  
BEET  
BLUEBERRY  
BREAD  
BROCCOLI



CARROT  
CELERY  
CHEESE  
CHERRY  
CORN  
CUCUMBER  
FIG  
FRUIT



GRANOLA  
GRAPE  
LETTUCE  
MANGO  
MILK  
ONION  
ORANGE  
PEA



PEAR  
PEPPER  
PINEAPPLE  
POTATO  
PUMPKIN  
RADISH  
RAISIN  
RASPBERRY




SPINACH  
SQUASH  
STRAWBERRY  
TOMATO  
TURNIP  
VEGETABLE  
WATERMELON  
Yogurt

Z N K P D A E R B R S W T T M I L K D M  
Z T P F E K V X Y T O J G H H S Z F G N  
N O Y G Z P L F R F M T S K T F Q R O R  
S M G Z R Y P A C L L I A E C Y I I T A  
Q P Q N N K W E A R D X E T R T N G W S  
B Z I V A B H M R A H B E R O O N V P P  
A C W N E M Y C R S V S E A L P L T G B  
N X K R A O U I O G E H L E T T U C E E  
A L R H G C C L T E C P A P P L E A H R  
N Y R U U L H O H L E C I H T N G V S R  
A Q R M G P M C Z B P G D N L P M O A Y  
N T B T E T C C T A I H N T R R V C U S  
L E A A Z F E O X T N Q T A F U M A Q E  
R J L K C C L R C E E X M T R G T D S P  
G W O L B O E B Z G A O T A M O T O T A  
G V N M K V R Z T E P Y P R T V M I K R  
T R A L N P Y N M V P F H Z V H U T D G  
T H R A I S I N P D L A S P A R A G U S  
R K G G K Y R R E B E U L B F P M L T V  
P U M P K I N H N L W A T E R M E L O N

# TELL US WHAT YOU THINK NOW

## Tell Us About You:

- 1 I am a (check one):  Girl  Boy
- 2 I am in grade (check one):  5  6  7  
 8  Other grade: Which one? \_\_\_\_\_
- 3 I am (check one):  10 years old  11 years old  
 12 years old  13 years old  
 \_\_\_ years old (fill in your age if it is not on the list)
- 4 I am (check one):  
 Hispanic or Latino  
 Not Hispanic or Latino
- 5 I am (check one or more):  
 American Indian or Alaska Native  
 Asian  
 Black or African American  
 Native Hawaiian or Other Pacific Islander  
 White  
 Other \_\_\_\_\_

turn the page... 

## Instructions

The next questions ask about physical activity, nutrition, and the media. Your answers will help us in developing programs for youth your age. There may be some questions with words that you don't understand or have not learned about yet. In that case, just make your best guess and choose that answer. You will not be graded on these questions. We hope you find this activity interesting!

## Physical Activity

6 Young people should be physically active for at least \_\_\_\_\_ minutes each day. (Check only one option.)

- 15
- 30
- 45
- 60

7 Check all the actions that you think are physical activities:

- Walking
- Carrying groceries
- Climbing stairs
- Playing soccer


Instructions for Question 8 & 9: Circle True or False for each statement below.

8 Physical activity is anything that gets your body moving.  
TRUE FALSE

9 Riding a bike is a weight-bearing activity.  
TRUE FALSE

10 Taking your pulse during or after physical activity can tell you \_\_\_\_\_.  
(Please check one.)

- how strong your muscles are
- how hard your body is working
- how flexible your body is
- how many minutes a day you should be active

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Instructions for Questions 11–13: The next three questions ask for your opinions about activities. There are no right or wrong answers. For each question, mark (X) the box that tells how you feel. The lighter the box, the more you disagree with the sentence. The darker the box, the more you agree with the sentence.

11 I intend to be physically active for at least an hour a day during the next month.

12 I intend to be more physically active during the next month.

13 I intend to do more weight-bearing activities during the next month.

	Stongly Disagree			Stongly Agree

14 What can you do to help make your bones stronger? (Check one.)

- Eat foods with less added sugar and do weight-bearing activities
- Eat foods high in calcium and do weight-bearing activities
- Eat whole-grain foods and do stretches to be more flexible
- Eat fruits and vegetables and get enough sleep


## Nutrition

15 Check all the ways to include fruits and vegetables in daily eating:

- Eat a banana with breakfast.
- Drink milk with dinner.
- Have a glass of 100-percent fruit juice.
- Have a turkey sandwich on whole-grain bread.

16 Check all the foods that are sources of calcium:

- Yogurt
- Spinach
- Carrots
- Peanut butter

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17 Check all the ways that you can reduce added sugar in your daily eating:


- Have plain cereal instead of frosted cereal for breakfast.
- Drink 100-percent fruit juice instead of fruit punch.
- Have jelly beans at snack time instead of ice cream.
- Split a candy bar with a friend instead of eating the whole thing.

18 Check all the ways that you can reduce fat in your daily eating:

- Remove the skin before eating chicken.
- Drink whole milk instead of skim milk.
- Choose a small order of French fries instead of a large order of French fries.
- Put butter on your toast instead of jam or jelly.

19 Check all the types of whole-grain foods:

- Oatmeal
- White rice
- Wheat bread
- Popcorn

turn the page... 




Instructions for Questions 20–26: The next seven questions ask for your opinions about the foods that you eat. There are no right or wrong answers. For each question, mark (X) the box that tells how you feel. The lighter the box, the more you disagree with the sentence.

- ◆ 20 I intend to eat more vegetables during the next month.
- ◆ 21 I intend to eat more fruit during the next month.
- ◆ 22 I intend to eat fewer high-fat snack foods during the next month.
- ◆ 23 I intend to eat more whole-grain foods during the next month.
- ◆ 24 I intend to eat or drink more foods with calcium during the next month.
- ◆ 25 I intend to read the Nutrition Facts label when I eat packaged snack foods during the next month.
- ◆ 26 I intend to eat fewer snack foods with added sugar during the next month.

	Stongly Disagree			Stongly Agree

## Media

- ◆ 27 Check all the ways a person might see or hear advertisements:
  - Signs on the outside and inside of buses
  - Previews before movies and video rentals
  - Logos on t-shirts
  - Shopping bags

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Instructions for Questions 28–32: Please fill in the letter of the media concept next to the correct definition that matches.


28	a) Point of View	___ The way a person looks at an event or situation, or the perspective from which something is considered.
29	b) Techniques	___ A specific group of people that a media producer, a company, or a program is trying to reach. The members of this group usually have something in common.
30	c) Target Audience	___ The specific process by which a task is completed; the methods used by a media product to attract your attention.
31	d) Sponsor	___ The reason a media product is created, for example to persuade.
32	e) Purpose	___ The company or organization that pays for a media product such as an ad.

33 Check all of the things you think media can do:

- Give you information
- Entertain you
- Persuade you to do or buy something

34 Check all of the reasons you think it is important to know the sponsor of a message:

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

turn the page... 


35 Check all the things that you think are examples of media:

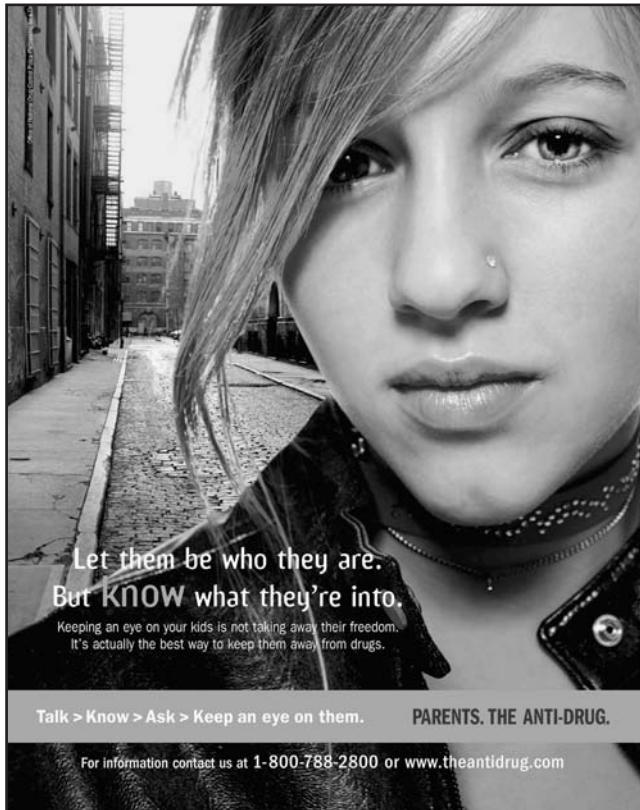
- Magazines
- Internet
- Logo on a shoe or t-shirt
- Billboards

Instructions for Questions 36 & 37: Circle True or False for each statement below.

36 Media can influence people's food choices.  
TRUE FALSE

37 Media can influence the amount of physical activity a person gets.  
TRUE FALSE

turn the page... 




Please answer the following questions about the ad above.

- 38 Who is the audience for this ad? (Circle one.)
- Parents
  - Drug users
  - Youth
  - Punks
- 39 What is the purpose of this ad? (Circle one.)
- To inform parents on the signs of drug use
  - To inform young people about drugs
  - To persuade parents to talk with their kids
  - To persuade youth to talk to their parents

- 40 What is the message in this ad? (Circle one.)
- Be cool.
  - Don't take drugs.
  - It's important to know what your kids are doing.
  - Young people with nose rings don't take drugs.

- 41 Thinking about the purpose of the ad, what important information is missing from this ad? (Circle one.)
- How to talk with your kids
  - Information about the best way to keep your kids from taking drugs
  - A phone number to call for more information
  - Names of places where youth can hang out

- 42 What techniques are used to attract your attention in this ad? (Check one.)
- No message
  - A celebrity
  - An empty street in the background
  - A girl with her friends

turn the page... 

## WHY WE USE BOOSTER SEATS.



**REASON #235 TO USE BOOSTER SEATS: HER SMILE.**  
Sometimes, it's as easy to protect your children as it is to love them. When your child outgrows his or her safety seat, use a booster seat until your child is at least eight years old or is over 4-feet 9-inches tall. Seat belts alone are made for adults. A booster seat raises a child up so the seat belt fits, preventing the child from being thrown from the car in a crash. To learn more, go to [www.buckleupamerica.org](http://www.buckleupamerica.org).

Parents protecting children  
with child safety seats.



Please answer the following questions about the ad above.

- 43 Who is the author or sponsor of this ad? (Circle one.)
- Companies that sell booster seats
  - Parents
  - NHTSA
  - Companies that sell cars
- 44 Who is the audience for this ad? (Circle one.)
- Parents
  - Children
  - Adults who own cars
  - Companies that sell cars

- 45 What is the purpose of this ad? (Circle one.)
- To inform parents about how booster seats are made
  - To persuade parents to use booster seats
  - To make us laugh
  - To persuade parents to take pictures of their children

- 46 Thinking about the purpose of the ad, what important information is missing from this ad? (Circle one.)
- Where to buy booster seats
  - A good reason to use booster seats
  - A Web site to go to for more information about booster seats
  - How booster seats work

turn the page...



Ad  
Council

What do you  
want to be  
labeled as?

Get involved.  
800-722-4466  
weyrvnt.org

49 What techniques are used to attract your attention in this ad? (Circle one.)

- a. Very few words
- b. A celebrity
- c. Picture of a big shoe
- d. Both A and C

Please answer the following questions about the ad above.

47 Who is the author or sponsor of this ad? (Circle one.)

- a. Shoe company
- b. Parents
- c. Youth
- d. Ad Council

48 What is the message in this ad? (Circle one.)

- a. Skateboarding is dangerous.
- b. Volunteering is hard work.
- c. Being physically active is important.
- d. Volunteering is cool.